FACTORS INFLUENCING ENTREPRENEURIAL INTENTION OF BUSINESS GRADUATES IN BAGMATI PROVINCE

A dissertation submitted in partial fulfilment of the requirements for the degree of Masters of Business Studies (MBS)

by

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CERTIFICATION OF AUTHORSHIP

I hereby corroborate that I have researched and submitted the final of my dissertation entitled "**Factors Influencing Entrepreneurial Intention of Business Graduates in Bagmati Province**". The work of this dissertation has not been submitted previously for conferral of any degrees nor has it been proposed and presented as part of requirements for any other academic purposes. The assistance and cooperation that I have received during this research work has been acknowledged. In addition, I declare that all information sources and literature use are cited in the reference section of this dissertation.

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REPORT OF RESEARCH COMMITTEE

Ms. Babita Shrestha has defended research proposal entitled "**Factors Influencing Entrepreneurial Intention of Business Graduates in Bagmati Province**" successfully. The research committee has registered the dissertation for further progress. It is recommended to carry out the work as per suggestions and guidance of supervisor Dr. Pitri Raj Adhikari and submit the dissertation for evaluation and viva voce examination.

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APPROVAL SHEET

We, the undersigned, have examined the dissertation entitled "**Factors Influencing Entrepreneurial Intention of Business Graduates in Bagmati Province**" presented by Babita Shrestha candidate for the degree of Master of Business Studies (MBS Semester) and conducted the Viva voce examination of the candidate. We hereby certify that the dissertation is worthy of acceptance.

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Babita Shrestha
Student

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ABBREVIATIONS

ANOVA	=	Analysis of Variance
AS	=	Attitudes of Students
EI	=	Entrepreneurial Intention
N	=	Sample Size
PES	=	Perceived Educational Support
PC	=	Perceived Control
PO	=	Perceived Opportunity
R	=	Correlation Coefficient
R^2	=	Coefficient of Determination
RBP	=	Risk Bearing Propensity
Std. Dev.	=	Standard Deviation
VIF	=	Variance Inflation Factor

ABSTRACT

This study looks at the variables that affect business graduates' intentions to start their own company in Nepal's Bagmati Province. The study attempts to uncover important factors, such as students' attitudes, perceived opportunities, risk-taking tendency, perceived educational assistance, and perceived control, in light of the important role that entrepreneurship plays in promoting economic growth. A structured questionnaire was used to gather data from 400 business graduates using a quantitative technique. Statistical analyses were then carried out to assess linkages and implications. The results show that risk-taking tendency is also important, but favorable student attitudes, perceived possibilities, and educational assistance all considerably increase entrepreneurial ambitions. On the other hand, perceived control had very little effect. The study emphasizes the need of creating a supportive atmosphere in educational institutions and outlines the consequences for managers, legislators, and upcoming researchers. Stakeholders may better prepare graduates for entrepreneurship by improving these variables, which will eventually aid in the region's economic growth.

Keywords: Attitudes, business graduates, entrepreneurial intention, educational support

Chapter I

Introduction

1.1 Background of the study

The pursuit of entrepreneurship emerges as a vital pathway for economic empowerment and sustainable development in Nepal, a country known for its magnificent landscapes and rich cultural legacy. However, the entrepreneurial path in Nepal is complicated due to the country's economic difficulties and aspirations for development. Entrepreneurship is often regarded as a cornerstone of economic development, job creation, and innovation, playing a critical role in shaping the trajectories of nations worldwide (Barker et al., 2015, as quoted in Khadka, 2023). Given the pressing need to address unemployment and generate economic growth, Nepal has increasingly focused on entrepreneurship as a means of promoting sustainable development and fostering new economic opportunities (Khadka, 2023).

For Bagmati Province, understanding the factors that influence entrepreneurial intention among business graduates is of particular importance. With a growing youth population and the increasing need for employment opportunities, entrepreneurship has become one of the most viable alternatives to traditional job markets. The province, home to Nepal's capital Kathmandu, is at the center of economic activities, making it a unique area for studying entrepreneurial tendencies. Identifying the factors that drive entrepreneurial intention among business students in this region is crucial for shaping educational policies and programs that align with the province's economic objectives.

Factors such as attitudes toward entrepreneurship, perceived opportunities, risk-taking tendencies, and educational support are key determinants in shaping entrepreneurial intention (Anjum et al., 2021). The attitude toward entrepreneurship, which encompasses personal beliefs, values, and perceptions regarding self-employment and business creation, can significantly influence one's intention to pursue entrepreneurial activities. A positive entrepreneurial attitude is often associated with an increased likelihood of starting a business (Kolvereid, 1996). Moreover, the perceived opportunities factor involves an individual's recognition of favorable conditions and the potential for business ventures. Students who perceive high levels of opportunity are more inclined to seize entrepreneurial opportunities and initiate business activities (Kim et al., 2006).

In addition to individual perceptions, risk-taking propensity is another significant factor that influences entrepreneurial intention. Entrepreneurship is inherently risky, and individuals with a higher willingness to take risks are more likely to engage in entrepreneurial ventures. Research has shown that risk-taking ability is positively correlated with entrepreneurial success, particularly in environments where uncertainties are high (Brockhaus, 1980). Finally, educational support plays a critical role in shaping entrepreneurial intentions, as it provides students with the necessary skills, knowledge, and resources to start their own businesses. Educational institutions that offer specialized training in entrepreneurship, mentorship, and exposure to real-world business experiences can help foster entrepreneurial thinking among students (Souitaris et al., 2007).

Aspiring entrepreneurs face several obstacles, including restricted access to financial capital, excessive bureaucracy, and poor infrastructure. The revolutionary potential of entrepreneurship in Nepal's socio-economic landscape is becoming increasingly recognized, notwithstanding these challenges. The initiatives targeted at offering mentorship programs, financial resources, and entrepreneurial education have gained steam, marking a significant advancement in the efforts to foster entrepreneurship. However, a thorough comprehension of the variables influencing entrepreneurial aspirations is essential. Perceived control in individual’s goal might influence, it’s perfectly cognitive process of an intervals. Risk-bearing propensity, on the other hand, examines individuals' readiness to take on uncertain outcomes and tolerate the risks inherent in entrepreneurial ventures, a trait impacted by personality, prior experiences, and cultural traits. Furthermore, education support refers to the perception of support and resources available in the educational environment to encourage and facilitate entrepreneurship, which includes elements such as entrepreneurship programs, mentorship, networking opportunities, and funding (Anjum et al., 2021). These factors interact to shape people's entrepreneurial intents in the ever-evolving field of entrepreneurship, underscoring the significance of careful study to comprehend their interactions and effects. Through an examination of these subtleties, this study seeks to light the dynamics of entrepreneurial intention among students in Bagmati Province. The findings are helpful in informing policy interventions, educational programs, and support systems that are intended to foster a thriving entrepreneurial ecosystem.

The role of social and environmental factors in shaping entrepreneurial intentions should also not be overlooked. Social networks, family influences, and access to capital are often

cited as additional factors that affect one's decision to pursue entrepreneurship (Mitra, 2014). In the context of Bagmati Province, these factors may interact with the region's economic landscape, where opportunities and challenges present unique conditions for aspiring entrepreneurs. Thus, a deeper understanding of these variables is critical for enhancing entrepreneurship education programs and developing policies that foster a thriving entrepreneurial ecosystem in the province.

1.2 Problem statement

Entrepreneurship serves as a fundamental pillar in the economic landscape of nations worldwide, playing a pivotal role in job creation, innovation, competition, and adaptation to market dynamics (Ferreira et al., 2023). Despite its significance, the journey of entrepreneurship is fraught with challenges, with a substantial portion of startups meeting untimely demises. Statistics reveal a sobering reality, with approximately 22.6% of small businesses worldwide failing within a year (Khan et al., 2021), and in Pakistan, where startups exhibit a success rate of less than 2%, the struggle is particularly pronounced (Shahzad et al., 2021).

In developing countries where economic challenges persist, entrepreneurship emerges as a beacon of hope, offering avenues to mitigate social and economic issues through technical innovation (Liao et al., 2022). The concept of technical entrepreneurship holds promise in fostering both social welfare and economic growth in such nations (Al-Mamary & Alshallaqi, 2022). However, the entrepreneurial landscape in presents unique complexities, with a predominant focus on non-technical ventures, indicating a need to foster a culture of innovation and entrepreneurial spirit, particularly among small and medium enterprises (Farhangmehr et al., 2016). Efforts to bolster entrepreneurship in Pakistan have seen various governmental interventions, including initiatives offering youth loans, educational courses, and skill development programs aimed at nurturing a new generation of entrepreneurs (Liu et al., 2019). Recognizing the pivotal role of education in shaping entrepreneurial intentions, institutions have also stepped up their involvement, providing guidance and resources to students embarking on entrepreneurial paths (Palmer et al., 2019). Theoretical frameworks such as the Conservation of Resources (COR) theory and the Theory of Planned Behavior (TPB) offer insights into the psychological and social factors influencing entrepreneurial decision-making, shedding light on the importance of understanding the environment in which entrepreneurship thrives (Huang et al., 2022). It's essential to fulfill existing gaps in

understanding by exploring the multifaceted dimensions of entrepreneurship, including self-efficacy, institutional support, family dynamics, and peer influence, within the context of Nepal (Khadka & Khadka, 2023).

The significance of entrepreneurial intention lies in its potential to translate into action, paving the way for the creation of new ventures and job opportunities (Liñán et al., 2011). Entrepreneurial intention is often considered a precursor to entrepreneurial behavior, as individuals who express a strong intent to start a business are more likely to take concrete steps toward its realization. In the context of developing countries like Nepal, where economic challenges and unemployment rates are high, understanding the factors that influence entrepreneurial intention can provide valuable insights into fostering a culture of entrepreneurship. Through an exploration of entrepreneurial intention, this study endeavors to unravel the intricacies of entrepreneurial behavior in developing countries, shedding light on the pathways to fostering a vibrant entrepreneurial ecosystem (Finch et al., 2016).

By identifying and understanding the factors that influence entrepreneurial intentions, this study aims to contribute to the creation of tailored strategies and interventions that promote entrepreneurship as a viable career option. This exploration is particularly relevant in the context of Nepal, where traditional employment avenues may not fully absorb the growing youth population, and where the need for entrepreneurial ventures is more pressing than ever. Factors such as attitudes toward entrepreneurship, perceived opportunities, risk-taking tendencies, and the role of educational support all play crucial roles in shaping the entrepreneurial intentions of business graduates (Anjum et al., 2021)., the study will address the following research issues:

i. What are the major factors which influence the entrepreneurial intention of youths in Bagmati Province?
ii. Does any relationship exist between attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support, and perceived control with entrepreneurship intention?
iii. How attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support and perceived control effect entrepreneurship intention of business students?

1.3 Objectives of the study

The specific study are as follows:

i. To assess the factors which influence the entrepreneurial intention of youths in Bagmati Province.
ii. To analyze relationship between attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support, and perceived control with entrepreneurship intention.
iii. To examine effect of attitude of students, perceived opportunity, risk bearing propensity, perceived educational support and perceived control on entrepreneurship intention of business students.

1.4 Hypothesis

The study is based on the following alternative hypothesis statements:

H1: There is a significant effect of attitude of students on entrepreneurial intention of business students.

H2: There is a significant effect of perceived opportunity and entrepreneur intention of business students.

H3: There is a significant effect risk-bearing propensity with entrepreneurial intention of business students.

H4: There is a significant effect of perceived educational support with business student's entrepreneurial intention.

H5: There is a significant effect of perceived control with business student's entrepreneurial intention.

1.5 Rationale of the study

The motivation for doing this study is from the urgent necessity to comprehend and clarify the aspects that impact entrepreneurial intention among business students in Bagmati Province, Nepal. Entrepreneurship plays a crucial role in promoting economic development, creating jobs, and fostering innovation. This makes it a key priority for countries like that aim to stimulate growth and tackle the issue of unemployment. As there is a growing focus on teaching entrepreneurship to develop an entrepreneurial mindset in students, it is crucial to examine how different factors, such as attitudes towards entrepreneurship, perceived opportunities, willingness to take risks, and educational support, influence individuals' intentions to participate in entrepreneurial

activities in the future. This study seeks to analyze the complex dynamics of entrepreneurial intention in the context of Bagmati Province. Its objective is to offer useful insights that can guide the development of entrepreneurship education programs and policies that are specifically customized to meet the needs of Nepali students. The primary objective of this project is to make a significant contribution to the establishment of a dynamic entrepreneurial ecosystem in Bagmati province business students, which will in turn stimulate economic growth, innovation, and prosperity.

1.6 Limitations of the study

The study has following limitations:

- The study has sample size limitation, the study chooses 400 students from each program (MBA, MBM, and MHM), and generalization is not possible to all field.
- The study collected data at a single point in time, which limits the ability to assess changes in behavior or attitudes over time.
- The study focuses on certain variables and may not capture other relevant factors that could influence the research outcomes.
- By focusing only on MBA, MBM, and MHM students, the study excludes students from other academic disciplines, which may limit its applicability to the broader

Chapter II

Literature Review

This chapter includes review of previous theories and concepts with the empirical findings from the different field. In this section previously published journal article and unpublished thesis were included. This chapter helps to locate the methodology and variables for the study.

2.1 Theoretical review

This section reviewed previous theories that supports current study, and the reviewed theories guides the study in following section.

The theory of planned behavior

The Theory of Planned Behavior (TPB), which was developed by Icek Ajzen in 1985, is a psychological framework that is internationally recognized for its ability to explain human behavior by means of a systematic investigation of individual intentions. As to the Theory of Planned Behavior (TPB), there are three fundamental elements that influence an individual's intentions and, as a result, their behaviors. These elements include attitudes, subjective standards, and perceived behavioral control. The individual's favorable or negative judgments of the behavior that they are trying to do are referred to as their attitudes. In the context of entrepreneurship, this refers to the process of evaluating the costs and benefits of beginning and operating a firm on an individual level, taking into account aspects such as projected benefits and anticipated difficulties. The social pressures that are seen to exist to perform or not perform a behavior are what are referred to as subjective norms. The decision of an individual to engage in entrepreneurial activity is impacted by a variety of factors, including the influence of family, friends, mentors, and society standards. Perceived behavioral control is a reflection of an individual's impression of their capacity to carry out a certain behavior.

This perspective takes into account the individual's self-efficacy as well as the resources and opportunities that are available to them. Having confidence in one's abilities and expertise to effectively create and operate a firm is an essential component of entrepreneurship. This aspect requires having the confidence that one possesses. According to the theory of planned behavior (TPB), an individual's intention to engage in a certain behavior is strengthened when they have favorable attitudes towards that behavior, that they perceive supporting subjective norms, and that they believe they have

the necessary control over that behavior. For the purpose of understanding the formation of entrepreneurial intents and identifying interventions that can boost entrepreneurial behaviors by influencing these three antecedents, this theory has been extensively employed in the field of entrepreneurship research.

Social cognitive theory (STC)

The Social Cognitive Theory (SCT), which was first suggested by Albert Bandura in 1986, offers a complete framework for explaining human behavior by focusing on the interaction between personal variables, environmental effects, and behavior itself. The idea of reciprocal determinism is fundamental to the theory of social cognitive theory (SCT). This theory proposes that the behavior of an individual, cognitive and personal variables, and environmental influences continuously interact with and impact one another within the individual. The self-confidence theory (SCT) places an emphasis on the significance of self-efficacy in the context of entrepreneurship. Self-efficacy can be defined as the person's belief in their own skills to attain a desired outcome or effectively complete a certain job. Persons who have a strong belief in themselves are more likely to pursue tough goals, overcome barriers, and remain resilient in the face of disappointments. This is because persons who have a high self-efficacy are more likely to have intention and persistence in their entrepreneurial activities. Observational learning is another aspect that is showed by SCT. This is the process by which individuals learn and adopt behaviors by seeing others, such as role models and mentors, in different environments. Vicarious experiences, often known as witnessing the achievements of others, have the potential to instill confidence in an individual's own capabilities as an entrepreneur. In addition, SCT takes into account the function of outcome expectancies, which are the anticipated results that will be brought about by activities.

Positive result expectations, such as cash incentives and personal fulfilment, have the potential to drive those who engage in entrepreneurial behavior. In addition, environmental factors, such as social support, availability to resources, and institutional backing, play a significant influence in the formation of entrepreneurial intentions and actions. As a result, SCT offers a multidimensional approach to understanding how cognitive processes, social relationships, and contextual factors influence entrepreneurial behavior. As a result, it is a good framework for developing interventions that are aimed at boosting entrepreneurial behavior.

2.2 Conceptual review

In this conceptual review, concept of the variables and related applications of the concepts were contextually reviewed. This section guides the overall study to locate the variables and research framework.

Entrepreneurship intention

A person's commitment to launching a new business activities is shown in their entrepreneurial intention. It is a necessary precondition for entrepreneurial behavior and reveals how willing a person is to take on entrepreneurial activities. This intention serves as a motivational motivator that focuses attention, energy, and behavior towards the pursuit of entrepreneurship. It is shaped by a variety of psychological and situational elements. The idea includes not just the desire to start a new company but also the organizing and setup tasks related to company creation. Entrepreneurial aspirations are heavily influenced by a number of factors, including one's own beliefs, perceived feasibility, social standards, and the allure of entrepreneurial chances.

Attitudes of students

Attitudes towards entrepreneurship among students are a critical determinant of entrepreneurial intention. These attitudes reflect the individual's personal evaluation of entrepreneurship as a career option, including their feelings, beliefs, and predispositions towards starting and running a business (Khadka & Khadka, 2023). Positive attitudes can be fostered through exposure to entrepreneurial role models, success stories, and supportive educational environments. This variable examines how students perceive the desirability and attractiveness of being self-employed versus working for others. It includes components such as interest in entrepreneurship, perceived personal benefits (e.g., independence, financial success), and the anticipated challenges and rewards of entrepreneurial ventures (Salameh et al., 2022). Understanding students' attitudes towards entrepreneurship helps in identifying motivational factors and potential barriers to entrepreneurial activity.

This variable examines how students perceive the desirability and attractiveness of being self-employed versus working for others. It includes several components:

- Interest in Entrepreneurship: This component gauges the level of curiosity and enthusiasm students have about entrepreneurship (Liu et al., 2022). It involves their willingness to learn about and engage in entrepreneurial activities,

indicating a proactive interest in exploring business opportunities and acquiring entrepreneurial skills.

- Perceived Personal Benefits: Students' attitudes are influenced by their perception of the personal advantages of entrepreneurship, such as independence, financial success, and personal fulfillment. Independence refers to the ability to be one's own boss and make autonomous decisions (Liu et al., 2022).. Financial success involves the potential for higher earnings and wealth creation compared to traditional employment. Personal fulfillment relates to the satisfaction derived from creating and growing a business, contributing to the community, and achieving personal goals.
- Anticipated Challenges and Rewards: Students' attitudes are shaped by their expectations of the difficulties and benefits associated with entrepreneurship (Liu et al., 2022). This includes understanding the risks and uncertainties involved, such as financial instability, work-life balance issues, and the potential for business failure. On the other hand, it also includes recognizing the rewards, such as personal growth, the opportunity to innovate, and the satisfaction of overcoming challenges.

The necessities of students' attitudes towards entrepreneurship helps in identifying motivational factors and potential barriers to entrepreneurial activity. Positive attitudes can enhance entrepreneurial intention by increasing students' confidence and willingness to pursue business ventures. Conversely, negative attitudes can act as obstacles, deterring students from considering entrepreneurship as a viable career path. By analyzing these attitudes, educators, policymakers, and practitioners can develop targeted interventions to foster a more entrepreneurial mindset among students, ultimately promoting a more vibrant entrepreneurial ecosystem.

Perceived opportunity

Perceived opportunity refers to the recognition and evaluation of favorable conditions that can lead to the establishment of a successful business venture. This variable measures the extent to which students are able to identify potential business ideas and market gaps that can be exploited for entrepreneurial success (Martínez-Cañas et al., 2023). Perceived opportunity is influenced by an individual's knowledge, experience, cognitive processes, and external environment, including market dynamics, technological advancements, and socio-economic factors. It involves the ability to assess the viability, profitability, and

sustainability of potential business opportunities. Students with a high perception of entrepreneurial opportunities are more likely to develop intentions to start their own businesses, as they see viable paths to success and growth.

Risk bearing propensity

Risk bearing propensity is the individual's willingness to take on the uncertainties and potential adverse outcomes associated with starting and managing a new business. This concept reflects the degree of comfort with financial, social, and psychological risks involved in entrepreneurial activities (Adeoye & Olasoji, 2023). High risk bearing propensity is often associated with a proactive and adventurous mindset, where individuals are willing to invest resources despite the possibility of failure (Ogbari, 2023). It includes factors such as risk tolerance, optimism, resilience, and the ability to cope with uncertainty. Entrepreneurs with a high propensity to bear risks are more likely to pursue new ventures and innovate, as they are driven by the potential rewards and are less deterred by the fear of failure.

Perceived educational support

Perceived educational support encompasses the extent to which students believe that their educational environment provides the necessary resources, knowledge, skills, and encouragement to pursue entrepreneurial activities. This variable examines the role of educational institutions in fostering entrepreneurial mindsets and capabilities through curricula, mentorship, experiential learning opportunities, and access to entrepreneurial networks (Mitra et al., 2023). Effective educational support includes comprehensive entrepreneurship courses, practical training, exposure to real-world business challenges, and interaction with successful entrepreneurs. It also involves institutional support mechanisms such as incubation centers, startup funding, and competitions. Students who perceive strong educational support are more likely to develop the confidence and competence needed to embark on entrepreneurial ventures.

Perceived control

Perceived control, also known as entrepreneurial self-efficacy, refers to the belief in one's own ability to successfully perform the tasks required to start and manage a new business. This concept involves an individual's confidence in their skills, knowledge, and competencies to overcome challenges and achieve entrepreneurial goals (Al-Qadasi et al., 2023). High perceived control is characterized by a strong sense of agency, where

individuals believe they can influence the outcomes of their entrepreneurial efforts through their actions. It includes factors such as problem-solving skills, decision-making abilities, leadership qualities, and resilience (Mykolenko et al., 2022). Perceived control is a crucial predictor of entrepreneurial intention, as individuals with high self-efficacy are more likely to take initiative, persist in the face of obstacles, and effectively navigate the complexities of entrepreneurship.

2.3 Empirical review

Gelard and Saleh (2011) investigated the influence of contextual factors on the entrepreneurial intentions of university students, recognizing the critical role of entrepreneurship in economic development. Their study proposed a model encompassing structural, educational, formal networks, and informal network support as factors shaping entrepreneurial intentions. Methodologically, they tested this model on a sample of 200 university students at Islamic Azad University, South Tehran Branch. Findings revealed significant correlations between the identified contextual factors and entrepreneurial intention, showing the importance of both formal and informal support networks in fostering entrepreneurial aspirations among students. Based on their results, the authors suggest that policymakers and educators should focus on enhancing the support structures surrounding aspiring entrepreneurs to stimulate entrepreneurial activity effectively.

Remeikiene et al. (2013) evaluated the effectiveness of entrepreneurial education in promoting entrepreneurship among young people. Using a quantitative methodology, they discovered that key determinants of entrepreneurial intention included personality traits such as self-efficacy, risk-taking propensity, need for achievement, proactiveness, attitude toward entrepreneurship, behavioral control, and internal locus of control, all of which were shown to be cultivable through educational programs. The survey, which focused on students at Kaunas University of Technology, found that a considerable majority of economics students (77%) and mechanical engineering students (70%) stated plans to start their own businesses after finishing their studies. Interestingly, the study program had a significant impact on students' intentions, with economics students perceiving their education as beneficial for both acquiring business knowledge and developing relevant personality traits, whereas mechanical engineering students held opposing views, indicating a lack of perceived value from their education in terms of entrepreneurship preparation. The findings indicate that specialized technology education programs should

be supplemented with entrepreneurial-focused courses in order to better prepare students for entrepreneurial pursuits.

Ayalew and Zeleke (2018) studied the impact of entrepreneurial mindsets on self-employment aspirations among final-year engineering students at Ethiopian institutions. They used a survey study technique and recruited 921 respondents from Bahir Dar Institute of Technology, Debre Markos University, and the University of Gondar. According to descriptive statistics, principal component factor analysis, and logistic regression analysis, 57.4% of students reported a desire to work for themselves. Entrepreneurial education/training, information and opportunity searching, as well as creativity and problem-solving skills, all substantially influenced self-employment goals. However, demographic and socioeconomic characteristics such as age, gender, and parental occupation were not significant predictors. The research emphasizes the need of government and university measures to promote entrepreneurship among students who are unfamiliar with it as a career option.

Rashid et al. (2018) investigated the factors influencing students' social entrepreneurship intention, focusing on the Duta Jauhar program introduced by the Johor ruler in 2017. This state-level social entrepreneurship program aimed to train students as social entrepreneurs during their academic tenure, with potential benefits extending to disadvantaged communities such as single mothers and orphanages. The study aimed to explore the relationship between prior experience, empathy, and self-efficacy of Duta Jauhar participants towards social entrepreneurship. Employing a quantitative methodology, data were collected through online questionnaires from 101 Duta Jauhar 4.0 participants. The findings revealed a significant relationship between social entrepreneurship intention and prior experience, as well as self-efficacy. However, no significant relationship was observed between empathy and social entrepreneurship intention, suggesting that empathy alone may not suffice to enhance entrepreneurial intentions. Notably, self-efficacy emerged as the most influential factor. The study concludes with recommendations for Yayasan Pelajaran Johor and suggestions for future research avenues.

Niroula and Bajracharya (2019) examined the relationship between different factors like self-efficacy, role model, religion, experience, monetary aspect etcetera with the entrepreneurial intention among students in Nepal. The study shows factor has more

influence in entrepreneurial intention, which factor acts as a moderating factor and which factor has less influence in the entrepreneurial intentions among the students of Nepal. The study findings suggested that understanding the perception of the youth is important since they are the potential entrepreneurs of the future and their perception can be a contribution to the development of literature.

Prajapati (2019) conducted study to explore the relationship between entrepreneurship education and entrepreneurial intention considering the theory derived from the planned behavior model. The study used a stratified random sampling technique was used to select respondents and a standard Likert item questionnaire was distributed amongst 280 business management students who were in their final year at selected colleges. The colleges selected were those who offered entrepreneurship related courses. The study used 181 respondents. The study data analysis tools was based on descriptive analysis, Cronbach's alpha reliability analysis, a multiple linear regression, an ordinary least square test, a correlation matrix, an independent sample T-test and the ANOVA test were implemented in SPSS 20 to determine the relationship between entrepreneurship education and entrepreneurial intention. The study found that entrepreneurship education had a positive but insignificant relationship with entrepreneurial intention. In specific, entrepreneurship education improves the attitude of behavior towards entrepreneurial intention and the perceived behavioral control of students but was found to have insignificant impact on the subjective norm.

Radzi (2019) conducted a study focusing on determining the factors influencing entrepreneurship intention among students at Politeknik Ungku Omar. The study included variables such as attitude towards behavior, subjective norms, and perceived behavioral control. Data were collected through questionnaires distributed to 300 students who had completed the Entrepreneurship course. The findings indicated that attitude towards behavior, subjective norms, and perceived behavioral control significantly influenced students' intention to become entrepreneurs. Subjective norms emerged as the most dominant factor influencing intention towards entrepreneurship, followed by perceived behavioral control. Conversely, attitude towards behavior contributed the least significantly to entrepreneurial intention. The study's findings hold implications for educators and higher learning institutions, providing insights to encourage students to pursue entrepreneurship.

Saeed et al. (2018) aimed to comprehensively explore the relationship between university support and students' entrepreneurial intentions through an integrative framework. Utilizing structural equation modeling on data from 805 university students, the study examined the impact of perceived educational support, concept development support, business development support, and institutional support on entrepreneurial self-efficacy, which, in turn, influenced entrepreneurial intention. Results indicated that perceived educational support had the most significant influence on entrepreneurial self-efficacy, followed by concept development support, business development support, and institutional support. Additionally, self-efficacy significantly influenced entrepreneurial intention, while individual motivations such as self-realization, recognition, and role played an additional role. However, intention did not correlate with financial success, innovation, and independence. The findings underscore the importance of a holistic understanding of university support in shaping students' entrepreneurial intentions, offering both theoretical insights and practical implications for entrepreneurship education.

Rashid et al. (2018) researched the elements influencing students' entrepreneurial intentions, with a focus on those who had completed an entrepreneurial course at Politeknik Ungku Omar. The study used a questionnaire provided to 300 students to investigate attitudes toward behavior, subjective norms, and perceived behavioral control as factors. The findings revealed that all three categories had a substantial impact on students' intentions to become entrepreneurs, with subjective norms appearing as the most important component, followed by perceived behavioral control. In contrast, attitude toward conduct made the least meaningful influence. These findings shows the significance of social influences and perceived control in encouraging entrepreneurial inclinations among students. These findings can help educators and higher education institutions establish measures to encourage and support student entrepreneurship.

Asante and Affum-Osei (2019) analyzed how locus of control influences opportunity recognition (OR) among prospective entrepreneurs. The study attempts to address a research gap by investigating OR in this cohort. Using a two-wave survey of 270 prospective entrepreneurs, the study found that internal locus of control connects favorably with OR, but external locus of control correlates negatively. Furthermore, entrepreneurial ambition is discovered to modulate these interactions. Entrepreneurial

search self-efficacy (ESSE) appears as a moderating variable. The findings add to our theoretical and practical understanding of entrepreneurship, stressing the importance of individual qualities in spotting entrepreneurial possibilities. The study emphasizes the relevance of psychological variables in entrepreneurial research and provides valuable insights for prospective entrepreneurs and policymakers alike.

Boahemaah (2020) investigated the impact of entrepreneurship education on undergraduate students' entrepreneurial intentions, focusing on individual factors such as attitude toward behavior, entrepreneurial motivation, entrepreneurial resource, and perceived behavioral control, as well as entrepreneurship education itself. A quantitative survey approach was used to collect data from 255 undergraduate agricultural science students. The findings showed that both personality variables and entrepreneurship education had a direct beneficial influence on entrepreneurial ambitions, with the latter moderating the former. The study indicated that entrepreneurship education had a substantial impact on providing students with entrepreneurial knowledge and promoting entrepreneurial desire among undergraduate students, particularly in the field of agriculture science. Practical consequences and future research directions were also explored.

Jena (2020) conducted a study aimed at understanding the entrepreneurial intention among management students, focusing on the impact of students' attitude towards entrepreneurship education. The research addressed the cognitive, affective, and behavioral components of students' attitudes towards entrepreneurship education in Indian universities/colleges, and measured its impact on entrepreneurial intention. Additionally, the study examined the role of control variables, such as gender and entrepreneurial family background, on the relationship between attitude towards entrepreneurship education and entrepreneurial intention. The respondents were students from various business management colleges/universities in central India, selected using purposive sampling for institutions and simple random sampling for respondents. Data from 509 completed questionnaires were analyzed using the 'R Programming Language', revealing a significant positive impact of attitude towards entrepreneurship education on entrepreneurial intention. These findings shed light on the importance of fostering a positive attitude towards entrepreneurship education among students to promote

entrepreneurial intentions, particularly in regions facing high levels of youth unemployment and a lack of entrepreneurial awareness.

Zichella (2020) aimed to investigate the impact of predictive information on decision-making under uncertainty among individuals with entrepreneurial intentions. Employing a quasi-laboratory experiment grounded in prospect theory, the study revealed that individuals with entrepreneurial aspirations displayed greater stability in their preferences for uncertainty compared to those without such intentions. The findings suggest that entrepreneurs exhibit a framing effect when information about probabilities is manipulated, leading them to consistently choose uncertainty over certainty in monetary opportunities. Importantly, these results persisted even after controlling for alternative explanations such as status quo bias and prior gain effect. By employing an experimental design, the study contributes to our understanding of the causal mechanisms underlying entrepreneurial decision-making under uncertainty, providing valuable insights for theory and practice in entrepreneurship.

Ryu and Kim (2020) investigated the relationship between opportunity recognition and entrepreneurial intention at a national level, with a particular focus on how gender equality, as measured by national perceptions of women as human resources, moderates this relationship. Methodologically, data from 15 countries sourced from the Global Entrepreneurship Monitor (GEM) and the Gender Gap Index (GGI) of the World Economic Forum (WEF) were utilized for analysis. The findings indicated a significant impact of opportunity recognition on entrepreneurial intention. Moreover, the analysis revealed that gender played a moderating role in this relationship, although the magnitude of this moderation effect was not found to be directly correlated with the level of gender inequality in the sampled countries. Suggestions stemming from this empirical review could include further exploration into nuanced aspects of gender dynamics in entrepreneurship and the development of targeted interventions to support both opportunity recognition and entrepreneurial intention across diverse gender contexts.

Nguyen and Duong (2021) explored the impact of perceived educational supports on various dimensions of entrepreneurial mindset and intention. Utilizing a quantitative approach, they collected data from 2218 respondents across fourteen universities in Vietnam, employing established Likert scale questionnaires adapted from previous studies. Through rigorous analysis including reliability testing via Cronbach's alpha,

exploratory and confirmatory factor analyses, and structural equation modeling, the study assessed the relationships between perceived educational support, entrepreneurial self-efficacy, and attitude towards entrepreneurship, subjective norms, perceived behavioral control, and entrepreneurial intention. The findings showed significant positive effects of perceived educational support on entrepreneurial intention, shedding light on the crucial role of educational environments in fostering entrepreneurial aspirations among students. Suggestions for educators and policymakers to enhance educational support systems to further encourage entrepreneurial endeavors were offered, contributing valuable insights for both academia and practice in entrepreneurship development.

Kusumojanto (2021) evaluated the relationship between several predicted aspects impacting students' entrepreneurial intentions, such as entrepreneurial education, entrepreneurial mentality, family education, and the environment. The study used a quantitative cross-sectional survey technique among vocational students in Malang, Indonesia, with Structural Equation Modeling Partial Least Squares (SEM-PLS) for analysis. The findings demonstrated that students' surroundings and attitude toward entrepreneurship had a substantial impact on their entrepreneurial intentions. Contrary to predictions, entrepreneurship and family education had a positive influence on students' entrepreneurial attitudes rather than directly influencing their intentions. This surprising finding emphasizes the need for a reevaluation of entrepreneurship education methods customized to vocational schools, giving an early opportunity for future study in this field.

Gurel et al. (2021) conducted a longitudinal study to examine the impact of higher education on the entrepreneurial intentions of women and men, particularly focusing on their propensity for risk-taking. Using a self-administered survey, data were collected from business and engineering students across five universities in Turkey, with assessments made in the first and fourth years of their studies. The findings suggest that education plays a stronger role in shaping the entrepreneurial intentions of women compared to men, with education and risk-taking propensity moderating the relationship between gender and entrepreneurial intention. Notably, women with both high and low risk-taking propensity experienced an increase in entrepreneurial intention with higher education, especially noticeable among those with low risk-taking propensity. Conversely, the effect of education on men was negative, regardless of their risk-taking

propensity. The practical implications shows the need for gender-specific entrepreneurship education in higher education, particularly in Turkey, to harness the entrepreneurial capacity of individuals and foster socio-economic development. Yilmaz's study contributes to the literature by providing longitudinal insights into gender differences in entrepreneurial intention and shedding light on how risk-taking and education intersect in influencing entrepreneurial aspirations, particularly within a developing-country and emerging-economy context.

Maheshwari and Kha (2022) explored the mediating role of entrepreneurial self-efficacy (ES) and components of the Theory of Planned Behavior (TPB) model in the relationship between entrepreneurial educational support (EES) and entrepreneurial intentions (EI) among university students in Vietnam. Their study, encompassing 401 undergraduate and post-graduate students from Vietnamese universities, employed Confirmatory Factor Analysis and structural equation modeling to assess hypotheses. The findings indicated that while EES did not directly impact EI, it exerted an indirect positive influence mediated by TPB components and ES. Notably, this research marks one of the initial efforts to identify the serial mediating effect of educational support on ES. Nguyen et al. recommend the development of courses within Vietnamese universities to cultivate entrepreneurial skills, fostering creativity, self-dependence, and innovation, thereby aligning with the government's goal of boosting start-up numbers in Vietnam. This empirical investigation contributes to the understanding of factors shaping entrepreneurial intentions among university students and underscores the significance of educational support in nurturing entrepreneurial aspirations and capabilities.

Wiramihardja (2022) explored the impact of several factors on entrepreneurial intention (ENIN) among Malaysian university students. The study took a quantitative method with a cross-sectional design, surveying 391 university students online. The findings revealed that the desire for accomplishment (NFA), proactive personality (PRP), and self-efficacy (SLE) all had a substantial influence on students' attitudes toward entrepreneurship. Furthermore, entrepreneurship education and uncertainty avoidance (UNA) had a substantial effect on opportunity recognition competency (ORC). Notably, attitudes toward entrepreneurship (ATE) had a favorable and substantial impact on ENIN. The findings shows the necessity of encouraging entrepreneurship through government policies and laws, particularly among young people experiencing unemployment.

Furthermore, the study underlines the importance of colleges and institutions in giving enough exposure to entrepreneurship education and developing fundamental entrepreneurial qualities.

Liu et al. (2022) explored how universities can effectively contribute to student entrepreneurship by integrating the theory of planned behavior and person-environment fit theory. Conducting their study among 395 Chinese students, they assessed the relationship between perceived university support and various psychological factors influencing entrepreneurial intentions, including attitudes toward entrepreneurship, subjective norms, and entrepreneurial self-efficacy. The study found that perceived university support indirectly impacted entrepreneurial intentions through its effects on subjective norms and entrepreneurial self-efficacy, rather than directly influencing attitudes toward entrepreneurship. Notably, the study revealed that students' need for autonomy moderated the relationship between perceived university support and entrepreneurial attitudes, norms, and self-efficacy, indicating that the positive effects of university support were stronger for students with higher autonomy needs. These findings offer valuable insights for evaluating the effectiveness of current university support practices and policies, emphasizing the importance of considering individual differences among students in fostering entrepreneurship.

Amofah and Saladrigues (2022) studied the entrepreneurial intention using Ajzen's (1991) Theory of Planned Behavior (TPB) paradigm, with an emphasis on the effect of gender, entrepreneurial education, and parental self-employment (PSE). A multi-group analysis (MGA) was performed on 216 students from a Spanish institution, and data acquired via a web-based questionnaire were analyzed using Structural Equation Modelling (SEM)-Partial Least Squares (PLS). The study does a tripartite analysis on Complete, Male, and Female Models, accepting all key hypotheses for Complete and Male Models and four for Female Models. Despite verifying the application of TPB, certain factors showed no significant association between genders in terms of entrepreneurial inclinations. However, the study finds a greater link between PSE and perceived behavioral control (PBC) in men. To strengthen students' entrepreneurial spirit, recommendations include institutionalizing entrepreneurship-focused projects. The findings of this study have significance for entrepreneurship education scholars, program evaluators, and

policymakers, underlining the need of gender-sensitive approaches to encouraging entrepreneurial inclinations in students.

Salameh et al. (2022) aimed to address the underexplored relationship between personality traits and entrepreneurial intentions (EI) by investigating the impact of extraversion, openness to experience, conscientiousness, neuroticism, and agreeableness on EI, with a focus on the mediating role of financial risk taking (FRT). Conducting their study among 500 business and management students from various universities in Pakistan, with 466 usable questionnaires analyzed, the researchers found consistent results aligning with prior research. They observed that extraversion and openness to experience positively correlated with FRT, while neuroticism, conscientiousness, and agreeableness displayed negative associations. Additionally, their findings supported a positive relationship between FRT and EI, indicating a pathway through which personality traits influence entrepreneurial intentions. However, contrary to expectations, they did not find FRT to mediate the relationship between agreeableness and EI. This study contributes to the understanding of how individual traits interact with financial risk propensity to shape entrepreneurial aspirations, suggesting avenues for further research and potentially informing entrepreneurship education and policy initiatives.

Lestari et al. (2022) investigated the impact of university institutional support and personal traits on the entrepreneurial intentions of Indonesian students, considering the significance of entrepreneurship for economic growth in Indonesia. Employing a judgmental sampling technique, the study surveyed 302 active university students in Indonesia who had undergone entrepreneurship education. Utilizing PLS-SEM for data analysis, the findings revealed that perceived educational support directly influenced entrepreneurial intention. Additionally, perceived concept and business development support positively influenced self-efficacy, consequently fostering entrepreneurial intention. Moreover, the study identified self-efficacy and proactive personality as significant predictors of entrepreneurial intention. Notably, it demonstrated that self-efficacy mediated the relationship between proactive personality and Indonesian students' entrepreneurial intentions. The study underscores the pivotal role of both institutional support from universities and individual traits in shaping entrepreneurial aspirations among Indonesian students, suggesting implications for policy and educational

interventions to promote entrepreneurship as a viable career choice in the Indonesian context.

Mykolenko et al. (2022) conducted an investigate on the role of personal attitudes toward entrepreneurship and perceived control in the relationship between entrepreneurship education and intentions among Ukrainian students, as well as the mediation effect of personal attitudes in the link between cultural context and entrepreneurial intentions. The study analyzed data from a sample of 349 senior students from four Kharkov institutions majoring in business, economics, management, and marketing using Partial Least Squares regression. The findings show that education and pedagogical approaches have a beneficial impact on students' views toward entrepreneurship and their perceived competence to start a firm, which in turn indirectly influences entrepreneurial inclinations. However, just attending entrepreneurship-related courses does not increase perceived control or have a major impact on personal views. Furthermore, the study emphasizes the favorable impact of cultural environment on students' views about entrepreneurship, which indirectly influences their aspirations to participate in entrepreneurial activities. The study's limitations include its single-country focus and pre-educational entrepreneurial goals. Practically, the study emphasizes the need of a practice-based approach to entrepreneurship education, particularly in collectivist cultural situations, for increasing entrepreneurial consciousness among young people. The study's uniqueness is in its ability to provide significant insights for teaching staff and university administration, assisting in the development of students' entrepreneurial self-awareness within the context of modern educational reforms and changing educational requirements.

Ogbari (2023) addressed the prevalent issue of Nigerian university graduates' dependency on white-collar jobs by examining the impact of entrepreneurial abilities on graduates' readiness to venture and accept risks. Employing a descriptive and causal research design, Adeyemo utilizes a meticulously crafted questionnaire to gather data from 7,098 Covenant University graduates, determining a sample size of 379 using the Yamane formula. The findings indicate a significant and positive correlation between graduates' risk-taking propensity and entrepreneurial skills, emphasizing the importance of entrepreneurial education in fostering self-reliance and business acumen among Nigerian university students. Adeyemo's study underscores the necessity of equipping graduates with the necessary skills and knowledge to embark on entrepreneurial endeavors, thereby reducing reliance on traditional employment avenues and fostering a culture of entrepreneurship.

Mitra et al (2023) investigated the influence of triggers derived from entrepreneurship education programs (EEPs) on students' intentions, while extending the theory of planned behavior by incorporating perceived social support (PSS) as a determinant of entrepreneurship intention (EI). Conducting their study on 395 university students from Gujarat, India, who had participated in EEPs, they employed confirmatory factor analysis and Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the data. The findings revealed that triggers from EEPs significantly impacted EI and its antecedents. Interestingly, while PSS didn't directly affect attitude, it did exert a substantial influence on perceived behavior control and subjective norms. The study suggests that universities should focus on addressing the trigger component in EEPs, as it plays a crucial role in shaping students' attitudes and intentions towards entrepreneurship. Moreover, it underscores the importance of PSS in fostering EI, emphasizing the need for policy support from government and universities to enhance students' enthusiasm for sustainable entrepreneurship. This research contributes uniquely to entrepreneurship literature by showing the pivotal role of triggers acquired from EEPs in fostering positive attitudes and intentions among students.

Khadka and Khadka (2023) explored the nexus between entrepreneurship education and business intention among Nepalese Master's degree students. Employing a sample of 384 students and a structured questionnaire, the study assessed attitudes towards entrepreneurship (ASTE), perceived opportunity (PO), risk-bearing propensity (RBP), perceived education support (PES), and entrepreneurial intention (EI). Their findings underscored significant positive correlations between entrepreneurial attitudes, perceived opportunity, educational support, risk tolerance, and entrepreneurial intent. Particularly, perceived opportunity and risk-bearing inclination emerged as strong predictors of entrepreneurial intention, emphasizing the importance of creating conducive environments for identifying and seizing opportunities while fostering a risk-taking mindset. Although attitudes towards entrepreneurship and perceived educational support yielded comparatively weaker effects, their contributions still underscored their relevance in shaping entrepreneurial intentions. The study's implications shows the necessity of nurturing positive entrepreneurial attitudes, facilitating perceived opportunities, enhancing academic support, and promoting risk-taking behavior to bolster students' entrepreneurial aspirations. These insights offer valuable guidance for policymakers,

educators, and stakeholders in devising effective entrepreneurship education initiatives geared towards cultivating and amplifying students' entrepreneurial inclinations.

Adeoye and Olasoji (2023) conducted an investigation to explore Nigerian undergraduate students' risk-taking tendencies, individual characteristics, and entrepreneurial intentions, aiming to contribute to our understanding of these phenomena, particularly in developing nation contexts like Nigeria. The methodology involved entirely theoretical research, utilizing a comprehensive assessment of literature and policy documents. Findings indicate a significant relationship between undergraduate students' risk-taking tendencies and their entrepreneurial intentions, emphasizing the pivotal role of risk-taking in fostering entrepreneurship among Nigerian students. The study suggests the need for the government to implement more robust initiatives to promote entrepreneurship among graduates, based on these findings.

Lim et al. (2023) investigated the distinction between opportunity recognition as a competency and as an outcome, focusing on delineating the antecedents leading to opportunity recognition competency among final year students in Malaysian private universities. Employing a cross-sectional design with 247 participants, the study utilized partial least squares structural equation modeling to analyze quantitative data. Results showed that opportunity recognition competency and the ability to generate ideas or exploitable opportunities are separate constructs, with high competency in recognition not necessarily translating to concrete ideas or opportunities. Significant predictors of opportunity recognition competency included absorptive capacity, entrepreneurial alertness, and entrepreneurial knowledge. The study's practical implications underscore the importance of separately measuring opportunity recognition competency and outcomes in entrepreneurship education, while emphasizing the role of entrepreneurial alertness and knowledge in enhancing students' recognition skills. This research contributes to clarifying and empirically distinguishing between opportunity recognition as a competency and an outcome, thereby advancing understanding in the field of entrepreneurship education.

Martínez-Cañas et al. (2023) found the relationship between push-pull forces and entrepreneurial ambition by investigating the mediating effects of perceived risk and opportunity recognition. Using a partial least squares (PLS) structural equation model on a sample of 616 Spanish undergraduate students, the researchers discovered that pull

factors positively affected entrepreneurial ambition, which was partially mediated by opportunity recognition. In contrast, push variables had an indirect and negative influence on entrepreneurial intention, raising perceptions of venture formation risk and dampening opportunity recognition. By incorporating the Push-Pull Theory into Krueger's 1993 Model of Entrepreneurial Intention, the study produced a cohesive framework that included motivational and perceptual elements, furthering knowledge of entrepreneurial intention development. Practical implications for entrepreneurship education, public policy, and practitioners were identified, with a focus on creating pull-related incentives, nurturing views of low venture creation risk, and recognizing high-value company prospects.

Al-Qadasi et al. (2023) conducted a study aiming to investigate the factors influencing entrepreneurial intention among final-year university students in Yemen. Utilizing structural equation modeling (SEM) and survey data collected from 487 students from both public and private universities, the study revealed that personality traits such as the need for achievement (nAch) and locus of control (LoC) positively correlated with entrepreneurial self-efficacy (ESE) and intention. Furthermore, instrumental readiness demonstrated a positive association with ESE but not with entrepreneurial intent. Situational factors were found to positively influence entrepreneurial intention but not ESE, while a positive relationship existed between ESE and entrepreneurial intention. The study also identified that ESE partially mediated the relationship between personality traits and entrepreneurial intention. However, it did not mediate the relationship between situational factors and entrepreneurial intention. The findings suggest that situational factors play a significant role in shaping entrepreneurial intention among Yemeni students, showing the need for tailored interventions and policy initiatives to foster entrepreneurship in the region.

Khanal (2023) investigated the impact of entrepreneurial ecosystem characteristics on entrepreneurship intentions among MBA students. The study employed a perception-based survey of 343 students with 25 items on a 7-point Likert scale to investigate perceptions of seven characteristics in the entrepreneurship ecosystem and their effects on entrepreneurial activity. The data collected from respondents was interpreted using structural equation modelling (SEM). The empirical findings show a substantial positive relationship between human capabilities and entrepreneurial intentions. Students' view of

a physical infrastructure support system has a strong favorable impact on their entrepreneurial intentions. The study concluded that a high level of entrepreneurial ecosystem development is not required to influence entrepreneurial activity; rather, improvements in some aspects such as family and social support, skill-building education, and training may raise entrepreneurial intents. This study provides policymakers with an opportunity to foster entrepreneurial abilities in students, which can serve as a foundation for transforming intentions into actions to overcome major job shortages in emerging economies such as Nepal.

Khadka and Khadka (2023) conducted a study exploring the relationship between entrepreneurship education and business intention among Nepalese Master's degree students in Bagmati Province. With a sample size of 384 students, the study utilized a structured questionnaire to gather primary data, covering aspects such as entrepreneurial attitudes, perceived opportunity, risk-bearing propensity, perceived education support, and entrepreneurial intention. The results revealed significant positive relationships between entrepreneurial attitudes, perceived opportunity, perceived educational support, risk tolerance, and entrepreneurial intent. Students exhibiting more positive attitudes towards entrepreneurship, perceiving greater opportunities, receiving stronger support from the education system, and possessing a higher risk-taking propensity were found to have stronger entrepreneurial intentions. Perceived opportunity and risk-bearing inclination had the most significant positive effects on entrepreneurial intention, while attitudes towards entrepreneurship and perceived educational support had relatively weaker effects. These findings underscore the importance of fostering positive attitudes towards entrepreneurship, creating perceived opportunities, providing academic support, and promoting risk-taking behavior among students to enhance their entrepreneurial intentions. The insights gleaned from this study can inform policymakers, educators, and other stakeholders in designing effective entrepreneurship education programs tailored to cultivate students' entrepreneurial attitudes and preferences.

Martins et al. (2023) conducted a study investigating the factors influencing entrepreneurial intention among university students, particularly focusing on their inclination to initiate new ventures. With the backdrop of widespread unemployment globally and its disproportionate impact on developing economies like Pakistan, the study aimed to address this challenge by exploring the aspects that contribute to and influence

entrepreneurial intention among young entrepreneurs. Specifically, the study examined the effects of self-efficacy, family support, institutional support, and peer support on entrepreneurial intention, along with the mediating roles of knowledge of entrepreneurial skills, ability to take risks, and entrepreneurial innovativeness. Data were collected through a survey method utilizing a questionnaire, and the analysis was conducted using descriptive and inferential statistics with SPSS and SMART-PLS 3.3. The study included 716 respondents, comprising master's students from top business sector universities in Pakistan. The findings revealed that self-efficacy, peer support, institutional support, and family support positively impacted entrepreneurial intention, while knowledge of entrepreneurial skills, ability to take risks, and entrepreneurial innovativeness also significantly influenced entrepreneurial intention. The study's results hold theoretical and practical implications, providing insights for policymakers and practitioners in fostering an entrepreneurial ecosystem conducive to encouraging young entrepreneurs to embark on startup ventures.

Tiwari and Sharma (2023) examined the factors that determine the involvement of youth in SEAs in the Pokhara Metropolis. The study used standardized survey form method and used 150 respondents were interrogated entailing 75 youth engaged in SEAs (selected purposively) and 75 youth, who are not involved in SEAs (selected randomly) for making the study more comprehensive. The study used Binomial logistic (Probit and Logit) regression models were employed to find out the factors determining the involvement of youth in SEAs. Study findings shows that age, skill/training, and education level, significantly affect the involvement of youth in IGAs at 0.1 %, 1%, and 5% level of probability respectively while gender, marital status, and family size, do not have any effect on it. According to the study, it is critical to educate young people about the value of participating in SEAs because it will help them become self-sufficient. This study urged Nepalese colleges and organizations to incorporate entrepreneurship courses in their curricula to guarantee that young people have the information and skills they need to participate effectively in social entrepreneurial activities.

Khanal (2024) conducted a study focusing on the influence of demographic factors on entrepreneurial intentions among business students in Nepal. With entrepreneurship gaining traction in educational institutions worldwide as a means to familiarize students with the topic and potentially strengthen their desire to become entrepreneurs,

understanding the factors shaping entrepreneurial intention becomes crucial. The research involved 343 MBA students from 13 business schools in Bagmati Province City, who completed a self-administered questionnaire. The data were analyzed using Independent Sample T-test and One-way ANOVA. The study considered demographic factors such as gender, age, marital status, working experience, and prior exposure to entrepreneurship courses. Interestingly, the findings revealed that while male students showed a slightly greater inclination towards entrepreneurship, age, marital status, and prior work experience had minimal impact. Surprisingly, there was no relationship found between entrepreneurial intention and prior exposure to entrepreneurship courses, contradicting existing literature. These findings offer insights for future research and practical applications for policymakers and professionals in the field, suggesting avenues for further exploration and intervention in fostering entrepreneurial intentions among business students in Nepal.

Subedi and Gautam (2024) examined the personal and external factors affecting the success of women entrepreneurs in Bagmati Province Valley. The study used primary source through a structured questionnaire under convenience sampling basis from 384 women entrepreneurs in Bagmati Province. The study used descriptive and inferential statistics. The study findings shows that there is a positive significant association of personal and external factors with the success of women entrepreneurs. The study found stronger factors self-confidence, need for achievement, and risk-propensity. In addition, the study revealed social-cultural factors as the external factors detrimental to women entrepreneurs' success. This study contributes to the existing theory of entrepreneurial success by incorporating personal and external factors in a holistic approach.

Table 1

Review Table

S.N.	Author(s)	Variables	Methodology	Major Findings
1	Gelard & Saleh (2011)	Structural support, Educational support, Formal networks support, Informal networks support	Tested model on 200 university students at Islamic Azad University, South Tehran Branch	Found significant correlations between contextual factors and entrepreneurial intention, emphasizing the importance of formal and informal support networks in fostering entrepreneurial aspirations among

				students.
2	Remeikiene et al. (2013)	Self-efficacy, Risk-taking propensity, Need for achievement, Proactiveness, Attitude toward entrepreneurship, Behavioral control, Internal locus of control	Surveyed students at Kaunas University of Technology, focusing on educational programs	Majority of students expressed plans for entrepreneurship; study program significantly impacted students' intentions, suggesting a need for specialized technology education programs supplemented with entrepreneurial-focused courses.
3	Ayalew & Zeleke (2018)	Entrepreneurial mindsets, Entrepreneurial education/training, Information and opportunity searching, Creativity and problem-solving skills	Survey study technique on 921 respondents from Ethiopian institutions	Majority of students reported desire for self-employment; emphasis on entrepreneurial education, information seeking, and creativity for promoting self-employment goals among final-year engineering students.
4	Saeed et al. (2018)	Perceived educational support, Concept development support, Business development support, Institutional support, Entrepreneurial self-efficacy	Utilized structural equation modeling on 805 university students	Perceived educational support significantly influenced entrepreneurial self-efficacy, subsequently affecting entrepreneurial intention; individual motivations such as self-realization and recognition also played a role.
5	Rashid et al. (2018)	Attitudes toward behavior, Subjective norms, Perceived behavioral control	Questionnaire provided to 300 students at Politeknik Ungku Omar	Attitudes toward entrepreneurship, subjective norms, and perceived behavioral control significantly influenced students' intentions to become entrepreneurs, with subjective norms being the most important component.
6	Asante & Affum-Osei (2019)	Internal locus of control, External locus of control, Entrepreneurial ambition, Entrepreneurial search self-efficacy	Two-wave survey on 270 prospective entrepreneurs	Internal locus of control positively correlated with opportunity recognition; entrepreneurial ambition modulated interactions, with entrepreneurial search self-efficacy as a moderating variable.

7	Boahemaah (2020)	Attitude toward behavior, Entrepreneurial motivation, Entrepreneurial resource, Perceived behavioral control	Quantitative survey on 255 undergraduate agricultural science students	Personality variables and entrepreneurship education had direct beneficial influences on entrepreneurial ambitions, with education moderating personality variables.
8	Zichella (2020)	Predictive information, Decision-making under uncertainty	Quasi-laboratory experiment grounded in prospect theory	Entrepreneurs exhibited stability in preferences for uncertainty; framing effect led them to consistently choose uncertainty over certainty in monetary opportunities, providing insights for entrepreneurship theory and practice.
9	Ryu & Kim (2020)	Opportunity recognition, Entrepreneurial intention, Gender equality as measured by national perceptions of women as human resources	Analyzed data from 15 countries sourced from the Global Entrepreneurship Monitor and the Gender Gap Index	Opportunity recognition significantly impacted entrepreneurial intention; gender moderated this relationship, suggesting implications for gender dynamics in entrepreneurship and interventions to support opportunity recognition and entrepreneurial intention across diverse contexts.
10	Nguyen & Duong (2021)	Perceived educational support, Entrepreneurial self-efficacy, Attitude towards entrepreneurship, Subjective norms, Perceived behavioral control, Entrepreneurial intention	Quantitative approach with data from 2218 respondents across fourteen universities in Vietnam	Perceived educational support positively influenced entrepreneurial intention, underscoring the role of educational environments in fostering entrepreneurial aspirations among students.
11	Kusumojanto (2021)	Entrepreneurial education, Entrepreneurial mentality, Family	Quantitative cross-sectional survey among vocational	Surroundings and attitude toward entrepreneurship had substantial impacts on entrepreneurial intentions; entrepreneurship and

		education, Environment	students in Malang, Indonesia	family education positively influenced attitudes toward entrepreneurship rather than directly influencing intentions.
12	Gurel et al. (2021)	Higher education, Gender, Risk-taking propensity	Longitudinal study with data from business and engineering students across five universities in Turkey	Education plays a stronger role in shaping entrepreneurial intentions of women compared to men, with risk-taking propensity moderating this relationship.
13	Maheshwari & Kha (2022)	Entrepreneurial educational support, Entrepreneurial self-efficacy, Theory of Planned Behavior components	Surveyed 401 undergraduate and post-graduate students from Vietnamese universities	Educational support indirectly influenced entrepreneurial intentions through TPB components and self-efficacy, showing the need for courses to cultivate entrepreneurial skills among Vietnamese students.
14	Wiramihardja (2022)	Desire for accomplishment, Proactive personality, Self-efficacy, Entrepreneurship education, Uncertainty avoidance	Quantitative method with a cross-sectional design surveying 391 university students online	Desire for accomplishment, proactive personality, and self-efficacy significantly influenced students' attitudes toward entrepreneurship and entrepreneurial intentions, underscoring the importance of government policies and college exposure to entrepreneurship education.
15	Liu et al. (2022)	Perceived university support, Attitudes toward entrepreneurship, Subjective norms, Entrepreneurial self-efficacy	Study among 395 Chinese students integrating theory of planned behavior and person-environment fit theory	Perceived university support indirectly impacted entrepreneurial intentions through subjective norms and entrepreneurial self-efficacy; autonomy moderated the relationship, emphasizing the importance of considering individual differences in fostering entrepreneurship.
16	Amofah & Saladrigues (2022)	Gender, Entrepreneurial education, Parental	Multi-group analysis on 216 students from a	Gender-sensitive approaches are needed to encourage entrepreneurial inclinations;

		self-employment, Perceived behavioral control	Spanish institution using SEM-PLS	parental self-employment showed a greater link with perceived behavioral control in men, suggesting the institutionalization of entrepreneurship-focused projects.
17	Salameh et al. (2022)	Personality traits, Financial risk taking, Entrepreneurial intentions	Surveyed 500 business and management students in Pakistan	Extraversion and openness to experience positively correlated with financial risk taking and entrepreneurial intentions; financial risk taking mediated the relationship between personality traits and entrepreneurial intentions.
18	Lestari et al. (2022)	University institutional support, Personal traits, Self-efficacy, Proactive personality	Surveyed 302 active university students in Indonesia	University support directly influenced entrepreneurial intention; self-efficacy and proactive personality were significant predictors of intention, with self-efficacy mediating the relationship between proactive personality and intention.
19	Mykolenko et al. (2022)	Personal attitudes toward entrepreneurship, Perceived control, Entrepreneurship education	Sampled 349 senior students from four Kharkiv institutions using Partial Least Squares regression	Education impacted students' views toward entrepreneurship and perceived competence, indirectly influencing entrepreneurial intentions; cultural environment also indirectly influenced aspirations, suggesting a need for practice-based entrepreneurship education.
20	Ogbari (2023)	Entrepreneurial abilities, Risk-taking propensity	Surveyed 7,098 Covenant University graduates, with a sample of 379 using a questionnaire	Risk-taking propensity positively correlated with entrepreneurial skills, underscoring the importance of entrepreneurial education in fostering self-reliance among Nigerian university students.
21	Mitra et al. (2023)	Triggers from entrepreneurship	Analyzed data from 395	Triggers from EEPs significantly impacted entrepreneurial intention;

		education programs, Perceived social support, Entrepreneurial intention	university students from Gujarat, India using PLS-SEM	perceived social support influenced perceived behavior control and subjective norms, suggesting policy support to enhance students' enthusiasm for entrepreneurship.
22	Khadka & Khadka (2023)	Attitudes towards entrepreneurship, Perceived opportunity, Risk-bearing propensity, Perceived education support	Surveyed 384 Master's degree students in Nepal using a structured questionnaire	Positive correlations between entrepreneurial attitudes, perceived opportunity, educational support, risk tolerance, and entrepreneurial intent, suggesting a need for fostering positive attitudes, providing educational support, and promoting risk-taking behavior among Nepalese students.
23	Adeoye & Olasoji (2023)	Risk-taking tendencies, Entrepreneurial intentions	Theoretical research utilizing comprehensive assessment of literature and policy documents	Significant relationship found between risk-taking tendencies and entrepreneurial intentions among Nigerian undergraduate students, emphasizing the importance of risk-taking in fostering entrepreneurship.
24	Lim et al. (2023)	Opportunity recognition competency, Absorptive capacity, Entrepreneurial alertness, Entrepreneurial knowledge	Cross-sectional design with 247 participants from Malaysian private universities	Opportunity recognition competency and outcomes are separate constructs; significant predictors included absorptive capacity, entrepreneurial alertness, and entrepreneurial knowledge, underscoring the importance of entrepreneurial alertness and knowledge in enhancing recognition skills.
25	Martínez-Cañas et al. (2023)	Push-pull forces, Perceived risk, Opportunity recognition	Surveyed 616 Spanish undergraduate students using PLS	Pull factors positively affected entrepreneurial ambition, partially mediated by opportunity recognition; push variables had an indirect and negative influence on entrepreneurial intention, showing the importance of incentives and perceptions of low risk in fostering entrepreneurial intention.

26	Martins et al. (2023)	Self-efficacy, Familial support, Institutional support, Peer support, Entrepreneurial skills knowledge, Risk-taking ability, Innovativeness	Surveyed 716 master's students from top business universities in Pakistan	Self-efficacy, peer support, and institutional factors had substantial effects on entrepreneurial ambition; entrepreneurial skills knowledge, risk-taking ability, and innovativeness significantly influenced entrepreneurial intention, emphasizing their relevance in driving young entrepreneurs to start businesses.
27	Al-Qadasi et al. (2023)	Desire for accomplishment, Locus of control, Entrepreneurial self-efficacy, Situational circumstances	Surveyed 487 final-year university students from Yemen using SEM	Personality factors positively influenced entrepreneurial self-efficacy and intention; situational circumstances played a role in creating entrepreneurial intention, with implications for promoting entrepreneurship in impoverished countries.

2.4 Research gap

Despite general research on factors influencing entrepreneurial intentions among students, several gaps remain. Different studies have emphasized the significance of educational support, self-efficacy, and risk-taking propensity in shaping entrepreneurial ambitions. Gelard and Saleh (2011) found significant correlations between contextual factors such as structural, educational, formal, and informal support networks and entrepreneurial intentions among university students, emphasizing the critical role of support networks in fostering entrepreneurial aspirations. Similarly, Remeikiene et al. (2013) showed that educational programs significantly impact students' intentions to pursue entrepreneurship, suggesting the necessity for specialized educational curricula that integrate entrepreneurial-focused courses.

However, the literature reveals a limited understanding of how perceived control and perceived opportunities specifically influence entrepreneurial intentions when combined with other factors. While individual studies have examined attitudes toward entrepreneurship (Rashid et al., 2018), locus of control (Asante & Affum-Osei, 2019), and entrepreneurial self-efficacy (Saeed et al., 2018), comprehensive analyses integrating these variables with perceived educational support and risk-bearing propensity are scarce. For instance, Rashid et al. (2018) found that attitudes toward entrepreneurship, subjective

norms, and perceived behavioral control significantly influenced students' entrepreneurial intentions, with subjective norms being the most critical component. Asante & Affum-Osei (2019) demonstrated that an internal locus of control positively correlated with opportunity recognition, while entrepreneurial ambition and search self-efficacy moderated these relationships.

Furthermore, Saeed et al. (2018) and Nguyen and Duong (2021) emphasized the role of perceived educational support in enhancing entrepreneurial self-efficacy and intention, yet they often did not account for the combined effect of perceived control and opportunity recognition. Saeed et al. (2018) utilized structural equation modeling to show that perceived educational support significantly influences entrepreneurial self-efficacy, which in turn affects entrepreneurial intention. Likewise, Nguyen and Duong (2021) found that perceived educational support positively influences entrepreneurial intention, underscoring the importance of educational environments in fostering entrepreneurial aspirations. The current literature also indicates a gap in understanding the specific context of business students. While Kusumojanto (2021) and Lestari et al. (2022) explored the impact of entrepreneurial education and personal traits on entrepreneurial intentions among vocational and university students, these studies did not specifically focus on business students. Kusumojanto (2021) found that surroundings and attitude toward entrepreneurship significantly impact entrepreneurial intentions, while Lestari et al. (2022) showed the direct influence of university support on entrepreneurial intention. Lim et al. (2023) on opportunity recognition competency and entrepreneurial knowledge emphasized the need for enhanced entrepreneurial alertness and knowledge to improve opportunity recognition skills. However, there is a lack of studies that integrate these insights with perceived control and risk-bearing propensity, especially in the context of business students. Previous studies have significantly contributed to our understanding of various factors influencing entrepreneurial intentions, there remains a gap in integrating perceived control, perceived opportunities, attitudes, risk-bearing propensity, and perceived educational support within a comprehensive framework. This gap is particularly noticeable in the context of business students, where these factors might interact uniquely. The current study aims to address this gap by evaluating the relationships between students' attitudes, perceived opportunities, risk-bearing propensity, perceived educational support, and perceived control with their entrepreneurial intentions.

Chapter III

Research Methodology

This chapter includes overall research blue print for the study final presentation of the results. The study methodology incorporates, research design of the research, population of the study with sampling procedure and techniques. The study methodology includes the data nature sources, collection procedure and methods of analysis with research framework and definition of the variables. The analysis path is mentioned clearly in this chapter.

3.1 Research design

This study employs descriptive and causal comparative research design examine the relationship between entrepreneurship education and business intention among Nepalese Master's degree students in Bagmati. The descriptive aspect of the research design was involved collecting and analyzing quantitative data to characterize and describe the attitudes, perceptions, and intentions of the study participants. Through structured questionnaires, variables such as entrepreneurial attitudes, perceived opportunity, risk-bearing propensity, perceived education support, and entrepreneurial intention was quantitatively assessed. Descriptive statistics, including mean scores, frequencies, and percentages, were used to summarize and present the data, providing a detailed overview of the participants' characteristics and their responses.

3.2 Population and sample and sampling design

The study population consists of business students who are currently enrolled in MBA (Master of Business Administration), MBM (Master in Business and Management), and MHM (Master of Hospitality Management) programs in Bagmati Province, Nepal. Due to the research design and the use of convenience sampling, participants were selected based on their accessibility and availability.

In order to obtain a sample that accurately represents the target population, the study select 400 individuals. These participants were chosen in such a way that there is an equal number of students from each program (MBA, MBM, and MHM). The researchers used convenience sampling to pick subjects who are easily accessible and willing to engage in the study. The sample technique was contacting students from each program during scheduled class sessions or via communication channels such as email or social media platforms. The researchers ensured diversity within the sample by selecting participants

from various cohorts or academic cycles within each program. This facilitates the acquisition of a diverse array of viewpoints and encounters among business students in Bagmati Province.

3.3 Nature and sources of data collection

This study used primary data collected through the administration of structured questionnaires, following a methodology similar to that adopted by Khadka and Khadka (2023). The primary data collection process involves directly interacting with the study participants to gather relevant information on their attitudes towards entrepreneurship and their intentions to pursue business ventures. The questionnaire used for data collection were be adapted from the one employed by Khadka and Khadka (2023), which comprises two main sections: personal information/general information and questions related to entrepreneurial attitudes, perceived opportunity, risk-bearing propensity, perceived education support, and entrepreneurial intention. The questionnaire was designed to capture quantitative responses, allowing for systematic data analysis and statistical interpretation.

The structured questionnaire served the main instrument for data collection, enabling the researchers to gather standardized responses from the study participants. The questions included in the questionnaire was carefully crafted to align with the research objectives and hypotheses, ensuring that the data collected are relevant and insightful for addressing the research questions.

3.4 Methods of analysis

The combination of descriptive analysis, correlation analysis, and regression analysis contributes to a nuanced understanding of the factors influencing women entrepreneurship development, the study proposed following methods in this thesis work.

1. **Descriptive analysis:** When doing a descriptive analysis, it is necessary to summarize and describe the properties of the variables that are being investigated. This method was utilized in order to investigate the distribution, central tendency, and variability of the data pertaining to the attitudes of students, anticipated opportunity, risk-bearing propensity, perceived educational assistance, and intention to engage in entrepreneurial endeavors. In order to provide a full overview of the variables and the measures that correspond to them, descriptive

statistics was generated. These statistics include the mean, median, mode, standard deviation, and frequency distributions.

2. **Correlation's analysis:** In order to investigate the connections that exist between the many variables that are being investigated, a correlation analysis was carried out. Specifically, Pearson correlation coefficients was computed in order to evaluate the strength of linear correlations between pairs of variables as well as the direction in which these relationships are pointing. Through the use of this study, it's possible to assess whether or not there are significant correlations between the attitudes of students, perceived opportunities, risk-taking tendency, perceived educational support, and the intention to engage in entrepreneurial practices. For the purpose of visualizing the interrelationships among the variables and determining whether or not there are any patterns or trends in the data, a correlation matrix was constructed here.
3. **Regression Analysis:** An examination of the predicted correlations between the independent factors (attitudes of students, perceived opportunity, risk-bearing propensity, and perceived educational support) and the dependent variable (entrepreneurship intention) was carried out through the use of regression analysis. For the purpose of determining the extent to which the independent factors collectively explain variance in entrepreneurial intention, a multiple linear regression analysis was carried out. In addition, regression coefficients was computed in order to evaluate the specific contribution that each independent variable makes to the prediction of entrepreneurial ambition while simultaneously adjusting for other variables.

   Through regression analysis, insights were provided into the factors that significantly influence the intentions of students to engage in entrepreneurial activities. This analysis assists in identifying key determinants and the respective implications that they have on the intention to engage in entrepreneurial activities. The study is based on the following regression model:

   $$EI(Y) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e \ldots\ldots\ldots\ldots (i)$$

   EI= Entrepreneurship Intention

   X_1 = Attitudes of Students towards Entrepreneurship

   X_2 = Perceived opportunity

X_3 = Risk Bearing Propensity

X_4 = Perceived Educational Support

X_5 = Perceived Control

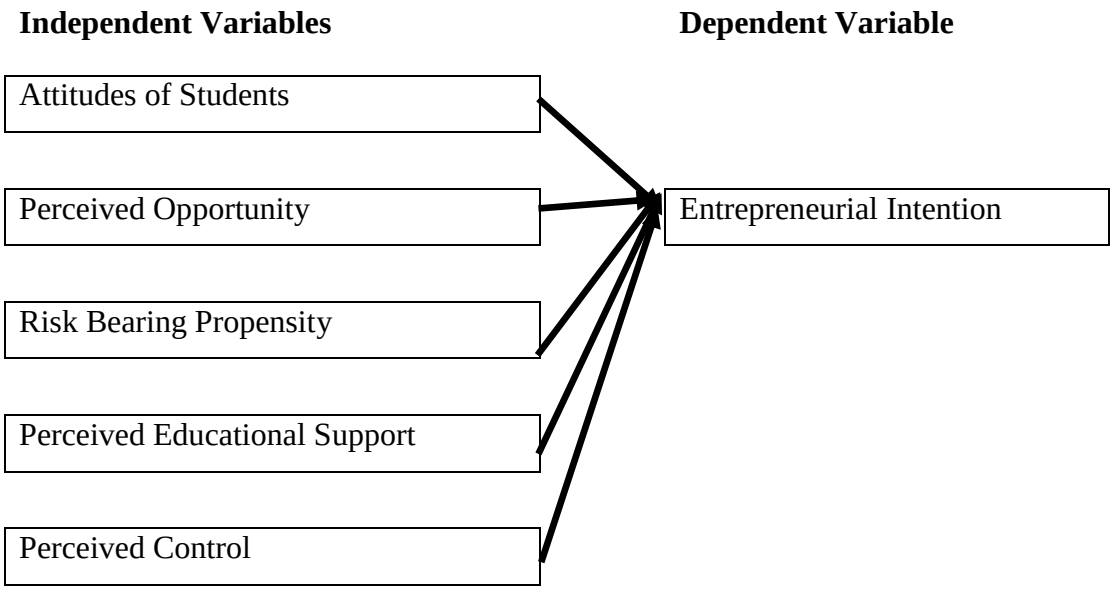
e= error term

3.5 Research framework and definition of variables

The research framework set the relationship of the variables; the study framework shows the overall guideline of the research. In this study following research framework is constructed based on the previous literature reviewed.

Figure 1

Research Framework



Source: *Khadka and Khadka (2023); Mykolenko et al. (2022)*

Definition of variables

1) **Attitudes of Students:** Student attitudes pertain to the beliefs, viewpoints, and interpretations of entrepreneurship. It includes their general way of thinking, their core beliefs, and their tendency to pursue entrepreneurial endeavors. Enthusiasm, interest, and a readiness to take on new projects are traits of positive attitudes toward entrepreneurship, whereas skepticism, fear, or a lack of interest in the field might be indicators of negative attitudes (Khadka & Khadka, 2023).
2) **Perceived Opportunity:** This concept relates to how students see opportunities or favorable conditions for launching and operating a business. It entails seeing market possibilities, figuring out unmet demands or issues that can be solved by

starting a business, and determining whether or not it makes sense to pursue those opportunities (Khadka & Khadka, 2023).

3) **Risk Bearing Propensity:** The ability and willingness of students to put up with the uncertainty, ambiguity, and possible losses that come with engaging in entrepreneurial activities is referred to as their risk-bearing propensity. It includes their willingness to take calculated chances, act bravely, and explore new ground in the pursuit of entrepreneurial objectives. People who have a high propensity to take risks are more likely to welcome uncertainty and look for novel chances, whereas people who have a low risk tolerance may be cautious and dislike taking risks (Khadka & Khadka, 2023).
4) **Perceived Educational Support:** This term refers to how students view the resources and assistance that are available to them in the classroom to help them pursue their entrepreneurial goals. It includes the degree to which students believe that their school, teachers, and course work support entrepreneurial education and skill development. This could involve having access to funding sources, networking opportunities, mentoring programs, entrepreneurship classes, and other tools that promote the development and learning of entrepreneurs (Khadka & Khadka, 2023).
5) **Perceived Control:** Perceived control is a significant psychological factor that influences entrepreneurship intention. It pertains to an individual's belief in their capability to influence events and outcomes in their life, particularly in the context of starting and running a business.

Entrepreneurial Intention: It’s student's propensity, drive, and preparedness to partake in entrepreneurial activities. Students' propensity, drive, and preparedness to partake in entrepreneurial activities and seek entrepreneurial endeavors in the future are referred to as having an entrepreneurial aim. Their goals and intentions to launch, run, or own a firm are reflected in it. An individual's intention to become an entrepreneur might include both the desire to do so and the specific activities they plan to take to achieve their objectives. These actions may include coming up with business concepts, looking for capital, or learning necessary skills and information (Mykolenko et al., 2022).

3.6 Cronbach Alpha

Cronbach's alpha is a measure used to assess the internal consistency or reliability of a set of scale or test items. In this study, Cronbach's alpha was calculated for the independent

variables—attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support, and perceived control—to ensure that the items within each variable consistently measure the same underlying construct.

Table 2

Cronbach Alpha

Variables	**Statements**	**Cronbach Alpha**
Attitudes of Students	5	0.861
Perceived Opportunity	5	0.819
Risk Bearing Propensity	5	0.871
Perceived Educational Support	5	0.829
Perceived Control	5	0.894
Entrepreneurship Intention	4	0.669
Total	**24**	**0.823**

Table 2 presents the Cronbach's alpha values for various variables in the study, assessing their internal consistency and reliability. The attitudes of students show a strong internal consistency with a Cronbach's alpha of 0.861, while perceived opportunity and perceived educational support have values of 0.819 and 0.829, respectively, indicating good reliability. Risk bearing propensity demonstrates a high level of consistency with an alpha of 0.871, and perceived control has the highest value at 0.894, reflecting excellent reliability. However, entrepreneurial intention has a lower Cronbach's alpha of 0.669, suggesting moderate reliability and indicating that some items may not align as closely with the construct. Overall, the total Cronbach's alpha for all variables combined is 0.823, indicating good reliability for the entire set of items, though the entrepreneurial intention variable may benefit from further evaluation or refinement.

Chapter IV

Result and Discussion

This chapter presents the findings from the analysis conducted to understand the factors influencing the entrepreneurial intention of business graduates in Bagmati Province. The focus is on the dependent variable, Entrepreneurial Intention, in relation to the independent variables: Attitudes of Students, Perceived Opportunity, Risk Bearing Propensity, Perceived Educational Support, and Perceived Control. The chapter begins with an overview of the demographics of the study participants, followed by a descriptive analysis of the data. The relationships between the variables are then explored through correlation analysis, and the impact of each independent variable on entrepreneurial intention is showed through regression analysis. Hypothesis testing is conducted to assess the significance of the proposed relationships. The major findings of the study are then summarized, leading into the discussion, where the implications of these findings are examined in the context of existing literature and the study's objectives.

4.1 Results

The results section presents the key findings from the data analysis, aimed at understanding the factors influencing the entrepreneurial intention of business graduates in Bagmati Province. The analysis begins with an examination of the demographic characteristics of the study participants, providing a foundational understanding of the sample. Following this, a descriptive analysis of the data is conducted to summarize the central tendencies and distribution patterns of the variables under investigation.

The relationship between the independent variables—Attitudes of Students, Perceived Opportunity, Risk Bearing Propensity, Perceived Educational Support, and Perceived Control—and the dependent variable, Entrepreneurial Intention, is then explored through correlation analysis. This helps to identify the strength and direction of the associations among the variables. Subsequently, regression analysis is performed to assess the impact of each independent variable on entrepreneurial intention, providing insights into which factors significantly influence the graduates' intentions to pursue entrepreneurship. Hypothesis testing is carried out to determine the statistical significance of these relationships, leading to the identification of key determinants of entrepreneurial intention among the business graduates. The section concludes with a summary of the major

findings, setting the stage for a deeper discussion of their implications in the following section.

Demographics of the study

The demographic profile of the study participants provides essential context for understanding the factors influencing entrepreneurial intention among business graduates in Bagmati Province. The key demographic variables considered in this study include gender, age, previous work experience, and engagement in family-owned businesses.

The sample consisted of a diverse group of participants, with both male and female business graduates represented. The gender distribution helps in examining whether there are any significant differences in entrepreneurial intention between male and female graduates.

Table 3

Gender

Age groups	**Frequency**	**Percent**
Male	216	47.7
Female	184	40.6
Total	400	88.3

Table 3 presents the gender distribution of the study participants, showing the frequency and percentage of male and female graduates. Among the total sample of 400 respondents, 216 are male, accounting for 47.7% of the participants, while 184 are female, representing 40.6%. The total percentage for gender distribution is 88.3%, indicating that this portion of the sample is effectively categorized by gender. The data suggests a relatively balanced representation of both genders in the study, providing a diverse perspective on the factors influencing entrepreneurial intention among business graduates in Bagmati Province.

The age range of the participants was also considered, with the majority falling within the typical age bracket for recent graduates. Age is an important variable as it may influence an individual's readiness or inclination toward entrepreneurship, with different age groups potentially exhibiting varying levels of entrepreneurial intention.

Table 4 provides an overview of the age distribution of the study participants, detailing the frequency and percentage of respondents across different age groups. Among the total of 400 participants, 229 are below the age of 25, representing 50.6% of the sample,

indicating that a significant portion of the graduates are early in their careers. The age group of 25 to 30 comprises 158 respondents, accounting for 34.9%, suggesting a substantial number of participants in the early stages of professional development. In contrast, only 13 respondents, or 2.9%, fall into the age group of 35 and above, indicating a limited representation of older graduates. The total percentage sums to 100%, confirming the completeness of the data. This age distribution shows the youthful demographic of the sample, which may influence their entrepreneurial intentions and perceptions in the context of the study.

Table 4

Age

Age groups	**Frequency**	**Percent**
Below 25	229	50.6
25 to 30	158	34.9
35 and above	13	2.9
Total	**400**	**100.0**

Participants were asked whether they had any previous work experience. This variable is crucial in understanding whether prior exposure to the workforce impacts graduates' intentions to pursue entrepreneurship. Previous work experience might provide the skills, confidence, and networks that are beneficial for entrepreneurial endeavors.

Table 5

Work Experience

Do your previous work experience?

Academic Levels	**Frequency**	**Percent**
Yes	240	53.0
No	160	35.3
Total	**400**	**100.0**

Table 5 presents the distribution of participants based on their previous work experience, detailing the frequency and percentage of respondents who have or have not worked prior to the study. Among the total of 400 participants, 240 reported having previous work experience, which accounts for 53.0% of the sample, indicating that more than half of the respondents have been exposed to professional environments. Conversely, 160

participants, or 35.3%, indicated that they do not have any prior work experience. The total percentage sums to 100%, confirming the completeness of the data. This distribution shows the significant proportion of graduates with work experience, which may positively influence their entrepreneurial intentions by providing relevant skills and insights into the business landscape. Factor explored was whether the participants were engaged in their family-owned businesses. This variable is significant as involvement in family businesses may offer practical experience and a better understanding of entrepreneurial activities, which could positively influence the intention to start their own business.

Table 6

Business Engagement

Are you engaged in your family owned businesses?

Income Level	**Frequency**	**Percent**
Yes	219	48.3
No	181	40.0
Total	**400**	**100.0**

Table 6 provides an overview of the participants' engagement in family-owned businesses, detailing the frequency and percentage of respondents who are involved in such enterprises. Among the total of 400 participants, 219 indicated that they are engaged in family-owned businesses, representing 48.3% of the sample. In contrast, 181 participants, or 40.0%, reported that they are not involved in family businesses. The total percentage sums to 100%, confirming the completeness of the data. This distribution suggests that nearly half of the graduates have direct exposure to entrepreneurial activities through family enterprises, which may significantly influence their entrepreneurial intentions and understanding of business operations.

Descriptive Analysis

This section is summary of the variables under study, offering look into the general trends and characteristics within the data. The analysis covers the independent variables—attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support, and perceived control—as well as the dependent variable, entrepreneurial intention. Descriptive statistics, such as mean and standard deviation, are used to summarize the data, showing the average levels and variability of students' attitudes toward entrepreneurship, their perception of available opportunities, their propensity to take risks, the support they perceive from their education, and their sense of

control over entrepreneurial outcomes. This overview helps to establish a comprehensive understanding of the general tendencies among the business graduates, which is essential for interpreting the relationships and impacts explored in subsequent analyses.

Variables	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Attitude of Students	400	1.00	5.00	3.0715	1.20450
Perceived opportunity	400	1.00	5.00	3.1465	1.03939
Perceived Education Support	400	1.00	5.00	3.0845	1.04810
Perceived Control	400	1.25	5.00	3.5395	.79915
Risk Bearing Propensity	400	1.00	5.00	3.0665	1.19257
Entrepreneurial Intention	400	1.00	5.00	2.9790	1.24748

Table 7

Descriptive Statistics

Table 7 provides a summary of the descriptive statistics for the key variables in the study, including attitudes of students, perceived opportunity, perceived educational support, perceived control, risk bearing propensity, and entrepreneurial intention. Each variable is represented by the total number of respondents (N), minimum and maximum values, mean scores, and standard deviations. For the attitude of students, the mean score is 3.0715 with a standard deviation of 1.20450, indicating a generally positive attitude towards entrepreneurship, although with considerable variability. The perceived opportunity has a mean of 3.1465 and a standard deviation of 1.03939, suggesting that participants feel moderately optimistic about available opportunities.

The perceived educational support variable has a mean of 3.0845 and a standard deviation of 1.04810, reflecting a similar sentiment regarding the support received from their education. The perceived control variable shows a higher mean of 3.5395 and a lower standard deviation of 0.79915, indicating a stronger belief among participants in their ability to influence entrepreneurial outcomes. The risk bearing propensity has a mean of 3.0665 with a standard deviation of 1.19257, suggesting that while participants are somewhat willing to take risks, there is significant variation in their responses. Lastly, entrepreneurial intention has the lowest mean score at 2.9790 and a standard deviation of

1.24748, indicating that while participants have some intention to engage in entrepreneurship, there is considerable uncertainty or hesitation among them.

Correlation Results

This section presents the correlation results, which examine the relationships between the independent variables—attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support, and perceived control—and the dependent variable, entrepreneurial intention. Correlation analysis helps in determining the strength and direction of these associations, providing insights into how each factor relates to the graduates' intentions to pursue entrepreneurship.

The results indicate the degree to which each independent variable is correlated with entrepreneurial intention. A positive correlation suggests that as the value of the independent variable increases, the entrepreneurial intention also tends to increase, whereas a negative correlation indicates an inverse relationship. Additionally, the analysis shows any significant correlations between the independent variables themselves, which can offer further understanding of how these factors might interact to influence entrepreneurial intention.

Table 8

Correlations

	AF	**SAD**	**BS**	**SS**	**WE**	**EI**
AS	1					
PO	.641**	1				
PES	.657**	.675**	1			
PC	.298**	.370**	.294**	1	.	
RBP	.684**	.628**	.686**	.291**	1	
EI	.680**	.639**	.710**	.275**	.709**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows the correlation coefficients between the study's primary variables: students' attitudes (AS), perceived opportunity (PO), perceived educational support (PES), perceived control (PC), risk bearing propensity (RBP), and entrepreneurial intention. The correlation coefficients show the strength and direction of the correlations between these

variables, with asterisks indicating significance at the 0.01 level (2-tailed), implying high confidence in these associations.

The study finds a few interesting tendencies. There is a high positive association between students' views and perceived opportunities, with a value of 0.641. This shows that students with more positive views towards entrepreneurship will see more opportunities in the entrepreneurial landscape. Similarly, student attitudes link favorably with perceived educational support (0.657), demonstrating that having a positive mentality is associated with believing in the helpful character of their educational environment. This research looked the need of promoting positive attitudes in educational environments in order to improve students' perceptions of possibilities and support.

Perceived opportunity also has a substantial association with perceived educational support (0.675), indicating that students who recognize prospective prospects in entrepreneurship feel better supported in their academic pursuits. This association shows that educational institutions may have a significant impact on students' views of both prospects and support, thus promoting entrepreneurial aspirations.

Risk bearing propensity (RBP) had significant positive relationships with student attitudes (0.684), perceived opportunity (0.628), and perceived educational support (0.686). This suggests that students who are ready to take risks are more likely to have a favorable attitude towards entrepreneurship, as well as a better understanding of available options and assistance. These findings show that encouraging a risk-taking culture in educational settings may boost students' entrepreneurial tendencies.

Entrepreneurial intention (EI) has strong positive relationships with all independent variables: 0.680 with students' attitudes, 0.639 with perceived opportunity, 0.710 with perceived educational support, and 0.709 with risk-taking tendency. These substantial correlations suggest that higher scores in these independent factors are directly related to increasing entrepreneurial inclination. The greatest association (0.710) between perceived educational support and entrepreneurial intention suggests that students who feel supported in their educational journey are much more likely to indicate an interest in entrepreneurship.

Furthermore, perceived control (PC) shows a moderate relationship with entrepreneurial inclination (0.275). While this association is not as significant as the others, it does suggest that students' opinions of their capacity to manage entrepreneurial results

influence their decision to pursue entrepreneurship. This shows that tailored treatments that increase students' sense of control may have a favorable influence on their entrepreneurial inclinations.

Significant relationships in this table demonstrate the interconnection of attitudes, perceptions, and intentions among business graduates. The findings show that encouraging positive attitudes and perceptions, particularly regarding educational assistance and perceived possibilities, can considerably increase students' entrepreneurial inclinations. This insight is crucial for educational institutions and politicians working to instill a more entrepreneurial attitude in graduates, since it identifies particular areas for intervention and assistance.

Regression Analysis Assumption Test

The study tested Normality and Linearity to accept the regression results in this section of the study.

Normality

The assumption of normality requires that the residuals (errors) of the regression model are normally distributed. This is important for accurate hypothesis testing and confidence interval estimation. To test for normality, the following methods were employed:

Figure 2

Normality

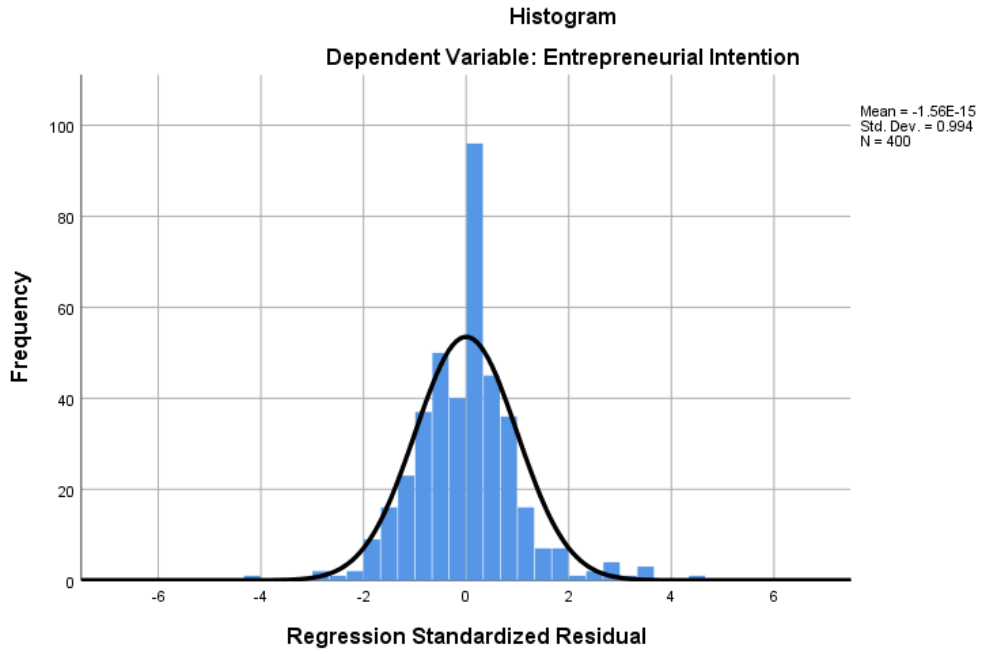


Figure 2 shows that the study model predictors are normally distributed and no any biases in the dataset.

Linearity

The assumption of linearity requires that the relationship between the independent variables and the dependent variable is linear. This ensures that the predicted values of the dependent variable change in a constant manner with changes in the independent variables.

Figure 3

Linearity

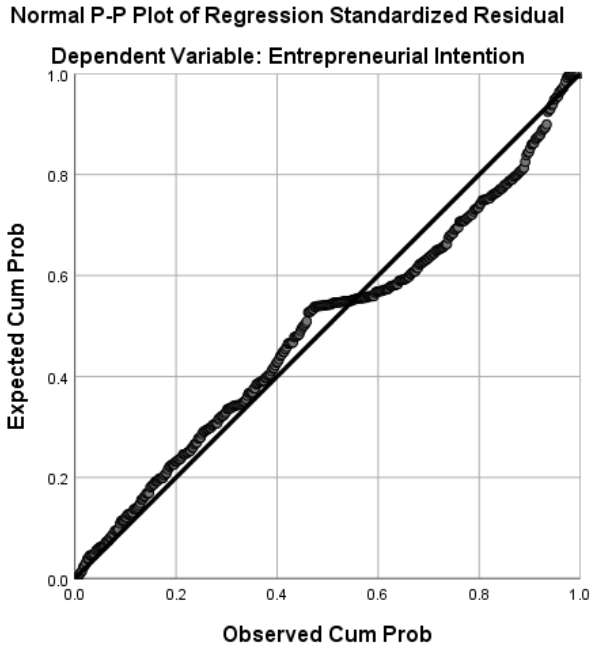


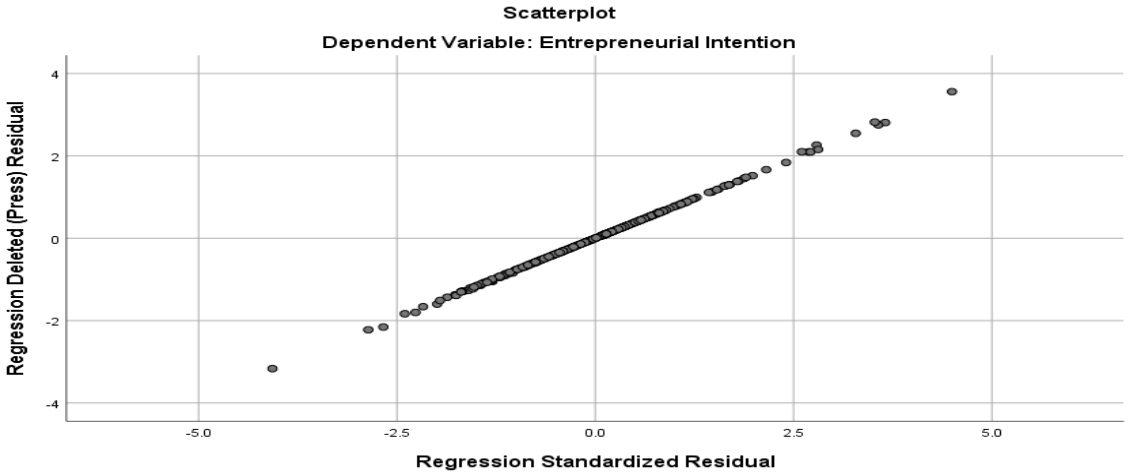
Figure 3 shows the data points are clustered closely around the mean, indicating a linear position. This suggests that the data points are not highly dispersed or divergent from the average value.

Scatter Plots

Scatter plots of each independent variable against the dependent variable were examined. A linear relationship is indicated by a straight-line pattern in the scatter plot. Figure 4 presents a scatter plot that visually represents the relationship between the independent variables and entrepreneurial intention among business graduates. Each point on the scatter plot corresponds to an individual respondent's scores on the independent variables plotted against their entrepreneurial intention score.

The scatter plot allows for a clear visualization of how the independent variables interact with entrepreneurial intention. If the points display a positive trend, this suggests that as scores on the independent variables increase, so too does the entrepreneurial intention. For instance, if the scatter points for attitudes of students, perceived opportunity, perceived educational support, and risk bearing propensity cluster along an upward slope, it indicates a strong positive relationship, supporting the earlier correlation findings.

Figure 4



Scatter Plots

Regression Coefficients

This section presents the regression coefficients, which quantify the impact of the independent variables—attitudes of students, perceived opportunity, risk bearing propensity, perceived educational support, and perceived control—on the dependent variable, entrepreneurial intention. The regression analysis provides estimates of how much change in entrepreneurial intention can be expected with a one-unit change in each independent variable, holding all other variables constant. The coefficients reveal the strength and direction of these relationships. A positive coefficient indicates that an increase in the independent variable is associated with an increase in entrepreneurial intention, while a negative coefficient suggests the opposite. Additionally, the statistical significance of each coefficient is assessed to determine which variables have a meaningful impact on entrepreneurial intention.

Table 9 shows the model summary for the regression analysis used to determine the effect of various independent variables on entrepreneurial inclination. The table covers essential statistical indicators such as R, R Square, Adjusted R Square, and the estimate's standard

error. The correlation coefficient (*R*) is 0.796, showing a significant positive link between the predictors and the dependent variable, entrepreneurial inclination. This shows that the independent factors jointly explain a significant amount of the variation in entrepreneurial ambition among business graduates.

Table 9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796	.634	.629	.75946

a. Predictors: (Constant), Risk Bearing Propensity, Perceived Control, Perceived Opportunity, Attitude of Students, Perceived Education Support

b. Dependent Variable: Entrepreneurial Intention

The model's variables, including risk carrying propensity, perceived control, perceived opportunity, student attitudes, and perceived educational assistance, account for roughly 63.4% of the variability in entrepreneurial ambition (R^2 = 0.634). This is a large fraction, implying that the model has enough explanatory power. The Adjusted R^2 score of 0.629 takes into consideration the number of predictors in the model, resulting in a more accurate assessment of model fit. The model remains near to the R^2 value, indicating that the predictors effectively explain the variance in entrepreneurial ambition without overfitting. The standard error of the estimate is 0.75946, which is the average distance between the observed values and the regression line. A smaller standard error suggests a better match between the model and the data.

Table 10

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	393.673	5	78.735	136.507	.000[b]
	Residual	227.251	394	.577		
	Total	620.924	399			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Risk Bearing Propensity, Perceived Control, Perceived Opportunity, Attitude of Students, Perceived Education Support

Table 10 presents the results of the Analysis of Variance (ANOVA) for the regression model assessing the impact of several independent variables on entrepreneurial intention. The table includes key statistics: sum of squares, degrees of freedom (df), mean square, F-statistic, and significance level (Sig.). The regression sum of squares is 393.673, which indicates the variation explained by the model, while the residual sum of squares is 227.251, representing the variation not explained by the model. The total sum of squares is 620.924, which is the total variability in the dependent variable, entrepreneurial intention. The degrees of freedom for the regression (df = 5) corresponds to the number of predictors in the model, and for the residual (df = 394), it reflects the number of observations minus the number of predictors minus one. The mean square for regression is calculated by dividing the regression sum of squares by its degrees of freedom, resulting in 78.735. The mean square for residuals is 0.577. The F-statistic of 136.507 is a measure of how well the model explains the variability in the dependent variable relative to the unexplained variability. This high F-value indicates a significant relationship between the independent variables and entrepreneurial intention.

The significance level (Sig.) is reported as 0.000, which is well below the conventional threshold of 0.05. This indicates that the overall regression model is statistically significant, meaning that at least one of the independent variables significantly contributes to predicting entrepreneurial intention. Table 4.8 confirms that the regression model is significant, demonstrating that the selected predictors; risk bearing propensity, perceived control, perceived opportunity, attitudes of students, and perceived educational support collectively have a meaningful impact on entrepreneurial intention among business graduates. This supports the validity of the model and its potential utility in understanding factors influencing entrepreneurial behavior.

Table 11

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.141	.186		-.761	.447		
	AS	.222	.048	.214	4.622	.000	.433	2.307
	PO	.155	.055	.129	2.823	.005	.442	2.264
	PES	.342	.057	.288	6.025	.000	.408	2.453
	PC	-.006	.051	-.004	-.116	.908	.855	1.170
	RBP	.299	.049	.286	6.058	.000	.418	2.392

a. Dependent Variable: Entrepreneurial Intention

Table 11 presents the coefficients from the regression analysis, detailing the impact of each independent variable on entrepreneurial intention. The table includes unstandardized coefficients (B), standard errors, standardized coefficients (Beta), t-statistics, significance levels (Sig.), and collinearity statistics (tolerance and variance inflation factor, VIF). The constant term is -0.141, indicating the predicted entrepreneurial intention when all independent variables are at zero. However, this value is not the primary focus, as the independent variables provide more insight into the model.

The coefficient for attitudes of students is 0.222, with a standard error of 0.048. The corresponding standardized coefficient (Beta) is 0.214, suggesting that for each one-unit increase in attitudes of students, entrepreneurial intention increases by 0.222 units, holding all other variables constant. The t-statistic is 4.622, and the significance level is 0.000, indicating a highly significant relationship. For perceived opportunity (PO), the unstandardized coefficient is 0.155, with a Beta of 0.129. This means that as perceived opportunities increase by one unit, entrepreneurial intention is expected to increase by 0.155 units. The t-statistic is 2.823, and the significance level is 0.005, also demonstrating a significant effect. The coefficient for perceived educational support (PES) is 0.342, with a Beta of 0.288, indicating a strong positive relationship. The t-statistic of 6.025 and a significance level of 0.000 shows that this variable has a significant and meaningful impact on entrepreneurial intention.

In contrast, perceived control (PC) has an unstandardized coefficient of -0.006, with a Beta of -0.004. This suggests that perceived control does not significantly influence entrepreneurial intention, as indicated by the t-statistic of -0.116 and the significance level of 0.908, which is well above the 0.05 threshold. Finally, the coefficient for risk bearing propensity (RBP) is 0.299, with a Beta of 0.286, indicating a strong positive effect on entrepreneurial intention. The t-statistic of 6.058 and significance level of 0.000 confirm that this relationship is statistically significant. Collinearity statistics show tolerances ranging from 0.408 to 0.855, and VIF values from 1.170 to 2.453. These values indicate that multicollinearity is not a concern, as all values are well below the threshold of 10.

Hypothesis Testing

The hypothesis results are as follows:

H1: There is a significant effect of attitude of students on entrepreneurial intention of business students ***(Accepted).***

H2: There is a significant effect of perceived opportunity and entrepreneur intention of business students ***(Accepted).***

H3: There is a significant effect risk-bearing propensity with entrepreneurial intention of business students ***(Accepted).***

H4: There is a significant effect of perceived educational support with business student's entrepreneurial intention ***(Accepted).***

H5: There is a significant effect of perceived control with business student's entrepreneurial intention ***(Rejected).***

Major Findings

The study has following major findings:

- All variables exhibit good internal consistency, with Cronbach Alpha values ranging from 0.669 (Entrepreneurial Intention) to 0.894 (Perceived Control). The overall reliability of the instrument is strong at 0.823.
- The sample consists of a diverse gender distribution, with 47.7% male and 40.6% female respondents.
- The majority of respondents (50.6%) are below 25 years of age, indicating a younger demographic.

- A significant portion (53.0%) of respondents has prior work experience.
- Nearly half (48.3%) are engaged in family-owned businesses, suggesting an entrepreneurial context.
- The mean scores for independent variables range from 2.979 (Entrepreneurial Intention) to 3.539 (Perceived Control), indicating generally positive perceptions among respondents but showing room for improvement in entrepreneurial intention.
- Strong positive correlations exist between all independent variables and entrepreneurial intention, with the highest correlation found between perceived educational support and entrepreneurial intention (0.710).
- The regression model explains 63.4% of the variance in entrepreneurial intention ($R^2 = 0.634$), demonstrating a strong fit and suggesting that the predictors significantly influence entrepreneurial intention.
- The overall regression model is statistically significant (F = 136.507, Sig. = 0.000), indicating that at least one predictor significantly contributes to explaining variations in entrepreneurial intention.
- Attitudes of students, perceived opportunity, perceived educational support, and risk bearing propensity are all significant predictors of entrepreneurial intention, with standardized coefficients indicating their relative importance.
- Perceived control does not significantly affect entrepreneurial intention (Sig. = 0.908).
- The most influential factor is perceived educational support (Beta = 0.288), followed closely by risk bearing propensity (Beta = 0.286).

4.2 Discussion

This study found good internal consistency, with Cronbach Alpha values ranging from 0.669 (Entrepreneurial Intention) to 0.894 (Perceived Control), and an overall reliability of 0.823, indicating a strong instrument. The sample features a diverse gender distribution, with 47.7% male and 40.6% female respondents. A significant portion (50.6%) of the sample is under 25 years of age, highlighting a younger demographic. Additionally, 53.0% of respondents have prior work experience, and nearly half (48.3%) are engaged in family-owned businesses, suggesting an entrepreneurial context. The mean scores for the independent variables range from 2.979 (Entrepreneurial Intention) to 3.539 (Perceived Control), reflecting generally positive perceptions, although there is room for

improvement in entrepreneurial intention. Strong positive correlations exist between all independent variables and entrepreneurial intention, with the highest correlation found between perceived educational support and entrepreneurial intention (0.710). The regression model explains 63.4% of the variance in entrepreneurial intention ($R^2 = 0.634$), demonstrating a strong fit and suggesting that the predictors significantly influence entrepreneurial intention. The overall regression model is statistically significant ($F = 136.507$, Sig. = 0.000), indicating that at least one predictor significantly contributes to explaining variations in entrepreneurial intention. The significant predictors include attitudes of students, perceived opportunity, perceived educational support, and risk-bearing propensity, with standardized coefficients indicating their relative importance. However, perceived control does not significantly affect entrepreneurial intention (Sig. = 0.908). The most influential factor is perceived educational support (Beta = 0.288), followed closely by risk-bearing propensity (Beta = 0.286).

The study's findings contribute significantly to the current discussion about entrepreneurial education and intention, particularly among young pupils. This study, like Remeikiene et al. (2013), shows significant personality qualities such as self-efficacy and proactiveness as important predictors of entrepreneurial ambition. The emphasis on nurturing these attributes through tailored educational programs is critical since it not only boosts students' confidence but also enables them to explore business possibilities more aggressively. This is consistent with the findings of Ayalew and Zeleke (2018), who emphasized the importance of entrepreneurial education in developing self-employment ambitions among engineering students. Such findings indicate that educational institutions should priorities programs that foster these characteristics in order to successfully prepare students for the entrepreneurial landscape.

The findings of the study support the work of Rashid et al. (2018), indicating the critical role of self-efficacy in developing entrepreneurial inclinations. The findings suggests that pupils who trust in their talents are more likely to have entrepreneurial inclinations. Unlike Rashid et al., this study looked that other factors; such as past experience, empathy, and exposure to entrepreneurial environments; may have varied degrees of influence on entrepreneurial ambitions. This looked the need of a comprehensive approach to entrepreneurship education, in which several aspects interact to shape students' entrepreneurial mindsets.

In contrast to Prajapati's (2019) results, which found no significant association between entrepreneurship education and entrepreneurial intention, this study shows a favorable correlation between educational support and entrepreneurial goals. This variance might be attributed to contextual factors or changes in educational approaches, implying that the efficiency of entrepreneurial education can vary greatly depending on the precise teaching practices used. It also suggests that entrepreneurial education programs should be adapted to students' specific requirements, taking into account their backgrounds and experiences.

Present study demonstrates, as did Radzi (2019) and Saeed et al. (2018), that subjective norms and perceived behavioral control play an important role in molding students' entrepreneurial inclinations. The data show that students are highly impacted by their social environment, which includes family, friends, and mentors, reinforcing the notion that entrepreneurship is a communal activities rather than an individual one. However, this study goes on to say that, while subjective standards are important, individual motives and educational contexts that form these intents must also be considered. The findings of this study further contribute to the work of Maheshwari and Kha (2022), who found that entrepreneurial educational assistance improves self-efficacy, which in turn enhances entrepreneurial inclinations. The focus on serial mediating effects in this study looked the complexities of the interactions involved. It implies that self-efficacy is not a stand-alone characteristic, but rather linked to other aspects of the educational experience. This complex perspective is consistent with the insights offered by Nguyen and Duong (2021), who emphasize the relevance of perceived educational assistance in creating an enabling atmosphere for entrepreneurship.

In conclusion, the findings of this study reaffirm and expand on previous research, demonstrating the importance of targeted educational strategies that include not only the dissemination of entrepreneurial knowledge but also the cultivation of the underlying personality traits required for fostering entrepreneurial intentions in students. The implications for educators and policymakers are considerable, showing the need for a more integrated and supportive approach to entrepreneurship education. This strategy would empower the next generation of entrepreneurs by providing them with the tools and mentality required to flourish in an increasingly dynamic and competitive business environment. Educational institutions may help shape the future of entrepreneurship by creating a supportive environment that fosters risk-taking and creativity.

Chapter V

Summary and Conclusion

This chapter summarizes the important findings from a study of the factors influencing business graduates' entrepreneurial intentions in Bagmati Province. It begins by emphasizing major findings from the examination of variables such as student attitudes, perceived opportunity, perceived educational assistance, perceived control, and risk-taking tendency. The findings' ramifications for educators, politicians, and prospective entrepreneurs will be examined, with a focus on the importance of creating an entrepreneur-friendly climate through focused educational efforts and support networks. Finally, this chapter seeks to give a thorough assessment of the study's contributions to understanding entrepreneurial behavior among graduates, as well as practical advice for future entrepreneurial goals.

5.1 Summary

For the purpose of responding to the increased acknowledgement of entrepreneurship as a crucial driver of economic growth, this study explored the factors that influence the entrepreneurial intention of business graduates in the province of Bagmati. In Nepal, particularly among the younger generation, there is an urgent need for business activities that are both creative and sustainable. This research underlines the critical need for such projects. Understanding the factors that motivate people to start their own businesses and the obstacles that stand in the way of doing so is vital for developing a healthy ecosystem for entrepreneurial activities, given the large number of business graduates who are entering the workforce.

Students' attitudes, perceived opportunities, risk-bearing tendency, perceived educational assistance, and perceived control were the core factors of entrepreneurial intention, and the primary aims of the study were to identify and analyses the important determinants of entrepreneurial intention. The purpose of this research was to give insights on how educational institutions and policymakers may better help businesspeople who are interested in starting their own businesses by evaluating these aspects.

This research was motivated by the growing significance of entrepreneurship in Nepal, particularly with regard to the reduction of unemployment and the promotion of economic progress. Numerous graduates, despite the fact that there is the possibility for entrepreneurial activities, are confronted with a variety of obstacles, such as a lack of

finances, inadequate assistance, and doubt over their capabilities to be successful in business careers. For the purpose of establishing successful treatments, it is essential to have a solid understanding of the precise elements that either drive or inhibit these graduates.

In order to accomplish its goals, the research project used a quantitative technique. Through the use of a structured questionnaire, the researchers collected information from a group of four hundred business graduates from the province of Bagmati. For the purpose of determining the nature of the connections that exist between the independent variables and the desire to engage in entrepreneurial activity, the study design made it possible to employ statistical analyses such as descriptive statistics, correlation, regression analysis, and analysis of variance.

Several important realizations were brought to light by the research. Students' attitudes, perceived possibilities, perceived educational assistance, and risk-taking inclination were all found to be substantial predictors of students' intentions to engage in entrepreneurial activity. Specifically, graduates were encouraged to view entrepreneurship as a possible career route by having favorable attitudes and a strong feeling of perceived educational support. This was a particularly important factor. The findings of the investigation, on the other hand, suggested that perceived control had a minor impact on entrepreneurial ambition. This suggests that graduates may feel confined in their capacity to affect the conditions in which they find themselves.

The findings of the study show the significance of encouraging optimistic attitudes and providing sufficient educational and institutional support in order to increase the number of graduates who want to engage in entrepreneurial activities. By addressing the variables that have been showed, educational institutions and policymakers have the capacity to create an environment that is more conducive to entrepreneurship, which will eventually contribute to the economic growth and sustainability of Bagmati Province and Nepal as a whole. Not only do these findings contribute to a deeper comprehension of entrepreneurial behavior among business graduates, but they also establish the framework for future research and practical applications that are targeted at fostering the next generation of entrepreneurs.

5.2 Conclusion

The primary purpose of this research was to investigate the extent to which students' attitudes, perceived opportunities, risk-taking tendency, perceived educational support, and perceived control are associated with their desire to engage in entrepreneurial activity. A favorable view towards entrepreneurship considerably increases the possibility that students would pursue entrepreneurial initiatives, as indicated by the findings, which found high positive correlations between students' attitudes and their intents to engage in entrepreneurial activities. Furthermore, it was discovered that perceived educational assistance and believed possibilities had a significant role in the formation of these intents respectively. Students are more likely to see entrepreneurship as a realistic career option when they think they have access to credible prospects and enough support from their educational institutions. This shows that students are more comfortable with the idea of starting their own business. Because of this, encouraging students to have a positive attitude and providing them with educational programs that are successful and that highlight the possibilities and resources that are accessible will considerably increase the likelihood that they will start their own business.

With regard to the second aim, the focus was on analyzing the impact that students' attitudes, perceived opportunities, risk-taking propensity, perceived educational assistance, and perceived control had on the entrepreneurial intention of business students. According to the findings of the study, attitudes, perceived possibilities, and educational assistance all have a positive and substantial effect on the intentions to engage in entrepreneurial activity. In particular, students who have a favorable attitude towards entrepreneurship are more likely to notice opportunities and experience a sense of support from their educational environment, which ultimately results in increased intents to engage in entrepreneurial enterprise. Furthermore, risk-bearing tendency appeared as a significant predictor, which suggests that students who are more willing to take chances are also more likely to engage in activities that are associated with entrepreneurship. However, the study discovered that perceived control had a minor effect on entrepreneurial intention. This suggests that students may have the impression that they are unable to exert much influence over the conditions in which they find themselves. These findings highlight the importance of educational institutions creating an atmosphere that is not only conducive to the development of positive attitudes and

opportunities, but also encourages graduates to take calculated risks in order to increase their intents to engage in entrepreneurial activities.

In conclusion, the purpose of this study was to effectively identify and analyses the elements that influence the entrepreneurial ambition of Bagmati Province graduates who have completed their business degrees. The research sheds light on the complex processes that are responsible for shaping entrepreneurial intents by focusing on the essential interactions that exist between students' attitudes, perceived opportunities, educational assistance, risk-taking propensity, and perceived control. The major roles of students' attitudes, perceived opportunities, and educational assistance underline the requirement for educational institutions and policymakers to pursue focused policies that increase these aspects. It is possible to empower graduates to explore entrepreneurial activities by, for example, developing programs that actively promote entrepreneurial thinking, give mentorship, and improve knowledge of possibilities that are accessible. Moreover, the cultivation of a culture that promotes the taking of risks and the development of resilience can further support the development of entrepreneurial intents. In the end, the findings of this research not only contribute to a more in-depth knowledge of entrepreneurial behavior among business graduates, but they also provide a platform for the development of practical interventions that might boost entrepreneurial activity in the region. The findings of this study have the potential to contribute to a more dynamic and inventive business landscape in Nepal, which will eventually drive economic growth and environmental sustainability. This may be accomplished by encouraging students to develop an entrepreneurial attitude.

5.3 Implications

The study has following implications for managers, policymakers, and future researchers:

For Managers

It is important for managers working in educational institutions to place a strong emphasis on the cultivation of an atmosphere that is encouraging and promotes favorable attitudes towards entrepreneurship. The implementation of training programs that teach entrepreneurial skills, in conjunction with mentorship activities that connect students with successful entrepreneurs, has the potential to greatly improve students' views of possibilities and dangers. In addition, the provision of real-world experiences, like as internships or project-based learning, can assist students in developing the self-assurance

and practical knowledge that is necessary for them to undertake entrepreneurial efforts'. Managers are able to develop measures that better prepare students for the landscape of entrepreneurship if they acknowledge the vital role that educational assistance plays via such recognition.

For Policymakers

Policymakers play a important role in shaping the entrepreneurial ecosystem. The findings of this study suggest the need for policies that promote entrepreneurship education at various levels. Initiatives aimed at enhancing access to funding, resources, and support networks for aspiring entrepreneurs can significantly impact their intentions to start businesses. Additionally, creating policies that incentivize collaboration between educational institutions and the business community can lead to more robust support systems for graduates. By prioritizing entrepreneurial development through legislative and financial support, policymakers can help foster a culture of innovation and entrepreneurship in the region.

For Future Researchers

Researchers in the future are encouraged to build on this study by looking into how the factors that were found affect people's plans to become entrepreneurs over time. More information about how entrepreneurs act can be gained by looking into how these relationships change over time, especially as college graduates start working. Researchers could also look at the business plans of college graduates from various areas or fields to find out what challenges and chances they face are different. Adding qualitative methods like focus groups or interviews could help us learn more about how personal experiences and reasons affect the decision to become an entrepreneur. Overall, this study sets the stage for more research into the many aspects of young people starting their own businesses.

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APPENDIX

(Questionnaire)

Namaste

I'm Babita Shrestha, a student from Shanker Dev Multiple Campus, Bagmati Province. I'm currently enrolled in the master's degree in business studies. In this academic journey to achieve good academic accomplishment and enhance my practical and theoretical knowledge, I'm conducting a research project on factors influencing the entrepreneurial intention of business graduates in Bagmati Province. For this work, your responses make the final results of the study. The questionnaire only takes 5-12 minutes to respond. Please read the instructions for ease, and if you have any difficulties in this activity, don't hesitate to contact me easily. Thank you for your time and efforts.

Personal Information/ General Information

1. Gender

   Male Female

2. Age

   Below 18-25 25 to 30

   35 and above

3. Do you have previous work experience?

   Yes No

4. Are you engaged in your family-owned businesses?

   Yes No

Please provide the numerical score to the following questions using a 5-point scale. Please read the following instruction carefully and tick ( ) on the appropriate option.

Instruction: 1. Strongly Disagree (SD) 2. Disagree (D) 3. Neutral (N) 4. Agree (A) 5. Strongly Agree (SA)

Attitudes of Students

S/N	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1	Entrepreneurship education lessons increased my interest in a career in entrepreneurship.					
2	Entrepreneurship education prepared me to make innovative and informed decisions about career choices					
3	Due to entrepreneurship education, I can identify business opportunities					
4	Due to entrepreneurship education, I now have the skills to can create a new business					
5	I want to work for myself after completing school/college					

Perceived Opportunity

S/N	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have many ideas for venture business.					
2	The knowledge and experience I gained motivated the creation of a new venture.					
3	There are many entrepreneurial opportunities in my specific area of study.					

4	Entrepreneurial ventures are mainly limited to business ideas.					
5	I have a good understanding of intellectual property.					

Perceived Education Support

S/N	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Entrepreneurial or business-related examples are included in classes.					
2	I can have a mentor's help easily.					
3	My university develops my entrepreneurial skills and abilities.					
4	Students are encouraged to pursue entrepreneurial ventures.					
5	There are many opportunities to meet people with good business ideas at university.					

Perceived Control

S/N	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I can control and initiate the strategic corporate action which has the					

	potential.					
2	I can make decisions under uncertainty and risk with my control.					
3	I have persistence in case of adversity and can take calculated risks.					
4	I can manage expenses and control business costs.					
5	It is too risky to start my own business.					

Risk Bearing Propensity

S/N	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Dealing with danger and uncertainty is something I can handle.					
2	When faced with challenges, I am tenacious and willing to take measured chances.					
3	Expenses and business charges are within my capabilities to handle.					
4	Starting your own business is too dangerous.					
5	Based on the opinions of those you have to depend on, I go for					

	dangerous options.					

Entrepreneurship Intention

S/N	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I want to start my own business.					
2	I seriously consider entrepreneurship as a career option.					
3	I can be my boss and can employ others.					
4	I am ready to make significant personal sacrifices to stay in Business.					

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i ABSTRACT This study looks at the variables that affect business graduates' intentions to start their own company in Nepal's Bagmati Province. The study attempts to uncover important factors, such as students' attitudes, perceived opportunities, risk-taking tendency, perceived educational assistance, and perceived control, in light of the important role that entrepreneurship plays in promoting economic growth. A structured questionnaire was used to gather data from 400 business graduates using a quantitative technique. Statistical analyses were then carried out to assess linkages and implications. The results show that risk-taking tendency is also important, but favorable student attitudes, perceived possibilities, and educational assistance all considerably increase entrepreneurial ambitions. On the other hand, perceived control had very little effect. The study emphasizes the need of creating a supportive atmosphere in educational institutions and outlines the consequences for managers, legislators, and upcoming researchers. Stakeholders may better prepare graduates for entrepreneurship by improving these variables, which will eventually aid in the region's economic growth.
Keywords: Attitudes, business graduates, entrepreneurial intention, educational support Chapter I Introduction 1.1 Background of the study The pursuit of entrepreneurship emerges as a vital pathway for economic empowerment and sustainable development in Nepal, a country known for its magnificent landscapes and rich cultural legacy. However, the