

**FACTORS INFLUENCING ENTREPRENEURIAL
INTENTION AMONG THE STUDENTS OF TRIBHUVAN
UNIVERSITY**

A Dissertation submitted to the Office of the Dean, Faculty of
Management, in partial fulfilment of the requirements for the Degree of
Masters of Business Studies

by

Nikesh Maharjan

Symbol No.: 3489/17

T.U. Registration No.: 7-2-31-71-2012

Campus Roll No.: 03/073

People's Campus

Kathmandu

March, 2022

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Certification of Authorship

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled “Factors influencing entrepreneurial intention among the students of Tribhuvan University”. The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor it has 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 used are cited in the reference section of the dissertation

.....

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Report of Research Committee

Mr. Nikesh Maharjan has defended research proposal entitled “Factors influencing entrepreneurial intention among the students of Tribhuvan University” successfully. The research committee has registered the dissertation for further progress. It is recommended to carry out the work as per and submit the thesis for evaluation

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Approval Sheet

We have examined the dissertation entitled “Factors influencing entrepreneurial intention among the students of Tribhuvan University” presented by Mr. Nikesh Maharjan for the degree of Masters of Business Studies. We hereby certify that the dissertation is acceptable for the award of degree.

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This study entitled “Factors influencing entrepreneurial intention among the students of Tribhuvan University” has been prepared for partial fulfillment of requirements for the degree of Masters of Business Studies. It is directed towards determining the factors affecting entrepreneurial intention among the students of Tribhuvan University of Kirtipur Municipality. This would not have been possible without the kind support and help of many individuals. Therefore, I would like to acknowledge with gratitude to all of them. It is a genuine pleasure to express my deep sense of thanks and gratitude towards Bikash Shrestha for giving me the responsibility to prepare this report along with their guidance, valuable advice, continuous encouragement, and motivational support.

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Nikesh Maharjan

March, 2022

Abstract

Despite the growth of young promising entrepreneurs in the country, to the best of our knowledge, there have only been few studies regarding students' entrepreneurial intentions. This research mainly focuses on factors affecting entrepreneurial intention among the students of Tribhuvan University of Kirtipur Municipality. This study aims to examine the factors affecting entrepreneurial intention. The Theory of Reasoned Action and the Theory of Planned Behaviour are used in the study. In the study, four variables are taken as independent variables: Attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education whereas entrepreneurial intention is used as dependent variable. The research used questionnaire as an instrument of primary data collection and distributed to 124 students through Google form. The research design embraced in the study consists of descriptive, relational and casual research designs. Various tools used for data analysis were mean, median, mode, standard deviation, variance, correlation, regression etc. The findings revealed that Attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education have significant effect on students' entrepreneurial intention.

Key words: Attitude towards behaviour, subjective norms, perceived behavioural control, entrepreneurship education, entrepreneurial intention.

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Abbreviations

A	: Agree
D	: Disagree
N	: Neutral
SA	: Strongly Agree
SD	: Strongly Disagree
SPSS	: Statistical Package for the Social Science
TPB	: Theory of Planned Behaviour
TRA	: Theory of Reasoned Action

CHAPTER I

INTRODUCTION

1.1 Background of the study

Entrepreneurship is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying risks, and receiving the resulting rewards. According to Thurnik and Gree (2003), entrepreneurship is a major force in driving the economy of a country. Entrepreneurial intent is a fundamental section to the resolution of country's development subject and future socio-political stability (Herrington and Kew, 2009). Entrepreneurship plays an important role in socio-economic growth and development and thus, recognized as the pivotal innovative instrument for socio-economic growth and stability in the countries. Entrepreneurs solve problems within the market by creating new sustainable business entities. The occurrence of entrepreneurial factors varies across countries and cultures. Factors contributing to these differences are culture, level of economic development of a country and political-economic traditions (Farrington, Venter, Schrage, and Van der Meer, 2012).

Intention is a state of mind that represents a commitment to carrying out an action or actions in the future. It involves mental activities such as planning and forethought (Bratman, 1987). In addition, Ajzen (1991) defined intention as a state of person being ready to perform a given behaviour. Entrepreneurship plays a significant role in job creation, establishing new markets and strengthening a country's competitive advantage due to its association with capital investment and profit orientation. While entrepreneurship as an academic discipline is still relatively new, its origin can be traced back to the seventeenth century economist Richard Cantillon, an Irishman who borrowed the French term, entrepreneur, in an attempt to define the type of person who is willing to undertake a new venture (McStay, 2008).

Entrepreneurs are regarded as individuals who carry out new combinations, which come in different forms such as new goods or new quality products, new methods of production, new markets, and new sources of supply or a new way of organization (Kuehn, 2008). The establishment of a new business requires individuals to make

conscious choices and decisions and therefore is intentional by nature. It would seem logical that motivations behind the intentions could provide valuable insights into the type of individuals attracted to becoming entrepreneurs (McStay, 2008).

Ajzen (1991) posits that intention is the immediate determinant of behavior, professing that the stronger the intention to engage in planned behavior, the more likely should be its performance. Bird (1988) indicates that entrepreneurial intention is a state of an individual mind, which directs and guides them towards the development and the implementation of new business concept. Van Gelderen, Thurik, and Bosma (2005) highlight entrepreneurial intention as the intentions of setting up one's business in the future. Prior research has established that entrepreneurial intent is the primary predictor of future entrepreneurs (Krueger, Reilly, and Carsrud, 2000). Krueger, Reilly, and Carsrud (2000) suggest that entrepreneurial activity can be predicted more accurately by studying intention rather than personality traits or situational factors. Among the intention-based theories like the theory of entrepreneurial event, institutional economic theory and theory of planned behaviour, the latter has more analytical capability (Díaz-Casero, Ferreira, Hernández Mogollón, and Raposo, 2012).

Shinnar, Pruett, and Toney (2008) have argued that universities, and especially business schools, should prepare their students for an entrepreneurial career. In support, Volkman (2004) has suggested that although interest within this field is steadily increasing, most entrepreneurial education exists primarily within the walls of business schools. According to Ajzen (1991), after the 90's, researchers directed their attention to the effect of personal entrepreneurial intention on entrepreneurial attitude. Also, the number of studies on entrepreneurial intention increased. Some scholars think that, when their characteristics are compared, personal entrepreneurial intention has a bigger role in predicting entrepreneurial attitude. Peng, Lu, and Kang (2012) many models have been developed historically to explain entrepreneurial intent. Ajzen (1991) theory is the most frequently used one in the field literature. According to Ajzen (1991), factors that affect entrepreneurial intent are attitudes, subjective norms and perceived behavior control that aim to display entrepreneurial behavior. Ajzen (2002) stated that entrepreneurial attitude comprises maintenance of positive values while launching a new enterprise, subjective norms, social pressure on potential entrepreneurs, perceived

behavior control as well as perceived hardships and ease of the potential entrepreneur (Nabi and Liñán, 2013).

According to Bosma, Hill, Kelley, and Guerrero (2021), the intention to start a business can be an important indicator of the level of entrepreneurial ambition in an economy, as well as a potential leading indicator for early-stage entrepreneurial activity. While intentions and opportunity perceptions are important to the aspiring entrepreneur, turning those intentions into a new business requires confidence in your own abilities, as well as the courage to overcome the possibility of failure intrinsic to any new business venture. The intention to start a business tends to be influenced by a host of personal factors: the ability to spot opportunities; the attitude towards taking risks; individual ambitions, objectives and levels of self-confidence; as well as access to resources including social and family support. People starting businesses have to rely on the help of a range of other stakeholders: some formal relationships, such as those with suppliers and banks; others more informal, such as with family and friends. (Bosma, Hill, Kelley, and Guerrero, 2021).

Starting a business is, then, the product of the interaction between a person seeing a business opportunity and their perceived self-capacity to act upon this opportunity, including their motivation, self-confidence and assumed skills, all set within the distinct conditions of their local environment and its own specific mix of social values, ecosystem supports and economic resources (Bosma, Hill, Kelley, and Guerrero, 2021). Entrepreneurship is a social as well as an economic phenomenon, and attitudes and perceptions are important influences on the nature and level of that entrepreneurship. The worldwide advocacy for entrepreneurship is due to the important role it plays both for the economy and the individual Baron (2014). Entrepreneurs boost the economy through business innovation and leadership (Praag and Versloot, 2007). He recognizes a problem to be solved or a need to be filled and create a solution through original products and services (Praag and Versloot, 2007). Their creations in turn create new jobs and businesses, which sparks economic growth. In fact, over the past 40 years, most new jobs in the us came from start-up companies rather than established firms (Thompson, 2014). The global entrepreneurship monitor, a major world-wide project, reports that economies with more entrepreneurship have more economic growth (Singer, Amorós, and Moska, 2015). In Nepal, a developing country, government and

private organizations are encouraging entrepreneurial activities through education to promote the value of entrepreneurship (Karki, 2014).

1.2 Problem statement

Research problem is the gap between the actual state and desired state. A research gap is defined as a topic or area for which missing or insufficient information limits the ability to reach a conclusion for a question. A research question is an answerable inquiry into a specific concern or issue. It is an initial step in a research project after we have an idea of what we want to study. It is the fundamental core of a research project. It is the ground beneath the foundation. It is what everything in a research project is built on. It helps to specify the issue or concern of the study and guides all stages of inquiry, analysis, and reporting. It is useful in the formulation of the hypothesis of the research.

Youth unemployment is noted to be one of the most severe socio-economic problems, threatening developing countries like Nepal, whilst University students are future contributors to any country's economy. Although most university students have the skill, knowledge and talent for start-up businesses, they chose not to be self-employed notably due to lack of desire, encouragement, confidence, or re-assurance. Being an entrepreneur with one of these options has invigorated researchers in exploring the influence of entrepreneurial intention amongst university students regarding their involvement in entrepreneurial activities (McStay, 2008). In order to promote entrepreneurial activities, it is important to encourage young people to become entrepreneurs (Krueger, Reilly, and Carsrud, 2000). Turning entrepreneurial intentions into a new business requires confidence in abilities, as well as the courage to overcome the possibility of failure intrinsic to any new business venture. In order to understand how student may come to be entrepreneurs, the study attempted to look at factors that could have an impact on their decision to become entrepreneurs. The research is directed towards answering following question.

Research questions

The researcher wants to know;

1. What is the relationship between attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurial education with students' entrepreneurial intention?
2. What is the impact of attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurial education on students' entrepreneurial intention?

1.3 Objectives of the study

The purpose of this research project is to understand whether management students at the Tribhuvan University have the intention to pursue an entrepreneurial career. This study also aims to explore what motivates an individual to make such a decision. The specific purposes of the study are:

1. To examine the relationship of attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurial education with students' entrepreneurial intention.
2. To identify the impact of attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurial education on students' entrepreneurial intention.

1.4 Hypotheses of the study

The objective of this study is aimed at understanding whether students have entrepreneurial intention, how the independent variables influence that intention. Research has revealed that the four selected independent variables have been found to influence entrepreneurial intent. In this section, the objective is to hypothesize the possible influence that the independent variables exert on the dependent variable

H₀₁: There is no significant relationship attitude towards behaviour and entrepreneurial intention

H₀₂: There is no significant relationship subjective norms and entrepreneurial intention

H₀₃: There is no significant relationship between perceived behaviour control and entrepreneurial intention

H₀₄: There is no significant relationship between entrepreneurship education and entrepreneurial intention

H₀₅: There is no significant impact of attitude towards behaviour on entrepreneurial intention

H₀₆: There is no significant impact of subjective norms on entrepreneurial intention

H₀₇: There is no significant impact of perceived behaviour control on entrepreneurial intention

H₀₈: There is no significant impact of entrepreneurship education on entrepreneurial intention

1.5 Rationale of the study

The study will attempt to examine the factors affecting on the entrepreneurial intentions. The findings of this study will be of immense benefits to the university and the public. The significances of the study are:

1. This study will contribute to the existing body of knowledge in the field of management.
2. This study will attempt to explore entrepreneurship as a means of empowering graduate student and to help the GDP of the country as well as a means of alleviating poverty amongst the graduates and the rest of the country.
3. Students would be in a position to understand objectives and evaluate them, thereby starting their own businesses; be independant and create employment for other young people thereby contributing to economic growth in Nepal.
4. This study will stimulate entrepreneurial activity among the students, thus accelerating the economic growth of the country.
5. This study will help the policy makers, curriculum developers and the institutions to adapt their programmes to enhance the entrepreneurial skills of the students.

1.6 Limitations of the study

All studies have certain limitations. The limitations of the study are those characteristics of design or methodology that affected or influenced the interpretation of the findings from your research. They are the constraints on generalizability, applications to practice, and/or utility of findings. The following are the major limitations of the study:

1. The study has been conducted among few students only. Thus, the findings may not be generalizable for the whole students.
2. Only four independent variables i.e., attitude towards the behaviour, subjective norms, perceived behavioural control, and entrepreneurship education have been considered in the entire study.
3. The study is carried out within limited time period.
4. The validity of the study depends on the accuracy of the information provided by the respondents to be covered on the study.

1.7 Chapter plan

This study has been divided into five chapters viz. Introduction, review of literature, research methodology, data presentation and analysis and summary, conclusion and recommendation. The first chapter deals with the introduction part of the study. It includes background, statement of the problem, objective of study, significance of the study and organization of the study. The second chapter contains related theories, review of empirical studies, theoretical framework and hypotheses of the study. The third chapter deals with research design, population and sample of the study, nature and sources of data, definition of the variables, methods of analysis and limitations of the study. The fourth chapter presents the analyzed data in the form of various tables and figures and the fifth chapter is about summary, conclusion and recommendation. Finally, an extensive references and annexure are presented at the end of the thesis work.

CHAPTER II

LITERATURE REVIEW

Literature surveys are a basis for research in nearly every academic field. It includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. It provides foundation of knowledge on topic. Literature surveys are secondary sources, and do not report new or original experimental work. Most often associated with academic-oriented literature, such reviews are found in academic journals. It consists of review of empirical literature and related theories of the research. It is useful in setting the purpose of the study and provides guidelines for determining the variables under study. It enables a researcher to find out about the existing bodies of knowledge on the topic of his/her interest. It helps to find out the areas yet to be studied in the concerned topic and need for additional research. It states the findings from previous researches hence enabling a researcher to generate the hypothesis for the research.

The literature discussed in this chapter defines the dependant variable and independent variables that are analyzed in this study. Entrepreneurial intent is the dependant variable, which may potentially be influenced by four independent variables, these being: attitude towards the behaviour, subjective norms, perceived behavioural control, and entrepreneurship education.

2.1 Theoretical review

2.1.1 Theory of reasoned action

The TRA was formulated towards the end of the 1960. Ajzen and Fishbein (1980), developed this theory from previous research that started out as the theory of attitude, which led to the study of attitude and behaviour. The theory was born largely out of frustration with traditional attitude-behaviour research, much of which found weak correlations between attitude measures and performance of volitional behaviours (Ajzen and Fishbein, 1980). At that, time psychologists were concluding that attitudes (at least in the form of one-dimensional phenomena) have very limited validity as predictors of future behaviour (Ajzen and Fishbein, 1980).

As expressed in its final form, the TRA combines two sets of belief variables, described under the headings of 'behavioural attitudes' and 'the subjective norm'. TRA was designed to predict and explain human behaviour in specific contexts – behaviours that were volitional in nature and excluded those behaviours that are nonvolitional (impulsive, habitual or cravings) (Autio, Keeley, and Klofsten, 2001). Such behaviours were excluded because the performance of people might not be voluntary or because engaging in the behaviours might not involve a conscious decision on the part of the actor. The model also excluded from its scope those behaviours that require skills, unique opportunities or resources or the cooperation of others to be performed (Klapper, 2004). The TRA suggests that an individual's behaviour is predicted by his/her behavioural intention. This in turn is determined by the individual's attitude toward and subjective norm regarding the behaviour. Each attitude and subjective norm are affected by a set of noticeable beliefs. An individual may have a large number of beliefs about a given behaviour, but he/she can only attend to a relatively small number of beliefs at a specific moment (Ajzen and Fishbein, 1980). The attended beliefs are noticeable beliefs, which are uppermost in the individual's mind. Specifically, attitude is determined by behavioural beliefs concerning the likely consequences of performing the behaviour. Subjective norm is determined by normative beliefs, which are about the likelihood that important referents encourage or discourage the behaviour. TRA assumes that human beings are rational and they make systematic use of information available to form beliefs (Ajzen and Fishbein, 1980).

According to Ajzen and Fishbein (1980), based on the sum of individuals beliefs, these individuals will create generally positive or negative attitudes toward a given phenomenon. These attitudes lead to intentions toward, and potentially participation in, the phenomenon. Although research conducted over the past 35 years has provided strong support for the utility of the reasoned action approach Ajzen and Fishbein (1980), and researchers have shown the theory can afford highly accurate predictions of intention-behavior relationships, the theorized antecedents to intentions, beliefs and attitudes, have yet to achieve a comparable degree of support. This is because beliefs and attitudes are poor indicators of the underlying cognitions or the way of thinking that leads to intentions. Beliefs represent the convictions formed by a person in an attempt to make sense of the world around them Ajzen and Fishbein, Understanding

Attitudes and Predicting Social Behavior, 1980). In other words, the theory of reasoned action assumes beliefs are the fundamental building blocks from which we perceive our world. This interpretation is too broad to allow for the prediction of specific behavior unless said behavior is imminent. People hold beliefs about virtually everything. Based on the sheer number, diversity, and varying strength of each belief, I posit that it is unreasonable to assume that the sum of individuals' beliefs or attitudes about a given phenomenon can accurately predict behavior unless that behavior is imminent. The theory of reasoned action, developed by Ajzen and Fishbein, 1980), holds that attitudes towards a behaviour are evaluated and the individual's perception of social pressure to engage, or not to engage, in a particular behaviour is predictive of behavioural intent.

Subjective norms stem from the theory of reasoned action (Ajzen and Fishbein, 1980) which explains that behaviour is determined by intention, which in turn is determined by attitudes (toward performing the behaviour). Trafimow and Fishbein (1991) conducted a study whereby they tested whether the intention to exhibit certain behaviour would be influenced by subjective norms. Their findings revealed that participants had stronger intentions to perform the behaviour when significant others supported, rather than opposed, their decision.

2.1.2 Theory of planned behaviour

TPB built further on the TRA framework. Its design and dissemination followed Bandura's work on self-efficacy and the publication of Social Cognitive Theory in 1986 (Ajzen, 1991). It is differentiated from the TRA, by the additional dimension of perceived behavioural control. The theory was revised and extended by Ajzen himself into the TPB. This extension involves the addition of one major predictor, perceived behavioural control, to the model. This addition was made to account for times when people intend to carry out behaviour, but the actual behaviour is thwarted because they lack confidence or control over behaviour (Armitage and Conner, 2001). According to the theory, decisions to act or not act are the result of an assessment of the likelihood of specific outcomes associated with the act along with the subjective value assigned to those outcomes. When the assessment produces a positive evaluation and a decision is made usually to act.

The TPB is one of the most widely used models of behaviour Ajzen (1991) in social science. In this model, intentions are the immediate precursor to the performance of any behaviour. In general, the stronger the intention to perform a given behaviour, the more likely, that it will be performed (Ajzen, 1991). The theory by Ajzen (2011) proposes a model about how human action is guided. It predicts the occurrence of a specific behaviour if the behaviour is intentional and planned. The model as depicted in represents three variables: attitudes, subjective norms and perceived behavioural control that the theory suggests will predict the intention to perform behaviour. The variables in this model reflect psychological constructs and so they have a special meaning within the theory. The TPB includes three independent predictors of intention: attitudes, subjective norm, and perceived behavioural control (PBC).

Attitude towards behaviour is a student's positive or negative evaluation of self-performance of the particular behaviour mode of livelihood (employer or employee). The concept is the degree to which performance of the behaviour is positively or negatively valued. It is determined by the total set of accessible behaviour beliefs linking the behaviour mode of livelihood (employer or employee) to various outcomes and other attributes. In the TPB, attitude refers to a person's weighted evaluation (negative or positive or of the intended behaviour considered as favorable or unfavourable. Attitudes consist of an individual's beliefs about the outcomes of performing a given behaviour. These are weighted by the individual's evaluations of those outcomes (Ajzen and Fishbein, 1980). These beliefs are called salient beliefs and they are said to be the immediate antecedents of a person's attitude (Ajzen and Fishbein, 1980). An attitude, then, is a person's salient belief about whether the outcome of action will be positive or negative. If the person has positive salient beliefs about the outcome of behaviour, then is said to have a positive attitude about the behaviour. In addition, vice-versa, if the person has a negative salient belief about the outcome of the behaviour is said to have a negative attitude. The beliefs are rated for the probability that engaging in the behaviour will produce the believed outcome. This is called the belief strength.

Subjective norm is a student's perception about the particular behaviour in form of mode of livelihood (employer or employee), which is influenced by the judgment of significant others (e.g., parents, or relevant others like lecturers). In the TBP, subjective norm refers to the judgement a person makes due to perceived social pressure to

perform or not perform the behaviour (Ajzen and Fishbein, 1980). It is determined by an individual's behavioural normative beliefs about whether important referent individuals approve or disapprove of them performing the behaviour, mediated by that individual's motivation to comply with those specific referents (Ajzen and Fishbein, 1980).

Perceived behavioural control is a student's perceived ease or difficulty of performing the particular behaviour Ajzen (1991) in form of mode of livelihood (employer or employee). It is assumed that perceived behaviour control is determined by the total set of accessible control beliefs. Recognizing that perceived ability to perform a particular behaviour, or achieve a certain goal may influence whether the behaviour actually occurs. Ajzen (1991) developed the TPB, which adds this self-efficacy component to the TRA, called perceived behaviour control. When perceived and actual controls are high, the intention should relate directly to outcome. Perceived behavioural control of the behaviour) therefore is the extent to which a person feels able to enact the behaviour based on a consideration of internal control factors (e.g., skills, abilities, information) and external control factors (e.g., obstacles, or opportunities) – both of which are related to past behaviour. Perceived behavioural control has two aspects: how much a person has control over the behaviour (e.g., low control over determining the cost of a tuberculosis service); and how confident a person feels about being able to perform or not perform the behaviour (e.g., not sufficiently skilled to treat oneself (Ajzen, 1991). Perceived behavioural control plays an important part in the TPB. In fact, the TPB differs from the theory of reasoned action in its addition of perceived behavioural control. This is especially true when the behaviour requires certain abilities or resources. If a person lacks necessary skills or resources to complete a task, they may be unable to perform an action even if they intend to. TPB has been used in eliciting student's intentions. However, the theory has demonstrated weaknesses in that it does not consider critical factors like personality attributes Crant (1996), identification of opportunities, threats in the environment, risk taking propensity, entrepreneurship education (Krueger, 2009). There is also an extended range of cultural, social, economic, political, demographical and technological factors which tend to surround a person and these are not considered in the TPB.

2.2 Empirical review

The study is carried out to demonstrate the factors affecting on the entrepreneurial intention among TU students. The aim of this paper is to look at various determinants of students' intention. All these studies supported that entrepreneurial intention depends on various factors such as attitude towards the behaviour, subjective norms, perceived behavioural control, and entrepreneurship education. The study has reviewed some of the articles on related subject matter. The summary of the major articles on this subject matter is presented in the *Table 1*.

Table 1

Review of empirical studies

Study	Major findings
Bell (2014)	<ul style="list-style-type: none"> • Found that education had no statistically significant relationship with entrepreneurial intention.
Myers (2014)	<ul style="list-style-type: none"> • Identified that attitude towards behaviour, has positive relation with dependant variable entrepreneurial intention • Showed subjective norms, perceived behavioural control has insignificant relation with dependant variable entrepreneurial intention
Moyorose (2016)	<ul style="list-style-type: none"> • Identified that attitude towards behaviour, subjective norms, perceived behavioural control has positive relation with dependant variable entrepreneurial intention • Found that entrepreneurship education has positive relation with dependant variable entrepreneurial intention • Found that personality traits have positive relation with dependant variable entrepreneurial intention
Davids (2017)	<ul style="list-style-type: none"> • Showed attitude toward behaviour, subjective norms and perceived behavioural control predicts entrepreneurial intention. • Found that perceived desirability and perceived feasibility predict entrepreneurial intention.
Lee-Ross (2017)	<ul style="list-style-type: none"> • Identified the predictor variable subjective norm does not make a statistically significant contribution to the model. • Found that the predictor variable attitude towards behaviour does make a statistically significant contribution to the model. • Found that the predictor variable perceived behaviour control does make a statistically significant contribution to the model.
Anwar and Saleem (2018)	<ul style="list-style-type: none"> • Identified that entrepreneurial education significantly influences the entrepreneurial intention • Personal attitude significantly influences the entrepreneurial intention • Social valuation significantly influences the entrepreneurial intention
Prajapati (2019)	<ul style="list-style-type: none"> • Identified significant and positive effect of entrepreneurship education on students' entrepreneurial intention • Found that attitude toward the behavior has a positive and significant relationship with entrepreneurial intention. • Identified that subjective norm has a negative but insignificant relationship with entrepreneurial intention • Showed perceived behavior control has a positive and significant relationship with entrepreneurial intention.

Adhikari, (2019)	<ul style="list-style-type: none"> • Found positive relationship between perceived social norms and perceived desirability for a venture creation. Identified positive relationship between attitude toward entrepreneurship and perceived desirability for a venture creation.
Esfandir, Mohommad, Stephen, and Altinay (2019)	<ul style="list-style-type: none"> • Showed attitudes, social norms and perceived behavioural control plays the significant role in shaping students' entrepreneurial intentions. • Identified neither the age nor the gender that are frequently investigated in the literature can significantly increase the explanatory power of the Ajzen's model.
Gubik and Farkas (2019)	<ul style="list-style-type: none"> • Found that entrepreneurship education and propensity to take risks influence positively the entrepreneurial intention • Showed that family background and prior experience/ vocational training, the research did not provide satisfactory results to confirm their influence on the entrepreneurial intention.
Ramos, Madeira, and Duarte (2020)	<ul style="list-style-type: none"> • Showed that entrepreneurial education has positive effects on entrepreneurial intention. • Identified that entrepreneurial self-efficacy has positive effects on entrepreneurial intention. • Showed that entrepreneurial education has positive effects on entrepreneurial self-efficacy.
Phanb and Doana (2020)	<ul style="list-style-type: none"> • Found that subjective norm has positive relationship with entrepreneurial intention. • Identified that attitude towards entrepreneurship influences the entrepreneurial intention among the MBA students. • Found that entrepreneurial self-efficacy has no effect on the entrepreneurial intention among the MBA students
Amofah (2020)	<ul style="list-style-type: none"> • Showed that subjective norm has the strongest impact, followed by the attitude factor
Nguyen (2021)	<ul style="list-style-type: none"> • Found that attitude toward entrepreneurship and subjective norms significantly predicts entrepreneurial intention among those students • Found that there is a significant relationship between age group and entrepreneurial intention, but not between gender and entrepreneurial intention
Edi and Fe (2021)	<ul style="list-style-type: none"> • Found that perceived educational support and perceived risk positively influence the entrepreneurial intentions
Colman, Da, Ben, and Dlamini (2021)	<ul style="list-style-type: none"> • Identified that the quality of university education has a positive effect on students' entrepreneurial advantages. • Found that the quality of university education has a positive effect on students' intention to start their own business enterprises.
Adıgüzel and Musluhittinoğlu (2021)	<ul style="list-style-type: none"> • Identified higher levels of attitude towards entrepreneurship lead to higher entrepreneurial intention. • Identified higher levels of subjective norms leads to higher entrepreneurial intention. • Found that higher levels of perceived behaviour led to higher entrepreneurial intention • Identified no relationship between entrepreneurial intention and the predictors of TPB (attitude, subjective norm and perceived behaviour control)
Anbazhagi and Kulothungan (2021)	<ul style="list-style-type: none"> • Found that entrepreneurial attitudes affected entrepreneurial intentions and entrepreneurship course • Found that entrepreneurship course also partially mediated the effect of entrepreneurial attitudes on the entrepreneurial intentions of accounting and management students
Agustina, Fitdiarini, and Heru (2021)	<ul style="list-style-type: none"> • Identified that there is a simultaneous influence between entrepreneurship education and entrepreneurial attitudes on the entrepreneurial intentions of students

Hardini and Taufiq (2021)	<ul style="list-style-type: none"> • Found that there is an influence between attitudes on entrepreneurial intentions of students •
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Bell (2014) reports on pertinent findings from a study which set out to determine Rhodes university undergraduate students' entrepreneurial intentions and their pull and push factors that have brought them to the decision to become entrepreneurs. A survey, using a 43-question structured web-based instrument was used to capture the responses from undergraduate students across different departments at Rhodes University, Grahamstown. Key findings suggest that few undergraduate students intend to enter into an entrepreneurship career immediately after completion of their studies, whereas many of the respondents were more interested in doing so five years after graduation. The vast majority of students were satisfied without having formal entrepreneurial education and factors such as previous employment in entrepreneurial activities, and family influence had a statistically significant relationship with entrepreneurial intention.

Myers (2014) studied the significance of the attitude towards behaviour, subjective norms and perceived behavioural control through structural equation modelling, as a predictor of entrepreneurial intention within a sample that has previously received little attention, and is commonly known to produce numerous entrepreneurs including high impact entrepreneurs; the South African Jewish community. The results illustrate that TPB was a sound model with the sample data; however, the theory of planned behaviour did not provide a significant prediction of entrepreneurial intention within the South African Jewish Community. Further analysis discovered that within the Jewish Community of South Africa, perceived behavioural control provided powerful predictive strength of entrepreneurial intention. Attitude toward the behaviour and subjective norms provided insignificant predictive strength of entrepreneurial intention.

Dauids (2017) studied on attitude towards behaviour, subjective norms and perceived behavioural control as predictive models of entrepreneurial intention. The theory of planned behaviour and the entrepreneurial event model were used as models to predict entrepreneurial intention amongst final year students. The sufficiency of this paradigm was compared with the aim of determining which model predicts entrepreneurial intention the most within a South African context. A sample of 186 students was used

to determine the sufficiency of the theory of planned behaviour. As part of our methodology, a sub-set (n = 123) of the sample was used to determine the sufficiency of the Entrepreneurial Event Model. The sample consisted of final year commerce and engineering students. The results of the regression analysis indicated that the theory of planned behaviour explained 58% of the variance in entrepreneurial intention. The entrepreneurial event model was found to be less sufficient than the theory of planned behaviour and only explained 38% of the variance in entrepreneurial intention. Therefore, when predicting entrepreneurial intention in a South African context, the Theory of planned behaviour can be considered the more sufficient model of prediction. Future research should consider using the theory of planned behaviour, rather than entrepreneurial event model, for entrepreneurial intention prediction among students in South Africa.

Moyorose (2016) analyzed on entrepreneurial intention amongst postgraduate students. A quantitative survey design was utilised in this study and the primary data was collected by distributing 129 survey questionnaires to respondents at the University of KwaZulu-Natal, Westville Campus. The Cronbach's alpha reliability test which ensures high reliability result was conducted on every variable. Pearson correlation coefficient and linear regression analysis were conducted in this study to test relationships of the independent variables (i.e., attitude towards behaviour, entrepreneurship education, subjective norms, perceived behavioural control and personality traits) and the dependent variable (Entrepreneurial Intention). The findings showed a positive relationship to exist between the independent variable and the dependent variable. This information could be exhaustive and cannot be generalized. To arrest this problem, it is recommended that other studies be done to unearth more on the topic. This will ensure increased reliability of the data and results and permit some generalization. The study covered only one university campus; this shows that the results of this study are skewed regarding the perceptions of data from only one university campus. It is suggested that 88 such a study be done in other universities campus to increase the statistical power of the study and produce more reliable results. As a conclusion, researchers hope that this study will provide university students a useful knowledge to understand how one's personal behaviour will have an effect on intention to become entrepreneur.

The purpose of paper by Lee-Ross (2017) is to assess the entrepreneurial intentions of MBA students in Australia. Liñán and Chen (2009)'s entrepreneurial intentions questionnaire was used for this purpose which, in part, is based on theory of planned behaviour (Ajzen, 1991). MBA students across two Australian campuses of the same university. Students undertaking entrepreneurship subjects were deliberately chosen as this was seen as a strong indication of their future EI. Permission for the study was granted by the MBA director. Specific lecturers were then approached to see whether they would be willing for the researcher to distribute the questionnaire to students at the beginning of lectures; all agreed. The researcher waited for the anonymous forms to be completed and collected. It was believed that this approach would help increase response rates. In total, and after cleaning data from a convenience sample of 260 students, 249 questionnaires were useable. Result showed that the predictor variable subjective norm, with a standardized coefficient of -0.289 , does not make a statistically significant contribution to the model. Only the remaining two independent variables i.e., attitude towards behaviour and perceived behavioural control have a meaningful influence in the explanation of entrepreneurial intention

The study conducted by Anwar and Saleem (2018) is to confirm whether entrepreneurial education along with other factors i.e., personal attitude, social valuation and entrepreneurial capacity significantly influence entrepreneurial intention among the students. Data have been collected by administering entrepreneurial intention questionnaire among the students of a renowned central university of India. Convenient sampling method has been used for this study. Questionnaires were administered to the student's studying business. The survey work was carried out in the month of August 2017 in Aligarh Muslim University, Aligarh. Total 230 questionnaires were distributed. 193 questionnaires were returned by the respondents, of them, 14 questionnaires were rejected due to incompleteness and lack in appropriateness. Hence, the final sample size was made up of 179 usable questionnaires which consist of 104 male and 75 female students. Collected data was loaded into SPSS 20 to analyze it statistically. Regression analysis technique have been used to measure the impact of independent variables on dependent variable. analysis was divided into three parts; descriptive analysis, correlation and regression analysis. Seven-point Likert scale was used to measure the responses. It concludes that three of the four factors personal

attitude, entrepreneurial capacity and entrepreneurial education influence the entrepreneurial intention, which is consistent with some other studies thus confirms the robustness of this study. It finally concludes that, with regards to our study about measuring influence on entrepreneurial intention, higher attitude toward entrepreneurship, stronger belief in one's own entrepreneurial capacity and better knowledge about venture creation led to higher entrepreneurial intention which creates more possibilities of new venture creation.

Prajapati (2019) conducted research on the effect of entrepreneurship education on entrepreneurial intention among business student's intention. The research used the theory of planned behavior as a basis for determining entrepreneurship education's effect on entrepreneurial intention due to the determination that TPB can be applied to predict entrepreneurial intention in different cultural contexts. 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. A total of 181 responses were recorded and used for the analysis. 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 has analyzed the relationship between attitude and behavior, perceived behavioral control and subjective norm, as well as entrepreneurship education and entrepreneurial intention among management students of the selected colleges in Kathmandu, Nepal. After analyzing the responses, it was 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. Workshops, conferences, networking sessions, idea pitching, and boot camp programs should be initiated by higher education institutions to develop an environment conducive to encouraging entrepreneurship practices.

Adhikari (2019) conducted research on the behavioural determinants in entrepreneurial intention of MBA students in Nepal by employing the theory of planned behaviour. In

this regard, the relationship of entrepreneurial intention with gender, prior self-employment experience and family background in entrepreneurship were also considered. Descriptive as well as inferential analyses were carried out to meet the objectives of the study. Frequencies, percentage analysis, mean, dispersion, t-test, correlation and regression analyses were conducted to meet the objectives of the study. The reliability of item scales was tested by computation of Cronbach's alpha. Generally, a coefficient of at least 0.70 is considered acceptable in the case of construct reliability. The questionnaire was pre-tested by taking the response from 30 research participants using a sample of 385 MBA students, the intentions to become an entrepreneur were found to be stronger among males, individuals who had a prior experience from being self-employed and individuals with a family background in entrepreneurship. However, behavioural determinants like attitude towards behaviour, subjective norms and perceived behavioural control explained significant additional variance in entrepreneurial intentions than those accounted by the demographic variables. Entrepreneurship seems to be cherished as a viable career option among the students. As much as inherent capabilities are important, the findings from the study confirm that external support system in the form of family and friends' encouragement is equally instrumental towards the development of entrepreneurial intentions. Subjective norms are equally influential in the development of intentions as it is significantly linked with the personal attitude of individuals and their perceived behavioural control. An individual who perceives a greater amount of support from close family and friends can be more receptive towards embracing the perceived difficulties in undertaking entrepreneurship, too. There is scope for improvement of the level of entrepreneurial intention among MBA students. Programs that foster entrepreneurial capabilities among students and exposure to role models or entrepreneurs can encourage and drive them towards undertaking entrepreneurship.

Esfandir, Mohommad, Stephen, and Altinay (2019) studied on understanding entrepreneurial intentions using a developed integrated structural model approach. A self-reported Persian questionnaire was adapted by drawing from a variety of established entrepreneurial instruments focusing either on tourism or other domains. The final survey instrument comprises two parts. The first part includes 46 items to measure the model's ten variables in the context of tourism. These variables are all

based on reflective multi-item scales anchored on a seven-point Likert scale. The second part captures demographic characteristics including age, gender and education. The questionnaire was then pre-tested with a sample of 30 undergraduate and postgraduate tourism students. The data for this research were collected using self-reported questionnaires administered in person and electronically from a population of tourism students studying at undergraduate (penultimate and final year of study) and postgraduate (Master's) levels. The result showed that there is a positive relationship between attitude toward entrepreneurship and subjective norms with perceived desirability for a venture creation. Entrepreneurship educators could take advantage of the model introduced in this study as a quantitative instrument to identify the extent to which variables of the model stimulate or deter EIs held by tourism students and more broadly other segments of potential entrepreneurs.

The paper by Gubik and Farkas (2019) studied to explore the main drivers of entrepreneurial intentions and to examine national differences in students' entrepreneurship by using the database of the GUESSS research project related to the Visegrad countries, namely Poland, the Czech Republic, Slovakia and Hungary. It adopts Ajzen's Theory of Planned Behaviour, according to which attitudes, subjective norms and perceived behavioural control influence entrepreneurial intentions. Data collection is carried out every two years. The first survey was conducted in 2003 with the participation of only two countries. The database of 2016 survey is made up of 122,509 valid student responses from 50 countries, including 15,971 student responses from the four Visegrad countries: 5,182 responses from Hungary, 6,388 responses from Poland, 1,135 Czech responses and 3,266 Slovak responses. The results of the research confirm the significant role that attitudes, social norms and perceived behavioural control play in shaping students' entrepreneurial intentions. Differences can be experienced not only in the level of intentions, but also in the strength of each factor across Visegrad countries, which suggests that there is a need for solutions tailored the students' needs in different Visegrad countries. Neither the age nor the gender that are frequently investigated in the literature can significantly increase the explanatory power of the Ajzen's model. Their effect may be perceived in different attitudes and different behavioural control.

Ramos, Madeira, and Duarte (2020) conducted research on entrepreneurship education and Entrepreneurial Intention. The research helps to understand how entrepreneurial education has influenced the intention and entrepreneurial skills of the trainees of the project Aprender 3.0. The research was conducted with a sample of the trainees from the central region of Portugal who attended the workshops carried out under the project Aprender 3.0 in 2017/18. For the development of the study, data was collected through a questionnaire that was elaborated drawing on some questions from the Entrepreneurial Intention Questionnaire (EIQ) from authors (Liñán and Chen, 2009). The instrument was validated in cross-cultural research conducted in Spain and Taiwan and is based on Ajzen's TPB (1991). The EIQ intends to test the model of entrepreneurial intention through its measurement and the variables that work as an influence. The questionnaire was addressed to the trainees who attended the workshops carried out under the project Aprender 3.0 in 2017/18, of the central region of Portugal. To collect the data, online platform Google Forms was used, in the period between January 15th and March 15th of 2018, drawing a total of 150 responses, all of which were submitted to statistical analysis. Exploratory Factor Analysis, Kaiser-Meyer-Olkin criterion was used to assess the validity. For the validation of the research hypotheses, simple linear regression models were used. The obtained results conclude that the entrepreneurship education and propensity to take risks influence positively the entrepreneurial intention. As for the factors of family background and prior experience/vocational training, the research did not provide satisfactory results that would allow us to confirm their influence on the entrepreneurial intention.

Phanb and Doana (2020) assess the impact of entrepreneurial education on entrepreneurial intention on students in the North of Vietnam, through two mediating variables; namely entrepreneurship passion and entrepreneurial self-efficacy. The study was conducted on 688 students from both economic and technical university in the Northern region of Vietnam. Descriptive statistics, correlation and multiple linear regression were estimated to test the hypothesis. Data collected using SPSS 22 software shows that entrepreneurial education had a strong impact on entrepreneurial intention in the North of Vietnam. At the same time, entrepreneurial education also had a positive impact on entrepreneurship passion and Entrepreneurial self-efficacy. Time and team cooperation maintained a statistically significant moderate role on the relationship

between entrepreneurial education and entrepreneurial intention of students in the North of Vietnam. Training institutions need to set very clear goals for their students through startup competitions, talks of successful entrepreneurs.

Amofah (2020) investigated on entrepreneurial intentions among MBA students. The paper examines the effect of attitude towards entrepreneurship, subjective norm, locus of control, entrepreneurial self-efficacy, and environmental support on entrepreneurial intention of 159 MBA students from two private universities in Ghana. The study uses structural equation modelling to analyze the data obtained from the participants. The results show that all the factors but entrepreneurial self-efficacy significantly affects students' entrepreneurial intentions. The study proffers policymakers with the opportunity to nurture entrepreneurship in students as a foundation for transforming the intent into practice to address the huge employment gaps in emerging economies. The study registered statistically significant explanatory power of 89% of the variations in Entrepreneurial Intention, due to independant variable, which is considered to be more robust given most research fall short of this number. The study adds to existing literature in an area which has barely produced literature in universities in Ghana (particularly private universities) and the overreliance on the developed countries, through empirically testing of Azjen's TPB-based variables in the context of private universities in Ghana.

Nguyen (2021) conducted research on factors influencing entrepreneurial intention of Vietnamese women. A 5-Likert scale measurement was used in this study. This study adopted a non-experimental survey methodology to collect the necessary information to test the relationship between the independant variables and Vietnamese women's intention to become the entrepreneur as the dependant variable of the proposed model. This study used the convenience sampling method. The targeted samples were Vietnamese women. The planned sampling size was expected to be 284 samples in this study. Two hundred ten responses were successfully collected, corresponding to a response rate of 73.9%. The collected data were analysed in SPSS 20. The exploratory factor analysis was used to test the relationship between independant variables and dependant variable in this study. The multivariate regression tests result found a positive relationship of 3 factors affecting women entrepreneurial intention, respectively, Subjective Norm, attitude, Government support for women. In which the

subjective norm has the strongest impact, followed by the attitude factor, Government support for women. The study recommended that the government should work with localities to provide more separate support packages in the capital, interest incentives, tax reductions and exemptions for women entrepreneurship.

Edi and Fe (2021) studied the entrepreneurial intention among students from the National Institute of Statistics and Applied Economics. The research framework of this study is based on the model of the Theory of Planned Behaviour by Ajzen. Data was collected using a validated questionnaire of 65 items emailed to all 137 students attending the school. A binary logistic regression was performed, and the results showed that attitude toward entrepreneurship and subjective norms are significantly predicting entrepreneurial intention among those students. The results also revealed that there is a significant relationship between age group and entrepreneurial intention, but not between gender and entrepreneurial intention. Findings of the study can help educational the National Institute of Statistics and Applied Economics build a better content for their courses and seminars.

Colman, Da, Ben, and Dlamini (2021) conducted research on the factors that influence the entrepreneurial intentions of university students. This research used a conclusive descriptive research design that seeks to investigate four constructs. A conclusive research design was used to test specific hypotheses and relationships using quantitative methods of data analysis. The study used a single cross-sectional research design as it was intended to collect data from the given sample population only once. The questionnaire was distributed through an online platform named Qualtrics. The target population for this study was male and female students from the University of Cape Town, specifically from the commerce and law faculties, aged between 18 and 25. The type of sampling technique used was cluster probability sampling. Analysis was done through path values, test-statistics, and p-values for the combined model of Commerce and Law student respondent groups. It can be concluded that perceived educational support and perceived risk positively influence the entrepreneurial intentions of student respondents from the University of Cape Town, while perceived innovativeness was found not to influence entrepreneurial intention. Current entrepreneurial courses should focus on a 'learning-by-doing' approach rather than a theoretical one. Entrepreneurial education differs from business management as it focuses on innovation, risk

management and personal initiative whereas business management focuses on other technical/skills-based factors. Thus, such courses should be practical and teach students how to become entrepreneurial.

The study Adıgüzel and Musluhittinoğlu (2021) examines the quality and impact of entrepreneurship education provided to university students. Over the years, the number of young entrepreneurs starting their own businesses has increased as a result of this education, which has in turn had a positive impact on employment and economic growth. Questionnaires were collected from 650 university students attending both foundation and state schools. SPSS 25 and AMOS were used to analyze the data. Factor and reliability analysis followed by a regression analysis to test correlation and hypotheses. Sobel test was analyzed to mediating variables. The questions used in the study were included in the analysis. After these scales were adapted in Turkish, a sample study was conducted with 100 students. After the questions were deemed to be appropriate, questionnaires were distributed to the sample population. The study has found that both entrepreneurship education and entrepreneurship advantages positively affect young people's intentions to start their own businesses. The study further found that the negative aspects of entrepreneurship instill negative imagine in young people's minds and decrease their intentions to start their own businesses.

A study by Anbazhagi and Kulothungan (2021) was attempted to investigate the Entrepreneurial Intentions of Business students by employing the Theory of Planned Behaviour, in which the intentions result from Attitudes, Subjective Norms and Perceived Behavioural Control. The study was carried out among the Business students from the stream of Commerce, Business Administration and other Business courses, both from Under Graduate and Post Graduate level from various colleges in Vellore City. A questionnaire was sent to the students through online mode and the data was collected from 239 students based on convenient sampling method. Data collected were analysed using SPSS software, besides descriptive statistics, correlation and multiple linear regression were estimated to test the hypothesis. The Questionnaire used for this study is Entrepreneurship Intention Questionnaire developed by Liñán and Chen (2009) with consist of statements related to entrepreneurial Intention, attitude towards entrepreneurship, subjective norms and perceived behavioural control. It can be concluded from the outcome of this study that the three predictors of TPB, i.e., personal

attitude, subjective norms and perceived behaviour control play an important role in determining the Intentions of business students. Among the three predictors, attitude and perceived behaviour control have a strong influence than the subjective norm and this has been proved in many studies also. This shows that the opinion of people that are close to the students like family, friends and others exert less impact on the Entrepreneurial intention of the Business students.

The study by Agustina, Fitdiarini, and Heru (2021) examined the effect of entrepreneurial attitudes towards entrepreneurial intentions with entrepreneurship course as a mediating factor. Quantitative research was used. The research was conducted by distributing questionnaires to 401 students of the Accounting and Management Science Study Programs of Faculty of Economics and Business Airlangga University who were taking entrepreneurship course in the 2018/ 2019 even semester. The sampling technique was saturated sampling (census). Of the 401 questionnaires distributed during the week at the 12th week of lectures, 382 questionnaires were successfully returned and processed, because there were absent students at the 12th week meeting. The data analysis method used consisted of: (1) Descriptive data analysis, (2) Verification data analysis. Meanwhile, the verification analysis was carried out by analyzing the data through testing hypotheses using a variant or component-based Structural Equation Model called Partial Least Square (PLS). The results showed that entrepreneurial attitudes affected entrepreneurial intentions and entrepreneurship course. Entrepreneurship course also partially mediated the effect of entrepreneurial attitudes on the entrepreneurial intentions of accounting and management students. therefore, it is necessary to optimize the role of the entrepreneurial ecosystem in the faculty of economics and business so that the dream to form entrepreneurial graduates can be realized.

Hardini and Taufiq (2021) conducted research on Entrepreneurship Education and Entrepreneurial Attitudes as Predictors of Student Entrepreneurial Intention. This research is included in the type of quantitative research. The independent variable in this study consists of two independent variables, namely entrepreneurship education and entrepreneurial attitudes. While the dependent variable is entrepreneurial intention. The population of this study were all students of the Faculty of Economics Unesa who were involved in entrepreneurial activities and were still active in entrepreneurship,

totaling 90 students. Because the population is less than expected, the entire population of 90 students is used by researchers to be the research sample. Therefore, this study uses saturated sampling. Saturated sampling is a technique to determine the sample if all members of the population are used as the sample. This is often done when the population is relatively small. The data collection technique was in the form of a questionnaire that had previously been tested for validity and reliability. Meanwhile, the data analysis technique in the form of multiple linear regression was used to test the influence between the research variables. Result shows that There is an influence between attitudes on entrepreneurial intentions of students of the Faculty of Economics, Universitas Negeri Surabaya. There is a simultaneous influence between Entrepreneurship Education and Entrepreneurial Attitudes on the entrepreneurial intentions of students of the Faculty of Economics, Universitas Negeri Surabaya. Based on the results of this study, the suggestion from the researchers is that the Faculty of Economics, Universitas Negeri Surabaya is expected to consistently teach entrepreneurship material in each of its curricula, add more in-depth material from various up-to-date sources accompanied by entrepreneurial practices and continue to promote the importance of student entrepreneurship for their future. Students are expected to continue to develop entrepreneurial intentions so that they can improve entrepreneurial behavior that becomes habit in the future. For further research, it can increase the number of samples and other variables related to entrepreneurial intentions so that research is more varied and broader.

CHAPTER III

RESEARCH METHODOLOGY

The research methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability. This section of a research paper answers how was the data collected or generated and how was it analyzed. It may include publication research, interviews, surveys and other research techniques, and could include both present and historical information. It consists of six different sections. First section includes the description of research design under the first sub-topic. Second section is about the population and sample of the research and section three consists of the explanation of nature and sources of data used in the research. The fourth, fifth and sixth sections include definition of variables, methods of analysis and limitations of the study respectively. Cronbach's Alpha, Scatterplots, correlation and regression analysis was used to analyze the data.

3.1 Research framework and definition of the variables

A research framework has been used to help focus on the variables in the study. Entrepreneurial intention is a function of independent variables such as. The research framework of the study is in Figure 1.

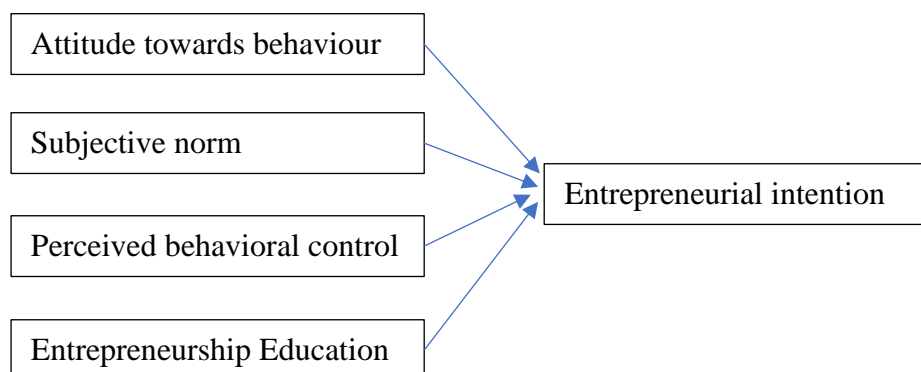


Figure 1 . Research framework of the study

From the research framework and objectives of the study, it is clear that the study is aimed at determining the effect of selected variables namely attitude towards behaviour,

subjective norms, perceived behavioural control and entrepreneurial education with students' entrepreneurial intention. The definitions of each variable used in the study are as follows:

3.1.1 Attitude towards behaviour

Attitude is viewed as one's perception, positive or negative, towards the adoption and usefulness of specific information Tan and Teo (2000) and can also be a response to the degree to which a person has a favourable or unfavorable evaluation or appraisal of the behaviour in question. Pulka, Rikwentishe, and Ibrahim (2014), stated that Entrepreneurial Intention has a constructive outcome on students' entrepreneurial attitude and remains one of the huge reasons as to why a student may decide to be an entrepreneur. This, therefore, calls for educational authorities to apply more motivation and share success stories with students in order to motivate them to become future entrepreneurs. According to TPB, intentions are shaped by the collective effect of two related factors and these are one's beliefs about the expected consequences (negative or positive) of engaging in a particular behaviour (entrepreneurship) and practicality (likelihood or unlikelihood) of a particular action (Ajzen, 1991). If both aspects of beliefs and perception of practicality are viewed in a positive light, then an approving attitude towards intended behaviour will result, and vice-versa. Thus, the issue here is whether attitudes are positive, negative or neutral.

3.1.2 Subjective norms

Subjective norms are a function of normative beliefs about the social expectations of significant others (e.g., spouses, parents, close friends, etc.) and an individual's motivation to comply with those significant others (Park, 2009). Applied to this study, subjective norms are the social pressures and influences that a student is faced with when deciding to embark on an entrepreneurial venture. Trafimow and Fishbein (1991) conducted a study whereby they tested whether the intention to exhibit certain behaviour would be influenced by subjective norms. Their findings revealed that participants had stronger intentions to perform the behaviour when significant others supported, rather than opposed, their decision. Kolvereid and Isaksen (2006), provided supporting findings that subjective norms are significantly associated with intention, and specifically with self-employment intentions. Moreover, Ajzen (2002) revised

approach suggested that individuals are likely to have higher levels of entrepreneurial intent if they perceive that their family supports those actions. Ajzen (2011) asserted that entrepreneurial behaviour that is positively and immediately supported is an important and necessary requirement for a new venture.

3.1.3 Perceived behavioural control

Baron (2014) stated that behavioural control can be seen as the ability of one to perceive, keep, recover, react and assess information. Behavioural events can be predictable from a person's actions and plans to carry out the behaviour under evaluation. There are three categories of prominent viewpoints, namely: behavioural beliefs, which are expected to affect attitudes; normative viewpoints that shape the essential elements of subjective norms; and control beliefs, which present the root for perceptions of behaviour control. Bratman (1987) agreed with the above authors when referring to perceived behavioural control that one would establish his wants to embark on a particular task or has the resources to do a particular task or activity. This factor is considered to capture non-motivational factors that influence behaviour. Unlike other models on entrepreneurial intentions, perceived behavioural control offers a faster and related framework that allows one to appreciate and foresee more accurate entrepreneurial intentions by focusing not only on individual factors but on social dynamics as well (Armitage and Conner, 2001). Ajzen (2011) also regarded perceived behavioural control as the intention to begin a behaviour that is regarded as a person's subjective evaluation of the easiness or difficulty of performing a responsibility or behaviour and the level of control over the behaviour, and this is formed by the TPB model.

3.1.4 Entrepreneurship education

A great debate between researchers is whether individuals are born entrepreneurs or will become an entrepreneur through academic education (Gorji, 2011). It stems from the debate that an individual becomes an entrepreneur either from nature or from being nurtured (Sibel, 2011). Education is a critical step propelling individuals to entrepreneurship for different reasons. First, just education enables individuals to develop their sense of freedom, self-control, and self-confidence, so does it also allow individuals to discover and experience different career paths. High-quality education is

considered an important factor in inciting creativity in young people and ensuring that they have a vision. One of the most important aspects of education is that it provides students with information that they can use during their future careers. One criterion necessary to being successful in a new enterprise is the ability to put the knowledge and skills one has learned during university into practice (Adıgüzel and Musluhittinoğlu, 2021). The emergence and spread of entrepreneurship have naturally led to an increase in the number of entrepreneurship courses offered by institutions of higher education. It is not to say that with education, an individual will become a great entrepreneur. Individuals with no entrepreneurial education too can be successful. However, it is believed that those with entrepreneurial training and education will more likely be more successful as they have the necessary tools and knowledge to be an entrepreneur (Gorji, 2011).

3.1.5 Entrepreneurial intention

Thompson (2014) has defined entrepreneurial intent as a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future. That point in the future may be sooner, later or even never. This may vary as a result of the circumstances or environmental factors to which an individual is exposed. Entrepreneurial intention can be described as an individual desire to establish and run one's own startup company (Krueger, Reilly, and Carsrud, 2000). Krueger, Reilly, and Carsrud (2000) asserted that firms or entities that are created outside the environment of formal employment begin with a process of planned behaviour in which the individual has intent to act on a specific opportunity. One may question whether intent exists if an individual encounters, and acts on, an unexpected entrepreneurial opportunity. The intent will eventually exist as motivational theories of behaviour suggest that an individual must have intention in order to take action on the opportunity (Ajzen, 1991). Entrepreneurial intent has proven to be an important construct used in many studies that analyse entrepreneurship theory and research. According to Thompson (2014), entrepreneurial intent is not merely a proxy for entrepreneurship: it is a legitimate and useful construct in its own right and may be used as a dependant and independant variable.

3.2 Research design

The research design applied in this research is quantitative. The study was undertaken to examine and analyze factors affecting students' entrepreneurial intention. Considering the objective, descriptive, relational, and causal research designs were adopted to deal with various issues raised in this study. The major purpose of using descriptive research was to describe, explain, and validate findings. This research design was carried out to ascertain and describe the characteristics of variables being studied. It was selected for the study to learn the profile of the respondents, present and describe the collected data, and the factors that affect students' entrepreneurial intentions. The intent of descriptive research is to produce statistical information about aspects of students that affect their behavioral intention. It involved collections of quantitative information that are tabulated along a continuum in numerical form.

The relational research design was selected to determine if there is relationship between the independent variables and the dependent variable under this study. It involved measuring two variables and assessing the relationship between them, with no manipulation of an independent variable. Causal research, also known as explanatory research was also conducted in order to identify the extent and nature of cause-and-effect relationship between the variables. It was conducted to assess impact of specific changes on existing norms, various processes etc. The research determines how dependent variables are influenced by changes to independent variables. Causal studies focus on the analysis of a situation to explain the patterns of relationships between variables.

3.3 Population and sample, and sampling design

The population of the study is the entire aggregation of items or individuals from which samples can be drawn. The population selected for this study was management students of TU within Kirtipur Municipality. Students from different age groups, gender, marital status were used as targeted population. Due to the large size of population, it is not possible to test every student in the population. Samples are drawn as per the convenience to represent the population. Therefore, it is decided to select certain colleges for conducting the research. The students who are studying in different colleges within the Kirtipur municipality were considered as sample size. Convenience sampling was carried out to select the participants because of easy accessibility and proximity.

3.4 Nature and sources of data, and instrument of data collection

Primary data source has been used in this research. Primary data is collected through survey questionnaire. A total of 124 participants were included. Statistically, this sample size is acceptable as it confirms to the widely held rule of thumb that a sample size should not be of less than 30. Survey design research was used by administering questionnaires to find out detailed characteristics of the participants and classified as an efficient way to gather data to enable address a research question. Questionnaire was used as instrument to collect the data as the questionnaire can be given to a large population and the respondents can complete the questionnaire on their own. The questionnaire is depicted in Annex 1. The statements and questions in the questionnaire were used to collect the personal information such as age group, sex, etc. Similarly, variable related information was also collected for analyzing the information based on the research topic. The questionnaire contained questions of various forms such as Likert scale, multiple choice questions, and ranking. The instrument is reliable and valid since it anticipated the questions which were closely related and relevant to the topic. The questionnaire was developed based on the findings from the literature review. The respondents were encouraged to make comments on any questions that they thought were ambiguous or unclear.

3.5 Methods of analysis

Various statistical tools were employed in the study. The statistical tools used in this study to analyze the data findings are mentioned in the following sub sections:

3.5.1 Mean

Mean is the arithmetic average of a range of values or quantities computed by dividing the total of all values by the number of values. It refers to the average that is used to derive the central tendency of the data. The arithmetic mean is the most commonly used and readily understood measure of central tendency. It is determined by adding all the data points in a population and then dividing the total by the number of points. In this study, mean is calculated to find out the average of the responses given by the respondents regarding to the different variables in Likert scale question. Mean value of the responses in Likert scale question is calculated on all samples.

$$mean = \frac{\sum fx}{N}$$

Where, X= Value of responses of each independent or dependent variable

N= Number of statements

3.5.2 Median

Median is the middle number in a sorted list of numbers. Median is the number separating the higher half of a data sample, population, or a probability distribution, from the lower half. To determine the median value in a sequence of numbers, the numbers must first be arranged in value order from lowest to highest. The basic advantage of the median over the mean in describing data is that it is resilient to extremely large or small values and may be a better descriptor of a typical outcome. In this study, median is calculated to find out the mid value of the responses provided by the respondents in Likert scale question, which is calculated on whole sample. The formula for the median is as follows:

$$Median (Md) = \frac{N + 1}{2} \text{ th term}$$

Where, N= Number of statements

3.5.3 Mode

The mode is a statistical term that refers to the most frequently occurring number found in a set of numbers. It is the value that occurs most often in a set of data. The mode is found by collecting and organizing data in order to count the frequency of each result. The result with the highest number of occurrences is the mode of the set. If no number is repeated, then there is no mode for the list. This happens when two or more elements occur with equal frequency in the data set. The mode is a way of expressing in single number, important information about a random variable or a population. In this study, mode is calculated to find out the most repeated responses in Likert scale question and it is calculated on the responses of whole sample.

3.5.4 Standard deviation

Standard deviation is the measure of dispersion, that is used to quantify the amount of variation or dispersion of a set of data values. It can be defined as the positive square root of variance. A useful property of the standard deviation is that, unlike the variance, it is expressed in the same units as the data. If the data points are further from the mean, there is higher deviation within the data set. Thus, the more spread out the data, the higher the standard deviation. In this study, standard deviation is calculated for the responses provided in Likert scale for all samples.

$$\sigma = \sqrt{\frac{(X - \bar{X})^2}{N}}$$

Where, X= Value of responses of each dependant or independant variable

\bar{X} = Mean value of responses of each dependant or independant variable

N= Number of responses

3.5.5 Variance

Variance is a measurement of the spread between numbers in a data set. The variance measures how far each number in the set is from the mean. Variance is calculated by taking the difference between each number in the set and the mean, squaring the differences and dividing the sum of the squares by the number of values in the set. In this study, variance is calculated for the responses provided in Likert scale for all samples. Variance is a statistical measure of how much a set of observations differ from each other. It is used in statistics for probability distribution since variance measures the variability from an average or mean.

3.5.6 Correlation analysis

Correlation is a statistical tool used to measure how strong a relation is between two variables. Correlations are useful because they can indicate a predictive relationship that can be exploited in practice. Degree and type of relationship between any two or more variables vary together over a period. Correlation value falls between -1 to +1. Values close to +1 indicate a high-degree of positive correlation, and values close to -1 indicate a high-degree of negative correlation. In this study, correlation is calculated for the respond provided in Likert scale to find the degree of relation between independant and dependant variables for all sample.

$$r = \frac{n\sum xy - \sum x - \sum y}{\sqrt{n\sum x - (\sum x)^2} \cdot \sqrt{n\sum y - (\sum y)^2}}$$

Where, n= Number of responses

x= Value of independant variable

y= Value of dependant variable

3.5.7 Regression analysis

Regression is a statistical measure that attempts to determine the strength of the relationship between one dependant variable and one or more independant variables. It includes many techniques for modeling and analyzing several variables to understand the relationships between variables. In this study, regression is calculated for the responses provided in Likert scale to find out direction of relationship between independant variables and dependant variable for all samples. The theoretical model for the relationship is formulated as equation below:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

where,

Y = Entrepreneurial Intention

a = Intercept

X₁ = Attitude towards behaviour

X₂ = Subjective norms

X₃ = Perceived behaviour control

X₄ = Education

b₁ = Coefficient of attitude towards behaviour

b₂ = Coefficient of subjective norms

b₃ = Coefficient of perceived behaviour control

b₄ = Coefficient of education

CHAPTER IV

RESULT AND DISCUSSION

The study aims to explain various determinants of students' entrepreneurial intention. This chapter includes the presentation and analysis of collected data. It intends to analyze the data collected from the questionnaire and present the finding of the analysis. It employs various statistical tools and techniques to determine the students' entrepreneurial intention. It presents the results and findings based on descriptive analysis and inferential analysis.

4.1 Analysis of data

Primary data was collected and analyzed in systematic way to derive the empirical findings. This section includes the empirical investigation which was conducted in the form of field survey of respondents through structured questionnaire distributed to the sample selected. Questionnaire was constructed and distributed to 124 sample respondents to get their outlook with respect to determinants of students' entrepreneurial intention in Kirtipur area.

In the survey questionnaire, the respondents were requested to respond in various ways: multiple choice options, ranking options, and Likert scale option. In order to collect the perceived importance of determinants, 5-point Likert scale has been used, where five is considered as strongly agree and one is considered as strongly disagree to the statement. The responses received from these respondents have been arranged, tabulated, and analyzed in order to facilitate the descriptive analysis of the study. The respondent's profile is extracted from those who participated in the questionnaire survey on the strata of gender and age group. The questionnaire corresponds to the questions whose goal is to collect information on the subject matter. The data were analyzed using Correlation and regression analysis. The calculations of primary data were made by SPSS software. The source of tables presented below are output from SPSS software and edited in excel. The sample of questionnaire schedule is presented in Annexure.

4.1.1 Age group of respondents

The *Table 2* shows respondents' profile on the basis of strata of age group category. Out of the total respondents, 26 respondents are 20 years and below, 34 respondents are

between 20 to 25 years, 49 respondents are between 26 to 30 and 15 respondents are above 30 years. *Table 2* shows 21 percent belong to 20 years and below, 27 percent belong to 20-25 age group, 40 percent belong to 26-30 age group and rest 12 percent were above 30 years.

Table 2

Age group of the respondents

Age Group	Frequency	Percentage	Cumulative %
Below 20	26	21%	21%
21-25	34	27%	48%
26-30	49	40%	88%
Above 30	15	12%	100%
Grand Total	124	100%	

4.1.2 Gender of respondents

The *Table 3* clearly explains respondents' profile on the basis of strata of gender category. As evident from *Table 3* there are no equal participants in terms of gender. There were 124 respondents for the study. Out of 124 respondents, 67 were male and remaining 57 were female. The results showed that there was a smaller number of female than male in the sample. Among all the respondents, the majority 54 percent of respondents were male while the rest of the respondents were female.

Table 3

Gender of the respondents

Gender	Frequency	Percentage	Cumulative %
Female	57	46%	46%
Male	67	54%	100%
Grand Total	124	100%	

4.1.3 Education level

The *Table 4* depicts respondents' profile on the basis of strata of education level category. Out of 124 respondents, 37 respondents were from BBS, 14 respondents were from BBA/BBM and 73 were from MBS/MBA. The highest percent of participant in terms of education level were represented by MBS/MBA consisting 59 percent and

lowest participants was 11 percent respondents were from BBA/BBM. There were more students from master level than bachelor level in the sample.

Table 4

Education level of the respondents

Education level	Frequency	Percentage	Cumulative %
BBA/BBM	14	11%	11%
BBS	37	30%	41%
MBS/MBA	73	59%	100%
Grand Total	124	100%	

4.1.4 Preference on choice of career

There are various choices of career student choose in their lifetime. Career may be bank and financial institution, civil servant, entrepreneurship, Service Industry and so on. For analysis purpose of ranking question, choices assigned weights according to the number of alternatives. The numbers of alternatives were four, the first preferred choice would get one point and the least preferred choice would get four points. The total points available to each choice were converted into percentage with reference to the total point available for all choices. The choice with the lowest mean score is ranked as the most important choice and the one with the highest mean score is ranked as the least important. The preference of respondents regarding the choice of career is depicted in *Table 5*.

Table 5

Choice of career of the respondents

Choice of Career	Rank-1	Rank-2	Rank-3	Rank-4	Total Respondents	Weighted Value	Weighted Mean	Rank
Entrepreneurship	32	53	21	18	124	273	2.20	2
Civil Servant	3	49	36	36	124	353	2.85	3
Bank and Financial Institution	85	18	17	4	124	188	1.52	1
Others	4	4	50	66	124	426	3.44	4

As evident from the *Table 5*, the great majority of the respondents ranked Bank and financial institutions as their first choice and ranked one, showing the mean weight

value of 1.52. Entrepreneurship is ranked two by the respondents of the study with the mean weight value of 2.2. Similarly, respondents ranked third choice as civil servant with mean weighted value of 2.85. Others is ranked as the least important factor i.e., rank four among the four alternatives of choice of career of students with mean weight of 3.44.

4.1.5 Survey on attitude towards behaviour

The perceived impact of attitude towards behaviour on entrepreneurial intention among the students was collected by asking them to provide their views regarding given statements on attitude towards behaviour. The study used 5-point Likert scale to collect the stated information.

Table 6

Survey attitude towards behaviour

Statements	Ratings					Total	Weighted Value	Weighted Mean
	SDA	DA	N	A	SA			
Being an entrepreneur implies more advantages than disadvantages to me.	8	14	19	56	27	124	452	3.65
A career as entrepreneur is attractive for me	15	7	21	46	35	124	451	3.64
If I had the opportunity and resources, I'd like to start a firm	13	9	22	54	26	124	443	3.57
Being an entrepreneur would entail great satisfactions for me	7	15	20	62	20	124	445	3.59
Among various options, I would rather be an entrepreneur	16	6	21	52	29	124	444	3.58
Grand Weighed Mean								3.60

Table 6 shows that maximum number of respondents with the weighted mean score of 3.65 strongly agreed that being an entrepreneur implies more advantages than disadvantages. The respondents also agreed that entrepreneurship career is attractive with the weighted mean value of 3.64. Correspondingly, the statement: Being an entrepreneur would entail great satisfactions for me was also agreed by giving the weighted mean value of 3.59. The statement "If I had the opportunity and resources, I'd like to start a firm" was also agreed by the majority with the weighted mean of 3.57. The grand weighted mean for the statements associated to the performance expectancy is 3.60.

4.1.6 Survey on subjective norms

The perceived impact of subjective norms on entrepreneurial intention among students was collected by asking them to provide their views regarding given statements on subjective norms. The study used 5-point Likert scale to collect the stated information where 5 is the most important (strongly agree), 4 being the important (agree), 3 being the satisfactory (neutral), 2 being the less important (disagree) and 1 being the least important (strongly disagree). The respondents rated the statements on the basis of their perception and judgment. The evidence on this regard is presented in *Table 7*.

Table 7

Survey on subjective norms

Statements	Ratings					Total	Weighted Value	Weighted Mean
	SDA	DA	N	A	SA			
If I decided to create a firm, my close family will approve of that decision	27	26	24	32	15	124	354	2.85
If I decided to create a firm, my close friends will approve of that decision	27	26	18	38	15	124	360	2.90
If I decided to create a firm, my colleagues will approve of that decision	34	19	25	30	16	124	347	2.80
Grand Weighted Mean								2.85

The tabulated responses of respondents in *Table 7* unfolds that majority of the respondents did not agree with the statement If “I decided to create a firm, my close family will approve of that decision” with the weighted mean value of 2.85. Likewise, majority of respondents also were neutral with another statement “If I decided to create a firm, my close friends will approve of that decision” with the weighted mean value of 2.9. With the weighted mean value of 2.8 the statement “If I decided to create a firm, my colleagues will approve of that decision” is disagreed by few respondents. And the grand weighted mean for the independent variable subjective norms is found to be the less among other independent variables i.e. 2.85. From which we can conclude that

respondents consider subjective norms as the least important factor for entrepreneurial intention. From the result, it is known that the subjective norms has the least direct influence on the students' entrepreneurial intention.

4.1.7 Survey on perceived behavioural control

The perceived impact of perceived behavioural control on entrepreneurial intention among students was collected by asking them to provide their views regarding given statements on perceived behavioural control. The study used 5-point Likert scale to collect the stated information. The respondents rated the statements on the basis of their perception and judgment. The evidence on this regard is presented in *Table 8*.

Table 8

Survey on perceived behavioural control

Statements	Ratings					Total	Weighted Value	Weighted Mean
	SDA	DA	N	A	SA			
To start a firm and keep it working would be easy for me	11	11	30	48	24	124	435	3.51
I am prepared to start a viable firm	11	11	26	49	27	124	442	3.56
I can control the creation process of a new firm	15	7	26	50	26	124	437	3.52
I know the necessary practical details to start a firm	11	11	14	66	22	124	449	3.62
I know how to develop an entrepreneurial project	7	15	29	47	26	124	442	3.56
If I tried to start a firm, I would have a high probability of succeeding	10	12	24	50	28	124	446	3.60
Grand Weighted Mean								3.56

The tabulated responses of respondents in *Table 8* unfolds that majority of the respondents agreed with the statement I know the necessary practical details to start a firm with the weighted mean value of 3.62. Likewise, majority of respondents also agree with another statement If I tried to start a firm, I would have a high probability of succeeding with the weighted mean value of 3.6. With the weighted mean value of 3.56 the statement I am prepared to start a viable firm and I know how to develop an

entrepreneurial project is agreed by few respondents. With the weighted mean of 3.52, the statement “To start a firm and keep it working would be easy for me” is least favourable by respondents. And the grand weighted mean for the independent variable perceived behavioural control is found to be the highest among other independent variables i.e., 3.56. From which we can conclude that respondents consider perceived behavioural control as the most important factor in entrepreneurial intention. From the result, it is known that the perceived behavioural control factor has the greatest direct influence on the students' entrepreneurial intentions.

4.1.8 Survey on entrepreneurship education

The perceived impact of entrepreneurship education on entrepreneurial intention among students was collected by asking them to provide their views regarding given statements on entrepreneurship education. The study used 5-point Likert scale to collect the stated information. The respondents rated the statements on the basis of their perception and judgment. The evidence on this regard is presented in *Table 9*.

Table 9

Survey on entrepreneurship education

Statements	Ratings					Total	Weighted Value	Weighted Mean
	SDA	DA	N	A	SA			
The knowledge acquired at my faculty (university) will help me when doing entrepreneurship.	32	21	20	23	28	124	366	2.95
I consider the educational structure at my faculty (university) to be of high quality	33	20	21	21	29	124	365	2.94
Grand Weighted Mean								2.95

By analyzing the tabulated responses of the respondents in *Table 9*, it exhibits that the respondents disagreed with the statement The knowledge acquired at my faculty (university) will help me when doing entrepreneurship. I consider the educational structure at my faculty (university) to be of high quality are least important with the weighted mean value of 2.95 and 2.94 respectively. And the grand weighted mean value for the independent variable, facilitating condition is 2.95. It clearly indicates that the entrepreneurship education currently providing by TU doesn't motivates students to become entrepreneur.

4.1.9 Survey on entrepreneurial intention

Table 10 reveals that majority of the respondents agreed with the statement I will make every effort to start and run my own firm with the weighted mean value of 3.64. Similarly, another statement, I am determined to create a firm in the future is also supported by the respondents with the weighted mean value of 3.64. The statement I am ready to do anything to be an entrepreneur is agreed by the respondent with weighted mean value of 3.63. The statement My professional goal is to become an entrepreneur is agreed by the least respondent with weighted mean value of 3.56. And the grand weighted mean value for the dependant variable entrepreneurial intention is found to be 3.6.

Table 10
Survey on entrepreneurial intention

Statements	Ratings					Total	Weighted Value	Weighted Mean
	SDA	DA	N	A	SA			
I am ready to do anything to be an entrepreneur	9	13	25	45	32	124	450	3.63
My professional goal is to become an entrepreneur	13	9	21	58	23	124	441	3.56
I will make every effort to start and run my own firm	12	10	19	53	30	124	451	3.64
I am determined to create a firm in the future	8	14	24	47	31	124	451	3.64
I have very seriously thought of starting a firm	8	14	23	54	25	124	446	3.6
I have the firm intention to start a firm some day	13	9	28	45	29	124	440	3.55
Grand Weighted Mean								3.6

4.1.10 Descriptive statistics for all samples

Table 11 summarized the result of descriptive statistics of the variables under study. The table depicts the descriptive statistics mean, median, mode standard deviation and variance of the variables under study of all sample respondents.

Table 11
Descriptive statistics for all samples

Variables/Statistics	N	Mean	Median	Mode	Std. Deviation	Variance
Attitude towards behaviour	124	3.60	3.80	4.20	1.10	1.23
Subjective norms	124	2.85	3.33	1.33	1.31	1.72
Perceived Behavioural Control	124	3.56	3.67	3.67	1.08	1.16
Entrepreneurship Education	124	2.95	3.50	4.00	1.45	2.10
Entrepreneurial Intention	124	3.60	3.83	4.50	1.10	1.20

The *Table 11* reveals the descriptive status for the whole sample. It is found that mean value for the dependant variable: entrepreneurial intention to be highest among other variables with the mean 3.6 followed by attitude towards behaviour with mean value of 3.6, perceived behavioural control with mean value of 3.56, entrepreneurship education with 2.85 and subjective norms with mean value of 2.85. Similarly, the mid value for entrepreneurial intention is found to be highest among the variables with the value of 3.83 followed by attitude towards behaviour 3.8, perceived behavioural control with 3.5, entrepreneurship 3.5 and subjective norms with the mid value of 3.33. Mode is also found to be highest for entrepreneurial intention with 4.5 followed by attitude towards behaviour with the mode value of 4.2, perceived behavioural control with 3.76, entrepreneurship education with 4 and subjective norms with 1.33. Standard deviation and variance are also found to be highest for entrepreneurship education with the value of 1.45 in standard deviation and 2.1 in variance with the least on entrepreneurial intention with the value of 1.1 in standard deviation and 1.2 in variance.

4.1.11 Correlation analysis

The *Table 12* depicts the correlation analysis of the variables under study. The correlation analysis is conducted for the whole sample. Correlation analysis helps to find out the relationship between the variables under study. In the study, correlation analysis is done between the different determining factors and entrepreneurial intention among the students. The factors affecting students' entrepreneurial intentions under study are attitude towards behaviour, Subjective norms, perceived behavioural control and entrepreneurship education

Table 12

Correlation Analysis

Variables		ATB	SN	PBC	EE	EI
Attitude towards behaviour	Pearson Correlation	1				
	Sig. (2-tailed)					
Subjective norms	Pearson Correlation	.567**	1			
	Sig. (2-tailed)	0.000				
Perceived Behavioural Control	Pearson Correlation	.928**	.601**	1		
	Sig. (2-tailed)	0.000	0.000			
Entrepreneurship Education	Pearson Correlation	.567**	.885**	.564**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		

Entrepreneurial Intention	Pearson Correlation	.908**	.495**	.846**	.522**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	

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

The *Table 12* characterizes the correlation analysis of the variables under study which is conducted for the whole sample. As shown in the *Table 12*, the correlation for all samples between entrepreneurial intention and attitude towards behaviour is observed to be positive and significant at 99 percent confidence level with the correlation coefficient of 0.908. Similarly, the relationship between entrepreneurial intention and subjective norms is found to be positive and significant at 99 percent confidence level with the correlation coefficient of 0.495, which means the subjective norms of students influence their entrepreneurial intention in a positive way. Likewise, it can be seen that there is positive and significant relationship between entrepreneurial intention and perceived behavioural control at 99 percent confidence level with the correlation coefficient of 0.846 indicating that perceived behavioural control positively influences students' entrepreneurial intention. It can be seen that there is positive and significant relationship between entrepreneurial intention and entrepreneurship education at 99 percent confidence level with the correlation coefficient of 0.522. The correlation analysis shows all the independent variables: attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education have positive and significant relationship in students' entrepreneurial intentions.

4.1.12 Regression analysis

Regression analysis helps to find out the impact of independent variables on the dependent variable. The regression analysis is conducted for the whole sample. In the study, regression analysis is done for the different determining factors on students' entrepreneurial intention. The factors affecting students' entrepreneurial intention under study are attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education.

Table 13

Regression Analysis

Coefficients	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	0.371	0.146		2.548	0.012

Attitude towards behaviour	0.844	0.103	0.854	8.181	0.000
Subjective norms	-0.115	0.072	-0.138	-1.607	0.111
Perceived Behavioural Control	0.069	0.108	0.068	0.636	0.526
Entrepreneurship Education	0.092	0.063	0.122	1.450	0.150

a. Dependant Variable: Entrepreneurial Intention

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

As depicted in *Table 13*, behavioral intention is used as dependant variable and attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education as independant variables. After introducing all the variables under study, the impact of attitude towards behaviour is found to be positive and significant at 99 percent confidence level. The coefficient with 0.844 of attitude towards behaviour shows that increase in attitude towards behaviour cause increase in entrepreneurial intention. The impact of subjective norms is found to be negative and significant at 99 percent confidence level with the coefficient of -0.115. The increase in level of subjective norms decreases the entrepreneurial intention of student. The impact of perceived behavioural control on entrepreneurial intention found to be positive and significant at 99 percent confidence level with the coefficient of 0.069 i.e., increase in perceived behavioural control leads to increase in entrepreneurial intention. Majority of studies indicated that entrepreneurship education is very influential factors entrepreneurial intention. The results show entrepreneurship education has significant impact on entrepreneurial intention. R2 equals 82.8 percent which shows 82.8 percent variations in entrepreneurial intention due to attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education

4.2 Discussion

According to the purpose of the study, research adopted Theory and reasoned action and theory of planned behaviour model to identify factors influencing students' entrepreneurial intention and in this respect variables of attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education were identified as factors influencing entrepreneurial intention. The moderating role of age was confirmed.

Results obtained from the data analysis for attitude towards behaviour has positive and statistically significant relationship with students' entrepreneurial intention and also has

positive impact on students' entrepreneurial intention. The result is consistent with Myers (2014) which observed positive relationship between attitude towards behaviour and students' entrepreneurial intention. The results of study also confirm (Lee-Ross, 2017) that the predictor variable subjective norm, does not make a statistically significant contribution to the model. The results are also consistent with Agustina, Fitdiarini, and Heru (2021). The results of this study also support the notion of Davids (2017) which showed that attitude toward behaviour, subjective norms and perceived behavioural control predicts entrepreneurial intention. However, it contradicts with Anbazhagi and Kulothungan (2021) which concluded that there is no relationship between entrepreneurial intention and the predictors of TPB (attitude, subjective norm and perceived behaviour control)

The results also support the study of Edi and Fe (2021). the results showed that attitude toward entrepreneurship and subjective norms are significantly predicting entrepreneurial intention among the students

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Summary

The purpose of study is to explain various determinants of students' entrepreneurial intention. The study aims to examine the relationship and impact between the independent variables: attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education and dependent variable students' entrepreneurial intention and to evaluate the difference between independent and dependent variable across age group of students of Kirtipur Municipality. It employs various quantitative statistical tools and techniques to determine the student's entrepreneurial intention such as descriptive, correlational, and causal research designs. For this purpose, primary data was collected and analyzed in systematic way to derive the findings. In the study, the data was collected through structured questionnaire and analyzed using mean, median, mode, standard deviation, variance, correlation and regression. Annex 2 depicts the summary of hypotheses test. On the basis of data analysis, the major findings of the study are as follows:

The relationship of attitude towards behaviour with students' entrepreneurial intention is observed to be positive and significant at 99 percent confidence level with the correlation coefficient of 0.908. The relationship of subjective norms with students' entrepreneurial intention is found to be positive and statistically significant at 99 percent confidence level with the correlation coefficient of 0.495, which means the subjective norms of students influence their intention to start new venture. The relationship of perceived behavioural control with entrepreneurial intention is positive and significant relationship between at 99 percent confidence level with the correlation coefficient of 0.846 indicating that perceived behavioural control positively influences students' entrepreneurial intention. The relationship of entrepreneurship education with entrepreneurial intention is positive and significant relationship between at 99 percent confidence level with the correlation coefficient of 0.522 indicating that entrepreneurship education positively influences students' entrepreneurial intention.

The impact of attitude towards behaviour is found to be positive and significant at 99 percent confidence level. The coefficient of attitude towards behaviour shows that

increase in attitude towards behaviour cause increase in entrepreneurial intention. Thus, if students' positive attitude towards behaviour leads students to start new venture. The impact of subjective norms is found to be negative and significant at 99 percent confidence level. The decrease in level of subjective norms increases the student's entrepreneurial intention. Thus, although, parents/friends/peers discourage you to be entrepreneur, it doesn't affect the mindsets of student's entrepreneurial intention. The impact of entrepreneurship education on entrepreneurial intention is found to be positive and significant at 99 percent confidence level i.e., increase in entrepreneurship education leads to increase in students' entrepreneurial intention. Thus, by providing required resources, information and support by university encourage student's mindset about entrepreneurial intention.

5.2 Conclusion

With the aim to evaluate the differences, explore the relationship, and examine the impact of the independent variables: attitude towards behaviour, subjective norms, perceived behavioural control and entrepreneurship education and dependent variable: students' entrepreneurial intention of Kirtipur Municipality, the descriptive, correlational, and casual research design have been applied and the primary data is used for the analysis. The data has been collected through the structured questionnaire that was distributed through email to the respondents of Kirtipur Area. The study was conducted on 124 students which constituted the sample size. In this study, data was evaluated using mean, median, mode, standard deviation, variance, correlation and regression analysis.

The data analysis shows the relationship between students' entrepreneurial intentions and its determinants. The study has come to a conclusion that attitude towards behaviour, perceived behavioural control and entrepreneurship education have positive as well significant relationship with students' entrepreneurial intention. As per the results of ranking question, Bank and financial institution is regarded as the first important factor for choice of career. Entrepreneurship is ranked two as second important factor by the respondents of the study. Respondents ranked third important factor as Civil servant and Industry/others is ranked as the least important factor. From the test results of linear regression model, it is observed that the overall model is fit. It

shows significant and positive impact of attitude towards behaviour, perceived behavioural control and entrepreneurship education on students' entrepreneurial intention. Subjective norms show significant and negative impact on students' entrepreneurial intention. The study tried to validate the Theory of Planned Behaviour for entrepreneurial intention of students of Kirtipur area. All the variables are confirmed in accordance with the model except subjective norms.

5.3 Implications

There are various factors that contribute to student's entrepreneurial intention. This study focuses on some of the major factors that influence student's entrepreneurial intentions. The results of this study will have important implications and it is believed to be helpful for the University and students. University should evaluate all the variables that directly or indirectly affect the students' entrepreneurial intentions. Having recognized that students have strong intent and desire to start a venture, University can ensure those by evaluating the variables that effect on entrepreneurial intention. The findings of the study will guide students in the field and will be in a position to understand those objectives and evaluate them, thereby starting their own businesses; be independant and create employment.

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ANNEXURE

Annex

Questionnaire on 'Factors influencing entrepreneurial intention among students of Tribhuvan University'

Dear Sir /Madam,

I am a student of MBS at People's Campus, Paknajol. This survey on the mentioned title is designed to understand students' entrepreneurial intention. You are kindly requested to fill up the questionnaire with relevant information. The information provided will be kept confidential and used in aggregate form. Your cooperation is expected to add academic value and will be highly appreciated.

Regards,

Nikesh Maharjan

People's Campus

Demographic information

1. Age

a. below 20	b. 21-25
c. 26-30	d. Above 30
2. Gender

a. Male	b. Female
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3. Education Level (Faculty)
 - a. BBS
 - b. BBA/BBM
 - c. MBS/MBA
4. Which profession would you like to pursue in future? Please rank them in order of interest where 1 is the most interested and 4 is the least interested.
 - a. Entrepreneurship

- b. Civil servant
- c. Bank and financial institution
- d. Manufacturing/service Industry/others

Following are the factors influencing students' entrepreneurial intentions. Please tick a right mark to reflect your opinion that shows the level of disagreement or agreement at the end of each statement. The answers provided to the statements will be measured on Likert scale. The 5-point measurement scale with explanation is below

1	2	3	4	5
Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree

SN	Items	Responses				
		1	2	3	4	5
5	Attitude towards behaviour					
5.1	Being an entrepreneur implies more advantages than disadvantages to me					
5.2	A career as entrepreneur is attractive for me					
5.3	If I had the opportunity and resources, I'd like to start a firm					
5.4	Being an entrepreneur would entail great satisfactions for me					
5.5	Among various options, I would rather be an entrepreneur					
6	Subjective norm	1	2	3	4	5
6.1	If I decided to create a firm, my close family will approve of that decision					
6.2	If I decided to create a firm, my close friends will approve of that decision					
6.3	If I decided to create a firm, my colleagues will approve of that decision					
7	Perceived behavioural control	1	2	3	4	5

7.1	To start a firm and keep it working would be easy for me					
7.2	I am prepared to start a viable firm					
7.3	I can control the creation process of a new firm					
7.4	I know the necessary practical details to start a firm					
7.5	I know how to develop an entrepreneurial project					
7.6	If I tried to start a firm, I would have a high probability of succeeding					
8	Education	1	2	3	4	5
8.1	The knowledge acquired at my faculty (university) will help me when doing entrepreneurship.					
8.2	I consider the educational structure at my faculty (university) to be of high quality					
9	Entrepreneurial Intention	1	2	3	4	5
9.1	I am ready to do anything to be an entrepreneur					
9.2	My professional goal is to become an entrepreneur					
9.3	I will make every effort to start and run my own firm					
9.4	I am determined to create a firm in the future					
9.5	I have very seriously thought of starting a firm					
9.6	I have the firm intention to start a firm some day					

Annex 2

Result of Hypotheses test

Hypothesis	Results	Tools	Significance Level
There is no significant attitude towards behaviour and entrepreneurial intention	Rejected	Correlation Analysis	0.01
There is no significant relationship subjective norms and entrepreneurial intention	Rejected	Correlation Analysis	0.01
There is no significant relationship between perceived behaviour control and entrepreneurial intention	Rejected	Correlation Analysis	0.01
There is no significant relationship between entrepreneurship education and entrepreneurial intention	Rejected	Correlation Analysis	0.01
There is no significant impact of attitude towards behaviour on entrepreneurial intention	Rejected	Regression Analysis	0.01
There is no significant impact of subjective norms on entrepreneurial intention	Accepted	Regression Analysis	0.01
There is no significant impact of perceived behaviour control on entrepreneurial intention	Rejected	Regression Analysis	0.01
There is no significant impact of entrepreneurship education on entrepreneurial intention	Rejected	Regression Analysis	0.01