

**PERCEPTION TOWARDS ENTREPRENEURIAL
INTENTION OF MBS STUDENTS: A CASE STUDY IN
TRIBHUVAN UNIVERSITY**

A Thesis

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Submitted in Partial Fulfilment of the Requirements for the Degree of

Master of Business Studies (MBS Semester)

in the

Faculty of Management

Tribhuvan University

Kathmandu, Nepal

September, 2019

RECOMMENDATION LETTER

It is certified that thesis entitled **“Perception towards Entrepreneurial Intention of MBS Students: A Case Study in Tribhuvan University”** submitted by **Kamana Koirala** is an original piece of research work carried out by the candidate under my supervision. Literary presentation is satisfactory and the thesis is in a form suitable for publication. Work evinces the capacity of the candidate for the critical examination and independent judgment. Candidate has put in at least 60 days after registering the proposal. The thesis is forwarded for examination.

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APPROVAL SHEET

We the undersigned, have examined the **Perception towards Entrepreneurial Intention of MBS Students: A Case Study in Tribhuvan University** presented by **Kamana Koirala**, a candidate for the degree of Masters of Business Studies (MBS semester) and conducted the Viva Voice examination of the candidate. We hereby certify that the thesis is worthy of acceptance.

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CERTIFICATION OF AUTHORSHIP

I certify that the work in this thesis entitled “**Perception towards Entrepreneurial Intention of MBS Students: A Case Study in Tribhuvan University**” has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me under the supervision of, **Lecturer Dinesh Mani Ghimire**. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the reference section of the thesis.

.....
Kamana Koirala

Date: September

ACKNOWLEDGEMENTS

This research entitled “Perception towards Entrepreneurial Intention of MBS Students: A Case Study in Tribhuvan University” has been prepared for the partial fulfilment of the requirement for the Degree of Masters of Business Studies. The general purpose of the study is to analyse the orientation of students at Tribhuvan University towards in taking career as future entrepreneurs.

The Completion of the study is a result of help and support of several hands. I acknowledge the encouragement, guidance, constant follow-ups and suggestions from my supervisor, Lecturer Dinesh Mani Ghimire. It is for his tireless and invaluable effort and by setting time for me his busy schedule that this research paper has been successful. It was an enjoyable period during the research work to be with him as supervisor.

I would like to express cordial gratitude to Prof. Dr. Sanjay Kumar Shrestha (Chairperson, research committee) for his timely and continuous guidance throughout the study. Likewise, I am grateful to Prof. Dr. Ramji Gautam, the Head of Central Department of Management (CDM) and also highly appreciate the efforts of all teachers and other members of Central Department of Management, libraries staffs who inspired and provided the needed materials to complete this thesis.

I would like to express my sincere thanks to my parents, family members and friends who always encouraged and inspired me continuously in whatever way it is possible.

Kamana Koirala

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LIST OF ABBREVIATIONS

TPB	:	Theory of Planned Behaviour
SEE	:	Shapero's Entrepreneurial Event
SCT	:	Social Cognitive Theory
SMEs	:	Small and Medium Sized Enterprises
GEM	:	Global Entrepreneurship Monitor
PLS-SEM	:	Partial Least Squares Structural Equation
AQ	:	Adversity Quotient
EEPs	:	Entrepreneurship Education Programs
PHEI	:	Public Higher Educational Institution
EIT	:	European Institute of Innovation and Technology
TVET	:	Technical and Vocational Education and Training
SN	:	Subjective Norms
PBC	:	Perceived Behavioural Control
ATT	:	Attitude Towards Act
RBP	:	Risk-Bearing Propensity
PEO	:	Perceived opportunity
PES	:	Perceived Educational Support
SD	:	Standard Deviation
PEF	:	Perceived Feasibility
PDSE	:	Perceive Desirability of Self-employment
EI	:	Entrepreneurial Intention
MBS	:	Masters of Business Studies
TU	:	Tribhuvan University

ABSTRACTS

This study examines the perception of students towards entrepreneurial intention in TU university. Perception are formed and are influenced by attitude, perceived opportunity, risk-bearing propensity, perceived educational support and many other factors. Data are collected using primary source of data only. The technique employed is multiple regressions as tool of analysis for the study.

The finding of the study shows that the attitude towards act and risk-bearing propensity positively and significantly impacted on the perception of students to pursue entrepreneurship as career in the future. However, the study shows perceived opportunity and perceived educational support from the university are not significant in influencing the perception. The study therefore, recommends the university to design better programs to equip the students with necessary skills and to build positive perception required for fostering entrepreneurship .

CHAPTER I

INTRODUCTION

1.1 Background of the study

With the passage of time, nations are facing problems of unemployment as well as young people have serious issue to grab suitable job due to lack of experience. Most of the academia, politicians, media and government have shown a lot of interests in entrepreneurship- as it has the power to create economic and social progress, provide employment and foster technological innovation. Entrepreneurial intention is a mood of individual to run a new business and bring some innovation in existing firm. Many studies focus on university students to measure entrepreneurial intention- they are considered to be most suitable candidate to pursue their capabilities into action. To get bright future for nations, both education and entrepreneurship are essential for economic growth and prosperity.

The perception of students and their intention towards entrepreneurship has become an interesting topic. Many studies have been carried out to find out major motivations for gearing towards entrepreneurship and to examine how inclination for self-employment can be created. Today, universities are playing leading role for the development of entrepreneurship culture, and nurture some necessary entrepreneurship skills and behaviour to take on business in upcoming life. The aim of the study is to examine the motivational factors that contribute for the adoption of entrepreneurial career. Some of major motivational factors for entrepreneurial intentions are sense of achievement, sense of freedom, desire for wealth, risk-taking, innovation and sense of success (Nor and Yufiza, 2004). According to Yahya (2010) family background, education and gender are also source of motivation in entrepreneurial intention.

Entrepreneurs are the individuals or group of individuals who invest capital, organise and direct business and industrial units. An entrepreneur assembles, coordinates and directs various factors of production namely land, labour, capital and other materials. "An entrepreneur initiates ventures, employ workers, organizes production, develops markets and influences the development of managerial thought" (Shrestha, 1982). Independence, risk-taker, need to achieve, analytical ability, motivator, exploring opportunity and receiving

feedback are the characteristics of an entrepreneur. Entrepreneurship is thus characterised by the dominant element of innovation, a streak of creativity and readiness for risk-bearing.

Entrepreneurship means the function of foreseeing investment and production opportunity, organizing an enterprise to undertake a new production process raising capital and hiring labour, arranging for the supply of raw materials, finding a site and combining these factors of production into a going concern, introducing new techniques and selecting top managers for day to day operation. (Higgins ,1961). So, entrepreneurship is all about identifying and exploiting opportunity, and risk taking in order to fulfil the market gap.

Entrepreneurship has been recognised as the determinant or pivotal element of economic growth and development. This is because Entrepreneurship leads to the creation of small and medium scale businesses, providing employment opportunities, income generation, uplifting of standard of living, and utilisation of human, material and financial resources of a country in the right direction. Many countries have placed intensive efforts and programmes towards development of Entrepreneurship. Therefore, the importance of entrepreneurship for achieving economic growth of any country in the contemporary economy is widely recognised both by policy makers and economists.

The constitution of Nepal has acknowledged public, private and cooperative partnership. With the vision of upgrading Nepal as a developing country by the year 2030, government has announced numerous ambitious programme. But outcomes of the government in developing entrepreneurship reveals not satisfactory. Risk-averting behaviour, lack of motivation, social trend and inclination towards the government job has been obstacles the willingness for people who are likely to be entrepreneurs. (Thapa, 2013)

Economic development of the country is the most significant and major requirement for every nation all around the globe. The people who are in developed countries enjoy a high level of living standards with increased quality of life. Entrepreneurship is a foremost factor for a sustainable economic development of a country. Entrepreneurship is a trustworthy solution for various economic issues such as unemployment, underdevelopment and poverty.

1.2 Statement of the problems

Economic development of the country is the most significant and major requirement for every nation all around the globe. Every country is very keen in promoting its economic

development. Economic development implies development of agriculture and industry resulting in an increase in the per capita income of the country. It is clear that economic development cannot occur spontaneously. The economic development largely depends on human resources. The entrepreneur really acts as a hero in the drama of economic development. The crucial role being played by entrepreneur in the economic development of a country can be studied under the following heads. Coordinating role, Agents role, Role of innovation, Risk assumption role, imitating role, Capital formation role, Balance role, status transformation role, Employment generation role and Export promotion role etc. Thus, it is clear that entrepreneurship in economic development of a country can best be put as an economy is the effect, for which entrepreneurship is the cause.

Entrepreneurship is a foremost factor for a sustainable economic development of a country. Entrepreneurship is a trustworthy solution for various economic issues such as unemployment, underdevelopment and poverty.

The key issue of the study is to understand the root cause of students' perception towards entrepreneurship and to get information what reasons motivate them to start a business. A survey report of World Bank Group titled 'Migration and Entrepreneurship in Nepal' states that 85% of the earnings of the youth male goes on daily expenses, loan repayment taken from migration, education, medicine and treatment, house repair and construction. 6% remains as savings, 4% is invested on land purchase and a mere of 2% is invested in an existing or a new business. The study shows that Nepalese youth do not see entrepreneurship as a career option. In this light, this study tries to gain the insights in university students using the TPB about the various factors that influences them to being an entrepreneur or not.

Therefore, this study concentrate with the following research questions:

1. What are the curricular provision that influences the students orientation towards entrepreneurship?
2. How is the relationship among the factors and entrepreneurial intention of students in TU?
3. What are the perception received by MBS students towards entrepreneurship at TU?

1.3 Purpose of the study

1. To identify the curricular activities entrepreneurial orientation to the MBS students at TU.

2. To examine the relationship of the factors with the perception of students towards entrepreneurship.
3. To analyse the perception of the students for entrepreneurship after completion of degree.

1.4 Significance of the study

The economic development of a country cannot be achieved without fostering entrepreneurship. Through supporting environment, it is possible that there are many start ups firms that provide many jobs. Supporting jobs can be fruitful only when there is high motivation and a strong desire to run a business. The development of entrepreneurship is the development of any country.

In this regard, this study is done to identify and access the entrepreneurial perception among student as much research has not been carried out among students in Nepalese context. The study may help other scholars, readers, researchers and also might contribute to the literature of perception towards entrepreneurship in Nepalese context.

1.5 Limitation of the study

The underlying rules and foreign information, no any research study is separate form limitation. So, it can be obviously said that this research study most have limitations which have presented below.

There are various factors encouraging entrepreneurial intention however only some factors are taken under consideration.

1. The study is based on primary data only in which only selected tools and techniques are used for analysis.
2. Some Master's thesis are studied as reference which are themselves not far from the limitations.
3. This study is conducted taking students as population, hence the study is conducted for recommendations and suggestions only, not for directing.

1.6 Organization of the Study

The study will be organized into five chapters:

Chapter 1: Introduction

This chapter is based with the subject's matters of the study consisting background of the study, statement of the problem, purpose of the study, significance of the study and limitation of the study.

Chapter 2: Literature Review

This chapter deals with review of the different literature of the study field. Therefore, it includes conceptual framework along with the review of literature of related books, journal, research work and thesis of previous works.

Chapter 3: Research methodology

This chapter deals with research methodology adopted to study consisting of research methodology converting variables and data with presentation variables.

Chapter 4: Results

This chapter deals with presentation, analysis and interpretation of data. It includes calculation of different statistical tools and major findings.

Chapter 5: Conclusions

This chapter deals with summary of the study held, the conclusion made ultimately and the possible suggestions

Bibliography and appendix have also been incorporated at the end of the study.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the conceptual framework about the perception of M.B.S students towards entrepreneurial orientation in Tribhuvan University, Nepal with reference to Central department of Management, Shanker Dev College and Nepal Commerce Campus. The literature review includes the definition of an entrepreneur and entrepreneurship in order to understand the origin of the phenomenon. The relationship between entrepreneurs and the entrepreneurship is discussed in this chapter. The study follows a literature review relating to entrepreneurial attitudes and perceptions among the university students. This research paper focused on establishing the role of attitudes and education towards entrepreneurship as a career choice. The literature review examines the characteristics, attributes and attitudes that are common among entrepreneurs based on relevant journals, articles, books and thesis of previous research studies.

2.1 CONCEPTUAL REVIEW

2.1.1 ENTREPRENEUR AND ENTREPRENEURSHIP

The concept of entrepreneur has been around for a very long time. The word “entrepreneur” has been taken from French “entreprendre”, which refers to individuals who are “undertakers” of the risk of new enterprise. Early references to “entrepreneur” in the 14th century mean tax contractors-individuals who paid a fixed sum of money to a government for the license to collect taxes in the region. In the early 16th century, it was applied to those who were engaged in military expeditions. In the 17th century, it was extended to cover civil engineering activities such as construction and fortification. In the beginning of 18th century the word was used to refer to economic activities. Entrepreneur can be classified as in three group; risk-bearer, innovator and organizer.

Richard Cantillon, a French economist of Irish descent, was the first person who introduced the term “entrepreneur” and his unique risk-bearing function in economics in the early 18th century. He defines entrepreneur as;

Cantillon “ *Entrepreneur as an agent who buys factors of production at certain prices in order to combine them into a product with a view of selling it at uncertain prices in the future. The entrepreneur is a bearer of uncertainty*”(1836,p.85)

Entrepreneur as an innovator who use the process to shatter the status quo through new combinations of resources and new methods of commerce to create progress. Innovation is the driving force to create new products, new production and operations methods, new sources, new business models and new markets. Economic development is a discrete dynamic change brought by entrepreneur by instituting new combinations of production i.e. innovations. He also makes distinctions between an inventor and an innovator. An inventor is one who discovers new methods and new materials. And, an innovator utilizes inventions and discoveries in order to make new combinations.(Schumpeter, 1934)

Thus, entrepreneurship involves the creation of value, the process of starting or growing a new profit making business, the process of providing new product or service , and the intentional creation value through organisation by an individual or a group of partners. Hence, it is defined differently by different authors as;

Ronstadt” *Entrepreneurship is the dynamic process of creating incremental wealth . This wealth is created by individuals who assume the major risks in terms of equity, time and/ or career commitment of providing value for some product or service. The product or service is itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources.*”(1984, p.28)

Gartner "*Entrepreneurship is the creation of new organizations*" (1988, p. 62).

Kao “ *entrepreneurship is the process of doing new and or something different for the purpose of creating wealth for the individual and adding values to society*” (1993, p.69).

From all of the definition above it can be summarised that entrepreneurship refers to the functions performed by an entrepreneur in establishing an enterprise. It is the process that involves various actions to be undertaken to establish an enterprise. In other words, entrepreneurship is the act of being an entrepreneur.

Actually, it is a process of giving birth to a new enterprise. Entrepreneurship is the act of being an entrepreneur where risk -bearing and innovation are the two basic elements involved. Innovation means doing something new or something different is a necessary

condition to be called a person as an entrepreneur. The entrepreneurs are constantly on the lookout to do something different and unique to meet the changing requirements of the customers.(Nyabakk & Hansen ,2008). On the other hand, Risk-Bearing: Starting a new enterprise always involves risk and trying for doing something new and different is also risky. The enterprise may earn profits or incur losses because of various factors like increasing competition, changes in customer preferences, and a shortage of raw material and so on. An entrepreneur, therefore, needs to be bold enough to assume the risk involved in the enterprise. (Antonites & Wordsworth, 2009)

Entrepreneurship intention is representation of actions for exploiting a business opportunity by applying entrepreneurial learning of knowledge and skills. Entrepreneurship education is to increase the awareness of entrepreneurship, the basic concepts and knowledge related to entrepreneurship (Bechard & Tolohous,1998). Consequently, through entrepreneurship education, individuals are expected to learn to exploit business opportunities and values for entrepreneurship, to generate creative ideas, to deal with risks and uncertainties, to solve problems in innovative ways and to build up capabilities and confidence. Entrepreneurship education can improve entrepreneurial skills and abilities (Honig, 2004).That is, in entrepreneurship education, students should develop interest in entrepreneurship, entrepreneurial knowledge and skills as well as entrepreneurial attitudes and motivation. Entrepreneurship education is to teach people to start new businesses successfully and operate the businesses profitably, and thus facilitates the economic growth(Hood & Young, 1993).

Researchers have confirmed that entrepreneurial intention effectively predicts entrepreneurial behaviour, and entrepreneurial attitudes toward entrepreneurship, in turn, predict entrepreneurial intentions (Ajzen, 1991; 2005). That is, factors influence the entrepreneurial behavior through influencing intention, which is derived from attitudes. As attitudes and intentions are perceptions-based, they are learnable (Krueger & Brazeal, 1994). Therefore, nurturing the entrepreneurial attitudes and intentions through entrepreneurship education is important to promote the entrepreneurship. Therefore, this study is done to analyse the perception towards entrepreneurial intention of MBS students in Tribhuvan University.

2.2 Review of Articles

Juracak andTica (2016), on the article, “Graduate Students’ Opinions about Entrepreneurship as an Employment Opportunity”’ investigated attitudes and intentions of graduate students.

The objective of the study were to evaluate the interrelationship between students' entrepreneurial intention and work experience ,their perceptions of entrepreneurial self-efficacy and attractiveness of self-employment, assess the impact of experience on attractiveness of self-employment among the students, to assess the extent to which students' perceive desirability of self-employment and entrepreneurial self-efficacy influence their self-employment intentions and to investigate if local students achieve results equivalent to those of comparable studies conducted in different parts of the world. Shapero's Entrepreneurial Event (SEE), The Theory of Planned Behaviour (TPB) and Social Cognitive Theory(SCT) model were used to evaluate intentions regarding to self-employment .The methodology of the study used quantitative analysis of data received survey of 227 students and analysed using descriptive statistics. The results indicate the prior experience has a positive effect in the creation of self-employment intention to start up own business. Also results proved that students who have a more positive attitude towards entrepreneurship and are more self-confident would think about self-employment . The perceived desirability to self-employment (PDSE) was found as the most influencing model variable in regards to the self-employment intention . The results points out the importance of previous experience, role models and positive attitudes towards self-employment in the process of the entrepreneurship development in young educated people.s

Obembe et.al (2014) on the research topic, "Understanding the students' perspectives towards entrepreneurship" . The objective of the empirical study was to examine the students' perspectives towards the concept of entrepreneurship, to determine the various factors that form the students' perspectives and analysing the role of the university institution in cultivating an entrepreneurial spirit of students. The methodology used consists of descriptive research design of extensive fieldwork research of 280 students of the three major universities of North Cyprus . The findings of the study concluded that factors Capital, University Education, Survival and Familiarity significantly affected perceptions of entrepreneurship among students. Capital was found to be the major factor that respondents see impacting why they would consider entrepreneurship whereas entrepreneurial students' perception in students was not affected by gender and was found to be gender free.

Misoska et.al (2016) in the article, "Drivers of entrepreneurial intentions among business students in Macedonia" investigated to identify factors that drive entrepreneurial intentions among Macedonian business students. The objective of the study were to understand the influence of students' appraisal as a result of their education experience, the business climate

and knowledge of support mechanisms in the entrepreneurial intentions of the students. The methodology used empirical analysis carried on a sample of 213 university students based on a questionnaire that used 7-point Likert scale. Partial least square approach to the Structural equation modelling was applied. The findings concludes that educational experiences that develop knowledge about entrepreneurship have a statistically significant influence on subjective norms, attitudes towards behaviour and perceived behavioural control. Also students that express a more positive perception about the business climate also express a more positive attitude towards entrepreneurship and think that they can be more successful as entrepreneurs . Furthermore, suggestions for fostering a good business climate were given to stimulate more positive attitudes which leads to higher entrepreneurial intentions .

Haryani and Dayang (2015) in the paper, “Determinants of Entrepreneurial Intention among Undergraduate Students in Malaysia” examined the determinants of entrepreneurial intention among 351 undergraduate students using Theory of Planned Behavior (TPB) in the study. The objective of the study were to find out the factors that influence students’ intentions to launch a new start-up or entrepreneurship effort and to contribute to the development of understanding in the area. The dependent variable taken was entrepreneurial intention and independent variables of the study consist of perceived educational support, perceived relational support, perceived structural support, personal attitude, and perceived behavioural control. The methodology consists of quantitative analysis done through online and face-to-face survey done using a structured questionnaire and descriptive research design. All responses were measured using five-point scale items, ranging from “1=strongly disagree” to “5=strongly agree”. The data were analysed using Partial Least Squares (PLS) approach to Structural Equation Modelling (SEM).The findings of the study showed personal attitude, perceived behavioural control and perceived relational support had significant impact on the intention whereby the greatest influence of the students’ intention to become an entrepreneur was explained by the attitude of students. Also, suggestions to the policy makers and educators to find strategies to convince the students on the advantages of being an entrepreneur was made.

Trang Doan et.al (2016) in the study , “Proposed Measuring Model on The Factors Of Vietnamese Student’s Entrepreneurship” explained major source of inspirational triggers that impact on entrepreneurial intention .The objective of the study was to determine factors affecting the entrepreneurship intention, to study how the effecting level of each factor on intention and propose a measuring model accordingly . Methodology implemented was

descriptive research face-to-face and semi-structured interviews as the primary qualitative analysis research on students of Vietnam using Theory of planned behavior - TPB (Ajzen, 1991). The research model included 7 factor clusters which directly or indirectly affect the entrepreneurship intention of Vietnamese students, including Expected value, Attitude toward the action, Normative beliefs, Subjective norms, Perceived self-efficacy, Perceived Feasibility and Perceived risks. The findings of the study concluded factors indirectly impacting the entrepreneurship intention were Expected value, Normative beliefs, Perceived self-efficacy and factors directly affect the entrepreneurship intention of students in Vietnam were Attitude toward the action, Subjective norms, Perceived Feasibility, Perceived risks..

Trivedi (2017) investigated on a study, “Entrepreneurial-intention constraint model: A comparative analysis among post-graduate management students in India, Singapore and Malaysia”. The objective of the research was to find the influence the combined effect of contextual and situational factors along with support of university environment on the formation of entrepreneurial intention. The methodology used quantitative analysis with the influence of the three important factors, endogenous barriers, exogenous environment, and university environment and support on the entrepreneurial intention among management students . The findings of the study indicated that along with positive attitude and perceived behavioural control that directly influences entrepreneurial intention, university environment and support and exogenous environment also have an indirect but significant impact on shaping of entrepreneurial intention among students. Further, it was found that exogenous environment was found to have a negative relationship with both attitude towards behaviour and perceived behavioural control for all three countries .

Martins (2018) et.al on the article, “Entrepreneurial Intention: Categorization, Classification of Constructs and Proposition of a Model”. The objective of this study is to broaden the focus of the literature review on EI. The research design is descriptive, with the use of quantitative data and adopted the bibliometric technique in the field of research, based on the Principle of Least Effort. The model proposed consisted of Theoretical Component, Accessories and Contextualization, Typical Characteristics and Structure of the Studies. The relationship allowed understanding that the articles on EI are focused on adjusting methods, techniques, and analyses to the new profiles and roles. The findings of the study pointed to a future of high standardization and potential impoverishment of the research study in EI with the use of and enabled the proposition of a preliminary model that increases the future opportunities for studies on EI.

Mangundjaya (2009) in the article, “The Relationship of Resilience and Entrepreneurial Intentions” investigated the relationship of resilience and Entrepreneurial Intentions.. The objective of the study was to find the if relationship exists between EI and Resilience (adversity quotient). The methodology included empirical research design among 93 students and 107 employees in University of Indonesia .The Adversity Quotient included Control, Ownership, Reach and Endurance sub-factors. The findings of the research showed there are a positive and significant relationship between Self Resilience/high AQ score and Entrepreneurial Intention, which mostly was strongly contributed by the Control dimension. The results also showed that university students had lower scores in Adversity Quotient than in Entrepreneurial Intention. Thus, it was suggested to the university management to equip the students with soft skills needed through activities such as trainings, coaching, etc. to enhance the entrepreneurial intention.

Temoor (2018) in the article, “Entrepreneurial Intention: Does Entrepreneurial Education Matter in Pakistan?” investigated the relationship between entrepreneurial education and EI in Pakistan among the university students. The objective of the study was to investigate the association between entrepreneurial intention and entrepreneurial education. Methodology used is empirical analysis with perceived effective entrepreneurship education operationalized as a single factor in the study on the extent to which entrepreneurship education acquired increases the understanding of why entrepreneurs act. The findings of the research shows perceived effective entrepreneurship education is significant but relate to entrepreneurial intentions negatively, that is, signifying perception of the entrepreneurship program demotivate the desire in students to be an entrepreneur as a reliable profession. The study suggested the universities to design training program that would help in developing enterprising behaviours, characteristics, and skills necessary for business start-up.

Rahim Bakar et.al (2015) in the article, “Impact of Entrepreneurship Education on the Entrepreneurial Intentions of Students in Technical and Vocational Education and Training Institutions (TVET) In Malaysia” examined the entrepreneurial intention level of students in Malaysia. The specific objectives of the study were to determine the entrepreneurial intention levels, attitudes towards entrepreneurship, social norms, entrepreneurial efficacy and entrepreneurial knowledge according to perceptions; and to identify differences in entrepreneurial intentions between NYSI and community college students. A total of 289 final year students who were enrolled at two different TVET institutions were chosen to participate in the study. Methodology for the survey study used random cluster sampling. A

quantitative approach was used in this study, and a questionnaire is the primary instrument and data analysis done by producing descriptive statistics. The findings indicated that students have a strong interest in entrepreneurship and a high level of entrepreneurial attitudes. It was also revealed that their social norms, entrepreneurial efficacy, and efficiency of entrepreneurship knowledge were at moderate levels. There was no significant difference in the entrepreneurship intentions between students from community colleges and students from National Youth and Skill Training Institutes. The study also suggested an entrepreneurship education curriculum improvement so that it is able to nurture a culture of entrepreneurship.

Zhang et.al (2013) on a study named, "The Role of Entrepreneurship Education as a predictor of University Students' Entrepreneurial Intention" investigated among ten university students to identify the relationship between entrepreneurship education, prior entrepreneurial exposure, perceived desirability and feasibility, and entrepreneurial intentions (EI). Using Ajzen's theory of planned behavior and Shapero's entrepreneurial event model as well as entrepreneurial cognition theory. The study showed that perceived desirability significantly impacts EI whereas there is no significant impact from perceived feasibility, significant negative impact from exposure and a significant positive impact from entrepreneurship education. Males and people from technological universities and/or backgrounds have higher EI than females and people from other universities and backgrounds. Also significant positive interactive effects by gender, university type, and study major on the relationship between entrepreneurship education and EI were found.

Kushwaha and Maru (2015) on the study, "The Attitude of Management Students Towards Entrepreneur and Entrepreneurship" examined the entrepreneurial intentions and attitudes in India among. The main objective of the study were to evaluate the attitude of management students towards their career as Entrepreneur & Entrepreneurship, and the contribution of university entrepreneurship development program. The methodology used by the researchers was descriptive approach for both qualitative and quantitative data. The study concluded that management students have positive attitude towards Entrepreneur and Entrepreneurship as future career, majority of the students indicate that the university entrepreneurship development program contribution is at average level, and suggesting conducting workshop, training programs on entrepreneurship and seminars will help to develop and promote entrepreneurship skills. However, there is not much significant relation between gender of management students and their attitude towards entrepreneur.

Linan (2008) on the topic ,“Skill and value perceptions: how do they affect entrepreneurial intentions?” investigated perception of 249 university students on the entrepreneurial intention (EI). The main objective was testing whether perceived social valuation of entrepreneurship and perceived personal skills have any significant impact on the entrepreneurial intention, either directly or through the motivational factors determining it. The methodology consists of empirical analysis done with convenience sampling. The main conclusion of the study are entrepreneurial skills have a very significant effect over the three motivational factors personal attraction, subjective norms and perceived behavioural control which in turn determine intention, also play a mediating role. It was found in the empirical analysis that social valuation of entrepreneurship has a positive effect over perceived entrepreneurial skills that contributes to higher start-up intention. Therefore, developing skills such as opportunity recognition, creativity, problem solving, leadership and communication. innovation and networking in the education system were suggested to promote entrepreneurship culture.

Popescu et.al (2016) on the study,“An Analysis of the Determinants of Entrepreneurial Intentions among Students: A Romanian Case Study” analysed the entrepreneurial intentions as influenced by certain psycho-behavioural traits. The main objectives were to analyse how much the entrepreneurial intentions are influenced by certain psycho-behavioural traits of the individual that are creativity, locus of control, need for achievement and risk taking propensity and to evaluate the influence of different types of education on these intentions, in order to see if the entrepreneurial education significantly influences the entrepreneurial intentions of Romanian young people. The methodology included questionnaire-based survey on a sample of 600 students from the undergraduate (bachelor) and master programs within the large state universities who have entrepreneurship courses in the content of their curriculum. Traits marked by creativity, locus of control, need for achievement and risk taking propensity were taken and the influence of different types of education on the entrepreneurial intentions were evaluated .The main findings of the study concluded that the need for achievement and the propensity towards taking risks play an important role in determining the entrepreneurial intention while locus of control and creativity were not found to be supportive for EI. Furthermore, graduates of the high schools with an entrepreneurial field were less inclined to engage in businesses compared to the graduates of the high schools that offer general education.

Shirazi et.al (2013) on the study, “University Students Entrepreneurial intention: sPerception of Commerce Students at Tehran Region” had the research objective of examining the attitudes of students about impediment and stimulation of entrepreneurial activities and their perceptions about the component of an appropriate university entrepreneurial curriculum and importance of sources for future job selection. Age, gender and major are considered as independent variables in this study. The methodology used for research is descriptive and correlational . A sample of 227 accounting, management and economic students from three higher education institutes located responds to the questionnaire survey using random and multistage cluster. Results concluded that gender, age and major of students are not significantly related to EI. Students believed that loan and credit and government regulations were the most important barriers while connecting job with passion/hobby and realizing their idea/vision are most important motivation factors. Communication and marketing were considered as the most important component of a university entrepreneurial curriculum while other component of the curriculum such as management, finance and accounting gained a high level of importance. When it comes to job selection the most important sources for students were personal experience and background university study.

Alexandre and Octicio (2012) had research study on the topic,“ Entrepreneurial Intentions and Behaviour among University students”. The objective of the study were to explore the factors influencing entrepreneurial intentions and behaviour among students and the role played by the university in fostering entrepreneurial in Portugal. The methodology consists of empirical analysis conducted among the students of the Instituto Superior Tecnico from students of industrial engineering and management. Personal background, family background motives and university education were the independent variables taken. It was found family entrepreneur history, demonstrate an intention towards entrepreneurship greater than the engineering student without familial entrepreneurs. Also it was found university education affects attitudes, entrepreneurship behaviour and their entrepreneurial self-efficiency further fostering entrepreneurship behaviour among students engineering.

Potishuk and Kratzer (2017) on the topic “ Factors Affecting Entrepreneurial Intentions and Entrepreneurial Attitudes In Higher Education” examined the effect of opinion leaders, subjective norms, behavioural control, and course characteristics on the entrepreneurial attitudes and entrepreneurial intentions. The objective of the study were to empirically test what factors stimulate entrepreneurial attitudes and entrepreneurial intentions in students in higher education programs. The methodology consists of a longitudinal study with sample

of 84 students filling in ex-ante and ex-post questionnaires when entering and exiting the program. The study found the education and environment at the schools affect entrepreneurial attitudes as well as entrepreneurial intentions. Opinion leadership in entrepreneurship-related topics positively influences changes in pro-entrepreneurial attitudes. Entrepreneurial attitudes, subjective norms, and behavioural control propel entrepreneurial intentions. The study also suggested to improve entrepreneurship program in education that intent to improve entrepreneurial attitudes and norms.

Khursheed (2017) on the research topic “Entrepreneurial Perceptions of Students of University of Central Punjab, Lahore and Also Finding the Hindrances They Perceive” explored about the factors that affects student’s decision of becoming an entrepreneur. The main objective of the study were to determine the characteristics that influences a student’s decision of becoming an entrepreneur, how the role of risk perception affects EI , how the financial background contributes to EI and role of education leads to any change in the decision of students of becoming an entrepreneur. Methodology consists of a qualitative approach selected for this study in 40 students of University of Central Punjab, doing purposive random sampling. Open-ended research questions are used to collect primary data for this study. The findings of this study revealed that majority of students from selected programs have high entrepreneurial intentions because they consider themselves to have strong entrepreneurial skills like self-efficacy, confidence and self-control, positive risk perception, strong financial background and attainment of proper entrepreneurial education. The findings concludes that perceived hindrances included fear of failure, fear of financial loss and lack of financial support.

Christina Whidya (2017) on the topic, “Attitude, Subjective Norms, Perceived Behavior, Entrepreneurship Education and Self-efficacy toward Entrepreneurial Intention University Student in Indonesia” examined the determining factors for the entrepreneurial intentions of students .The objective of the study was to investigate whether the attitude, subjective norm and control behavior, entrepreneurship education and self-efficacy influence the entrepreneurial intentions of students . This study uses a quantitative method to determine the relationship with EI. Sampling techniques proportional stratified sampling with a total sample of 1,237 respondents. The data collection used questionnaires methods with Likert scale rating from 1-5. Research results showed that Attitude, Subjective Norm, and Perceived Behavioral Control, Entrepreneurship and Self-efficacy education positively and significantly affects Entrepreneurial Intentions in students.. The study suggested Universities in Indonesia

to become a driving force in improving the attitude, Subjective Norms, Perceived Behavioral Control, entrepreneurship education and student self-efficacy to improve the entrepreneurial intention.

Francoise et.al (2017) investigated on the research, "Exploring entrepreneurial intentions in Latin American university students". The objective of the study was to determine if entrepreneurial intention can be predicted by risk-propensity, internal locus of control and leadership skills based on Ajzen's model of planned behaviour. The methodology consisted survey among 1493 undergraduate university business students in Latin American with five participating universities used quantitative analysis. According to the results, entrepreneurial intention is positively correlated with their leadership skills, their risk propensity and their locus of internal control, no gender differences were found in the intention of entrepreneurship. In addition, family background turned out to be one of the most influential socio-demographic variables influencing their intention and found no gender differences in the intention of entrepreneurship. The results also showed that the model explained entrepreneurial intention in Chile, but in the case of Colombia only two of the variables fit the model.

Sariah et.al (2018) examined on the research, "The Influence of Self-Efficacy on Entrepreneurial Intention among Engineering Students". The objective of the study was to examine the influence of self-efficacy on entrepreneurial intention amongst engineering students from Public Higher Educational Institution (PHEI) in Malaysia. This study employed a quantitative method using the questionnaire instrument. Data is obtained from 345 respondents comprising of final year students from various public institutes of higher learning in Malaysia. Findings revealed that the students from these public institutes demonstrated a high interest in entrepreneurial intention and a moderate level of self-efficacy. Also, findings pointed out that self-efficacy is significantly associated with entrepreneurial intention as exhibited by the engineering students .

Rajh et.al (2016) on the research topic, "Entrepreneurial Intentions in Selected Southeast European Countries" explored entrepreneurial intentions and their antecedents in students of economics and business Bosnia and Herzegovina, Croatia, Macedonia and Serbia. The objective of the study was to explore the effects of personal-level and contextual variables on entrepreneurial intention. The methodology consisted empirical analysis of exploratory research among 1200 students. Data were collected during 2016 by using a paper-and-pencil

self-administered survey. Locus of control, risk taking propensity, perceived barriers, perceived support factors, personal attitude towards entrepreneurship, perceived behavioural control, subjective norm and entrepreneurial intention taken as independent variables. The results indicate that personal attitude towards entrepreneurship, perceived behavioural control and subjective norm positively and significantly affect entrepreneurial intent. Respondents from Bosnia and Herzegovina exhibit higher levels of entrepreneurial intent compared to other observed countries given the availability of more opportunity in the region. Recommendation on further exploration of the role of economic and environmental variables that affect the relationship with the above-mentioned factors and entrepreneurial intention was made for future study.

Muhammad et.al (2015) examined on the research topic, “Entrepreneurial Intention Among Nigerian University Students” with a sample size of 205 students. The objective of this paper is to examine the entrepreneurial intention among University students in Nigeria. Methodology adopted on empirical analysis was used. Data was analysed using structural equation modelling. The findings show that, entrepreneurial attitude, subjective norm and power of behavioural control are all significant predictors of EI. Furthermore, entrepreneurial education and training need are suggested to be enhanced to increase awareness and change the mind-set of the respondents toward imbibing entrepreneurial culture and reduce over reliance on government and other formal sectors.

Dohse andWalter (2011) on the research study, “Knowledge context and entrepreneurial intentions among students” examined the role of the individual and regional knowledge context in forming university students’ entrepreneurial intentions. The methodology consisted of sample composition consists microlevel data from a comprehensive survey among students at German universities with regional-level data from secondary statistics. The findings showed the importance of strong ties (friends, family, and steady partner) in forming entrepreneurial intentions. At the individual level, the role models facilitates the transfer of tacit knowledge and the expectation that strong ties will provide know-how and know-who positively impact entrepreneurial intentions. Also, a regional environment characterized by a high start-up intensity in knowledge-based industries has a positive impact son students’ entrepreneurial intentions. Once a region has reached a certain level of entrepreneurship, this has a positive impact on students’ entrepreneurial intentions, which in turn increases the

number of regional start-ups. The analysis has shown that the regional dynamics of R&D investment has a positive impact on entrepreneurial intentions in students.

Francis et.al (2016) on the topic, “Reconsidering What Entrepreneurial Intention Implies: The Evidence from Malaysian University Students” investigated entrepreneurial intention among university students in Malaysia. The objective of the study was to investigate the impact of belief and behavioural factors on student’s EI. The methodology used analysis of field data collected from 257 university students using non-probability sampling method. All postulated relationships were examined using partial least squares structural equation modelling (PLS-SEM). Items in the questionnaire were measured using 7-point Likert scale ranging from 1 to 7. The findings suggest that behavioural factors, namely attitude, subjective norm and perceived behavioural control, have significant effect on entrepreneurial intention. That is, belief and perceived support have positive impact on attitude and subjective norms respectively. Attitude is found to carry the most effect on EI compared to SN and PBC. The study highlights the need to inculcate university students with entrepreneurial knowledge as well as provide platform for them to acquire entrepreneurial experience so as to transform entrepreneurial intention into actual behaviour.

Sharaf et.al (2018) on the study, “Factors That Influence Entrepreneurial Intention within University Students in Egypt” investigated the effects of behavioural factors and psychological traits factors on students’ entrepreneurial intention. The objectives were identifying to what extent do the selected variables (attitude toward being an entrepreneur, perceived behavioral control, subjective norms and social valuation, propensity to take risk, self-confidence, need for achievement, tolerance for ambiguity, innovativeness, locus of control) correlate with students’ entrepreneurial intention; and finally, exploring which of these variables can best predict students’ entrepreneurial intention to become an entrepreneur. The study used a convenience sampling technique. A total number of 430 respondents were considered and data were analyzed through conducting SEM models for examining the effect of behaviour and traits. Results showed that there is a significant effect of attitude toward behaviour on students’ entrepreneurial intention, while there is an insignificant effect of need for achievement, locus of control, risk taking propensity, self-confidence, tolerance for ambiguity and innovativeness trait of individuals.

Serrano et.al (2017) in the study, “Can regional culture values affect the entrepreneurial intentions of Sport Science students? An analysis of two Spanish regions” examined the

objective if there are differences between the entrepreneurial intentions and their different entrepreneurial variables among students of Sport Sciences (SS) and to know if the predictive variables of the entrepreneurial intentions of these students are different. The sample was selected by non-probabilistic sampling. The questionnaires were administered on paper to the students of the University of Valencia during the classes. They were also administered online through the Limesurvey web-based platform. As for the predictor variables of the entrepreneurial intentions also differences were found, being in the case of the Valencia' students the attitude towards the behaviour the only predictive variable. In the case of the Sevilla' students all the cognitive variables attitudes, behavioural control ,subjective norm and proactivity were predictive variables of the entrepreneurial intentions. Finally, it concludes that the culture plays an important role in the entrepreneurial intentions of Sport Sciences students.

Ebewo and Rugimbana (2017) on the study,“ Effects of Entrepreneurship Education on Students' Entrepreneurial Intentions: A Case of Botswana” assessed the impact of entrepreneurship education on intentions towards entrepreneurship. The main objective of the study was to investigate and answer the extent of University-level entrepreneurship education influence students' entrepreneurial intentions. A descriptive survey was conducted with a sample of three hundred and forty three (n = 343) final year students of the University of Botswana. The study utilised a stratified random sampling technique, in which respondents were randomly drawn from a stratum of seven faculties. The self-administered survey instrument developed for the study. The results provide evidence that all three immediate antecedents of entrepreneurial intention; attitude towards entrepreneurship, subjective norm and perceived behavioural control (perceived entrepreneurial abilities) directly influence entrepreneurial intention. Participation in entrepreneurship education was observed to positively influence students' intention to become an entrepreneur by changing their attitude towards entrepreneurship and increasing their entrepreneurial abilities. The study recommended that entrepreneurship education subjects be offered as core subjects in the first and final years at the University of Botswana and students' assessments should incorporate linking projects with small firms.

Izquierdo and Buelens (2008) in the study, “Competing Models of Entrepreneurial Intentions: The Influence of Entrepreneurial Self-efficacy and Attitudes” examined how entrepreneurship education can have an effect of entrepreneurial intentions through its impact

on attitudes and self-efficacy. Research on the study was conducted as a pretest-posttest quasi-experimental design. Data were collected from 236 students who were exposed to an entrepreneurship course. The variables of interest included perceived competencies for entrepreneurship, attitude self-efficacy and Entrepreneurial Intentions. The items were measured by the use of a seven-point Likert scale. The result showed that individuals who self-reported higher on competencies for entrepreneurship each reported higher levels of entrepreneurial self-efficacy and, in turn, more entrepreneurial intentions. Students who exhibited higher attitudes toward entrepreneurial acts each reported higher intentions to start a new business. The result concluded that students who exhibited higher entrepreneurial self-efficacy beliefs after the educational intervention increased their attitudes toward entrepreneurial acts which, in turn, resulted in higher intentions to new venture creation.

Maresch et.al (2015) on the study, “The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs” investigated impact of entrepreneurship education on the entrepreneurial intention of students university programs with the context-specific questions in two separate categories of students. The objective of the study was to analyse two sets of conditions under which entrepreneurial education (EE) may be most effective for enhancing EI and analyse the role of motivational drivers and type of prior education. The research used descriptive study method. The data for the online survey were provided by Austrian students of higher education with the survey of 4548 responses. The findings showed that pro-entrepreneurial attitudes were in all cases positively related to EI. Subjective norms were negatively related to EI for science and engineering students, and significant for the whole group. Perceived behavioral control positively related to EI for the full sample, but there was no significant relation for science and engineering students or for business students. There was significant positive relations between EE and EI for all groups. The study results found that there was a contextual difference in EE. The findings suggested the need for didactic approaches in EE to be tailored to the specific needs of distinct groups of students in translating the EI into entrepreneurial action.

Mailoor et.al (2014) on the research, “Entrepreneurship Proclivity: An Explanatory Study on Students Entrepreneurial Intentions By Using Theory Of Planned Behaviour” examined the factors that contribute entrepreneurial intention in entrepreneurship. The main objective of the study were to identify the relationship between attitude and EI, perceived behavioural

control and EI and social norms with the entrepreneurial intention. The probability sample design is simple random sampling. Primary data received were analysed using descriptive and inferential statistics. The findings of the study showed relational support and consideration matters increased subjective norm and positively moderate effects the intention of entrepreneurial of a students, students have favourableness of being self-employed, direct experience, prior entrepreneurship education, build up the confidence of a students to make entrepreneur as a future career. Thus, the results concluded Subjective Norm, Perceived Behaviour and Attitude Toward Behaviour had positive influences on intention and relationship with entrepreneurial Intention among which the highest mean score was recorded in perceived behavioural control.

Barreto et.al (2017) studied on, “Prior Exposure and Educational Environment towards Entrepreneurial Intention” in Chile and Colombia .The objective of the study were to explore if the University endowment, entrepreneurial education and, previous exposure to entrepreneurs and new firms activity, could affect the entrepreneurial intention. The study used quantitative approach. The data was collected from a survey of higher educational students via internet with a link to access the survey. The variables are measured in a Likert scale from one to five. Result showed that entrepreneurial education, the University environment, and the prior entrepreneurial exposure are mediated by attitude, perceived behaviour control and subjective norms generate entrepreneurial intention in higher education students. The results concluded that entrepreneurial education strengthens the perceived control of behaviour and the entrepreneurial intention of men and women. University environment affects entrepreneurial intention through attitude; and finally, the work experience that measure prior entrepreneurial exposure, explains the entrepreneurial intention inversely through the subjective norms. Gender had a moderate effect on perceived control of behaviour and entrepreneurial education as shown by the study.

Amanamah et.al (2018) did study on, “explored from students perspective barriers to their entrepreneurial intentions. The objective of the study was to explore from the perspective of university students the barriers to entrepreneurial intention. The study theorised that the entrepreneurial intention of university students in Ghana is a function of four models: Economic, Legal, Sociocultural, and Personal factors. A survey-based methodology was used to collect data from 731 students from a public university in Ghana using descriptive statistics. The instrument for data collection comprised of 5-point Likert scale Multiple

regression analysis indicated that all four predictor variables contributed significantly as barriers to entrepreneurial intention. Findings concluded with economic factors be the highest ranked barrier to entrepreneurial intention, followed by legal factors and then personal factors. Socio-cultural factors served as the least form of barrier to entrepreneurial intention.

Shiri et.al (2012) on the study, “Entrepreneurial Intention of Agricultural Students: Effects of Role Model, Social Support, Social Norms and Perceived Desirability” examined the study of environmental factors that affect entrepreneurial intentions of agriculture students. The objectives for this study were to describe the demographic profile of agricultural students in the study; determine relationship between the study variables with students entrepreneurial intentions and determine contribution of variables in the entrepreneurial intentions of students. The design of the study was a descriptive survey that done by single cross-sectional study. The number of 100 students was selected for study with proportionate stratified random sampling method. The main instrument of study was a questionnaire. Data analysis was performed by the SPSS software. The findings showed a significant positive relationship between the variables of role model, social support and perceived desirability with entrepreneurial intentions of students. Result of Path analysis showed that the perceived desirability variable has the most impact with the ensemble of 72.5% and changing social norms with the ensemble of 12% had the less impact on students' entrepreneurial intentions.

Nguyen (2017) on the study, “Entrepreneurial intention of international business students in Viet Nam: a survey of the country joining the Trans-Pacific Partnership” investigated entrepreneurial intention among international business students in VietNam. The main objective of the study was to identify what factors affect entrepreneurial intention of international business students in VietNam in the context of joining the Trans-Pacific Partnership (TPP). This study used an exploratory quantitative research with Exploratory Factor Analysis and Multiple Regression Analysis to test the hypotheses. The questionnaire survey used a seven Likert scale. The results confirm that attitude toward entrepreneurship and perceived behaviour control are positively related to entrepreneurial intention. Subjective norm fails to generate a significant impact on entrepreneurial intention. Entrepreneurial intention is significantly influenced by two components of TPB model which are attitude toward entrepreneurship and perceived behaviour control.

Tshikovhi and Shambare (2015) on the study, “Entrepreneurial knowledge, personal attitudes, and entrepreneurship intentions among South African Enactus students” investigate with the main objective how action-based entrepreneurship training influences entrepreneurial knowledge and personal attitudes, that in turn reportedly develop individuals’ entrepreneurship intentions. The study followed a descriptive design utilizing a quantitative approach. Self-completion questionnaires were used to collect primary data. Stratified sampling methods was applied on a cohort of 355 students who had undergone social entrepreneurship training of Enactus South Africa from 27 colleges and universities was studied to determine the relationship between the three key variables associated with entrepreneurship tendencies. The questions in the sub-scales were measured using a 5-point Likert scale. The findings of the study indicated that both entrepreneurial knowledge and personal attitudes have significant influence on entrepreneurship intentions, personal attitudes were observed as having a greater influence on the former. Furthermore, high levels of entrepreneurship knowledge were observed to impact on favourable attitudes towards entrepreneurship.

Mawoli (2015) on the research study, “Predicting Entrepreneurial Intentions Among Final-Year Undergraduates Using Theory of Planned Behaviour: Evidence From IBB University, Lapai” examines the undergraduates’ entrepreneurial intentions using TPB. The main objective of the study were to determine the level of entrepreneurial intentions among the final-year undergraduates and to evaluate the level of perceived subjective norm, perceived desirability, and perceived feasibility among the final-year undergraduates. A survey questionnaire research method was adopted, with primary data from total population of 487 students using simple random sampling method. A combination of relative frequency, mean, standard deviation and multiple regression statistical tools were employed for data analysis. The study findings showed that TPB components exert significant composite effect on undergraduates’ entrepreneurial intentions. Perceived Desirability is the strongest predictor of the undergraduates’ entrepreneurial intentions, while Perceived Social Norm is a strong predictor of the undergraduates’ entrepreneurial intentions. However, Perceived Feasibility is not a strong predictor of students’ entrepreneurial intentions.

González et.al (2017) on the study, “The influence of gender on the entrepreneurial intentions of journalism students” examined gender differences in the formation of entrepreneurial intentions among future communications professionals. The empirical research is based on a non-random convenience sample consisting of 234 students enrolled in the final courses of the journalism degree program. The models was tested according to the PLS (Partial Least Square) method. The variables personal attitude towards entrepreneurship (AE), perceived behavioural control (PBC) and the influence of the social environment of entrepreneurs on their entrepreneurial intention (EI) were taken under study. The finding showed the significant relationship between social norms and social assessment were found whereas attitude only indirectly influenced in EI of the prospective women entrepreneurs. The study suggested to understanding the phenomenon of entrepreneurial intention in other areas in which the training program does not include contents related to the business world.

Denanyoh et.al (2015) on the study, “Factors That Impact on Entrepreneurial Intention of Tertiary Students in Ghana” investigated the factors that impact on the entrepreneurial intentions on a sample of 228 polytechnic students. The objective of the study was to analyse the entrepreneurial intention of polytechnic students in Ghana. Methodology of the study used a descriptive research design. Based on a quota sampling method, a total of 228 students were selected to be respondents. In the model, entrepreneurial intention was taken as a function of educational, community and family supports. The result of the survey showed that all the support factors educational support, relational support and structural support impacts on students entrepreneurial intentions among which the best predictor of entrepreneurship intention among students was educational support. Furthermore, the study suggested providing educational support and structural support can enhance future career in students as entrepreneurs by designing and implementing new teaching methods like entrepreneurship mentoring programmes.

2.3 Research Gap

This study aimed at looking at the entrepreneurial intention of young people, especially students in Nepal at the University level. The study desired to investigate what can cause entrepreneurial intention among University students in Nepal. In other words, the study wanted to explore the probable causes of entrepreneurship intention among the University

students in Nepal. Many studies have been done on entrepreneurship intentions on Universities students such as Kristiansens and Indart N (2004), Fatoki, O (2010) and Boisin etal (2009).However all these studies were done on European students, Asian students, American and even South Africa students; but hardly, there has never been studies that were done on the entrepreneurship intention about Tribhuvan University students in Nepal; particularly on Masters OF Business Students(MBS), it is therefore the purpose of this study to fill this gap

2.4 Theoretical Framework

Based on the theory of planned behaviour as conducted by Edo Rajh(2016) , four major independent variables are taken for the study affecting the perception in students towards Entrepreneurial Intention.

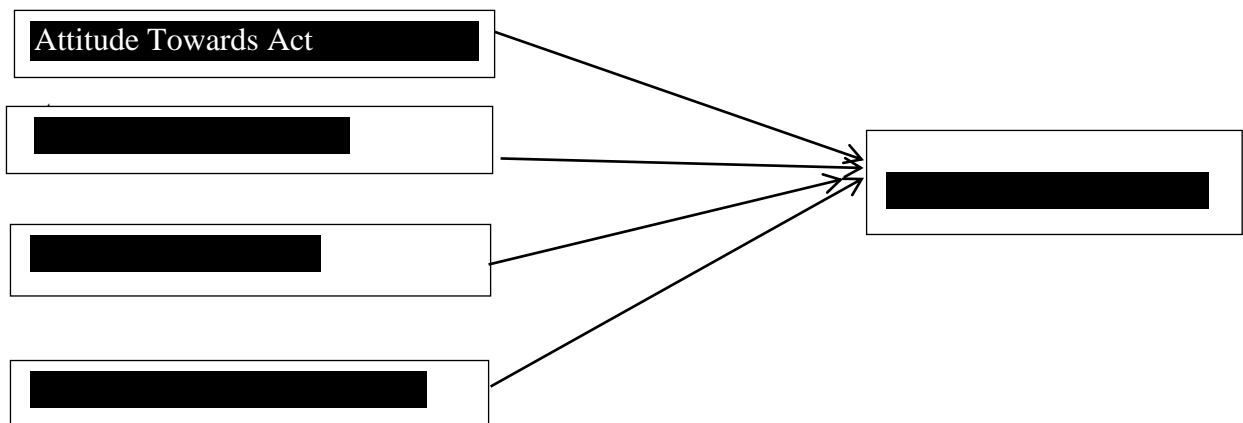


Figure 1 Conceptual Framework

2.5 Definition of Variables

i) Entrepreneurial Intention (EI).

The intention means a person's willingness to perform a given behaviour. The EI has been proven to be a primary predictor of future entrepreneurial behaviour. The intention to start a new business depends on the desirability, feasibility of an individual (Krueger & Brazeal ,1994).Perceived desirability is related to the motivational factors to engage in entrepreneurial behavior and is considered a function of entrepreneurial attitudes held by the individual. Perceived feasibility on the other hand, is related individuals perceptions of their

ability to implement the required behavior of self-efficacy. The motivation to engage in entrepreneurial behavior is done in terms of entrepreneurial intentions.

ii) Attitude towards Act (ATT)

Attitude is the extent to which an individual has a positive or negative evaluation of the behavior in question. If a person has developed positive attitude towards entrepreneurship, then the probability for choosing an entrepreneurship career increases. Robinson et al. (1991) also found that entrepreneurs can be differentiated from non entrepreneurs by their attitude towards entrepreneurship. The reference group, support from family members and relatives, early exposure to business environment, family background, role models, motivation from sense of accomplishment, authority over work, honor and respect in society towards entrepreneurs affects the attitude in students.

iii) Perceived Opportunity (PEO)

Individuals having belief that they can provide jobs to themselves and to others, who are constantly alert to arising market opportunities, having ideas for new business in the dynamic environment have strong motivation to do business and become entrepreneurs. Innovation, previous work knowledge and creativity contributes in grabbing the opportunities.

iv) Risk-bearing propensity (RBP)

The risk-taking or bearing propensity is defined as the perceived probability of receiving the rewards associated with the success of proposed situation, which is required by individuals before they will subject themselves to the consequences of associated with failure.

Various types of risks associated when starting new business are investment risk, time risk, competitive risk and technical risk. Family risk, career risk, social risk and psychological risk are major risk experienced by entrepreneurs while doing business. Risk bearing propensity is the tendency to bear certain calculated risk involved in the business.

v) Perceived Educational Support (PES)

Universities play significant role by providing entrepreneurial education through suitable curriculum design, practical orientation and increasing financial literacy level. The knowledge, skills, abilities developed in university motivate and affect students to pursue career option as entrepreneurs. Teachers and lecturers of university play an important role in

creating entrepreneurial culture within the university. They educate students about entrepreneurial careers as possible and high earning alternatives for jobs in the future. Studies have shown that individuals with more education than the general population are more likely to exploit entrepreneurial opportunities. Thus perceived educational support is taken as a dependent variable for the study

Chapter III

RESEARCH METHODOLOGY

This chapter deals with the methodology of research. An attempt is made to present a basic frame of methodology with in which the research will be conducted. A systematic research study requires a proper methodology to achieve the set of objectives. Research methodology is a systematic method of finding solution of a problem i.e. systematic collection, recording analysis, interpretation and reporting of data and information. The chapter aims to present a basic frame work of the research work. The overall approach to the research is presented in this chapter. This chapter contains the research design, sample size, data collection procedure, data processing tools and technique, variables etc. This chapter simply deals with short introduction to financial parameters used in this study and short description to techniques that are used in the time of research.

3.1 Research Design

This study is descriptive cum analytical in nature. The research is so designed that the analysis and interpretation of primary data are related to the evaluation of perception of entrepreneurial intention of students among M.B.S students .

3.2 Population and Sample

This study aims to study the perception towards entrepreneurial intention among the MBS students in Tribhuvan University. Thus, all the M.B.S students from all over the country and its near about 144 affiliated colleges who offer MBS courses of Tribhuvan University are the population of study. For obtaining the data, the sample of 100 students from Central Department of Management, Shankar Dev College and Nepal Commerce Campus has been taken.

3.4 Sources of Data Collection

The study is based on primary data and is based on survey method. The physical questionnaires were administered to the students in their lecture rooms at the conclusion of their lectures. Their participation was voluntary and completely anonymous. The non-probability judgement sampling method is applied as it is less complicated and economical on time and financial costs. The specific approach was accidental sampling as the most

convenient collection of members of the population that were near and readily available for research purpose.

3.5 Data processing procedures

The explanation of the methodological issues and considerations regarding obtaining and handling the data used in the study. The section consists of two parts, each representing a different component of the data collection process. The first part contains information regarding the incorporation and construction of the questionnaire and the second part contains information regarding the data collection. As indicated in chapter one, the survey instrument used in the study was a standard questionnaire adapted from “Entrepreneurship in an emerging and culturally diverse economy: A South African survey of perceptions” developed by Luiz and Mariotti. The structured questionnaire comprised of 39 questions testing respondents’ attitudes or perceptions towards entrepreneurship using a five point Likert scale and 4 questions focusing more on demographic issues. In section A the respondents had to indicate the applicable answer by marking the designated block with a cross. In sections B, C, D and E a five point Likert scale was used to measure responses that range from “strongly disagree” with a value of one, to “strongly agree” with a value of five. The Likert scale was particularly chosen because it is easier to compile than any other attitude-scales . The Likert scale gives a reliable measure of the actual position on the continuum, instead of indicating only whether the respondent was favorably inclined on an issue or not.

3.5 Data Analysis Tools and Techniques

Different statistical and financial tools have been used in this research. For all the major activities that are to be presented in this study like data collection, tabulation, computation, analysis, findings, conclusion etc. will be arranged accordingly to the model prescribed by Tribhuvan University, Faculty of Management.

The technique of descriptive analysis will be used whenever necessary and numerical analysis will be carried as far as practical. An advanced computerized statistical program, SPSS has been used to provide efficiency in calculation of statistical information.

The different tools used in the study are as follows:

➤ Average/ Mean

Average, in general, is calculated by adding all the numbers of all observations and dividing by the total number of observations. It is in fact, a value which is represented to stand for whole group of which it is part, as typical of all the value in the group.

$$\text{Mean} = \frac{\sum X}{n}$$

➤ Standard Deviation

The standard deviation (σ) is common measure of risk. It shows the deviation of actual mean with the average mean. It is absolute measures of dispersion or measures variability of a distribution. The smaller the standard deviation the lower will be deviation from the actual mean. In other words, a small standard deviation means a high degree of uniformity of the observation as well as homogeneity of a series and vice versa. The formula for calculating the standard deviation is:

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

Where,

σ = Standard Deviation

X = Number in X-series

\bar{X} = Mean

n = Number of Observations in a sample

➤ Correlation Coefficient

Correlation may be defined as the degree of linear relationship existing between two or more variables. Two variables are said to be correlated is accompanied by the change of another variable. If the increase (decrease) in the value of one variable on an average is associated with the increase (decrease) in the value of another variable, positive relationship is said to be existed. The relationship will be negative if increased (decreased) in the variable of one variable is associated with the decreased (increased) in the value of another variable. But the

correlation coefficient always remains within the limit of +1 to -1. By Karl Pearson, the simple correlation coefficient (between two variables say X and Y) is given by:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

Where,

- r : Correlation between X and Y
- n : Number of observations in series X and Y
- $\sum X$: Sum of observations in series X
- $\sum Y$: Sum of observations in series Y
- $\sum X^2$: Sum of square observations in series X
- $\sum Y^2$: Sum of squared observations in series Y
- $\sum XY$: Sum of product of observations in series X and Y

➤ Coefficient of Determination

The coefficient of determination gives the percentage variation in the dependent variable that is accounted for by the independent variable/s. In other words, the coefficient of determination gives the ratio of expected variance to the total variance. The coefficient of determination is given by the square of the correlation coefficient, i.e. r^2

So the coefficient of determination = Square of correlation = (r^2)

➤ Regression Analysis

Regression is the estimation of unknown values or prediction of one variable from known values of other variables. It is a mathematical measure of the average relationship between two or more variables in terms of the original units of the data. The known value which is used for prediction (or estimation) is called independent (or regression or predictor or explanatory) variables and the unknown value that we are going to predict is called dependent (or regressed, predicted or explained) variable.

3.5 Model Specification

A multivariate regression model is applied to determine the relative importance of each of the three variables with respect to entrepreneurial intention in students. The regression model is as follows:

$$Y = A + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4$$

Where:

Y = Entrepreneurial Intention

A = Constant Term

The multivariate regression model for this study will be;

Where Y is intention of students towards entrepreneurship indicated by EI, a = Intercept on y-axis. it gives the value of dependent variable when all the independent variable is zero.

B_1 = slope of the regression line of X_1 on X_2 keeping X_3 and X_4 as a constant. It measures the change in X_1 for unit change in X_2 keeping X_3 and X_4 as a constant.

B_2 = slope of the regression line of X_1 on X_3 keeping x_2 and X_4 as a constant. It measures the change in X_1 for unit change in X_3 keeping X_2 and X_4 as a constant.

B_3 = slope of regression line of X_2 on X_4 keeping X_1 and X_3 as a constant. It measures the change in X_2 for unit change in X_4 keeping X_1 and X_3 as a constant.

B_4 = slope of regression line of X_2 on X_3 keeping X_1 and X_2 as a constant. It measures the change in X_2 for unit change in X_3 keeping X_1 and X_2 as a constant.

X_1 attitude of students

X_2 is perceived entrepreneurial opportunities

X_3 is risk bearing propensity

X_4 is perceived educational support

CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes the analysis results generated from the process of data collection and present the results of the questionnaire survey. It deals with the analysis and interpretation of the primary data collected through questionnaire from 91 respondents. Data were analysed with reference to the objectives of this research as mentioned in the earlier chapter. The main objective of this research study will be fulfilled with the outcomes derived from the analysis of the data.

4.1 Presentation of data

The data collected from the procedure as stated in chapter three were further taken for analysis and presentation. The analysis of data was performed with the help of SPSS and MS-Excel. The first part analysis deals with the respondents' profile and demographic characteristics. The second part is descriptive analysis, which analysed the collected data through frequency analysis and measures of central tendency. The third part analyses the collected data through inferential analysis, which includes correlation analysis and regression analysis to test hypotheses. Further, the analysis of entrepreneurship intention and its relationship with perception in MBS students in Tribhuvan University students is analysed.

4.2 Respondents' Profile

This section deals with the demographic analysis and interpretation of primary data collected through questionnaires. It gives an insight into the demographic characteristics of the respondents under study. The respondent profile includes age, gender, family background, working experience and respondents' perception towards entrepreneurship intention .

Out of the 100 questionnaires distributed, only 90 responses were received. Hence, the response rate was 90 percent. The questionnaires were distributed to them through personal visit in classroom.

4.2.1 Gender of Respondents

The questionnaire was distributed to both male and female respondents. The objective was to determine the percentage of distribution of respondents by gender. The frequency and percentage of the respondents is depicted in Table 4.1 below.

Table 1 Distribution of Respondents based on Gender

Gender		
	Frequency	Percent
Male	55	61.1
Female	35	38.9
Total	90	100.0

Table 1 show gender distribution of the respondents. From the above table, it is clear that out of total respondents, 55 were male and remaining 35 were female. Hence male respondents comprised of 61.1 percent and female respondents comprised of 38.9 percent of the total sampled respondents. This shows that majority of respondents were male.

4.2.2 Age Group of Respondents

The questionnaire was distributed to respondents of different age groups to explore the age distribution of the respondents. This was to determine the percentage distribution of the age groups of people who responded to the given questionnaire, as shown in Table 4.2

Table 2 Distribution of Respondents based on Age- Group

Age Group		
	Frequency	Percentage
Below 25	21	23.3
25-30	35	38.9
35 and above	34	37.8
Total	90	100.0

Table 2 shows the number of respondents below 25 years were 21, between 25 to 30 were 35 and above 35 years were 34 .The percentage of the given age group are 23.3, 38.9 and 37.8 respectively as sampled.

4.2.3 Work Experience of Respondents

The questionnaire was distributed to respondents to find previous work related experience. The work experience of respondent is shown in Table 4.3.

Table 3 Distribution of Respondents based on Experience

Experience		
	Frequency	Percent
Yes	27	30.0
No	63	70.0
Total	90	100.0

Table 3 clearly shows that number of respondents having previous work experience were 27 which is 30 percent of total sample taken. And 63 respondents had no work experience comprising 70 percent of the sample taken.

4.2.4 Family Owned Business of Respondents

The questionnaire was distributed to respondents to find if their family owned business as shown in Table 4.

Table 4 Distribution of Respondents having family-business

Parents own a Business		
	Frequency	Percent
Yes	43	47.8
No	47	52.2
Total	90	100.0

Table 4 shows respondent having family business is 47.8 percent while 52.2 percent of the respondents family do not own family business in the sample taken.

4.3 Descriptive Analysis

In order to present descriptive scores for each of the variables used in the survey, descriptive analyses were performed. In this study, descriptive analysis incorporates the calculation of statistical measures such as mean and standard deviation.

A total of 40 items (questions) with particular mean score were obtained from the SPSS output. A five-point Likert scale was used for each question ranging from 'Strongly Disagree' to 'Strongly Agree'; coded by 1 representing 'Strongly Disagree', 2 representing 'Disagree', 3 representing 'Neutral', 4 representing 'Agree' and 5 representing 'Strongly Agree'. These

values help to analyse the data with respect to frequencies and aggregation relating to research questions and variables.

4.3.1 Attitude Towards Act

Attitude towards act is one of the independent variables of this research. Descriptive study of each question is drafted and overall descriptive study is shown in table 5

Table 5 Descriptive Statistics of Attitude

Code	Opinion Statement	N	Mean	Std. Deviation
ATT 1	As entrepreneur work and outcome is always exciting.	90	3.58	1.070
ATT 2	Becoming an entrepreneur brings more benefits than disadvantages.	90	3.45	1.135
ATT 3	Entrepreneurs are largely responsible for new innovations, technologies and products	90	3.92	.974
ATT 4	I can earn more money working for someone else	90	3.42	1.09
ATT 5	I will have full authority over work and processes	90	3.97	1.033
ATT 7	I am too busy with classes to consider starting my own business	90	3.9	0.986
ATT 8	My parents are entrepreneurs	90	3.02	1.122
ATT 9	As an entrepreneur, it is good opportunity to earn a higher income.	90	3.96	.911
ATT 10	Work increases my skills as entrepreneur and provide a sense of accomplishment.	90	3.89	1.126
ATT 11	Entrepreneurship is an honourable and respectable profession	90	3.96	.982
ATT 12	I prefer to work for a large company for better career prospects.	90	3.37	1.185
ATT 13	My local community/ relatives supports entrepreneurship	90	3.51	1.075
	Attitude	90		

The results in Table 5 shows descriptive statistics of an individual item and as a whole of discipline sub-factor. There are thirteen statements used to measure the variable. Each of the 90 respondents submitted their responses in the five-point Likert scale.

The highest mean of 3.97 indicates that ATT5 is the most agreed statement, stating "I have full authority over work processes " that explicitly places a priority on decision making. Lowest mean of 3.02 shows that respondents are less agreed by the statement "My parents are entrepreneurs."

4.3.2 Perceived Opportunity

Perceived Opportunity is another independent variable of this research. Descriptive study of each questions drafted and overall descriptive study on this variable is shown below:

Table 6 Descriptive Statistics of Perceived Opportunity

Code	Opinion Statement	N	Mean	Std. Deviation
PEO 1	I have many ideas for venture business.	90	2.90	1.230
PEO 2	Knowledge and experience I gained motivate the creation of a new venture.	90	3.64	1.115
PEO 3	There are many entrepreneurial opportunities in my specific area of study.	90	2.83	1.22
PEO 4	Entrepreneurial ventures are mainly limited to business ideas.	89	3.70	1.043
PEO 5	I have a good understanding of intellectual property.	89	3.57	.964
PEO 6	I can develop and maintain relationships with potential customers.	90	3.93	.845
PEO 7	I am constantly alert to new market (business)opportunities for new products and services	90	3.52	.969
PEO 8	All the good ideas have been taken	90	3.50	1.041
PEO 9	I can make connections to start a business.	90	3.13	1.1
	Perceived Opportunity	90		

The results in Table 4.6 show descriptive statistics of an individual item and as a whole of perceived opportunity sub-factor. There are nine statements used to measure the entrepreneurial opportunity The Table 4.6 shows that the items have a mean value ranging from 2.83 to 3.93 Among the six statements, the statement with code PEO 4 has scored the lowest mean of 2.83 with a standard deviation of 1.22 and statement with code PEO 6 has scored the highest mean of 3.93 with standard deviation of 0.854.

4.3.3 Risk-Bearing Propensity

Perceived Risk is another independent variable of this research. Descriptive study of each questions and overall descriptive study on this variable is shown in table 7

Table 7 Descriptive Statistics of Risk-Bearing Propensity

Code	Opinion Statement	N	Mean	Std. Deviation
RBP1	I am a risk-taker.	90	3.67	1.161
RBP 2	I can work under continuous stress, pressure and conflict	90	3.18	1.186
RBP 3	I fear difficult situations, avoid risks and failure	90	3.15	1.210
RBP 4	I can manage cashflows.	90	3.59	.959
RBP 5	I can make decisions under uncertainty and risk.	90	3.70	.867
RBP 6	Persists in the face of adversity and take calculated risks	90	3.49	.841
RBP 7	I can manage expenses and control business costs.	90	3.64	1.069
RBP 8	It is too risky to start own business.	90	3.71	1.063
	Risk -Bearing Propensity	90		

The results in Table 7 show descriptive statistics of an individual item and as a whole of risk bearing propensity sub-factor. There are six statements used to measure the risk-tolerance. Each of the 90 respondents submitted their responses in the five-point Likert scale. The Table 4.7 shows that the items have a mean value ranging from 3.15 to 3.71.

Among the six statements, the statement with code RBP 3 scored the lowest mean of 3.15 with a standard deviation of 1.210 and statement with code RBP8 has scored the highest mean of 3.71 with standard deviation of 1.063. This shows that the risk bearing propensity is encouraging among the students in their perception towards entrepreneurial intention.

4.3.4 Perceived Educational Support

Perceived Educational Support is another independent variable of this research. Descriptive study of each questions drafted and overall descriptive study on this variable is shown below.

Table 8 Descriptive Statistics of Perceived Educational Support

Code	Opinion statement	N	Mean	Std. Deviation
PES 1	Entrepreneurial or business related examples are included in classes.	90	3.36	1.084
PES 2	Having a mentor help.	90	3.50	1.008
PES 3	My university develops my entrepreneurial skills and abilities.	89	2.59	1.389
PES 4	Students are encouraged to pursue entrepreneurial ventures.	90	3.32	1.120
PES 5	Many opportunities to meet people with good business ideas at university..	90	3.37	1.166
PES 6	The university has supporting facilities for start-up.	90	2.14	1.782
PES 7	More business sector interaction would encourage entrepreneurship.	90	3.98	.749
	Perceived Educational Support	90		

The results in Table 8 shows descriptive statistics of an individual item and as a whole of Educational support sub-factor. There are seven statements used to measure the Perceived Educational Support. Each of the 90 respondents submitted their responses in the five-point Likert scale. The Table 4.8 shows that the items have a mean value ranging from 2.14 to 3.98. The highest mean of 3.98 and standard deviation 0.749 indicates that it is the slightly agreed statement, stating that “More business sector interaction would encourage entrepreneurship.”, and the lowest mean of 2.14 and standard deviation 1.782 shows that respondents are less agreed by the statement, “My university develops my entrepreneurial skills and abilities..”. This shows that the perceived educational support has its role for the perception formation in students’ entrepreneurial intention.

4.3.5 Entrepreneurial Intention

Entrepreneurial Intention is the dependent variable of this research. Descriptive study of each questions drafted and overall descriptive study on this variable is shown below.

Table 9 Descriptive Statistics of Entrepreneurial Intention

Code	Opinion Statement	N	Mean	Std. Deviation
EI 1	I want to start my own business.	90	3.53	.851
EI 2	I seriously consider entrepreneurship career option.	90	4.02	1.060
EI 3	I can be my own boss and can provide employment to others.	90	3.93	.922
EI 4	I am ready to make significant personal sacrifices in order to stay in Business.	90	3.73	1.120
	Entrepreneurial Intention	90		

The results in Table 9 shows descriptive statistics of an individual item and as a whole of Entrepreneurial Intention. There are four statements used to measure the Entrepreneurial intention. Each of the 90 respondents submitted their responses in the five-point likert scale. The Table 4.9 shows that the items have a mean value ranging from 3.53 to 4.02 i.e. the response is agreeableness Entrepreneurial Intention.

Among the four statements, the statement with code EI 1 has scored the lowest mean of 3.53 with a standard deviation of 0.851 and statement with code EI 2 has scored the highest mean of 4.02 with standard deviation of 1.060 .

Reliability Test

The reliability of the questionnaire and instrument under study is done and shown in table 10.

Table 10 Reliability Statistics

Cronbach's Alpha	N of Items
.898	40

The Cronbach's Alpha is 0.898, this implies the reliability for the survey instrument was very good for the 40 items.

4.3.6 Overall Status of Perception towards Entrepreneurial Intention

The table 11 analyses the descriptive statistics that comprises of mean, standard deviation, minimum and maximum of the sampled taken under study.

Table 11 Descriptive statistics of Overall Perception

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Intention	90	7.00	20.00	15.2222	2.52972
Attitude towards Act	90	12.00	56.00	44.5778	5.23023
Perceived Opportunity	90	8.00	34.00	29.4831	5.26807
Risk-Bearing Propensity	90	10.00	47.00	37.8750	4.42514
Perceived Educational Support	90	7.00	35.00	24.6180	4.75420
Valid N (listwise)	90				

The table 11 shows the overall mean, standard deviation, minimum, maximum values of the variables used in the study. This table 4.1 indicates that on the average, during the period of the study the entrepreneurial intention is 15.2222 while attitude towards act, perceived opportunity, risk-bearing propensity and perceived educational support have a mean of 44.5778, 29.4831, 37.8750 and 24.6180 respectively. Attitude towards entrepreneurship has the highest mean value signifying that its contribution is the highest in the students to pursue entrepreneurial career.

Similarly, standard deviation of entrepreneurial intention, attitude towards act, entrepreneurial opportunity, risk-bearing propensity and perceived educational support are 2.529, 5.2302, 5.268, 4.425 and 4.754. Entrepreneurship environment within the university has the lowest standard deviation, an indication that its contribution is the highest to advance for entrepreneurship career.

4.4 Correlation Analysis

A multiple correlation between the associated independent variables with entrepreneurial intention is shown in table 12 below:

Table 12 Pearson's correlation matrix among associated variables

	Entrepreneurial Intention	Attitude towards Act	Perceived Opportunity	Risk-Bearing Propensity	Perceived Educational Support
Entrepreneurial Intention	1	.658**	.486**	.655**	.429**
Attitude towards Act	.658**	1	.549**	.661**	.509**
Perceived Opportunity	.486**	.549**	1	.510**	.483**
Risk-Bearing Propensity	.655**	.661**	.510**	1	.449**
Perceived Educational Support	.429**	.509**	.483**	.449**	1

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

Table 12 shows Entrepreneurial intention is positively correlated with all independent variables as correlation value lies between -1 to 1. Entrepreneurial intention is in positive correlation with attitude towards act, risk -bearing propensity, perceived opportunity and perceived educational support for entrepreneurship with values 0.658, 0.655 0.486 and 0.429 respectively. This means all the independent variables are contributing positively to the entrepreneurial intentions among students.

Attitude Towards Act value is positively correlated with entrepreneurial opportunity, with risk-bearing propensity and with perceived educational support with values 0.549, 0.661 and 0.509 respectively. This indicates attitude towards act affects the other variables.

Perceived Opportunity is positively correlated with both risk tolerance and perceived educational support with values 0.510 and 0.483 respectively which implies entrepreneurial opportunity positively affects and increase with the increase in risk bearing propensity with university educational support.

Risk-bearing propensity is positively correlated with perceived educational support contributes with value 0.449 and directly affecting the entrepreneurial intent of students within university.

In overall, the table 4.2 indicates Entrepreneurial Intention has moderate high degree of positive correlation with attitude towards act and risk-bearing propensity. While, Entrepreneurial Intention has moderate low degree of positive correlation with perceived opportunity and perceived educational support. This implies that attitude, perceived opportunities, risk-bearing propensity and educational support within university environment is contributing positively in the perception of students towards to take entrepreneurship as career option.

4.5 Regression Analysis

It is a model for the relationship between a dependent variable and a collection of independent variables. A multivariate regression model is applied to determine the relative importance of each of the four variables with respect to economic growth in financial institutions.

The regression model was as follows:

$$Y = A + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4$$

Where:

Y = entrepreneurial intention among students

A = Constant Term

X₁ is attitude towards entrepreneurship

X₂ is perceived opportunities

X₃ is risk-bearing propensity

X₄ is perceived educational support

Test of Normality and Assumption of Regression

Test of normality is most important in data analysis due to the collected data are normal or not. In correlation and regression it must fulfill some assumption which are Normality, Linearity, Homoscedasticity and independence of the residuals are satisfied. Normality means

that, for a fixed value of independent variable and dependent variable has a normal distribution. Linearity means that the mean value dependent variable is proportional to the independent variable is a straightline function. Homoscedasticity means that the variance of dependent variables is the same for any independent variable (constant variance). Independence means that the dependent values are statistically independent of one another. In data analysis data are normal or not most appropriate tools are the histogram, normal p-plot, scatterplot.

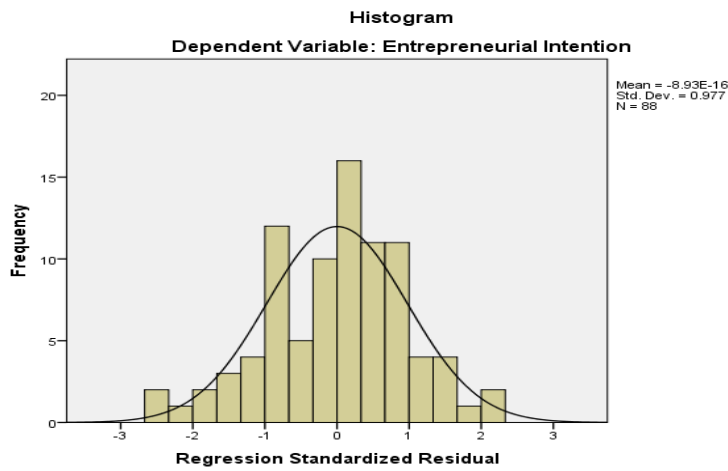


Figure 2 Histogram

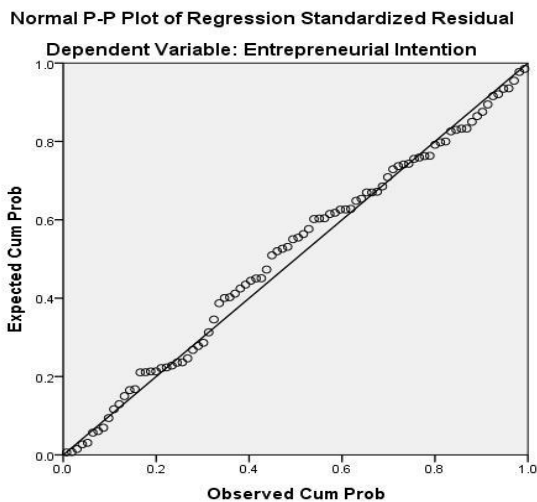


Figure 3 P-Plot

The above figures suggest that the assumption of normality of the residuals is satisfied. And another way:

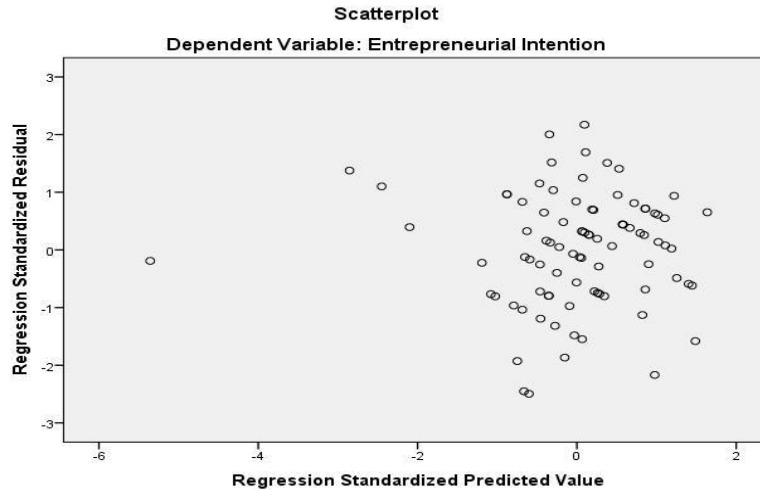


Figure 4 Scatterplot

The above figure suggests that the linearity assumption and Homoscedasticity and independence of the residuals are satisfied.

4.3 Model Summary Statistics

The study sought to establish the nature of the relationship (strength and the direction of the relationship) that exists between the study variables.

Table 13 Regression analysis results

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572 ^a	.327	.295	2.13969
a. Predictors: (Constant), Perceived Educational Support, Risk-Bearing Propensity, Attitude towards Act, Perceived Opportunity				
b. Dependent Variable: Entrepreneurial Intention				

In table 4.3 the explanatory variables have totally associated up to 57.2 % with the explained variable as seen on above table. This signifies that the perception of students towards Entrepreneurial Intention is significantly related with the Perceived Educational Support, Perceived Risk, Attitude Towards Act, Perceived Opportunity. It implies that through the supporting environment, it is possible to foster entrepreneurship that can provide many jobs.

R^2 known as coefficient of determination which can help in explaining variance. The value of R-square value as evident from Table 4.3 is 0.327 which means 32.7% variation in Entrepreneurial Intention is explained by Perceived Educational Support, Risk-bearing Propensity, Attitude Towards Act, Perceived Entrepreneurial Opportunity. Model summary also indicates the standard error of the estimate of 2.1396

This shows that the independent variables in the model explain 32.7% variations in the dependent variable. The remaining 67.3% is explained by the other outside variables not taken in the study. Adjusted R^2 attempts to correct R^2 to more closely reflect the goodness of fit of the model in the population. It is superior to R^2 because it is sensitive to addition of irrelevant variables. This means that Entrepreneurial Intention among students can be predicted to the extent of 29.5% by variations in the independent variables.

4.4 ANOVA

ANOVA table shows results of analysis of variance, sum of squares, degree of freedom (df), mean square, regression and residual values obtained from regression analysis.

Table 14 Regression ANOVA table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	184.901	4	46.225	10.097	.000
	Residual	379.997	83	4.578		
	Total	564.898	87			
a. Dependent Variable: Entrepreneurial Intention						
b. Predictors: (Constant), Perceived Educational Support, Perceived Risk, Attitude towards Entrepreneurship, Perceived Opportunities						

Based on ANOVA table 14 the p-value is 0.000 which is less than alpha value 0.05. Therefore, the model is a good predictor of the relationship between the dependent and independent variables. As a result, the independent variables attitude towards act, perceived entrepreneurial opportunities, risk bearing propensity, perceived educational support are significant in explaining the variance in perception of students towards entrepreneurial intention.

Table 15 Regression coefficient table

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.321	1.760		2.455	.016
	Attitude Towards Act	.36	.050	.540	7.21	.038
	Perceived Opportunity	.101	.073	.203	1.375	0.17
	Risk-Bearing Propensity	.42	.071	.592	5.91	.008
	Perceived Educational Support	.058	.065	.109	.897	0.37

a. Dependent Variable: Entrepreneurial Intention(EI)

The estimated relationship for the model is $EI = 4.321 + 0.36 X_1 + .101 X_2 + .42X_3 + .058X_4$

The table shows that presents the regression results relating to Entrepreneurial intention and variables affecting the perception of students towards entrepreneurial intention. The regression result on the table shows that two independent variables have significant effect on the entrepreneurial intention of students .The model indicates that the attitude towards act and risk-bearing propensity have significant impact on the entrepreneurial intention at 5% level of significance as the P values of these two independent variables are less than 5%.

Regression coefficient of attitude towards entrepreneurship is .36, that is 36% impact can be seen in EI. This illustrates that 1-unit increase in attitude will bring 0.36 increase respectively in EI. The t value is, $t=7.21$, $p=0.038$.

Regression coefficient perceived opportunity 0.101, that is 10.1% impact can be seen in EI. This illustrates that 1-unit increase in attitude will bring 0.101 increase respectively in EI. The t value is, $t=1.375$, $p= 0.17$.

Regression coefficient of risk bearing propensity is 0.42, that is 42% impact can be seen in EI. This illustrates that 1-unit increase in risk bearing propensity will bring 0.122 increase respectively in EI. The t value is, $t=5.91$, $p=0.008$.

Regression coefficient of perceived educational support is 0.058, that is 5.8 % impact can be seen in EI. This illustrates that 1-unit increase in perceived educational coefficient will bring 0.5.8, increase respectively in EI. The t value is, $t= 0.897$, $p=0.37$.

4.6 Hypothesis Testing

Hypothesis testing is the use of statistics to determine the probability that a given hypothesis is true. Hypothesis testing is done using inferential analysis. If sample data are not consistent with the statistical hypothesis, the hypothesis is rejected.

Four hypotheses were drawn for the purpose of identifying relationship between dependent and independent variables in this study. Each hypothesis is tested on the basis of regression analysis above.

Test on each of these hypotheses is discussed below:

Hypothesis 1

H1: There is a positive relationship between entrepreneurial intentions and attitude of students.

The regression analysis shows that there is a positive impact of attitude on EI. Regression coefficient of attitude is 0.36, that is 36% impact can be seen in EI. The t value is significant, that is $t=7.21$, $p=0.038$. The p value is significant because of $p<0.05$

Hence the hypothesis (H1) is accepted.

Hypothesis 2

H3: There is a positive relationship between entrepreneur intention and perceived opportunity.

Regression coefficient of entrepreneurial opportunities is 0.101, that is 10.1% impact can be seen in EI. The t value is insignificant, that is $t=1.375$, $p=0.17$. The p value is insignificant because of $p>0.05$.

Hence, the hypothesis (H2) is rejected. The regression analysis shows that there is a no significant impact of perceived opportunities on EI.

Hypothesis 3

H3: The entrepreneurial intention positively relates with risk bearing propensity of students.

The Pearson Correlation coefficient between the independent variable 'Entrepreneurial Intention' and dependent variable 'Risk bearing propensity'. Here, $r=.486$, which implies that the two variables are correlated .

The regression analysis shows that there is a positive impact of risk bearing propensity on EI . Regression coefficient of risk bearing propensity is 0.42, that is 42% impact can be seen in EI. The t value is significant, that is $t=1.722$, $p=0.008$.

Hence, the hypothesis (H3) is accepted.

Hypothesis 4

H4: Entrepreneurial intention of university students positively relates with perceived educational support.

The Pearson Correlation coefficient between the independent variable 'Entrepreneurial Intention' and dependent variable 'Perceived Educational support'. Here, $r=.429$, which implies that the two variables are correlated.

Regression coefficient of perceived educational support is 0.058, that is 5.8% impact can be seen in EI. The t value is, $t=0.897$, $p=0.37$. Hence, the hypothesis (H4) is rejected. The regression analysis shows that there is no significant impact of educational support on EI.

4.7 Major Findings

- ❖ The descriptive statistics mean values of Attitude Towards Act is 44.578, Perceived Opportunity is 29.483, Risk-bearing propensity and Perceived Educational Support is 24.61. This implies Attitude Towards Act has the highest mean value signifying that its contribution is the highest in the students to pursue entrepreneurial career.
- ❖ The descriptive statistics standard deviation values of Attitude Towards Act is 5.2302, Perceived Opportunity is 5.268, Risk-Bearing Propensity 4.25 and Perceived Educational Support is 4.754. This implies entrepreneurship environment within the university has the lowest standard deviation, an indication that its contribution is the highest to advance for entrepreneurship career.
- ❖ Descriptive Statistics Overall Entrepreneurial Intention minimum value is 7 and maximum value is 20. The mean value is 15.22 and a low standard deviation of 2.529 respectively signifying the contribution in forming the perception towards entrepreneurship intention in students.
- ❖ The Pearson's Correlation Coefficient values of Entrepreneurial Intention with Attitude towards Act, Perceived Opportunity, Risk-Bearing Propensity and Perceived Educational Support are 0.658, 0.486, 0.655 and 0.429 respectively.
- ❖ Correlation analysis shows that attitude, perceived entrepreneurial opportunity, risk bearing propensity and perceived educational support all have positive impact on Entrepreneurial Intention. The highest value of correlation exists between attitude towards act and risk-bearing propensity with value 0.661

- ❖ Before regression analysis test the data normality test the data through histogram, normal p-p plot and scatter plot. Regression analysis first tests the normality. In regression analysis must be fulfill three assumptions are normality, linearity, homoscedasticity. In normality test these three assumptions are satisfied.
- ❖ Overall variables R^2 is 0.327 which means 32.7% variation is brought by independent variables in Entrepreneurial Intention of MBS students.
- ❖ The regression coefficient of Attitude Towards Act, Perceived Opportunity, Risk-Bearing Propensity and Perceived Educational Support are 0.36, 0.101, 0.42 and 0.058. The p-values are 0.038, 0.17, 0.008, and 0.37 respectively. Standard p-value is 5%. Therefore, concluding only attitude towards act and risk-bearing propensity have significant impact on the perception of students to take entrepreneurship ventures as career option.

In overall, from regression analysis, it is concluded that attitude towards act, and risk-bearing propensity have positive significant impact on entrepreneurial intentions of students. This study has similar finding to the study conducted in Malaysia by Mumtaz et al. (2012) and Ambad and Dayang (2015). Similarly, the third independent variable is risk -bearing propensity is also found significant in this study that supports the previous findings by Edo Rajh et.al (2016) and Shane(2003) affecting the perception of students. The second factor perceived opportunity is found to be insignificant in explaining the motivation among students .The result is in line with previous findings for Croatia Langer et al(2016) that anti-entrepreneurial opportunity and climate does not seem to be influencing students' entrepreneurial aspirations. Perceived educational support have an insignificant relationship on students' entrepreneurial intention of students .The findings support the previous finding by Ambad and Dayang (2015) and contradicts with the finding of Edo Rajh et.al (2016).

CHAPTER V

CONCLUSIONS

5.1 Summary

This study aims to identify the perception of MBS students towards entrepreneurship intention by analysing the impact of some contextual factors in university students. In this context, the other specific objectives of the study are; to describe the curricular activities entrepreneurial orientation to the MBS students at TU, to examine the relationship of the factors with the perception of students towards entrepreneurship, and to analyse the perception of the students for entrepreneurship after completion of degree.

The methodology in the study used quantitative data analysis and descriptive research design. The population of the study is 144 colleges affiliated to TU offering MBS courses. The sample were 100 students of three different colleges. Data was collected randomly done through survey and used questionnaire method in classroom. The dependent variables were attitude towards act, perceived opportunity, risk bearing propensity and perceived educational support and independent variable is entrepreneurial intention. Research tools used were mean, standard deviation, correlation and regression analysis.

The study findings shows there is a positive degree of relationship among attitude, perceived entrepreneurial opportunities, risk bearing propensity, perceived educational support and entrepreneurship orientation of students. The association between them perceived entrepreneurial opportunities and attitude is positive and correlation is significant is 66.1%. Implying that entrepreneurship orientation is boosted and is increased as increase in perceived entrepreneurial opportunities and attitude of students.

Table 13 shows the regression analysis, the explanatory variables have totally associated up to 57.2% signifying that 57.2% of the dependent variable that is entrepreneurship intention is explained by the independent variables taken for the study. The value of R-square as evident from Table is 0.327 which means 32.7 % variation in Entrepreneur intention of student is explained by the attitude, perceived entrepreneurial opportunities, risk bearing propensity and perceived educational support. .Based on ANOVA Table 4.4 the p-value is 0.000 which is less than alpha value 0.05. Therefore, the model is a good predictor of the relationship between the dependent and independent variables.

Regression analysis concluded that only two independent variables attitude towards act and risk bearing propensity have significant positive effect on the perception of students as their p-values are less than 5% . While the other variables perceived opportunity and perceived educational support were not found to have significant effect on the perception of students as their p-values are more than 5%.

Hypothesis is tested on the basis of correlation and regression analysis. Hypothesis H1 and Hypothesis H3 were accepted signifying attitude towards act and risk-bearing propensity. Hypothesis H2 and H4 perceived opportunity and perceived educational support were insignificant in explaining the entrepreneurial intention and thus were rejected.

5.2 Conclusion

Based on the findings of the research, the study concludes as follows:

The study has provided evidence on the four independent variables; attitude, perceived entrepreneurial opportunity, risk bearing propensity and perceived educational support in explaining and predicting entrepreneurial intention among MBS students at Tribhuvan University. Review of many journals, articles maximum researcher found the relationship is positive among the motivating factors and entrepreneurial intention of students.

The first factor attitude, that indicates as the extent to which an individual has positive or negative evaluation towards entrepreneurship as a career option emerged significant in the study. The analysis showed that the motivation to start one's own business is because it boosted support from family and friends, entrepreneurship considered to be honourable and respectable profession, its increases knowledge and gives sense of accomplishments.

The second factor perceived opportunity is insignificant in explaining the motivation among students. The result indicates that students can use their creative ideas and untapped market opportunities in their favour to start new ventures. The talent to launch new products and services, relationship management with customers, knowledge of intellectual property, change of preference of customers mostly motivated the students to think of entrepreneurship as career option. The entrepreneurial intention is also well explained by the perceived entrepreneurial opportunity in the context of MBS students.

The third independent variable is risk bearing propensity which is significant in affecting the perception of students. The motivating factor to students as working under pressure, taking calculated risk, not being afraid of adverse situation influences most to go for new ventures

and business. Risk bearing propensity in students is the variable that explains the highest relationship with entrepreneurial intention in students.

The last and final variable is perceived educational support is insignificant in motivating the students to start new business of their own. However, it is moderate in explaining the correlation with entrepreneurial intention among student. The University environment and perceived education to some extent has helped in increasing financial literacy and practical orientation with business related examples in classes.

To sum up, correlation analysis shows in the study that the positive relation exists between factors and entrepreneurial intention of students. Regression analysis shows that only attitude and risk bearing propensity independent variables have positive effect in influencing the perception in students having desire and inclination for entrepreneurship. Perceived opportunity and perceived educational support are found to be insignificant. Thus, while University can play an important role with practical orientation and increasing financial literacy, still there is a clear mismatch between market requirement and what university is producing. The university is suggested to develop industrial contacts and provide practical and fresh exposure to students from all field of business that can further enhance and orient students to start their own business. This study concluded that only Attitude Towards Act and Risk-Bearing Propensity have played significant role in influencing the perception of MBS student at Tribhuvan University for taking entrepreneurship as a career option in future after completion of their masters degrees.

5.3 Implications

This study examined the relationship between perception of MBS students and entrepreneurial intention. On the basis of the findings and conclusions reached, the following implications are forwarded:

- ❖ To increase in motivation of students structural support from family , friends relatives needs to be encouraged.
- ❖ Since entrepreneurial activities are vital for economic development of a country , the policy makers needs to focus on designing better educational policy.
- ❖ The university needs to include more practical orientation and increasing financial literacy related classes with examples for students motivated and willing to pursue entrepreneur career.

- ❖ The skills, knowledge, creative ideas and competency can help take more associated risk related with new business and ventures. Therefore, it is necessary to focus on skill development classes.
- ❖ The business environment is influenced by the external environment mostly political environment. The perception to starting new ventures for investment can be enhanced through sound and political environment.
- ❖ The government should make appropriate policies and programs for the enhancement of the entrepreneurship development in the Nepalese economy and properly implement them.

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Appendix:

CORRELATIONS

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Correlations

		Entrepreneurial Intention	Attitude towards Act	Perceived Opportunity	Risk-Bearing Propensity	Perceived Educational Support
Entrepreneurial Intention	Pearson Correlation	1	.658**	.486**	.655**	.429**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	90	90	89	88	89
Attitude towards Entrepreneurship	Pearson Correlation	.658**	1	.549**	.661**	.509**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	90	90	89	88	89
Perceived Opportunity	Pearson Correlation	.486**	.549**	1	.510**	.483**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	89	89	89	88	89
Risk-Bearing Propensity	Pearson Correlation	.655**	.661**	.510**	1	.449**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	88	88	88	88	88
Perceived Educational Support	Pearson Correlation	.429**	.509**	.483**	.449**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	89	89	89	88	89

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

REGRESSION

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Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Entrepreneurship Environment within the University, Risk-Bearing Propensity, Attitude towards Entrepreneurship, Entrepreneurial Opportunity ^b		Enter

a. Dependent Variable: Entrepreneurial Intention

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572 ^a	.327	.295	2.13969

a. Predictors: (Constant), Entrepreneurship Environment within the University, Risk-Bearing Propensity, Attitude towards Entrepreneurship, Entrepreneurial Opportunities

b. Dependent Variable: Entrepreneurial Intention

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	184.901	4	46.225	10.097	.000 ^b
	Residual	379.997	83	4.578		
	Total	564.898	87			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurship Environment within the University, Risk-Bearing Propensity, Attitude towards Entrepreneurship, Entrepreneurial Opportunities

		Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4.321	1.760		2.455	.016		
	Attitude towards Entrepreneurship	.36	.050	.160	7.21	.038	.556	1.798
	Entrepreneurial Opportunities	.101	.073	.203	1.375	.173	.373	2.681
	Risk-Bearing Propensity	.42	.071	.212	1.722	.0089	.536	1.866
	Entrepreneurship Environment within the University	.058	.065	.109	.897	.372	.550	1.818

a. Dependent Variable: Entrepreneurial Intention

**PERCEPTION TOWARDS ENTREPRENEURIAL
INTENTION OF MBS STUDENTS: A CASE STUDY IN
TRIBHUVAN UNIVERSITY**

A Thesis

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Submitted in Partial fulfilment of the requirements for the degree of

Master of business Studies (MBS Semester)

in the

Faculty of Management

Tribhuvan University

Kathmandu, Nepal

September, 2019

Introduction

1. Background of the study

With the passage of time, nations are facing problems of unemployment as well as young people have serious issue to grab suitable job due to lack of experience. Most of the academia, politicians, media and government have shown a lot of interests in entrepreneurship- as it has the power to create economic and social progress, provide employment and foster technological innovation. Entrepreneurial intention is a mood of individual to run a new business and bring some innovation in existing firm. Many studies focus on university students to measure entrepreneurial intention- they are considered to be most suitable candidate to pursue their capabilities into action. To get bright future for nations, both education and entrepreneurship are essential for economic growth and prosperity.

The perception of students and their intention towards entrepreneurship has become an interesting topic. Many studies have been carried out to find out major motivations for gearing towards entrepreneurship and to examine how inclination for self-employment can be created. Today, universities are playing leading role for the development of entrepreneurship culture, and nurture some necessary entrepreneurship skills and behaviour to take on business in upcoming life. The aim of the study is to examine the motivational factors that contribute for the adoption of entrepreneurial career. Some of major motivational factors for entrepreneurial intentions are sense of achievement, sense of freedom, desire for wealth, risk-taking, innovation and sense of success (Nor and Yufiza, 2004). Family background, education and gender are also source of motivation in entrepreneurial intention (Yahya ,2010).

Entrepreneurs are the individuals or group of individuals who invest capital, organise and direct business and industrial units. An entrepreneur assembles, coordinates and directs various factors of production namely land, labour, capital and other materials. “An entrepreneur initiates ventures, employ workers, organizes production, develops markets and influences the development of managerial thought” (Shrestha, 1982, 1). Independence, risk-taker, need to achieve, analytical ability, motivator, exploring opportunity and receiving feedback are the characteristics of an entrepreneur. Entrepreneurship is thus characterised by the dominant element of innovation, a streak of creativity and readiness for risk-bearing.

Entrepreneurship means the function of foreseeing investment and production opportunity, organizing an enterprise to undertake a new production process raising capital and hiring labour, arranging for the supply of raw materials, finding a site and combining these factors of production into a going concern, introducing new techniques and selecting top managers for day to day operation.(Higgins ,1961)

Entrepreneurship is all about identifying and exploiting opportunity, and risk taking in order to fulfil the market gap (Kirzner, 2000). Therefore, the importance of entrepreneurship for achieving economic growth of any country in the contemporary economy is widely recognised both by policy makers and economists. The constitution of Nepal has acknowledged public, private and cooperative partnership. With the vision of upgrading Nepal as a developing country by the year 2030, government has announced numerous ambitious programme. But outcomes of the government in developing entrepreneurship reveals not satisfactory. Risk-averting behaviour, lack of motivation, social trend and inclination towards the government job has been obstacles the willingness for people who are likely to be entrepreneurs (Thapa 2013)

2. Statement of the problem

The key issue of the study is to understand the root cause of students' perception towards entrepreneurship and to get information what reasons motivate them to start a business. A survey report of Global Bank Group titled 'Migration and Entrepreneurship in Nepal'' states that 85% of the earnings of the youth male goes on daily expenses, loan repayment taken from migration , education, medicine and treatment , house repair and construction. 6% remains as savings, 4% is invested on land purchase and a mere of 2% is invested in an existing or a new business. The study shows that Nepalese youth do not see entrepreneurship as an option.

Therefore, this study deals with

- 1.What are the curricular provision that influences the students orientation towards entrepreneurship?
2. How is the relationship among the factors and entrepreneurial intention of students in TU?

3. What are the orientation received by M.B.S. students towards entrepreneurship at TU?

3.Objective of the study

1. To identify the curricular activities entrepreneurial orientation to the MBS students at TU.
2. To examine the relationship of the factors with the perception of students towards entrepreneurship.
3. To analyse the perception of the students for entrepreneurship after completion of degree.

4.Significance of the study

The economic development of a country cannot be achieved without fostering entrepreneurship. Through supporting environment, it is possible that there are many start ups firms that provide many jobs. Supporting jobs can be fruitful only when there is high motivation and a strong desire to run a business. The development of entrepreneurship is the development of any country.

In this regard, this study is done to identify and access the entrepreneurial perception among student as much research has not been carried out among students in Nepalese context. The study may help other scholars, readers, researchers and also might contribute to the literature of perception towards entrepreneurship in Nepalese context.

5. Limitations of the study

The underlying rules and foreign information, no any research study is separate form limitation. So, it can be obviously said that this research study most have limitations which have presented below.

There are various factors encouraging entrepreneurial intention however only some factors are taken under consideration .

4. The study is based on primary data only in which only selected tools and techniques are used for analysis.

5. Some Master's thesis are studied as reference which are themselves not far from the limitations.
6. This study is conducted taking students as population, hence the study is conducted for recommendations and suggestions only, not for directing.

6.1 Literature Review

Review of literature means reviewing research studies and other relevant propositions in the related area of the study so that all the past studies, their conclusions and deficiencies may be known and further research can be conducted. In the Nepalese context, no sufficient study have been made in the past on the perception towards entrepreneurial activities from the view of student.

A good number of empirical studies have been conducted to find out the factors affecting entrepreneurial activities in different countries. Different studies carried over different time periods at different regions over the world have given varying results.

There are numbers of motivational variables which develops the perception of students to create new ventures. Previous studies have confirmed that psychological and personality factors have major impact on new ventures formation. These factors include risk taking ability, locus of control, tolerance of ambiguity, and the level of control upon the person. There would be some other motivational factors like to get monetary rewards and benefits, to become own boss, and have more control on ones destiny, and to get new venture success by inserting his efforts (Ashley-Cotleur et al,2009;Benzing et al, 2007). It is also believed that motivational factors are varying by countries, regions and cultures, and these contextual factors influence the personal and psychological traits(Sweirczek and Ha, 2003; Turker and Selcuk, 2009)

Role models are also great source of motivation, and have great influence to adopt entrepreneurship as a career choice(Hisrich et al ,2005). There are many studies which confirm the positive relationship between the role model and entrepreneurship (Deakins et al, 2005; Van Auken et all,2006;Kirkwood 2009). These role models can provide some necessary business information and knowledge, with some moral supports and encourages the individuals to become an entrepreneur (Rajkonwar, 2006). Teachers can also encourage, cultivate and promote the entrepreneurial culture in the universities and other educational institutions (Boyle 2007).

Innovation is the process of commercialisation of invention and idea -also making some modifications in products, services, processes and resources to get best results(Bird 1989). Empirical studies investigated that successful entrepreneurs have greater ability of innovation rather than unsuccessful. Student who studied the entrepreneurship courses, become more innovative and have more desire to become entrepreneurs as compared to other students.(Goldsmith and Kerr, 2009).

Individuals and organisations depends upon government, to establish and enforce the rules and regulations for their protection and growth. Thus ,government is also important source to promote and provide guideline for entrepreneurial activity and new venture formation culture(Gnyawall and Fogel,1994). Meanwhile ,in previous studies, it is found that government policies have positive role in promoting entrepreneurial activities, still- it is hard to measure the impact of these policies on students motivation to become entrepreneur.(Weiming, 2010).

Need for achievement is a momentum force to take the responsibilities perfectly and achieve the success by performing challenging and difficult tasks(McClelland, 1961;Sagie and Elizur,1999, Baum et al,2007). Students , who have high level of achievement, more likely to become entrepreneurs (Hansemark, 2003). According to Lee and Wong (2004), Students possessing high desire for independence, show better chances to be an entrepreneur.

Entrepreneurs are supposed to take different risks, financial, social and family, psychological and physical risks (Jim and Jeffery ,2000).

Entrepreneurial education can enhance the intention of students to become entrepreneur (Frank and Luthje,2004).

Family backgrounds of student also helps to foster the attitude and intention for entrepreneurship. The students whose parents are self employed show highest inclination to run their own business and lowest to do job. Students having family background of business and also familiar with real life business- show positive relations to be an entrepreneur.(Peterman and Kennedy, 2003; Kirkwood 2007).

The role of gender also an influential factor in Entrepreneurial intention of student (Veciana et al,2005) it is investigated that men have more desire and chances to become entrepreneur as compared to female(Wang and Wong ,2004).

Tanveer (2013) studied on motivational factors and students entrepreneurial intention in Pakistan, students intention was the dependent variable and the most important independent variable for students were creativity with mean of 4.74 and following dream 4.61. The result of the study showed most of the students who are passionate about entrepreneurship and want to become entrepreneurs are because they are confident about their abilities, skills and visions about their life.

6.2 Conceptual framework

The literature available strongly supports the entrepreneurial perception as consequence of specific factors. In view of the theory and major empirical evidences, it is expected the motivational factors are psychological and physical risks, family background, access to finance, government rules, innovation, new business ideas and creativity, role of model, personal independence, need for achievement, role of gender. Among these, the used factors are Attitude towards Act, Risk-bearing propensity, Perceived Opportunity, Perceived Educational Support are taken for the study as conducted by Edo Rajh(2016). The conceptual framework is used to test the effect these variables on the perception of students are portrayed in the figure1.

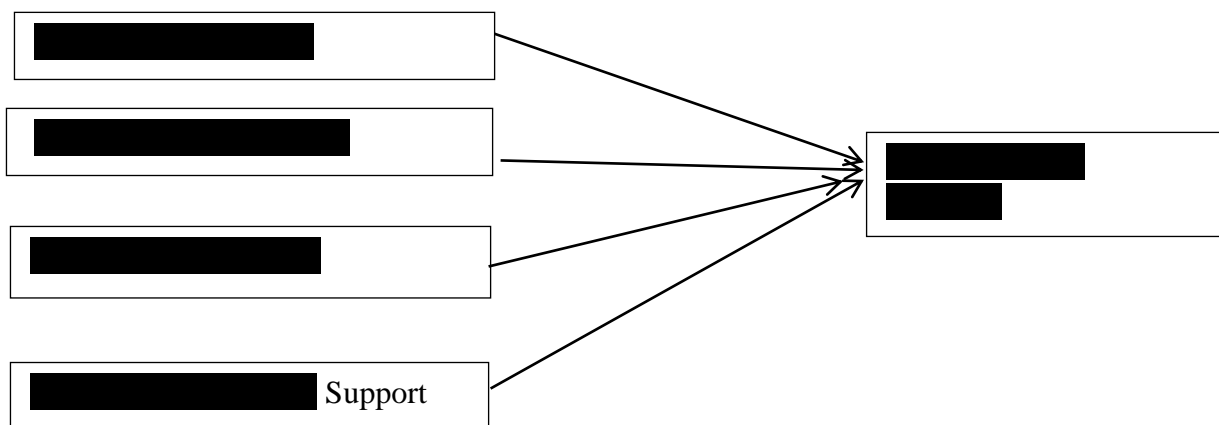


Figure 5 Conceptual Framework

The independent variables are assumed to affect the dependent variables. The independent variables are selected depending upon prior theoretical and empirical grounds.

6.3 Research Gap

This study aimed at looking at the entrepreneurial intention of young people, especially students in Nepal at the University level. The study desired to investigate what can cause entrepreneurial intention among University students in Nepal. In other words, the study wanted to explore the probable causes of entrepreneurship intention among the University students in Nepal. Many studies have been done on entrepreneurship intentions on Universities students such as Kristiansens and Indart N (2004), Fatoki, O (2010) and Boisin etal (2009). However all these studies were done on European students, Asian students, American and even South Africa students; but hardly, there has never been studies that were done on the entrepreneurship intention about Tribhuvan University students in Nepal; particularly on Masters OF Business Students(MBS), it is therefore the purpose of this study to fill this gap

7. Methodology

Research methodology refers to the various sequential steps that are to be adopted by researchers during the course of studying a problem with certain objectives. It tends to solve the search problem in a systematic way. Hence, overall research method adopted by the researcher is mentioned. It covers qualitative methodologies in a greater extent and also uses the descriptive part based on designed qualitative research in a very clear and direct way using statistical tools. The purpose, hypothesis or research question and format are covered in this research.

7.1 Research design

Research design refers to the definite procedure and techniques which guides to study and provide ways for research viability. It is arrangements for collection and analysis of data.

A plan of study or blue print for study that presents a series of guide posts to enable the researcher to progress in the right direction in order to achieve the goal is called a research design or strategy.

The main objective of this study is to examine the correlation of perception of students towards entrepreneurship with the motivational variables. To achieve this objective, descriptive research design have been adopted to examine facts and descriptive techniques have been used to determine factors influencing the entrepreneurial intention in management students .

7.2 Population and sample.

Students of management faculties are the population for the study. The sample size of 90 students are taken from Central department of Management, Shankar Dev Campus and Nepal Commerce Campus from Kathmandu district.

7.3 Tools of data analysis

Different statistical tools have been used in this research. The descriptive statistics was used to quantitatively describe the important factors of the variables using mean, and standard deviations of the collected data.

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