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Business Students' Entrepreneurial Intentions: An Examination of the Effects of Emotional Competence and Entrepreneurial Self-efficacy

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Abstract

Background: In this business led world, entrepreneurship has become one of the critical pillars of the economy. Entrepreneurial intention among business students is influenced by various psychological factors. Understanding these relationships could help to know what drives future entrepreneurs and how to prepare and support them through education and training programs.

Objectives: This study aims to find out the effect of emotional competence on entrepreneurial intention and to find out the mediating effect of entrepreneurial self-efficacy on emotional competence and entrepreneurial intention.

Methods: Using 174 valid responses from MBA students from Pokhara Valley, data was collected through non-probability convenience sampling. The research design is quantitative. Descriptive statistics (mean, median), multiple linear regression, correlation, frequency, percentages, Mann-Whitney U test, and histograms were used to analyze the data. Tables were used to interpret the results. However, the research is limited to the students of Pokhara, so it may not be able to represent all the students of Nepal.

Results: This study established that firstly, emotional competence positively affects entrepreneurial intention with a direct correlation of 0.391 and p-value of 0.001. Secondly, the indirect effect of emotional competence on entrepreneurial intention through entrepreneurial self-efficacy was significant and positive. EI-ESE-EC had p-value=0.006 which is significant at 95% confidence level with a t-score of 2.5076. So, there is mediating influence of entrepreneurial self-efficacy. This research has only taken Emotional Competence and Entrepreneurial Self-efficacy variables to check its effect on Entrepreneurial Intention.

Conclusion: Emotional competence, entrepreneurial self-efficacy and family business exposure have a positive effect on entrepreneurial intention whereas age only influences a person's entrepreneurial intention.

Keywords: Emotional competence, Entrepreneurial intention, Entrepreneurial self-efficacy

JEL Classification: D91, E71, L26, M13

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Introduction

An entrepreneur is someone who establishes their own business. Entrepreneurship is regarded as critical in addressing unemployment difficulties since an entrepreneur shares the weight of the economy by creating work possibilities (Hutasuhut, 2018). Chandra (2018) has recently introduced emotions and cognition to the literature on entrepreneurship. A person's entrepreneurial intention reveals if they intend to make it their career. The term Entrepreneurial Intention (EI) refers to "the mindset and awareness that motivates an individual to pursue entrepreneurial endeavors. It encompasses a burning desire to take action and capitalize on entrepreneurial opportunities, which is a crucial factor in the journey of becoming a successful entrepreneur" (Moriano et al., 2012, pp. 162-185). EI represents a significant driving force that leads to a person becoming more resilient to obstacles and more focused on achieving their goals by leveraging the creativity within them (Ghimire and Neupane, 2021). With emotions in entrepreneurship, emotional competence's effect on entrepreneurial intention was studied.

Emotional competence (EC) means being able to recognize one's feelings and working based on the ability to do something (Goleman, 1995). Emotional competence is an affecting factor to entrepreneurial intention as the risks and challenges that come up with entrepreneurship are well handled by an emotionally competent person. Becoming able to recognize one's confidence in themselves to perform certain tasks is self-efficacy. Bandura (1977) suggests that self-efficacy is the unique set of beliefs that each individual holds, and it determines how successfully one can carry out a plan of action in hypothetical situations. Entrepreneurial self-efficacy (ESE) means having the confidence in personal self to start and run an enterprise (Lee et al., 2005).

Entrepreneurship is considered the backbone of a nation, and it holds the nation. It builds the country's economy and brings prosperity to its people (Nowiński et al., 2017). Over 55% people in Nepal are under 25 years old, with approximately 450,000 students enrolled in universities, predominantly at Tribhuvan University (80%). Despite a low national unemployment rate of about 1.5%, graduate unemployment stands at 28.1%, prompting over 1000 young individuals to emigrate daily, with 60,000 graduates leaving annually, primarily for postgraduate studies abroad, contributing to a brain drain (Kirby, 2021). This study will help to know the student's entrepreneurial intention and variables that affect the student's intention of starting their venture. Understanding the students' preference in their preferred course, may help the business schools to introduce and uplift the standards of entrepreneurial education in Nepal knowing the intention of students (Gautam & Pandey, 2023).

This study might be a learning paradigm in the Nepalese B-schools to understand the need of students considering their field of interest in entrepreneurship. This study helps better understand a country's entrepreneurial potential, which ultimately affects economic growth and prosperity (Nowiński et al., 2017). It helps understand how the emotional competence of a person both, personally and socially affects the future of a country. Emotional competence of a person affects their self-efficacy (Nawaz et al., 2019). People possessing strong self-efficacy are more likely to viewing themselves as competent in navigating the complexities and uncertainties involved in initiating and managing a new enterprise (Lent, Brown and Hackett, 2002). Hence, this study examines the relationship between EC, ESE and EI.

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Students seemed to be more inclined towards entrepreneurship during the data collection period. Some of the students already had their own start-ups. During data analysis, the intention of business students to become an entrepreneur was skewed as well. The policymakers and economists of Nepal might use the information from these results to know and grow the student's entrepreneurial intention.

The hypotheses based on the literature review are:

H1: There is a positive effect of emotional competence on entrepreneurial intention.

H2: There is a positive mediating effect of entrepreneurial self-efficacy on emotional competence and entrepreneurial intention.

Review of Literature

Social Cognitive Career Theory (SCCT)

Lent, Brown and Hackett (2002) introduced SCCT which proposes a relationship between an individual's self-efficacy and achieving goals for entrepreneurial aspirations. High self-efficacy individuals are more likely to perceive themselves as capable of undertaking challenges and uncertainties innate in launching and running a new venture. This confidence fuels their motivation to pursue entrepreneurial opportunities and persevere through the inevitable obstacles they will encounter. The SCCT asserts that self-efficacy beliefs, outcome expectations, and goal setting are the basis of career development.

"Social Cognitive Career Theory three-factor interaction career model suggests that our belief in ourselves (self-efficacy) and what we expect to achieve (outcome expectations) work together to guide our career paths. Individuals tend towards enterprises where they possess a sense of self-efficacy and anticipate achievement" (Hackett, 2006, pp. 750-754, Moriano et al., 2012). However, SCCT also recognizes that external factors play a role. To make fulfilling career choices, one also needs the skills and a supportive environment to thrive.

Entrepreneurial Self-efficacy and Entrepreneurial Intention

Research has shown that ESE influences individuals' inclination towards entrepreneurship. Research has found that higher levels of ESE correlated with a greater intention to start one's own business among students (Chen,1998, Liao et al., 2022). Similarly, Shinnar (2014) demonstrated that entrepreneurial education positively impacted students' entrepreneurial self-efficacy and aspirations, with gender influencing this relationship. Studies also investigated self-efficacy's mediating role in EI development. Zhao et al. (2005) and Chien-Chi et al., (2020) revealed that ESE mediated the relationship between various factors, including entrepreneurial experience, risk-taking tendency, and entrepreneurship education. Furthermore, research exploring the influence of gender roles and cultural norms on ESE found that while gender orientation impacted self-efficacy perceptions, biological sex did not (Mueller & Conway Dato-on, 2011).

Doanh and Bernat (2019) examined the relationship between Vietnamese students' ESE and EI, in a mediated model. The result showed the relationship between ESE, attitude towards entrepreneurship and perceived behavioural control mediating the relationship between EI and subjective norms and attitude towards entrepreneurship has the strongest influence on EI. Niroula and Bajracharya (2019) investigated to find out the factors influencing entrepreneurial intention with positive moderating effect

of self-efficacy on EI. Ghimire and Neupane (2021) studied the relationship between self-efficacy, risk tolerance and EI. Findings suggest that self-efficacy significantly predicted graduates' and postgraduate students' inclinations to pursue entrepreneurial endeavours.

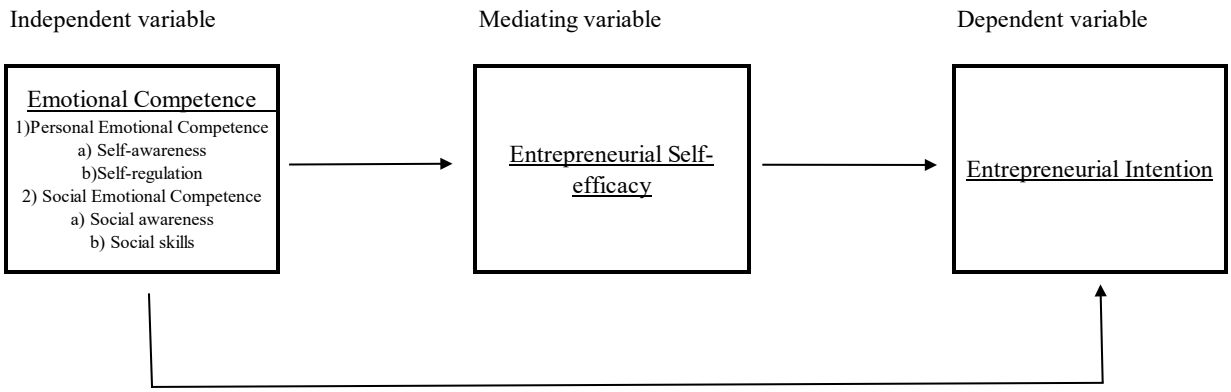
Emotional Competence, Entrepreneurial Self-efficacy and Entrepreneurial Intention

The effect of EC and ESE on EI among business students was studied based on their Social Entrepreneurship project in China. The results show that both EC and ESE showed a positive impact on EI. Moreover, ESE showed a positive correlation and mediating effect on EI (Chien-Chi et al., 2020). This study examines EI's crucial antecedents, mediators, and moderators, drawing on planned behaviour and the SCCT. Findings show the importance of self-efficacy and personal attitude in predicting entrepreneurial inclination. Age showed a positive correlation with EI (Liao et al., 2022). This study examined the relationship between passion, self-efficacy, and creativity with EI. Intention and creativity only affect EI when they are mediated by entrepreneurial passion (Ferreira-Neto et al., 2023). Additionally, entrepreneurial education has been shown to indirectly influence EI through its effect on ESE (Nowiński, 2017). Furthermore, factors such as family background, entrepreneurial skills, and exposure to family businesses have been explored about entrepreneurial intention. Hutasuhut (2018) found positive influence of entrepreneurial knowledge, self-efficacy, and family background on EI. Mahmoud et al. (2023) investigated the moderating effect of family business highlighting significant associations with entrepreneurial marketing behaviours.

Despite these findings, research on EC, ESE and EI among MBA students in Nepal remains scant. Therefore, this study aims to examine these relationships in a Nepali context. While the context is unique, the theoretical framework and variables (EC, ESE and EI) are well-established in the literature. The contribution might be seen as incremental rather than groundbreaking.

Theoretical Framework
Figure 1

Theoretical Framework based on Chien-Chi et al. (2020)



Source: Chien-Chi et al. (2020).

By adopting a theoretical framework based on Chien-Chi et al. (2020), which explored similar dynamics among business students in China, this study explains the influences of EC and ESE on EI among MBA students in Nepal. However, while existing studies provide valuable insights, gaps persist, particularly regarding the specific context of Nepal and the unique challenges of MBA students. Thus, this study

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aims to contribute to the literature by offering a nuanced understanding of the factors influencing EI in Nepal's business education landscape.

Materials and Methods

Methodology is the study of a specific area using various techniques (Cooper & Schindler, 2014). The research was done using a quantitative approach to systematically measure and analyze the relationships between the variables across a large sample, enabling rigorous statistical analysis and generalizable findings. The study was conducted as a survey with MBA students currently studying in colleges of Pokhara Valley. The respondents were given a questionnaire to collect data, which was transformed into numerical values and analyzed using SPSS and MS Excel. The total study population was 307, from which a sample was derived. The sample size (n) was calculated by:

(i) $n=N/1+(N*e^2)$

Here, N=307 (total population)
e = 0.05 (error level)

Thus, n = 174

This study used non-probability, convenience sampling method through a structured questionnaire. For the possibility to reflect descriptive comments about the sample non-probability sampling was chosen (Dudovskiy, 2012). The data was collected through a structured self-administered questionnaire taken from validated sources for ESE and EI (Neri Torres & Watson, 2013; Chien-Chi et al., 2020). Face validity was conducted for the study to validate the questionnaire for emotional competence adapted from Belinda Davies, based on Daniel Goleman's EI Framework (Goleman, 1995). Descriptive statistics (mean, median), multiple linear regression, correlation, frequency, and percentage were used to analyze the data. Finally, tables were used to interpret the results. This research is causal as it studied the cause-and-effect relationship among variables. In quantitative research, validity refers to the precision of quantification, while reliability assesses consistency in obtaining similar results with the same instrument. Face validity, conducted by the researcher, involved seeking feedback from professors to ensure the questionnaire appeared to measure the intended constructs. Cronbach's Alpha was used to evaluate internal consistency for reliability, with a threshold of at least 0.7 indicating acceptable reliability among items within each measurement scale (Tavakol & Dennick, 2011).

Table 1

Reliability Analysis

Variable	Cronbach's Alpha	Items
Self-Awareness	0.784	6
Self-Regulation	0.748	5
Social Awareness	0.757	5
Social Skills	0.841	9
Entrepreneurial self-efficacy	0.869	10
Entrepreneurial intention	0.90	6

Overall Reliability	0.94	41

Source: Field Survey, 2023.

Note: n=37

Result and Discussion

Table 2

Basic Information of Respondents

	Frequency	Percentage
Age		
Less than 25	118	67.8
26 – 30	51	29.3
31-45	5	2.9
μ=25.39 ±3.140		
(Range:21-45)		
Sex		
Male	75	43.1
Female	99	56.9
Family Type		
Nuclear	139	79.9
Joint	35	20.1
Family Business		
Yes	104	59.8
No	70	40.2

Source: Field Survey, 2023.

Note: n=174

Table 2 shows frequency and percentage of the demographics, including age, sex, family type, and whether or not they have a family business.

Table 3

Level of EC and their domain with ranking based on median score

Variables	Level Low	High	(MedianInterquartile range)
Self-Awareness	2(1.1%)	172(98.9%)	79.17(70.83,87.50)
Social Skills	3(1.7%)	171(98.3%)	75.00(66.67,83.33)
Social Awareness	4(2.3%)	170(97.7%)	75.00(65.00,85.00)
Self-Regulation	10(5.7%)	164(94.3%)	70.00(60.00,80.00)

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Emotional competence	1(0.6%)	173(99.4%)	75.00(67.00,82.00)

Source: Field Survey,2023.

Note: n=174

Table 3 shows the level of emotional competence and its domain with a ranking based on the median score. The data shows self-awareness to be the most influential factor in emotional competence, with a median score of 79.17(70.83,87.50). 172 respondents (98.9%) scored high in this area. In contrast, self-regulation has the least influence, with a median score of 70.00 (60.00,80.00). Here, 10 respondents (5.7%) scored low, and 164 respondents (94.3%) scored high. This indicates that while self-awareness is a strong predictor of emotional competence, self-regulation is less impactful, though most people still perform well in this area. The overall emotional competence score of 173(99.4%) high frequency suggests that there is a strong prevalence of high levels of emotional competence related to EI.

Table 4

Level of ESE

Variables	Level		Median Interquartile range
	Low	High	
Entrepreneurial self-efficacy	1(0.6%)	173(99.4%)	77.50(69.38,83.13)

Source: Field Survey,2023.

Note: n=174

Table 4 demonstrates that entrepreneurial self-efficacy has a median of 77.50 (69.38, 83.13) and frequency levels of 1 (0.6%) for low-frequency levels and 173 (99.4%) for high-frequency levels. This suggests that there is a strong prevalence of high self-efficacy levels related to entrepreneurial intention.

Table 5

Level of EI

Variables	Level		Median Interquartile range
	Low	High	
Entrepreneurial intention	9(5.2%)	165(94.8%)	81.25(66.67,91.67)

Source: Field Survey,2023.

Note: n=174

Table 5 demonstrates that entrepreneurial intention has a median of 81.25(66.67, 91.67) and frequency levels indicate that the vast majority of respondents (94.8%) have high levels of entrepreneurial intention, while a small percentage (5.2%) have lower levels of intention. Essentially, this means that most people in the study are very interested to start their own businesses and feel pretty confident about it.

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Table 6

Direct and Indirect correlation between variables with mediating influence of ESE

Variable	Direct	Indirect	t-score	p-value
EC-EI	0.391			0.001
EC-ESE		0.519		0.001
EI-ESE		0.496		0.001
EI-ESE-EC		0.5075	2.5076	0.006**

Source: Field Survey,2023.
Note: n=174

Table 6 shows the direct correlation between EC and EI and the indirect correlation between EC and EI with the mediating influence of ESE. To show the correlation between EI-ESE-EC, t-score and p-value was used. Excel function was used to find the p-value, whereas the formula used to find the t-score is stated below:

$$\text{t-score} = \frac{|r_1 - r_2|}{\sqrt{\frac{1-\hat{r}^2}{n_1+n_2-4}}}$$

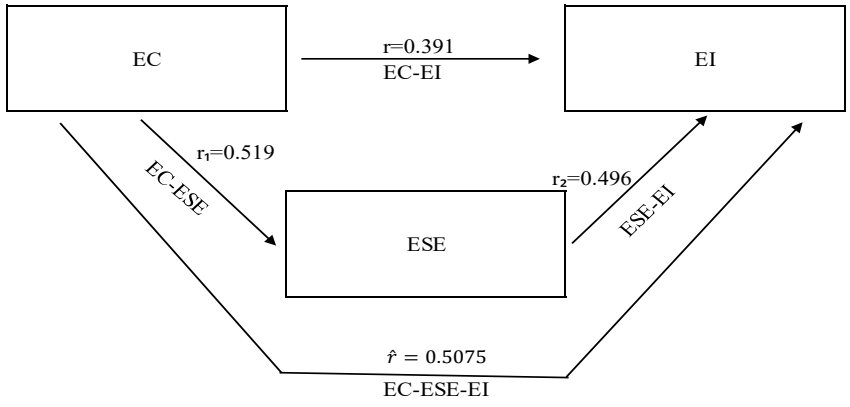
$$\hat{r} = \frac{n_1 r_1 + n_2 r_2}{n_1+n_2}$$

Where,

r= correlation between variables
r_i= direct correlation between variables
$\hat{r}$= indirect correlation between variables
n_i= sample size

Figure 2

Direct and Indirect correlation between variables with mediating influence of Entrepreneurial self-efficacy.



Source: Field Survey, 2023

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EI-ESE-EC has p-value=0.006 which is significant at 95% confidence level. So, there is mediating influence of entrepreneurial self-efficacy.

A direct correlation of 0.391 between EC and EI, a correlation of 0.519 between EC and ESE, and a correlation of 0.496 between ESE and EI was observed. To confirm the mediating effect, an indirect correlation of 0.5075 between EC and EI through ESE was calculated. This indirect correlation remained significant with a t-score of 2.5076 and a p-value of 0.006, indicating EC and EI's relationship is mediated by ESE.

Table 7

Difference in EI based on selected demographic variable

Entrepreneurial intention		Median	Q1	Q3	p-value
Age	<= 25	79.17	62.50	91.67	0.035
	26+	85.42	72.92	95.83	
Sex	Male	83.33	70.83	95.83	0.061
	Female	79.17	62.50	91.67	
Family Type	Nuclear	79.17	66.67	91.67	0.303
	Joint	83.33	70.83	95.83	
Family business	No	79.17	62.50	91.67	0.009
	Yes	87.50	70.83	95.83	

Source: Field Survey, 2023.

Note: n=174

Table 7 shows the difference in EI based on selected demographic variables. As presented in Figure 4 and Figure 5, the data is skewed. The skewness had been determined using the Shapiro-Wilk test, Histogram and Box and Whisker Plot. The data is skewed to the right as shown by its non-normal pattern of its data and its absence of symmetry (Das, 2016). Shapiro-Wilk test provides the best results when used for small sample sizes rather than large data but, when used for non-normality tests it shows superiority in giving extensive indication of non-normality over all sample sizes used over other alternatives (Yazici & Asma, 2007). When the data is seen to be not normal, or skewed, the non-parametric test is used to assess data as it is more powerful in case of non-normal data (Pappas & DePuy, 2004). Thus, the Mann-Whitney U test was used. It is one of the most powerful non-parametric tests and tests the relationship and effect between two different groups (Nachar, 2008).

Here, it can be seen that age influences but does not affect EI with a p-value of 0.035. Similarly, family business influences and affects entrepreneurial intention with a p-value of 0.009 at a 95% confidence level. However, sex and family type do not influence EI with a p-value of 0.061 and 0.303 respectively, which is not significant.

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Table 8

Determinants of Entrepreneurial Intention

					Collinearity Statistics	
	β	S.E.	t	p-value	Tolerance	VIF
(Constant)	10.108	8.792	1.150	.252		
Entrepreneurial Self-efficacy	.561	.110	5.112	.000	.721	1.387
Emotional Competence	.303	.126	2.409	.017	.707	1.415
Age	.195	2.583	.076	.940	.920	1.088
Family business	5.582	2.366	2.360	.019	.995	1.005

a. Dependent Variable: Entrepreneurial Intention

b. Predictability (R-square): 0.294
c. Auto-regression(Durbin-Watson) : 1.928**
d. Model Fitness using ANOVA: f value=17.576**, p-value= 0.001

Source: Field Survey, 2023.
Note: n=174

Table 8 shows the linear regression analysis of EI based on ESE, EC, age group and family business. This equation tells how different factors affect someone's entrepreneurial intention. If someone's entrepreneurial self-efficacy (ESE) increases by 1%, their EI is expected to increase by 0.561 times. If emotional competence (EC) goes up by 1%, EI is predicted to go up by 0.303 times. Changing age groups leads to 0.195 times change in EI. Having a family business (FB) compared to not having one results in 5.582 times change in EI, making it the most significant factor. The starting point for EI, if none of these factors are present, is 10.108. As people become more engaged with their EC, self-efficacy, and involvement in family business, there is a corresponding increase in EI. The study showed a positive effect of emotional competence on EI, along with a mediating effect of ESE. Additionally, age influenced entrepreneurial intention, with family business exposure being the most significant factor.

Essentially, this analysis helps understand how different factors contribute to someone's entrepreneurial intention. Hence, this research accepts the alternative hypotheses.

H1: There is a positive effect of emotional competence on entrepreneurial intention, and

H2: There is a positive mediating effect of entrepreneurial self-efficacy on emotional competence and entrepreneurial intention.

Auto regression was tested using the Durbin-Watson test and there is auto regression of 1.928 which is significant as it is between the range of (1.5-2.5). The R-value is 0.542 with an R-square of 0.294 which is predictability of the model. Model fitness was also tested using ANOVA with f= 17.576 which is at 0.001(p-value<0.05). This research is based on the following model:

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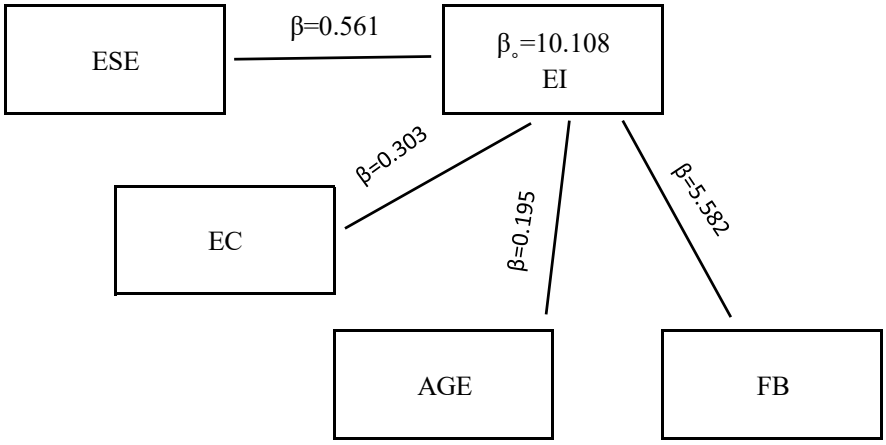
Figure 3

Model of the research



Source: Field Survey, 2023.

According to the data, a model was developed:

EI= 10.108+ 0.561ESE+ 0.303EC+ 0.195Agegroup+ 5.582FB

The research has implications for predicting the emergence of a start-up culture in Nepal and suggests revisions to business school syllabi to better align with student goals. The research findings are useful for various B-schools of the country where MBA or entrepreneurship education is provided, because they can identify factors that require improvement to raise Entrepreneurial Intention. This research also provides various additional research opportunities.

Conclusion and Suggestions

Findings suggest that emotional competence, entrepreneurial self-efficacy and family business exposure affect entrepreneurial intention whereas age only influences a person's intent to become an entrepreneur. The research can help the policymakers in the business schools and the country itself to formulate policies to make proper use of already established incubation centers to promote start-up culture and entrepreneurship countries. This study showed the current status of MBA students in Pokhara Valley, so the local government and business schools here should collaboratively provide vocational trainings as well as opt for programs such as start-up pitching competitions and helping it start in incubation centers to help with student's self-efficacy and entrepreneurial intention. This strategy can be used nationwide as well. It will help students to have more risk tolerance and build up self-efficacy by having a chance to fail in the incubation centers. It also highlights the importance of considering factors such as entrepreneurship education, risk tolerance, and gender in future research. Moreover, the study recommends further exploration with diverse student populations and additional variables to enhance understanding in this field.

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Table 9

Student's responses on EC, ESE and EI related statement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Emotional competence					
Self-Awareness(SA)					
SA1	0(0.0%)	0(0.0%)	29(16.7%)	88(50.6%)	57(32.8%)
SA2	1(0.6%)	0(0.0%)	11(6.3%)	86(49.4%)	76(43.7%)
SA3	0(0.0%)	0(0.0%)	35(20.1%)	85(48.9%)	54(31.0%)
SA4	1(0.6%)	0(0.0%)	8(4.6%)	80(46%)	85(48.9%)
SA5	1(0.6%)	7(4.0%)	43(24.7%)	78(44.8%)	45(25.9%)
SA6	1(0.6%)	9(5.2%)	58(33.3%)	79(45.4%)	27(15.5%)
Self-Regulation(SR)					
SR1	1(0.6%)	22(12.6%)	68(39.1%)	65(37.4%)	18(10.3%)
SR2	1(0.6%)	2(1.1%)	19(10.9%)	103(59.2%)	49(28.2%)
SR3	2(1.1%)	4(2.3%)	21(12.1%)	90(51.7%)	57(32.8%)
SR4	3(1.7%)	3(1.7%)	60(34.5%)	74(42.5%)	34(19.5%)
SR5	2(1.1%)	21(12.1%)	61(35.1%)	67(38.5%)	23(13.2%)
Social Awareness(SCSA)					
SCSA1	2(1.1%)	0(0.0%)	32(18.4%)	79(45.4%)	61(35.1%)
SCSA2	1(0.6%)	6(3.4%)	31(17.8%)	88(50.6%)	48(27.6%)
SCSA3	1(0.6%)	2(1.1%)	11(6.3%)	84(48.3%)	76(43.7%)
SCSA4	1(0.6%)	3(1.7%)	48(27.6%)	86(49.4%)	35(20.1%)
SCSA5	4(2.3%)	18(10.3%)	50(28.7%)	71(40.8%)	31(17.8%)
Social Skills(SS)					
SS1	1(0.6%)	9(5.2%)	51(29.3%)	81(46.6%)	32(18.4%)
SS2	1(0.6%)	8(4.6%)	51(29.3%)	90(51.7%)	24(13.8%)
SS3	0(0.0%)	13(7.5%)	40(23.0%)	73(42.0%)	48(27.6%)
SS4	0(0.0%)	14(8.0%)	54(31.0%)	90(51.7%)	16(9.2%)
SS5	0(0.0%)	2(1.1%)	20(11.5%)	97(55.7%)	55(31.6%)
SS6	1(0.6%)	6(3.4%)	47(27.0%)	91(52.3%)	29(16.7%)
SS7	1(0.6%)	6(3.4%)	20(11.5%)	89(51.1%)	58(33.3%)

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SS8	0(0.0%)	1(0.6%)	11(6.3%)	89(51.1%)	73(42.0%)
SS9	0(0.0%)	0(0.0%)	18(10.3%)	108(62.1%)	48(27.6%)
Entrepreneurial self-efficacy					
ESE1	0(0.0%)	3(1.7%)	23(13.2%)	83(47.7%)	65(37.4%)
ESE2	0(0.0%)	1(0.6%)	17(9.8%)	92(52.9%)	64(36.8%)
ESE3	0(0.0%)	4(2.3%)	38(21.8%)	77(44.3%)	55(31.6%)
ESE4	0(0.0%)	1(0.6%)	22(12.6%)	82(47.1%)	69(39.7%)
ESE5	0(0.0%)	5(2.9%)	23(13.2%)	89(51.1%)	57(32.8%)
ESE6	1(0.6%)	8(4.6%)	42(24.1%)	83(47.7%)	39(22.4%)
ESE7	0(0.0%)	9(5.2%)	50(28.7%)	89(51.1%)	26(14.9%)
ESE8	0(0.0%)	8(4.6%)	58(33.3%)	83(47.7%)	25(14.4%)
ESE9	0(0.0%)	2(1.1%)	23(13.2%)	80(46.0%)	69(39.7%)
ESE10	0(0.0%)	5(2.9%)	34(19.5%)	90(51.7%)	45(25.9%)
Entrepreneurial intention					
EI1	2(1.1%)	3(1.7%)	24(13.8%)	63(36.2%)	82(47.1%)
EI2	0(0.0%)	5(2.9%)	24(13.8%)	70(40.2%)	75(43.1%)
EI3	1(0.6%)	2(1.1%)	36(20.7%)	72(41.4%)	63(36.2%)
EI4	1(0.6%)	14(8.0%)	45(25.9%)	57(32.8%)	57(32.8%)
EI5	2(1.1%)	6(3.4%)	44(25.3%)	48(27.6%)	74(42.5%)
EI6	1(0.6%)	6(3.4%)	29(16.7%)	60(34.5%)	78(44.8%)

Source: Field Survey,2023.

Note: n=174

Table 10

Tests of Normality using Shapiro- Wilk

	Shapiro-Wilk		
	Statistic	df	Sig.
EI_per	.927	174	.000

a. Lilliefors Significance Correction

Source: Field Survey, 2023.

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Figure 4

Test of Normality through Histogram

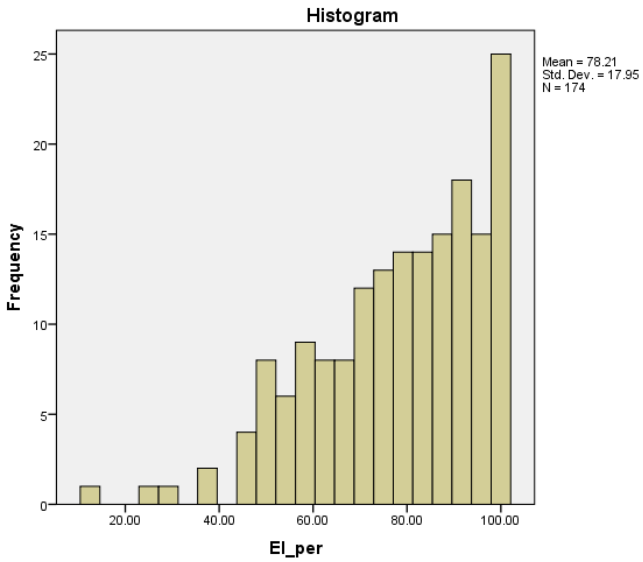

Figure 5

Test of Normality through Box and Whisker Plot