Entrepreneurial Intention of Management Graduates

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Abstract

The study analyzes the Entrepreneurial Intention of management graduates. Personal Attitude, Perceived Behavioral Control, Subjective Norms, Structural Support, and Entrepreneurship Education were used to explain the dependent variable–Entrepreneurial Intention. To fulfill the objective of this study, 240 primary data samples on a Likert scale were collected via. Digital communication platform. The data were then analyzed using descriptive statistics, independent t-test, one-way ANOVA, test and multiple regressions. The study showed that Personal Attitude, Perceived Behavioral Control and Subjective Norms had a positive significant impacted on Entrepreneurial Intention of management graduates. However, Structural Support and Entrepreneurship Education did not have significant impact on Entrepreneurial Intention.

Keywords: Personal Attitude, Perceived Behavioral Control, Subjective Norms, Structural Support, Entrepreneurship Education, Entrepreneurial Intention.

I. Introduction

Nepal has adopted a mixed economy system- both the free market and government are present in the economic system the for production of goods and services. In the process of industrialization, both the private and public sectors have performed entrepreneurial functions (K.C, 2004). Entrepreneurial activities are considered the major source for the achievement of a high level of economic development. It supports and strengthens the economy of the country by creating jobs which leads to a decrease in unemployment and uplifts the standard of living. In the modern view of the market economy, an entrepreneur is considered an economic agent who accepts financial risk to develop new projects innovatively and actively. Nepalese entrepreneurs and Limited access to financing, political instability, and other factors have been identified as major obstacles for entrepreneurs. A scarcity of competent labor and technology, a low rate of return on industrial investment a low degree of innovation lack of confidence, and the government's unfavorable policy. With the slow speed of development, it has become clear that industrialization Nepal seems unable to compete globally (Chalise,2014).

Entrepreneurs are taken as the engine of economic growth in the country. The contribution of entrepreneurs to the nation is tremendous. Entrepreneurs contribute to not only economic growth but also social development. So, to make the future potential and creative, entrepreneurs play a vital role (Jr Norris & Carsrud, 2010).Formation of Entrepreneurship Event by Shapero and Sokol (1982) and the Theory of Planned Behavior by Ajzen, (1991) are very good at interpreting most of the social behaviors leading to the establishment of the organization by students.

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According to Shapero and Sokol's model (1982), the emergence of the entrepreneurial experience is inclined by perceived desirability which incorporates the system of personal values and the social order of the individual, and perceived feasibility incorporates financial support and probable partners of the behavior for the establishment of the organization. The test of Shapero's model explains that perceived feasibility, perceived desirability, and propensity to act all are important backgrounds of entrepreneurial intentions. Exogenous elements like prior exposure to entrepreneurial activity influence perceptions of desirability and feasibility, which in turn influence intentions to engage in entrepreneurial behavior (Krueger,1993).Therefore ,the research issue considered are whether the management graduates of Rupandehi consider entrepreneurship as a career choice? Do personal attitude, subjective norms, perceived behavior control, entrepreneurial education, and structural support influence entrepreneurial intentions? and the objective taken are examining the entrepreneurial career of management graduates after graduation and to analyze the effect of personal attitude, subjective norms, perceived behavior control, entrepreneurial education, and structural support on entrepreneurial intention.

II. Theoretical Framework

The subject of why some people want to be self-employed and start their enterprises while others prefer to work for a regular pay or salary has a long history of investigation. Several conceptual frameworks are used to describe the different aspects that influence this process (Moore, 1986).

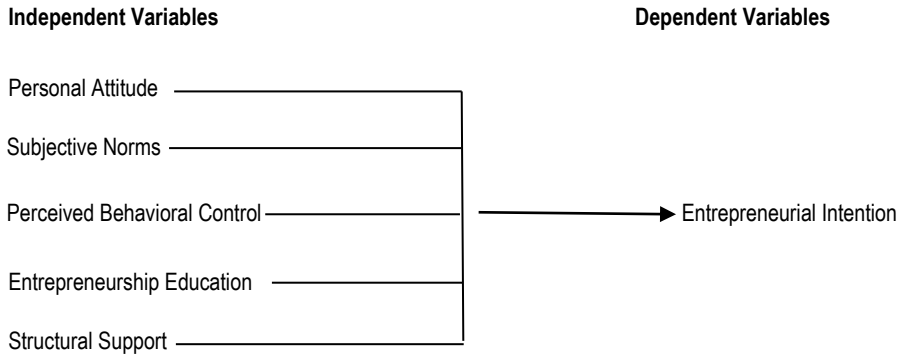
This study deeply focuses on variables of the following: personal attitude, subjective norms, perceived behavioral control, entrepreneurial education, and structural support. Intentionality is defined as a state of mind directing a person's attention towards a particular object or a direction to achieve a goal (Bird, 1988).

This study utilizes the Theory of planned behavior (TPB) as a framework that contributes to our suggested model. The theory of planned behavior was proposed by Ajzen'sin1991, this consists of three components, personal attitude toward behavior, subjective norm, and perceived behavioral control that explain entrepreneur intention. Personal attitude toward behavior, subjective norm, and perceived behavioral control, and personal attitude reflects how a person views the development of a new company. The subjective norm is the perception of one's social environments, including family and peer expectations about one's ability to start a business, on the other hand, perceived behavioral control relates to the belief of an individual and level of control over the process of starting a new enterprise, that explains entrepreneur intention (Fretschnera & Weber, 2013).

In the same way, in studies of a company, start-up intentions use a pre-existing theoretical framework, either the Theory of planned behavior or Shapero and Sokol's (1982) entrepreneurial event model. The entrepreneurial event model defines intentions based on perceived desirability, perceived feasibility, and the propensity to act. The two models overlap to a great extent, with Shapero and Sokol's perceived desirability and perceived feasibility corresponding to Ajzen's attitudes and perceived behavioral control, respectively. In the comparison of the two models, it was found that both be approximately equal in terms of predictive power (Krueger, Reilly, & Carsrud, 2000).

Figure 1

Research Framework



Entrepreneur Intention: The intention is usually viewed as a cognitive component of attitude and it is assumed that the cognitive component is linked with the attitude's affective component (Fishbein & Ajzen, 1975). An individual's entrepreneurial intention is a plan to establish a new business (Krueger, Reilly, & Carsrud, 2000).

Personal Attitude: Attitude refers to the individual's general feeling towards a situation favorable or it might be unfavorable and to the object. When a person creates beliefs towards an object, he/she automatically and instantly incorporates an attitude towards that object (Fishbein & Ajzen, 1975).

Entrepreneurship Education: Entrepreneurship is an ability that can be mastered by anybody, and it can help young people thrive in whatever they do, they will become more imaginative and self-assured (Gautam, 2015).

Subjective Norms: Subjective norms refer to the perceived social pressure from close relatives, friends, or important others, and whether or not they would support an individual's decision to start a business (Ajzen, 1991).

Structural Support: Structural support refers to entrepreneurial assistance from the government, policy enforcement, supportive government regulations, and government funding for entrepreneurs (Obagi & Olugu, 2014).

Perceived Behavioral Control: While thinking of performing a certain act, a person's answer to the question "Can I do it?" is referred to as the perceived behavioral control. Individuals with a high level of perceived behavioral control are expected to be inspired to carry out the behavior (Yzer, 2012). The attitude or difficulty of being an entrepreneur is explained by perceived behavioral control (Ajzen, 1991).

Management Graduates: The Master of Management (MM, MBM, MIM, MMgt) is a post-graduate master's degree awarded to students who normally complete a one- to two-year program of graduate-level coursework in business management at an accredited academic institution.

Review

The study conducted in Bangalore India explores that there is a significant relationship between subjective norms and entrepreneurial intention (Krithika & Venkatachalam, 2014).

Cross-country differences in entrepreneurial intentions were studied using predictions from the theory of planned behavior (TPB), primary goal was to investigate mechanisms through which individual values are associated with entrepreneurial career intentions, using a sample from four European countries. It was found that openness and self-enhancement values relate positively to entrepreneurial intentions and that these correlations are mediated in part by entrepreneurship attitudes, self-efficacy, and lesser extent to social norms. In comparison to Dutch, German, and Polish students, Spanish students appear to have weaker entrepreneurial intentions, which could be attributed to lower self-enhancement values (power and performance), less positive attitudes toward entrepreneurship, and variances in societal norms (Gorgievski, Ute, Laguna, & Moriano, 2018).

The study conducted to explore the attitudes and motivations of Polish students towards an entrepreneurial education program reveal that, Polish students had limited past business experiences and expectations. Also, they were enthusiastic about the opportunity to pursue entrepreneurial education (Jones, Miller, Jones, Packham, & Pickernell, 2011). Jones and Jones (2014) claimed that entrepreneurial education, whether formal or informal, shapes a positive attitude toward entrepreneurship as a career option.

Chen, Gene, and Ann (1998) found that the number of management courses studied had little effect on entrepreneurial decisions, according to a survey of students in diverse business disciplines. These findings highlight the need for entrepreneurial education programs that are explicitly tailored to broaden students' knowledge and experience. Entrepreneurship and traditional business courses require different content and teaching approaches.

The research conducted on South Korea regarding predictors of the entrepreneurial intention of nursing Students based on the Theory of planned behavior reflects that Entrepreneurial perceived behavioral control, entrepreneurial education demand, and entrepreneurial self-efficacy directly affected entrepreneurial intention, whereas entrepreneurial personal attitude and entrepreneurial subjective norm had indirect effects (Lim, Kim, & Kim, 2021).The study conducted in China on the Entrepreneurial Intention-Creativity Relationship researcher reveals that based on Ajzen's (1985) Theory of Planned Behavior model, The findings suggest that creativity has a positive impact on entrepreneurial intention, but the most important element affecting entrepreneurial intention is the entrepreneurial mindset, followed by perceived behavioral control, and finally subjective norms (Shi, Yuan, Bell, & Wang, 2020).

Research Hypothesis

H_1: Personal attitude has a significant effect on entrepreneurial intention.

H_2: Subjective norms have a significant effect on entrepreneurial intention.

H_3: Perceived behavioral control has a significant effect on entrepreneurial intention.

H_4: Entrepreneurship education has a significant effect on entrepreneurial intention.

H_5: Structural support has a significant effect on and entrepreneurial intention.

H_6: There is a significant difference between male and female on entrepreneurial intention.

H_7: There is a significant difference between different age group on entrepreneurial intention

III. Research Methodology

Research Design used in the study is descriptive and causal-comparative research design. The population of this study includes all the management graduates completing Masters'

Degree in the last two academic years from Rupandehi District. The total population for the study is 660. Altogether 250 responses were collected via Google form which is more than the determined sample size of 240 as per Yamane Equation. Most of the data were collected from primary sources using a well-structured questionnaire on a five Likert point scale the questionnaire was developed to collect two types of information including general information like age, gender, etc. and details relating to entrepreneurial intention.

Multiple regression analysis was used for testing the hypothesis. ANOVA was used to check the overall fitness of the model. The result of the analysis has been properly tabulated, analyzed, and interpreted. Data processing is done with the help of a SPSSv21. (Lumbini Banijya Campus, Digital Library).

The model

The fitted model is,
$y= \alpha+ \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_{4+} \beta_5X_5$.....+ε
Where,
Y= dependent variable
α = Constant
β1, β2, β3, β4, β_5..... = Beta coefficients
ε = Stochastic error term
X_1,X_2, X_3, X_4, X_5 = independent variable
So, the required models are as follows:
$EI = \alpha +PA\beta_1 + SN\beta_2 + PCB\beta3+ EE\beta4+SS\beta_5 + \varepsilon$
From the above equation,
EI = Entrepreneurs Intention
PA= Personal Attitude
SN= Subjective Norms
PBC= Perceived Behavioural Control
EE= Entrepreneurship Education
SS= Structural Support

IV.Analysis and Result

Demographic Statistics

Table 1 reflects that out of 240 respondents, participation of male respondent(52.9%) was found highest than female respondent (47.1%).Engagement of age group 22- 30 years were found highest i.e. 88.3% of the total survey. Result further showed the highest number 99.2% of respondents were from master level and 8% respondent were from M Phil/Ph.D. level. Furthermore, the respondents' parental occupation as entrepreneur was lowest at 2.1%. Also, most of the respondent liked to choose to be an entrepreneur (49.6%) as career choice which is highest while only 17.1% of the respondents had planning of going abroad.

Table 2 displays the mean score, standard deviation, and variance of the responses collected. Among six variables, Entrepreneurial intention has the highest mean score and standard deviation of 3.8671 and 0.5767 respectively whereas; structural support has the lowest mean value of 2.7799 and 0.85341 standard deviation. Similarly, personal attitude has the mean score of 3.7049 and standard deviation0.43968 which is slightly lower than entrepreneurial intention. Likewise, the value of mean and standard deviation for entrepreneurial education is 3.4181 and 0.6645 respectively. Perceived behavioral control has a mean value and standard deviation slightly lower than entrepreneurial education i.e, 3.7549 and 0.517 respectively.

Table 1
Distribution of Respondents on the basis of demographic variables

Categories	Sub- Categories	Frequency	Percent	Valid Percent	Cumulative Percentage
Gender	Male	127	52.9	52.9	52.9
	Female	113	47.1	47.1	100
Age Group	22-30	212	88.3	88.3	88.3
	31-38	26	10.8	10.8	99.2
	39 and above	2	0.8	0.8	100
Education Level	Masters	238	99.2	99.2	99.2
	M phil / Ph.D	2	0.8	0.8	100
Occupation	Farmer/Agriculture	62	25.8	25.8	25.8
	Services	79	32.9	32.9	58.8
	Business	82	34.2	34.2	92.9
	Abroad	12	5	5	97.9
	Entrepreneur	5	2.1	2.1	100
Career Choice	Getting a Job	80	33.3	33.3	33.3
	Going Abroad	41	17.1	17.1	50.4
	Starting Business/ Entrepreneur	119	49.6	49.6	100

Descriptive Statistics of Variables

Table 2
Descriptive Statistics of Variables

Variables	Mean	Std. Deviation	Variance
Entrepreneurial Intention	3.8681	0.5767	0.333
Personal Attitude	3.7049	0.43968	0.193
Entrepreneurial Education	3.4181	0.6445	0.415
Perceived Behavioral Control	3.466	0.62128	0.386
Subjective Norms	3.7549	0.517	0.267
Structural Support	2.7799	0.85341	0.728

Reliability Test

Table 3 reveals the result of the reliability test for each statement and variable. Cranach's Alpha has been used to measure the sampling reliability of the study. The coefficient of 36 reliability is more than 0.80 it should be considered as good. Those in the range of 0.70 are considered acceptable and those over the range of 0.80 are considered as good.

Table 3
Results of Reliability Test

Variables	No. of Items	Chronbach's Alpha
Personal Attitude	6	0.89
Subjective Norms	6	0.753
Perceived Behavioral Control	6	0.806
Entrepreneurship Education	6	0.896
Structural Support	6	0.896
Entrepreneurial Intention	6	0.867

. Overall Results of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.890	36

Normality Test

The result of P-P plots of regression residuals is demonstrated in

Figure 1

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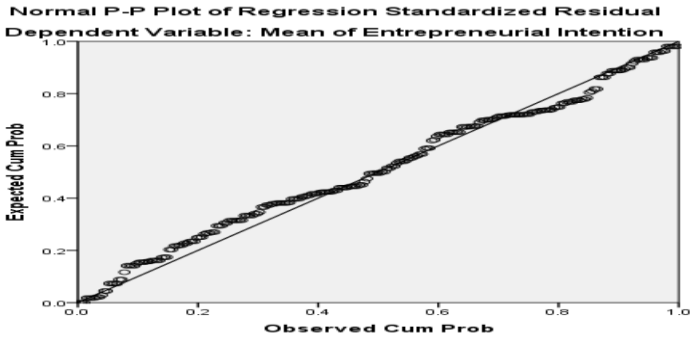

Figure1exhibits that expected cumulative probability and observed cumulative probability are around the mean line which confirms data are normally distributed. Confirmation of normality permits the parametric tests for further analysis of the data.

Influence of Entrepreneurial Intention on Gender

The hypothesis sets for independent sample t-test as;

H0: μ1 = μ2 (Two population means are equal)

H1: μ1 ≠ μ2 (Two population means are not equal)

Table4

Results of Independent T-Test With Respect to the Gender of Sample

Variables	Gender	Mean	Std. Deviation	P-value	T-value
Entrepreneurial Intention	Male	3.8871	0.57731	0.588	0.543
	Female	3.8466	0.57784		
Entrepreneurial Education	Male	3.3688	0.7294	0.21	-1.258
	Female	3.4735	0.53106		
Perceived Behavioural Control	Male	3.4869	0.64056	0.582	0.552
	Female	3.4425	0.60083		
Subjective Norms	Male	3.752	0.52279	0.927	-0.092
	Female	3.7581	0.51273		
Structural Support	Male	2.6352	0.89056	0.005	-2.825
	Female	2.9425	0.78198		
Personal Attitude	Male	3.7192	0.85131	0.777	0.284
	Female	3.6888	0.79884		

From Table 4 it appears that the mean scores for entrepreneurial intention, entrepreneurial education, perceived behavioral control, and personal attitude are similar for males and females, as the p-values for these variables are all above 0.05. This suggests that there is no statistically significant difference between males and females in these variables. However, the p-value for structural support is below 0.05, which suggests that there may be a statistically significant difference between males and females in this variable.

Influence of Entrepreneurial Intention Based on Age Group

The hypothesis sets for independent sample t-test as;

H0: μ1 = μ2 (Groups means are statistically equal)

H1: μ1 ≠ μ2 (Groups means are not statistically equal)

Table 5
Result of Independent T-Test With Respect to the Age Group

Variables	Age Group	Mean	Std. Deviation	T-Value	P-Value
Entrepreneurial Intention	22-30	3.8286	0.58368	-2.336	0.016
	31 and above	4.1026	0.36233		
Entrepreneurial Education	22-30	3.4072	0.62449	-4.04	0.095
	31 and above	3.4615	0.80596		
Perceived Behavioural Control	22-30	3.4033	0.60384	-3.705	0.022
	31 and above	3.859	0.48003		
Subjective Norms	22-30	3.7335	0.52214	-1.646	0.234
	31 and above	3.9103	0.46959		
Structural Support	22-30	2.7036	0.79481	-3.502	0.008
	31 and above	3.3077	1.08289		
Personal Attitude	22-30	3.7138	0.80177	-0.24	0.782
	31 and above	3.7179	0.88665		

From Table 5 it is observed that the mean scores for entrepreneurial intention, perceived behavioral control, and structural support are significantly different between the two age groups, as the p-values for these variables are all below 0.05. This suggests that there are statistically significant differences between the age groups in these variables. The mean scores for entrepreneurial intention and perceived behavioral control are higher for the 31 and above age group, while the mean score for structural support is higher for the 22-30 age group. The mean scores for entrepreneurial education, subjective norms, and personal attitude do not show significant differences between the age groups, as the p-values for these variables are all above 0.05. This suggests that there are no statistically significant differences between the age groups in these variables.

Influence of Entrepreneurial Intention Based on Parental Occupation

The hypothesis sets for ANOVA is as
H0: μ1 = μ2 =μ3 = μ4= μ5 (Groups means are statistically equal)
H1: μ1 ≠ μ2 ≠μ3 ≠ μ4≠ μ5 (Groups means are not statistically equal)

Table 6
Results of One Way ANOVA of Parental Occupation

Variables	Parental Occupation	Mean	Std. Deviation	F-statistics	P-value
Entrepreneurial Intention	Farmer/Agriculture	3.8656	0.54224	3.761	0.006
	Services	3.7553	0.63202		
	Business	3.8943	0.55649		
	Abroad	4.125	0.14434		
	Entrepreneur	4.6333	0.27386		
Entrepreneurial Education	Farmer/Agriculture	3.5215	0.68916	6.519	0
	Services	3.2489	0.52425		
	Business	3.372	0.65488		
	Abroad	4.0139	0.43495		
	Entrepreneur	4.1333	0.7303		
Perceived Behavioral Control	Farmer/Agriculture	3.5134	0.68373	1.605	0.174
	Services	3.3776	0.64035		
	Business	3.4512	0.59345		
	Abroad	3.7361	0.20669		
	Entrepreneur	3.8667	0.27386		
Subjective Norms	Farmer/Agriculture	3.6989	0.52518	3.041	0.018
	Services	3.6561	0.53798		
	Business	3.8333	0.50647		
	Abroad	4.125	0.22613		
	Entrepreneur	3.8333	0		
Structural Support	Farmer/Agriculture	2.8817	0.72516	3.962	0.004
	Services	2.616	0.83519		
	Business	2.9187	0.89206		
	Abroad	2.8611	0.97658		
	Entrepreneur	1.6333	0.63901		
Personal Attitude	Farmer/Agriculture	3.8978	0.77021	1.855	0.119
	Services	3.635	0.85196		
	Business	3.685	0.72861		
	Abroad	3.5694	1.2298		

	Entrepreneur	3.0667	1.16428

From Table 6, it appears that there may be statistically significant differences between the groups in entrepreneurial intention, entrepreneurial education, subjective norms, and structural support, as the p-values for these variables are all below 0.05. There is no statistically significant difference between the groups in perceived behavioral control or personal attitude, as the p-values for these variables are both above 0.05.

Influence of Entrepreneurial Intention Based on Career Choice

The hypothesis sets for ANOVA is as
H0: μ1 = μ2 =μ3 = μ4 (Groups means are statistically equal)
H1: μ1 ≠ μ2 ≠μ3 ≠ μ4 (Groups means are not statistically equal)

Table 7
Results of One Way ANOVA to Career Choice

Variables	Career Choice	Mean	Std. Deviation	F value	P-value
	Getting a Job	3.75	0.52705		
Entrepreneurial Intention	Going Abroad	3.8171	0.70593	3.594	0.029
	Starting Business/ Entrepreneur	3.965	0.54672		
	Getting a Job	3.4354	0.51112		
Entrepreneurial Education	Going Abroad	3.7398	0.714	7.699	0.001
	Starting Business/ Entrepreneur	3.2955	0.66505		
	Getting a Job	3.3104	0.71342		
Perceived Behavioral Control	Going Abroad	3.622	0.58928	4.315	0.014
	Starting Business/ Entrepreneur	3.5168	0.54393		
	Getting a Job	3.7	0.51106		
Subjective Norms	Going Abroad	3.7927	0.5449	0.685	0.505
	Starting Business/ Entrepreneur	3.7787	0.5126		
	Getting a Job	2.8938	0.72733		
Structural Support	Going Abroad	3.1463	0.73048	8.336	0
	Starting Business/ Entrepreneur	2.577	0.91822		

	Getting a Job	3.5313	0.82126		
Personal Attitude	Going Abroad	3.748	0.90915	2.772	0.065
	Starting Business/ Entrepreneur	3.8067	0.78534		

From Table 7 it can be implied hat each group of, personal attitude and subjective norms variables have no significant differences the p-value is above 0.05.,there may be statistically significant differences between the groups in entrepreneurial intention, entrepreneurial education, perceived behavioral control, and structural supports the p-values for these variables are all below 0.05.

Test of Multicollinearity

Table 8

Results of Test of Multicollinearity

Model	Collinearity Statistics	
	Tolerance	**VIF**
Entrepreneurial Education	0.723	1.384
Perceived Behavioral Control	0.562	1.78
Subjective Norms	0.736	1.359
Structural Support	0.687	1.456
Personal Attitude	0.976	1.024

Above table 8 reflects that the VIF for all variables is less than 5 and the tolerance factor is more than 0.1. Thus, we conclude that the variables are free of the problem of multicollinearity. We can run the simple linear regression for these variables.

Multiple Regression Analysis

Multiple regressions were employed to identify the relationship between independent variables and dependent variables.

Table 9

Results of Regression Analysis

Variables	Std. Error	Beta	T	p-value
(Constant)	0.269		5.253	0
Entrepreneurial Education	0.055	0.027	0.446	0.656
Perceived Behavioural Control	0.065	0.516	7.383	0

Subjective Norms	0.068	0.148	2.429	0.016
Structural Support	0.043	-0.118	-1.863	0.064
Personal Attitude	0.037	0.121	2.28	0.024
Age Group	0.114	-0.304	-2.971	0.003
Gender	0.074	0.045	0.614	0.539

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598[a]	0.358	0.344	0.46694

F-statistic- 32.704 P-value of F-statistic- 000

From Table 9, the F-value and P-value of the model are 32.704 and 0.0000 respectively which is significant at a 5% level of significance. So, the model is fitted linearly. R square of this model is 0.358 or 35.8 % which means 35.8% of the variation in entrepreneurial intention is explained by variation in independent variables used in the model. Subjective norms are the most important predictor of entrepreneurial intention with the coefficient value of 0.68. The coefficient value of 0.68 for subjective norms means that 1 unit changes in subjective norms cause the 0.68 unit change in entrepreneurial intention of the students. The positive sign tells the proportional relationship between the variables. Similarly, the perceived behavioral control coefficient 0.65, entrepreneurial education 0.55, structural support 0.43, and personal attitude 0.026 respectively.

Perceived behavioral control, subjective norms, and personal attitude are positive and significant. It means entrepreneurial intention is positively related to the respondent's perceived behavioral control, Subjective norms, and personal attitude.

V. Discussion, Conclusions & Implications

From table 9we can verify that perceived behavioral control, Subjective norms, and personal attitude are positive and significant, this finding is supported by the results derived by,(Shi, Yuan, Bell, & Wang, 2020). (Krithika & Venkatachalam, 2014) support the theory that subjective norms have significant relation with entrepreneurial intention. In this research, the result reflects that there is an insignificant relationship between entrepreneurial education and entrepreneurial intention, this result is consistent with the findings by Chen, Gene, & Ann, (1998). This research result reflects that there is an insignificant relationship between structural support and entrepreneurial intention, this result is consistent with the findings by (Kashmiri & Akhter, 2017), (Jahanshahi, Nawaser, Khaksar, & Kamalian, 2011).

Similarly in some research done by various researcher shows that there is a positive and significant relation between entrepreneurial education and entrepreneurial intention, these finding is supported by, Jones & Jones, (2014). (Lim, Kim, & Kim, 2021) contradict the result of this study, which reflects the personal attitude and entrepreneurial subjective norm has an insignificant relationship with entrepreneurial intention.

Conclusions

It can be concluded that entrepreneurial intention is positively related to the respondent's perceived behavioral control, subjective norms, and personal attitude have positive impact on entrepreneurial intention. However, entrepreneurial education, structural support have no significant impact on entrepreneurial intention. It means students believe that their attitudes, their peer influence, and perceived behavior control have a major role to encourage them to be an entrepreneur but education at university and government policies has no major role to pursue graduates to be an entrepreneur. Similarly, gender does not make any difference in entrepreneurial intention decision-making.

Implications

- This study has major implications on the government, venture capital companies, educational institutions, universities, and future researchers, etc.
- The government has major implications for this study while formulating, and implementing its plan and policies related to setting up platform for venture development, creating entrepreneurial culture and thereby aiding in creation of employment opportunities.
- Additionally, universities and educational institutions can use this study for formulating curriculum based on entrepreneurial programs so that it has long-term and justifiable effects on the entrepreneurial intention of students thereby educating them about entrepreneurial opportunities and their (students) impact on national development.

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