

Factors Affecting Entrepreneurial Intention of Undergraduate Students of the University of Dhaka

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Abstract: *Economy of Bangladesh is progressing towards achieving upper middle-income country status by 2031 but official statistics reported the slow job growth whereas lacuna prevails in labour market due to increasing unemployment along with decent economic growth. The situation demands job creation which is possible through entrepreneurial intention. The purpose of this study is to measure the entrepreneurial intention of undergraduate students based on the factors such as personal attitude, subjective norm, and perceived behavioural control which have effect on them. A sample of 100 students using stratified random sampling from the Department of Marketing in the University of Dhaka has been used in this study. Based on the bivariate regression and multiple regression, the findings indicate that undergraduate students' entrepreneurial intention is positively influenced by personal attitude, subjective norm and perceived behavioural control.*

Keywords: *personal attitude (PA), subjective norm (SN), perceived behavioural control (PBC), entrepreneurial intention (EI)*

1. Introduction

Economy of Bangladesh is burgeoning compared to other Asian countries. Bangladesh has been listed as among the five fastest growing economies of the world although insufficiency in private sector investment prevails (World Bank, 2018). Out of 63.5 million economically active populations (labour force) of Bangladesh, 60.8 million people are employed whereas 4.2 percent people are not in employment during the year 2016 to 2017 (BBS, 2019). Despite having decent economic growth in Bangladesh, increasing unemployment is leading to hollow labour market (Paul, 2018). At one hand, economy of Bangladesh is experiencing a 'jobless growth' since official statistics reported that between 2013 and 2016-17, Bangladesh's economy has witnessed 0.9 percent job growth per annum which is less than one-eighth of the rate of economic growth despite steady increase by 6.6 percent annually on average during those five years (Raihan, 2018). On the other hand, youth unemployment rate of Bangladesh has reached highest (increased by 6.4 percent) in Asia-pacific regions during the period 2010-2017 whereby youth unemployment rate with a tertiary level education is 10.7 percent (ILO,

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2018). Hence, the paucity of available employment entails entrepreneurial intention for new job creation.

Converging towards achieving upper middle-income country status by 2031 and high income country status by 2041, Bangladesh will be in a position to address the infrastructure gap and reform the financial sector and business regulation which warrant the country to invest heavily in ‘physical capital, human capital and innovation’ (World Bank, 2019, p. 20). Yet increasing unemployment may hinder the progression toward vision 2041 unless painstaking steps have been taken to create entrepreneurial mindset. Previous studies evince that entrepreneurship is critical propulsion of the economy (Gree and Thurnik, 2003) whereby entrepreneurial activities foster technological innovation, increase competitiveness (Turker and Selcuk, 2009; Fatoki, 2010), accelerate economic growth, create jobs (Tong et al., 2011) and economic prosperity (Van Praag and Versloot, 2007; Shen, Osorio and Settles, 2017). Since entrepreneurial activities foster employment opportunity along with competitiveness (Reynolds, 1987; Zahra, 1999), entrepreneurship provides a fillip to trigger growth in “a growth-conscious world” (Baumol, 1968, p. 71; Turker and Selcuk, 2009). However, economic crunch urges young students to explore their creativity with new opportunities (Fatoki, 2010). Predominantly, youths have capabilities of brainstorming unique ideas and take risks to nurture entrepreneurial mindset. Consequently, the context of this study underpins the factors that affect undergraduate students’ entrepreneurial intentions.

2. Research Objectives

The context of this study underpins the factors that affect undergraduate students’ entrepreneurial intentions in the Department of Marketing, University of Dhaka. Since examining factors that lead to entrepreneurial intention of undergraduate students of Department of Marketing is the basis of this study, following objectives have been addressed as a means of enriching extant literature:

1. To assess how students perceive entrepreneurship to form entrepreneurial intentions.
2. To identify the reasons why students approach to be entrepreneurs.
3. To examine the reasons why students restrain themselves from being an entrepreneur.

3. Literature Review

3.1 Entrepreneurial Intention (EI)

Entrepreneurial intentions refer to ‘a conscious state of mind’ to achieve means by directing attention toward particular goals (Bird, 1989, p. 8). Ajzen (1991, p.181) defined “intentions are assumed to capture the motivational factors that influence a behaviour; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour.” Usually, individual’s

performance depends on the degree of strong intentions in behavioural engagement. Previous studies suggest that individual's intentions of becoming entrepreneur serve as foundation to engage into future entrepreneurial activities (Delmar and Davidsson, 2000; Krueger et al., 2000; Hamidi, Wennberg and Berglund, 2008). For example, the proclivity of starting or owning a business is called entrepreneurial intentions (Bae *et al.*, 2014). Moreover, person's intention to perform particular behaviours, as outlined in the theory of planned behaviour (TPB), can be projected accurately from 'attitudes toward the behaviour, subjective norms, and perceived behavioural control' (Ajzen, 1991, p.179). On the other hand, some researchers suggested three factors that discern entrepreneurial intentions (Krueger et al., 2000; Hamidi, Wennberg and Berglund, 2008). First, person's attitude toward particular behaviour influences intentions (Hamidi, Wennberg and Berglund, 2008; second, influence of social norms (beliefs of pertinent groups and actors), e.g., family, friends, colleagues (Davidsson,1991); and third, influence of individual's self-efficacy (Krueger et al., 2000). Although previous studies still consider intentions as powerful instrument of entrepreneurial behaviour (Krueger et al., 2000; Lee et al., 2011)., however, some scholars have scepticism on whether intentions envisage real entrepreneurial behaviour since for example, actual entrepreneurship will not happen without ample opportunities and necessary funding despite of having the strongest entrepreneurial intentions (Douglas & Shepherd, 2002; Bae *et al.*, 2014).

3.2 Personal Attitude (PA)

Attitudes are frequently observed as 'summary evaluations of objects' such as oneself, other individuals, issues etc. based on positive to negative dimensions (Petty et al., 1994; Petty, Wegener and Fabrigar, 1997, p.611). Attitude related to expectancy implies that performing the behaviour depends on the perceptions of personal desirability (Krueger, Reilly and Carsrud, 2000). Regarding the choice of being entrepreneur, personal desirability states the value attributable to the expectancy of the entrepreneurial career outcomes (Lerroy *et al.*, 2009). Ajzen (1991, p.188) defined attitude as "the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question." The relationship between attitude and behaviour are indirectly intertwined whereby attitude affects intentions and intentions affect behaviours of individuals (Bagozzi, 1981). Contextually, attitude toward behaviour is the subjective assessment of outcomes of entrepreneurial activities manifesting the individuals' perceptions about the worthwhile and gratifying experience toward entrepreneurial activities (Nowiński and Haddoud, 2018).

Many scholars found significant relationship between attitude and entrepreneurial intention in diverse context since attitude is instrumental in measuring entrepreneurial intention (Fini et al., 2009; Kautonen et al., 2009; Moriano et al., 2011; Koe et al., 2012).

For example, students have positive attitude toward entrepreneurial intention (Schwarz et al., 2009); small business founder's attitude is the key predictor of corporate entrepreneurial behaviour (Fini et al., 2012); and cross-country studies showed the positive link between attitude and entrepreneurial intentions (Moriano et al., 2012) and entrepreneurial activity (Jones et al., 2011; Nowiński and Haddoud, 2018). Moreover, entrepreneurial intentions should derive from positive attitude towards entrepreneurial activity (Ajzen, 1991; Krueger & Carsrud, 1993; Nowiński and Haddoud, 2018). Particularly, attitude among other factors has been detected as one of most significant predictors in explaining entrepreneurial intention (do Paço et al., 2011).

3.3 Subjective Norm (SN)

Subjective norms refer to the belief that an individual's particular behaviour will be supported and endorsed by the social groups of his/her surroundings. Ajzen (1991) denoted the subjective norm as the behaviour whether will be performed or not depends on the social pressure. This means that intentions of the entrepreneurs can be influenced by the beliefs of peer groups, related social groups and actors such as family, friends, colleagues and customers (Davidsson, 1991; Hamidi, Wennberg and Berglund, 2008). The term subjective norm is interchangeably used with social norm (Engle et al., 2010) which explains the social pressure from the opinions of family member (e.g., parents), friends, partners or favourite personality (Tong, Tong and Loy, 2011). Moreover, it is determined by the social pressure for which individuals' conduct and motivation conform to their views (Ham, Jeger and Ivković, 2015).

Prior research indicated conflicting results between subjective norms and entrepreneurial intention (Koe et al., 2012). Also, weaker association had been found on forming the intention by the influence of subjective norms (Ham, Jeger and Ivković, 2015). For example, Moriano et al., (2011) reported subjective norm plays important role in predicting entrepreneurial intention. Other study by Van Gelderen et al., (2008) also confirmed the significant relationship between subjective norms and intention towards entrepreneurship whereas students were influenced by entrepreneur family members and friends having favourable subjective norms. On the other hand, several studies found insignificant role of subjective norms in explaining the entrepreneurial intention (Fini et al., 2009; Shook and Bratianu, 2010; do Paço et al., 2011; Sommer and Haug, 2011). Hence, further investigation of subjective norms on entrepreneurial intention is required in different entrepreneurial settings.

3.4 Perceived Behavioural Control (PBC)

Perceived behavioural control refers to "people's perception of the ease or difficulty of performing the behaviour of interest" (Ajzen, 1991, p. 183). Kolvereid (1996) argued that strength of individual's intention to be self-employed depends on the individual's greater perceived behavioural control. Moreover, it is an individual's belief and confidence that person's ability reflects in performance, perceived control and success of entrepreneurial

activity (Ajzen, 2002; Ozaralli and Rivenburgh, 2016). Particularly, Sommer and Haug (2011) unearthed that entrepreneurial intention can be most significantly predicted by perceived behavioural control which implies salient entrepreneurial resources in the entrepreneurial process. Hence, perceived behavioural control is related with the capability of performance of behaviour that individuals undertake with ease or difficulty.

Myriad of studies found perceived behavioural control as strong predictor of entrepreneurial intention. Soutaris et al., (2007) reported that students from renowned university tend to have great self-confidence which constitutes perceived behavioural control. Shook and Bratianu (2010) concluded that perceived behavioural control and entrepreneurial intention have favourable association whereby students have the probable intention to a business start-up possessing belief that they are able to perform entrepreneurial tasks. Contrarily, Kolvereid and Isaksen (2006) confirmed the insignificant relationship between intentions and perceived behavioural control.

Prior studies have focused on different factors to measure impact of entrepreneurial intention of undergraduate students but no study has been conducted so far in the context of undergraduate students of Department of Marketing in the University of Dhaka. Hence, this study will attempt to bridge the gap in the current literature by taking the context of undergraduate students of the Department of Marketing in University of Dhaka. Based on the extant literature, following hypotheses have be developed-

H₁: Personal attitude (PA) has positive impact on entrepreneurial intention (EI)

H₂: Subjective norm (SN) has positive impact on entrepreneurial intention (EI)

H₃: Perceived behavioural control (PBC) has positive impact on entrepreneurial intention (EI)

H₄: Personal attitude (PA), subjective norm (SN), and perceived behavioural control (PBC) have positive impact on entrepreneurial intention (EI)

On the basis of the extant literature and context of this study, conceptual framework has been developed by following hypotheses.

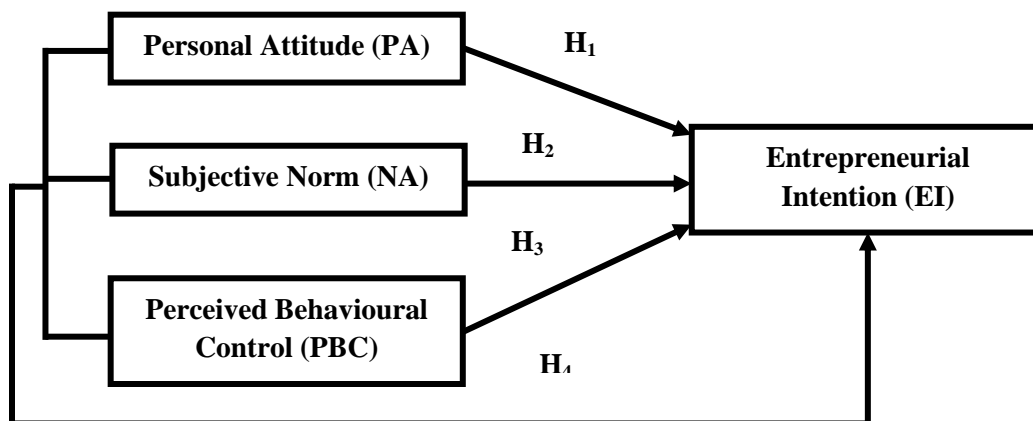


Figure-1: Conceptual framework (adapted from Ajzen, 1991)

4. Methodology

The major focus of this study is to understand the undergraduate students' entrepreneurial intention. To address the objectives of this research, descriptive research design has been adopted. Generally, descriptive research design is followed when description of characteristics or function of phenomena deals with quantitative data (Malhotra and Dash, 2011). As this study is quantitative in nature and based on entrepreneurial intention of undergraduate students of the Department of Marketing, University of Dhaka, descriptive research is deemed appropriate. Saunders et al., (2016) suggested that quantitative research is appropriate when data collection procedure is structured and predetermined.

To conduct the research in the particular context, this study used both primary and secondary sources. Secondary sources had been extensively reviewed for examining established theories, models and variables. Different published articles from distinguished ranked and indexed journals (online and offline), Google scholar, published reports by World Bank, ILO, Bangladesh Statistics Bureau (BBS), and newspaper articles were critically studied and analyzed for the purpose of rigorous literature and then developing hypotheses for this study based on the literature. In case of primary data collection, online survey questionnaire had been administered and used to collect data from respondents after extensive literature review and developing conceptual framework from secondary data.

Probability method was used for the purpose of sampling plan of this research. Particularly, stratified random sampling was used for this study, as suggested by Lind, Marchal and Wathen (2018, p. 255), researchers can use stratified random sampling 'when a population can be clearly divided into groups based on some characteristics'. As the context of this study is to measure the factors that can affect entrepreneurial intention of the undergraduate students in the Department of Marketing, University of Dhaka, population can be clearly divided into different strata or groups whereby representative and qualified samples were randomly selected from each stratum (table-1).

Table-1: Number of Students Selected for a Proportional Stratified Random Sample

Stratum	Undergraduate Year	Number of Students*	Relative Frequency	Number Sampled
1	1 st	227	.26	26
2	2 nd	220	.25	25
3	3 rd	213	.24	24
4	4 th	223	.25	25
Total		883	1.00	100

*List of current number of students in the Department of Marketing, University of Dhaka.

For ensuring the sample as fair representation of the 883 undergraduate students of Department of Marketing in University of Dhaka, the students were grouped on undergraduate level of study. Since the sample collected from undergraduate students in the Department of Marketing, 100 students were selected for intensive study of entrepreneurial intention. Gorusch (1983, p. 332) and Hatcher (1994, p. 73) suggested that minimum five respondents should be sampled for per item ‘making it 5:1 (subject to item ratio)’. In this study, the sample size based on rules of thumb should be 100 (20 items X 5 respondents).

Based on the sample size and probability, 26 (100 X .26), 25 (100 X .25), 24 (100 X .24), and 25 (100 X .25) students had been randomly selected from each stratum respectively. For number of sampled students in each stratum, simple random sampling within each stratum to collect sample had been applied. For the method of selecting a random sample, table of random numbers had been used. For the purpose of using table of random numbers, starting place was randomly picked in the table and then selected strata-wise number of students sampled such as first three-digit numbers (i.e., stratum-1: 001-227; Stratum-2: 001- 220; Stratum-3: 001- 213; and Stratum-4: 001- 223).

Measurement instruments for hypotheses testing had been adopted from extant literature. Based on the measurement instruments, final questionnaire had been administered. The study measured all items on 5-point Likert scales (e.g., 1. is strongly disagree and 5. is strongly agree). Items (table-2) in the questionnaire were adapted from the study of Liñán, F. and Chen, Y. (2009).

Table-2: Constructs used in this study

Construct	Items	Number of Items	Reference	Scale Used
Personal Attitude (PA)	1. Being an entrepreneur implies more advantages than disadvantages to me 2. A career as entrepreneur is attractive for me 3. If I had the opportunity and resources, I would like to start a firm 4. Being an entrepreneur would entail great satisfactions for me 5. Among various options, I would rather be an entrepreneur	05		

<p>Subjective Norm (SN)</p>	<p>If you decided to create a firm, would people in your close environment approve of that decision?</p> <ol style="list-style-type: none"> 1. Your close family 2. Your friends 3. Your colleagues 	<p>03</p>	<p>Liñán, F. and Chen, Y. (2009)</p>	<p>Likert scales = From (1) Strongly Disagree to (5) Strongly Agree</p>
<p>Perceived Behavioural Control (PBC)</p>	<ol style="list-style-type: none"> 1. To start a firm and keep it working would be easy for me 2. I am prepared to start a viable firm 3. I can control the creation process of a new firm 4. I know the necessary practical details to start a firm 5. I know how to develop an entrepreneurial project 6. If I tried to start a firm, I would have a high probability of succeeding 	<p>06</p>		
<p>Entrepreneurial Intention (EI)</p>	<ol style="list-style-type: none"> 1. I am ready to do anything to be an entrepreneur 2. My professional goal is to become an entrepreneur 3. I will make every effort to start and run my own firm 4. I am determined to create a firm in the future 5. I have very seriously thought of starting a firm 6. I have the firm intention to start a firm some day 	<p>06</p>		

5. Data Analysis and Results

5.1 Demographic Analysis

Table-3: Respondents' Demographic Profile

		Frequency	%
Gender	Female	40	40
	Male	60	60
Age	18	2	2
	19	14	14
	20	26	26
	21	23	23
	22	30	30
	23 or above	5	5
Undergrad Year	1 st Year	26	26
	2 nd Year	25	25
	3 rd Year	24	24
	4 th Year	25	25
Relationship Status	Single	78	78
	In a Relationship	21	21
	Married	1	1
	Separated/Divorced	0	0
Gross Family Income	Under BDT 20,000	35	35
	BDT 20,000 – BDT 39,999	19	19
	BDT 40,000 – BDT 59,999	15	15
	BDT 60,000 – BDT 79,999	11	11
	BDT 80,000 – BDT 99,999	5	5
	BDT 1,00,000 or over	15	15
N=100			

In the demographic profile, 60% of respondents were male (n=60) out of 100 sample. Majority students were aged between 20 and 22 and accounted for 79%. Most of the students in the sample were single although no separated/divorced respondent had been found. Only 5 respondents had BDT 80,000 to 99,999 gross family incomes whereas more than half of the respondents had under BDT 20,000 to 59,999. However, numbers of respondents sampled in Undergrad years of study were based on the stratified sampling method.

5.2 Reliability Analysis

Table-4: Reliability Test

Construct	Item	Cronbach's Alpha if Item Deleted	Cronbach's Alpha (α)
Personal Attitude (PA)	PA1	.920	.918
	PA2	.890	
	PA3	.891	
	PA4	.884	
	PA5	.909	
Subjective Norm (SN)	SN1	.781	.730
	SN2	.587	
	SN3	.583	
Perceived Behavioural Control (PBC)	PBC1	.751	.775
	PBC2	.734	
	PBC3	.710	
	PBC4	.752	
	PBC5	.734	
	PBC6	.765	
Entrepreneurial Intention (EI)	EI1	.895	.907
	EI2	.889	
	EI3	.887	
	EI4	.885	
	EI5	.882	
	EI6	.905	
Overall α for all constructs= .930; Number of Items= 20			

In the reliability test, the Cronbach's Alpha for each item ranged from .583 to .920 which implies that items in the construct had reliable responses from respondents. As suggested by George and Mallery (2003), Cronbach's Alpha is acceptable when $\alpha > .7$ in the scale of 0 to 1. Cronbach's Alpha for each construct is well above .7 in this study. Among all the constructs, Entrepreneurial Intention (EI) has highest reliability ($\alpha = .907$).

5.3 Hypotheses Testing

Table-5: Bivariate Linear Regression

Hypotheses		Model Summary		ANOVA			Coefficients			
		R Square	Adjusted R Square		df	F	Sig.	IV	Standardized Coefficients	Sig.
									Beta	
H₁	IV: PA DV: EI	.402	.396	Regression	1	65.848	.000	PA	.634	.000
				Residual	98					
H₂	IV: SN DV: EI	.241	.233	Regression	1	31.114	.000	SN	.491	.000
				Residual	98					
H₃	IV: PBC DV: EI	.468	.463	Regression	1	86.303	.000	PBC	.684	.000
				Residual	98					

N.B. *IV= Independent Variable, DV= Dependent Variable; ** PA= Personal Attitude, SN= Subjective Norm, PBC= Perceived Behavioural Control, EI= Entrepreneurial Intention; *Bolted values denote significance**

H₁: (IV = PA, DV = EI)

Personal attitude (PA) had significant impact on entrepreneurial intention (EI) ($F_{1,98} = 65.848, p < .001$). PA also explained 40.2% of the variation in the EI ($R^2 = .402$). Besides, $\beta = .634, p < .0001$, confirmed the strong relationship between PA and EI.

H₂: (IV = SN, DV = EI)

Significant impact had been found between subjective norm (SN) and entrepreneurial intention ($F_{1,98} = 31.114, p < .001$). 24.1% of the variation in the EI had been found to be explained by SN ($R^2 = .241$) whereby $\beta = .491, p < .0001$, confirmed the significant relationship between SN and EI.

H₃: (IV = PBC, DV = EI)

Perceived behavioural control (PBC) had positive impact on entrepreneurial intention (EI) ($F_{1,98} = 86.303, p < .001$). PBC also explained 46.8% of the variation in the EI ($R^2 = .468$) whereby $\beta = .684, p < .0001$, confirmed the robust relationship between PBC and EI.

Table-6: Multiple Regression

Hypothesis		Model Summary		ANOVA				Coefficients		
		R Square	Adjusted R Square		df	F	Sig.	IV	Standardized Coefficients	Sig.
									Beta	
H₄	IV: PA,SN, PBC DV: EI	.590	.577	Regression	3	46.070	.000	PA	.312	.000
				Residual	96			SN	.149	.059
								PBC	.467	.000

N.B. *IV= Independent Variable, DV= Dependent Variable; ** PA= Personal Attitude, SN= Subjective Norm, PBC= Perceived Behavioural Control, EI= Entrepreneurial Intention; *Bolted values denote significance**

H₄: (IV = PA, SN, PBC; DV = EI)

R² value (.590) indicated that 59.0% of the variation in the entrepreneurial intention (EI) is explained by personal attitude (PA), subjective norm (SN) and perceived behavioural control (PBC). Adjusted R² value (.577) was closer to R² value (.590) which indicated that adding second and third variable, SN and PBC, after PA made a contribution in explaining the variation in EI. Moreover, PA, SN, and PBC had significant positive impact on EI (F_{3, 96} = 46.070, p<.001). However, SN (β =.149, n.s.) was not significant predictor, and had not any or less impact on EI whereas PA (β =.312, $p < .0001$) and PBC (β =.467, $p < .0001$) were significant predictor of EI.

6. Discussion

To measure the impact of factors (personal attitude, subjective norm, and perceived behavioural control) on entrepreneurial intention of undergrad students in the Department of Marketing, University of Dhaka, the current study examined how students were influenced by their personal attitude, subjective norm and perceived behavioural control in forming entrepreneurial intention since entrepreneurial mindset turns the innovation ideas into reality. Predominantly, the aim of this research was to examine how the students' entrepreneurial intention is shaped by their own attitude, close environment and entrepreneurial capacity by which students can convert ideas into entrepreneurial activities through forming entrepreneurial mindset.

The results in the table-5 and 6 indicated that PA, SN, and PBC have significant and positive influence on EI because students feel attracted and satisfied as career; are influenced by the close surroundings; and possess capacity to start firm. Particularly, the result is consistent with prior empirical findings on entrepreneurial intention. For example, Shen, Osorio and Settles (2017) found that significant positive influence of

perceived family support (subjective norm) on entrepreneurial intention of students. Other studies (Aldrich & Cliff, 2003; Henderson & Robertson, 2000; Shapero & Sokol, 1982) also confirmed the vital role of subjective norm in augmenting entrepreneurial intentions among students. However, some studies excluded subjective norm from entrepreneurial intention model since subjective norms or social norms do not have consistent significant impact on entrepreneurial intention (Ozaralli and Rivenburgh, 2016; Krueger et al. 2000).

In a cross-cultural settings of U.S. and Turkish students, Ozaralli and Rivenburgh (2016) found significant influence of personal attitude on entrepreneurial intention which is consistent with the result of this study. Because when the students expect a rewarding and attractive career, personal attitude signifies the entrepreneurial intention to start their own new venture. On the other hand, perceived behavioural control had significant impact on entrepreneurial intention among undergrad students because students with strong perceived behavioural control are motivated to form entrepreneurial intention and become entrepreneur (Nabila *et al.*, 2016; Souitaris et al., 2007) which is also consistent with the findings of this study. Ozaralli and Rivenburgh (2016) also found stronger attitude for entrepreneurship and higher perceived behavioural control in forming entrepreneurial mindset.

7. Conclusion

Entrepreneurial intention of undergraduate students implies that students form intentions to become entrepreneur when strong attitude, subjective norm and perceived behavioural control allow them to nurture entrepreneurial mindset. In fact, entrepreneurial intention is volitional and directed by cognitive mechanisms (Shirokova, Osiyevskyy and Bogatyreva, 2015; Kautonen et al., 2013; Krueger, 2005). Moreover, students, who have tendency to choose challenging and rewarding career, have positive reflection into their attitude and capability with strong passion to turn the innovative ideas into viable reality by starting their own new venture. Likewise, some students with business majors in undergraduate study have more entrepreneurial evaluation toward them; own venture creation tendency; feelings of having entrepreneurial skills as part of study; more university stimulation; and high interest in entrepreneurship course (Sondari, 2014; Shinnar et.al.,2009).

The main contribution of this study is the empirical evidence of factors affecting entrepreneurial intentions generated in the context of undergraduate students of Department of Marketing in University of Dhaka. The implication of this study is more related to the policy makers and educators apart from entrepreneurship courses because policy makers can address and analyze the underlying personal attitude, subjective norm and perceived behavioural control of the students for motivating youths to bridge the gap in existing labour market by creating entrepreneurial ventures whereas educators can

stimulate the students' intentions to form entrepreneurial mindset through nurturing and catering the individual students innovative ideas. However, additional research can be conducted to determine other influential factors in forming entrepreneurial intention since other factors may contribute to motivate students to become entrepreneur.

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