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Exploring Entrepreneurial Intentions among University Students in Bangladesh

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Abstract

The purpose: The purpose of this study was to measure the entrepreneurial intentions among university students in Bangladesh. To measure entrepreneurial intentions, main factors were Ajzen's Theory of Planned Behaviour, Motivational factors, Entrepreneurial education and training, and E-business acceptance.

Research questions: The main research question of this study was "What factors are influencing entrepreneurial intentions among university students in Bangladesh?". Besides, there were four more sub-questions to answer the main question.

Methodology: This study used quantitative method to gather primary data using survey questionnaire. The data were collected using cluster random sampling from eight universities of a divisional area of Bangladesh. In total 127 students participated in the survey. In order to test hypothesis, different statistical analysis performed such as descriptive and regression analysis with Statistical Software SPSS.

Results: Results of this study indicated that there were satisfying level of entrepreneurial intentions among university students in Bangladesh. Overall, the research model is significant and particularly attitudes toward behaviour and e-business acceptance highly impact on entrepreneurial intentions of university students. The study found motivational factors as insignificant to influence on entrepreneurial intention in any manner. However, recommendation for further study have been highlighted that a study should be conducted with bigger sample from all over the country to understand the overall entrepreneurial intentions among students.

Key Words: Entrepreneurship, Intentions, Theory of Planned Behaviour, Entrepreneurial Education, Motivational Factors, E-business Acceptancy, Bangladesh, Students.

Foreword

I am hereby, presenting my master's thesis on "Exploring Entrepreneurial Intentions Among University students in Bangladesh". The thesis is submitted as the final paper of Master's degree in International Business Management.

By finishing this journey, I realize this would not be possible within this short period without help of some people. The first and foremost comes from my supervisor Jaana Lappalainen, who advised me all the way with her instructive feedback, insightful guidance, and substantial knowledge. My deep gratitude goes to her for the grateful support.

I would like to Thank you to my parents and family members for their support. In addition, I would like to thank all participants of the survey and all persons who directly or indirectly help me to complete this master's degree.

Lastly, I would like to dedicate this paper to my father, who is fighting for his life and all people who are struggling against this pandemic situation.

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Abbreviations

Intensions	Entrepreneurial Intensions
TPB	Theory of Planned Behaviour
Attitudes	Attitudes Toward Behaviour
Norms	Subjective Norms/ Social Norms
PBC	Perceived Behavioural control
E-Business	Electronic Business / Online Business
TAM	Technology Acceptance Model

1. Introduction

This chapter consist of the study background, research purpose and gap, research questions and structure of the study. Background of the study presents the significance of study. Afterwards, research purpose and gap show necessity of the study and how this study could contribute to help to different parties like potential student entrepreneurs, entrepreneurship studies etc. In addition, this chapter also depict the main research question along with sub-questions of this study, and at the end, the structure of this thesis is presented.

1.1 Background

The topic for the thesis is “Exploring Entrepreneurial intention among University Students in Bangladesh”. To understand the importance of the phenomenon, first we have to know about the background of the study. Entrepreneurial activities contribute significantly to grow national income of a country as well as help to increase per capital income. According to Baumol, Litan, & Schramm (2007), entrepreneurship is one of the most important driving forces for economic development and growth. Drucker & Thomas (2005) indicated small and new business as entrepreneurial venture in their statement *“the drivers of growth in modern economics are not large industrial companies, but rather, new and small business”*.

The term Potential Entrepreneur indicate those who want to become or who are self-employed or want to start new business in order to earn money (ODI, 2012). Student intentions towards entrepreneurship provide comparative advantage to an economy over another (Kolvereid & Moen, 1997). Students are called the creator and dominator of future business world and our future development is closely related with their choice of life activities. From the very first phase of undergraduate study, students usually start to think about their future and professional life and aim, to which way they should go. One of the potential and familiar way to set up their life is entrepreneurship. Students, with an entrepreneurial intention and passion, try to brainstorm their business ideas and decide their business model. In addition, they also map to be a successful businessman in their future. According Shane et al., (2012), nature of successful new business relies on young intentions to execute their idea into business.

To encourage them to do entrepreneurial activities, different type of approaches have been practicing, such as access financial capital, bank loan, business facilities, tax exemption etc. Most of the approaches have been practicing now is to test student’s entrepreneurial intention,

which is a new concept and Cope (2005) broadly defined it as “a cumulative learning process”. Study on entrepreneurial intentions is very important to boost new business creation (Gird & Bagraim, 2008). Previous studies recommended intention as the best predictor of entrepreneurial behaviour (Ajzen, 1991; Krueger et al., 2000). Generally, willingness to act entrepreneurial behaviour in future is called entrepreneurial intention.

Most of the university students decide whether they want to be engaged within entrepreneurial activities or not in future. that decision needs strong motivation so that a student can be brave enough to start-up a business. there were motivational supports from internal and external sources that encourage people for entrepreneurial activities (Setiawati & Sekar, 2016). It can be said motivational factors play a vital role to enhance entrepreneurial intentions.

Besides, governments in different countries are now investing a lot of money to raise the rate of self-employed individuals (Gries & Naude, 2010) and also organize different entrepreneurship programmes and investing on R&D to detect whether students can execute business ideas and opportunities once they have done with their study. Therefore, students are now given opportunities to get funds from government and private firms according to their preliminary business plans, which has potentiality. By observing undergraduate students Scott and Twomey (1988) stated that with the help of entrepreneurial education, students could consider entrepreneurship as their future career. Many researchers have shown that there is positive impact of entrepreneurial education and training to become or intention to become an entrepreneur (Fayolle et al., 2005; Kolvereid and Moen, 1997).

However, technological changes also effect on entrepreneurial intentions. The world is now facing advancement and sophistication of technology which has been changing our way of life, even way of doing business. New innovative platform (E-business platform) which has totally transforming existing and creating new business such as google, e-bay, Amazon.com, Alibaba, and lots of online business through social media (Facebook, Instagram, LinkedIn, Twitter, YouTube etc). These new platforms have changed the way of start-up and running business and make it easier. Sellers offer their products information through online sites and buyer easily surf and search for their desired products. So, it will be interesting to get understanding about the significances of online business on entrepreneurial intentions, at what level it is influencing potential entrepreneurs.

Therefore, the objective of this study is to explore the level on entrepreneurial intention among university students in Bangladesh (both bachelor and masters students) and what factors are influencing their intentions toward entrepreneurship.

1.2 Research Purpose and Research Gap

Unemployment problem effects an economy by decreasing national income and productivity. Unemployment problem occurs when there is huge number of job seekers or workforces rather than availability of jobs. In other word it can be said, when the population of country increase rapidly than creating job places, unemployment problems come in line with the growth of increased population.

Bangladesh is a high populated country within 164.69 million people and ranked 8th country by population according to United Nation estimation (United Nation, 2020). Among them more than 50% of population is young in Bangladesh now (Khan, 2020). He also mentioned that a latest survey by Bangladesh government has found that 2.6 million workable people are unemployed in the country. Bangladeshi government has been imposing different policies and launched different incentive programmes to ease employment problem. To do that government are trying to help and encourage young people to be self employed by establishing own business. countries with more entrepreneurial activities have lower unemployed people, while country with less entrepreneurial activities show high unemployment rates (Audretsch, 2000). That means if someone start-up his/her venture, they actually create more jobs that result positively on minimising unemployment problem.

However, in Bangladesh, students are now trying to switch their viewpoint from doing job to doing business after their graduation. Entrepreneurial activities by Bangladeshi students are becoming very important social and national phenomenon for economic development. Global Entrepreneurship Monitor (2010) reported that most of the new entrepreneurs in Bangladesh are young students, that because of sharp increase of young people there and unavailability of jobs. Therefore, it is important to understand and analyse what factors are influencing entrepreneurial intentions among Bangladeshi University students. Despite, there are lots of studies on entrepreneurial intentions, only few studies have been done on in the developing nations (Linan & Nabi, 2011), limited in South Asia (Khan, 2020). The lack of research on entrepreneurial intentions is found also in Bangladesh context and there is no study on found on entrepreneurial intentions among university students in Bangladesh.

The purpose of this study is to measure the entrepreneurial intentions among Bangladeshi University students. Specifically, the intentions will be measured based on some factors, such as attitudes, subjective norms, perceived behaviour, motivational factors, education and training and e-business acceptance model. By measuring their perceptions and intentions, I am expecting a simultaneous insight about the phenomenon will be gained.

1.3 Research Questions

According to the best knowledge of author, this study will be appeared to be the first attempt to measure the degree of entrepreneurial intentions among university students in Bangladesh. Therefore, in order to measure the level of entrepreneurial intentions and explore the factors that are influencing intentions toward entrepreneurship, this study will focus on following questions to answer.

RQ: What factors influencing entrepreneurial intentions among university students in Bangladesh?

S. RQ 1: Which factors of intentions (Attitudes, social norms, perceived behaviours controls) significantly influence on the entrepreneurial Intention among university students in Bangladesh?

S. RQ 2: Which motivational factors influence more to enhance entrepreneurial intentions to university students in Bangladesh?

S. RQ 3: Does entrepreneurial education and training have relationship with entrepreneurial intentions among university students in Bangladesh?

S. RQ 4: Does E-business acceptance impact on entrepreneurial intentions among University students in Bangladesh?

1.4 Structure of the Study

This master thesis includes five chapters as Introduction, Theoretical Framework and Literature Review, Methods, Findings and Discussion, and Conclusion. Following the introduction chapter, the second chapter provides both literature and theoretical background of entrepreneurship, Ajzen's theory of planned behaviour, student entrepreneurial intentions, entrepreneurial start-up, e-business platform, technology acceptance model. And the chapter ends with developing a research model with hypotheses of the study.

Afterwards, the third chapter Methodology discuss the research design, research approach, research strategy and data collection method. It also shows how I developed the questionnaires and collect data, what sampling method used to select these respondents and analysis process of the data.

The findings of the study in chapter four divided in two parts. Firstly, the results of data collection be presented in the first part and the discussion part answers the research questions.

Finally, the conclusion chapter summarize the whole thesis shortly according to the findings. The chapter also present theoretical contribution, practical implications and limitations of the study.

2. Theoretical Framework and Literature Review

This chapter discusses theoretical framework and literature used in this study that helps reader to understand basic knowledge and concept on the research area. Therefore, at first, chapter begins by explaining Ajzen's theory which is mainly using for this study as a predictor of entrepreneurial intentions and then justify the reasons to use it for this study. Afterwards, some previous studies that are relevant to this study has drawn to justify this paper. Then the chapter will be continuing with introducing the term entrepreneurship as the foundation of basic concept by using existing literature in the study area. Thereafter, literature on entrepreneurial intention and entrepreneurial motivation and education, E-business platform, technology acceptance model is presented in order to give necessary information for a better understanding of this phenomenon and formulate hypotheses. Further, present situation of e-business and entrepreneurial support in Bangladesh is described. And the chapter ends with developing research hypotheses and research model.

2.1 Theoretical Framework

Ajzen (1991) stated intentions as predictors of how much people are wishing to do, how hard they planning to do effort to execute to perform a specific behaviour. Similarly, Krueger, Reilly, & Carsrud (2000) indicated intention-based models are more reliable indicators of entrepreneurial behaviour than other models on individual variables. Various models have developed by many researchers and scholars to investigate entrepreneurial intentions or other intentions like personal attitude, education, personal traits, culture, social norms and may other factors. For example, Shapero (1982), developed Entrepreneurial event model; Robinson *et al.* 1991 developed Entrepreneurial attitude orientation; Krueger, Reilly, & Carsrud (2000) developed Intentional basic model; Krueger & Brazeal (1994) developed Entrepreneurial potential model etc. Ajzen (1991) developed Theory of Planned Behaviour (TPB) which is considered most advanced intention model to examine the impact intentional impact on entrepreneurial behaviour. This is widely recognized theoretical model that significantly emphasizes on the relationship between behaviour and intention. Many researchers have used this approach (TPB) and recognized it as a valuable theory for investigating entrepreneurial intention.

2.1.1 Theory of Planned Behaviour (TPB)

The theory of planned behaviour was developed to anticipate and analyse behaviour in different contexts. Theory of planned behaviour claim that personality traits and attitudes can indirectly impact on some behaviours impressing factors closer to the action in question (Ajzen, 1991). Intention predict the degree of endeavour how an individual wants to make to execute that behaviour (Entrialgo & Iglesias, 2016). People generally tent have previous planning and intention on an action whether it should execute or not (Ajzen 2002). Therefore, some specific behaviour needs to develop proper explanation, for example decision to start a business or being entrepreneur needs explanation that are nearest to the behaviour in action. The theory of planned behaviour provides a compatible framework that offers a good prediction and better understanding of entrepreneurial intention (Krueger et al., 2000). Theory of planned behaviour consists of three main indicators that are considered as reasons to shape individual's intentions and behaviour. These predictors are (1) attitudes towards behaviour, (2) subjective norms and (3) perceived behavioural control.

Attitude toward behaviour, the first indicator that regard positive and negative opinion that a person has for a certain behaviour. Different theories have been developed to explain actions and intentions of individuals (Shaver, 2003). According to Ajzen (2002), "the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question". He also stated that "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".

Subjective norms, the second indicators explain how social pressure push people to execute or not execute a specific behaviour. The opinion of others from society such as family, friends, or other close one (teachers, advisors, successful entrepreneurs etc.) are considered to construct the formation of entrepreneurial intention (Kolvereid, 1996).

Perceived behaviour control (PBC) indicates the ability and capability to execute a specific behaviour (Ajzen, 1987). This predictor reflects to the perceived relative difficulty (or ease) of executing the monitored action. It is required to explain individual's intention and behaviour in different contexts. Kolvereid (1996) and Tkachev & Kolvereid (1999) found in their studies that subjective norms, attitudes toward behaviour, PBC boost the tendency of entrepreneurial

intentions. PBC was found in these studies to explore more variations in intention than other two predictors.

Generally, three indicators of TPB focus that people become more willing to execute a specific behaviour if they feel positive attitudes to that behaviour.

2.1.2 Justification to Use Ajzen's Theory of Planned Behaviour

As it is discussed above that, intentions have been accepted as the best indicator for planned behaviour, particularly in case of difficult to predict, rare and hard to observe behaviour. Krueger *et al.*, (2000) stated intentions as the best indicator for different planned behaviour, e.g. entrepreneurship. From different contexts, TPB has drawn strong research support (Sheppard, Hartwick, & Warshaw, 1998).

Ajzen, Nicholas, Sheikh, & Cote (2011), for example, performed four researched to explore the relation between prediction of behaviour and knowledge. The result of these studies carried out that three indicators (attitudes, social norms and perceived behavioural control) were found to predict intentions to conserve the energy, drink alcohol, support for Muslim students' activities, to attend mosque service etc. And these intentions found good predictors for these behaviours. In addition to that, Theory of planned behaviour also used by Stone, Jawahar, & Kisamore, (2010) to predict cheating behaviour and intention on business students, where they found that TPB model was strong indicator to attitudes, social norms, perception of behaviour. Further, Engle, et al., (2010) applied theory of planned behaviour to assume entrepreneurial intentions among students in 12 countries and the results showed TPB model strongly predict entrepreneurial intention among students in those countries.

These reviews have established significant support for theory of planned behaviour to explore the impact of attitudes toward the behaviour, subjective norms, and perceived behavioural control on entrepreneurial intentions on different contexts. Therefore, the TPB model will be appropriate for this thesis context and it is expected that it will provide strong explanatory for entrepreneurial intention among University students in Bangladesh. In the next part, I will discuss literature review and develop hypotheses for this study.

2.2 Relevant Studies

To do study on student's entrepreneurial intentions through online business, the researcher drew relevant empirical studies that has been done before to justify this thesis paper. However, this study is to measure student's intentions to entrepreneurial activities through online business. The study will be conducted on Bangladeshi university Students.

Figure 1: Relevant Studies to justify this study

Authors	Research Topic	Objective	Findings
Ahmad (2015)	Entrepreneurial Intention Among Postgraduate Students of Uum	The main purpose of this study is to analyse the entrepreneurial intention of postgraduate students at University Utara Malaysia (UUM).	The findings show that attitude toward entrepreneurship, perceived behavioural control and subjective norms have positive relationship with entrepreneurial intention among postgraduate students of UUM.
Paulose (2011)	Motivation to become entrepreneurs: The case of Indian immigrants to New Zealand	The study examines the factors motivating Indian immigrants to strive to become entrepreneurs in New Zealand	The study discovered that the interviewees were motivated by several factors such as: money; seeing a gap in the market and wanting to fill it; the need for a change; to make a living; to get more flexibility with their time; lowered job satisfaction as an employee; and lowered access to good jobs.
Khajeheian (2013)	New Venture Creation in Social Media Platform; Towards a Framework for Media Entrepreneurship	Focuses on Media Entrepreneurship as a modern consequence of digital media technologies and acceptance of entrepreneurship as an economic school in many societies	Social media offer better knowledge and opportunities for entrepreneurial activities in a developing country

Nordiana (2014)	The role of social networks as a medium for enhancing interest in student's entrepreneurship to run business online	Explore role of social networks to grow student's interests to entrepreneurial activities	Social media has significant influences to increase student interest toward entrepreneurship
Pihie & Sani (2009)	Exploring the Entrepreneurial Mindset of Students: Implication for improvement of entrepreneurial learning at University	Explore student's entrepreneurial mindset after competition of entrepreneurial education at universities	Entrepreneurial education had expanded students' entrepreneurial skills, understandings, and behaviour toward entrepreneurship

The Figure 1 shows some relevant studies that are previously done in different context on entrepreneurial intensions. These studies used factors such as attitudes, norms, perceived behavioural control, motivational factors, entrepreneurial education and e-business to measure entrepreneurial intensions. This study uses these results to justify the new results.

2.3 Entrepreneurship

There are many definitions of entrepreneurship by different researchers. According to Oxford Dictionary (2015), "a person who sets up a business or businesses, taking on financial risks in the hope of profit." Although this is a new definition, the term entrepreneurship is quite old in literature. Keogh & Polonsky (1998) conceptualized entrepreneurship as the way people explore opportunities beyond the resources in have. Gartner (1988) more concisely define entrepreneurship as creation of new business. Read and Sarasvathy (2005) stated creation of new products, new markets, new business by exploiting opportunities and combination resources. Drucker (1985) agreed with this definition and stated, "the entrepreneur always searches for change, responds to it, and exploits it as an opportunity".

So, it can be summarizing that entrepreneurs are individuals who manage resources to exploit business opportunities with the expectation of new process, new products, new markets or new organization (either small or big).

The benefits of entrepreneurship are unlimited from every side like entrepreneurs, social, even for nation. It increases GDP and decrease unemployment problem of a country. An entrepreneur plays a significant role to create job opportunities and wealth (Keat, Selvarajah and Meyer, 2011).

2.4 Entrepreneurial Intention

In general, Intention is thinking or aim or plan to do something. It is also represented as a commitment to perform an action now or in future. Bird & Jelinek (1998) defined intentions as “A state of mind, leading attention, experience, and actions towards a specific goal (object) or pathway to its achievement”. Intention varies from person to person, also depend on time (Thompson, 2009). It depends on individual intentions, who wants to do or not to do a certain behaviour. Entrepreneurial intention can be defined as intention to own a business, or intent to create a new business (Dutta and Thornhill 2008). According to Krueger (1993) commitment to start a new venture is entrepreneurial intentions and a strong intention should have at least an endeavour to establish a business. Entrepreneurial intentions can be formal or informal plan or decision and it also could be or could not be done at future.

Generally, it can be said that people feel pleased and interested with entrepreneurial activities. They can express or possess entrepreneurial intention and act formally to start a new venture, that can be influenced by different factors. As it is discussed before, intention have been accepted as a immediate predictor for actual behaviour and intention model assume behaviour better than other models. And it is also discussed that theory of planned behaviour is recognized to affect intention significantly. Based on the discussion, this study will apply theory of planned behaviour, with the belief that it would have its sufficiency in the prediction of students' entrepreneurial intentions among university students of Bangladesh.

2.4.1 Attitudes Toward Behaviour

Attitude towards behaviour acknowledge negative and positive perception that one holds for a particular behaviour. Regarding entrepreneurial intentions among university students, attitudes toward behaviours have been found appropriate predictor in many empirical studies. Iakovleva, Kolvereid, & Stephan (2011) have done a study to explore the difference of entrepreneurial intentions among students between underdeveloped and developed country. He found that presence of attitudes toward behaviours have been strong indicator of entrepreneurial intentions among students and students of underdeveloped countries scored higher in that case. Further, Samo and Hashim (2016) recognized attendance of attitudes as a significant predictor of entrepreneurial intentions. Furthermore, Iglesias-Sánchez, Jambrino-Maldonado, Velasco, & Kokash (2016) carried out a study to investigate entrepreneurship among Malaga university students and also found attendance of attitudes played vital role as a significant predictor of

entrepreneurial intentions. Therefore, following hypothesis can be formulated based of these literature reviews.

Hypothesis 1: Attitudes toward behaviours have an impact on entrepreneurial intentions among university students in Bangladesh.

2.4.2 Subjective Norms

Subjective norms indicate social pressure to perform or not perform a particular behaviour. Regarding entrepreneurial intentions, contradicting results have been found in presence of subjective norms. Naia et al. (2017) conducted a study and found only social norms had low impact on entrepreneurial intention among three indicators. On the other hand, Tkachev and Kolvereid (1999) found in their study that social norms have strongly positive impact on entrepreneurial intention among university students alike two other predictors. Therefore, it is also possible to formulate a hypothesis from the discussion.

Hypothesis 2: Subjective norms positively impact on entrepreneurial intentions among university students in Bangladesh.

2.4.3 Perceived Behaviour Control (PBC)

As discussed before, perceived behaviour control reflects capability and ability of an individual to accomplish certain behaviour. Concerning entrepreneurial intentions among university students, consistent and significant results have been found in attendance PBC in different studies. Tkachev and Kolvereid (1999) found in their study that perceived behaviour control have strong positive impact on entrepreneurial intentions among university students. Ariff, Husna, Bidin, Sharif, & Ahmad (2010) found PCB as the most significant predictor of entrepreneurial intentions. Aloulou (2015) has conducted a study on entrepreneurial intention and found perceived social behaviour had strongest power to predict entrepreneurial intention among students than Attitudes toward behaviour and social norms. According to the discussion, following hypothesis can be formulated.

Hypothesis 3: There is a positive impact of Perceived behaviour control (PBC) on entrepreneurial intentions among university students in Bangladesh.

2.5 Motivation to be an Entrepreneur

There are various reasons behind individual behaviour to take decision to do entrepreneurial activities or start-up own business. Motivation processes reflect an individual's desire to focus a certain attitude and take decision to start a business. Different research has found Education background (Storey, 1982), family background (Scott Twomey, 1988; Matthews and Moser, 1995), previous experiences (Storey, 1982; Ronstadt, 1988), ethnic membership (Aldrich, 1980) etc. However, being an entrepreneur is a choice. Motivations behind entrepreneurship play an important role to exploit opportunity, combine the resources and start-up a business. All these steps have high risks, uncertainty, which needed to handle to establish a business with strong motivations.

The word Motivation means motive which derived from Latin word mover. The expression of a person's inner state of mind or goal that indicates human action to achieve a goal is call motive. According to the Business Dictionary, "motivation" is explained as external and internal factors that inspired people's desire to transfer them in continuous interest as well as committed to a role. In addition, motivation can come from both unconscious and conscious factors like needs, expectations and goal which influence people's behaviour (Online Business Dictionary, accessed on 05 October 2019). Different theorists have indicated several factors turn one's motivation to be an entrepreneur. The driving factors could be, for instance, independence desire and desire to capture opportunities or financial desire (Shane, Locke & Collins 2003). These factors encourage individuals to choose to be self-employed. Besides, gender, practical experiences, family background, family culture also driving factors that greatly motivate people to start their own firm or company (Ashley-Cotleur, King & Solomon 2009).

Entrepreneur's motivation varies from country to country. Based on geographical, economical and demographical situation, some motivational factors strongly influence on entrepreneurs' decisions (Carsrud & Brannback, 2011). These motivational factors work as a primary stage for entrepreneurial intention. Therefore, to measure the entrepreneurial intention, this study will also explore main entrepreneurial motivations among Bangladeshi students. Motivational factors, noticeably, also vary from person to person while also can be differed among various entrepreneurs' group. Gilad & Levine (1986), divided entrepreneurial motivation into two groups, namely Pull and Push motivational factors. In addition, Schjoedt and Shaver (2007) also

divided motivational factors according to start a business by pull and push factors. Many researchers have conducted studies on entrepreneurship motivation to see which factors are more important to influence entrepreneurial decision (Kirkwood, 2009).

2.5.1 Pull Factors

Pull factors can be described by one's goals, hope, ambition, innovation. Pull factors are described as positive motivation to be entrepreneur and these are internal motives. Entrepreneurs who are motivated by pull factors are linked to more with wants than need and there they are also call opportunity entrepreneurs (Shinnar & Young, 2008). Pull factors include independency, dream of being entrepreneurs, freedom, becoming own boss, luxurious life, self-esteem etc. Rissman (2006) stated that some entrepreneurs started their own business for being independent and full filling their dream of being own boss. While some other like freedom in their work place and flexibility in work (Carter, Gartner, Shaver, & Gatewood, 2003). These factors motivated people for choosing entrepreneurship. Further, previous work experiences are also positive driving factors for being entrepreneurs. For example, people who worked in restaurants, usually tend to start their own restaurants. Generally, individuals who are started their business by own choice are influenced by pull factors (Ramala, 1999).

Many studies have been conducted on entrepreneurship motivation from different grounds. Shinnar & Young (2008) found in their study that pull factors are stronger than push factors in pursuing entrepreneurship. In another study by Shane, Kolvereid and Westhead (1991) on motivation to be entrepreneurs in New Zealand, major reasons reflect pull factors for starting own business over push factors. However, it would be interesting to see how pull motivation factors are influencing university students in Bangladesh to start-up their business. therefore, following hypotheses can be developed.

Hypothesis 4: Pull motivational factors are stronger than push factors to influence on entrepreneurial decision among university students in Bangladesh.

2.5.2 Push Factors

Push factors, on the other hand, are described as negative environmental effects of entrepreneurial decision. These are considered as external factors and linked with need rather than wants. These factors include, unemployment, job dissatisfaction, bad boss, inflexible work environment etc. that push to do business (Kirkwood, 2009). According to Winn (2004), job dissatisfaction is an

important driving force for starting a business and considered as negative factors. Similarly, unemployment problem, lack of skills, are considered major problem in the world and reasons of being entrepreneurs. In many studies, push factors found more significant for influencing entrepreneurial decision. Kirkwood (2009) in a study found push factors are stronger than pull factors. However, this study formulates following hypothesis to test how push motivational factors are influencing university students to start-up their business.

Hypothesis 5: Push motivational factors influence more than pull factors to influence on entrepreneurial decision among university students in Bangladesh

2.6 Entrepreneurship Education & Training at University

To be ready for start-up own venture, an entrepreneur needs proper skills, knowledge, training etc. Education is said as main source of knowledge. Entrepreneurial education provide knowledge so that a student can gain appropriate skills to build a professional career either by doing job or business. In this Knowledge-based economy, entrepreneurship with innovation model is a new trend to entrepreneurial development. It is difficult for existing business model to capture new industrial field within this fast-technological development. Hence, there is potentiality students can start-up high-tech ventures by innovative knowledge. It is proved that with the help of proper entrepreneurial training and education, individual can make their career as a successful entrepreneur (Valerio, Parton, & Robb, 2014).

Entrepreneurial education and training curriculums are designed to motivate individual values and attitudes to entrepreneurial activities (Mwasalwiba 2012). Many policy makers also believe that entrepreneurship intention can be increased by entrepreneurial education (Thomas, Hulsink, Baert, & Mulder, 2008). And it can be said from these opinions that entrepreneurial education is a significant factor to success, which play a fundamental role to increase entrepreneurial intentions among students. Therefore, entrepreneurial education is being popular in university curriculums across the world by focusing new knowledge and innovation, which further leads innovative and creative ideas to start-up new venture. Athayde (2009) found in his research that education has positive relation to entrepreneurial education.

Universities are now focusing to teach students how to apply business frameworks or tools to find out business opportunities and then develop a business plan and execute it. Universities strong focus point by entrepreneurship education is on the process of establishing new business

(Timmons, 1999). Universities education also emphasizing on theoretical knowledge to focusing potential entrepreneur's psychological attributes progress (Jack & Anderson, 1999). Students are given case studies of successful and failure entrepreneurs, so that they can think and use proper concepts and tools. Therefore, Government and universities in most countries are now establishing innovative science and high-tech parks to support students' entrepreneurs.

However, in this competitive world, it is need of times to learn entrepreneurial knowledge. Entrepreneurial education can help to develop competencies to perform successfully in business activities. According to this discussion in the literature on entrepreneurial education and intention, the following hypothesis can be formulated:

Hypothesis 6: University's entrepreneurial education curriculum and training programmes increases entrepreneurial intentions among university students in Bangladesh.

2.7 Entrepreneurship through e-business

Technological advancement has significantly changed the way of doing business and start-up of a business in first phase. the number of e-business has been growing rapidly in this technological era. This section discuss about e-business platform and how it can impact on entrepreneurial intensions.

2.7.1 Online business or E-business platform

There are many definitions of e-business as it is a wide area of research. Generally, E-business is the process by which people use electronic means to do business or do other economic activities. It is the process whereby traditional trade is carried out by electronic methods" (Qin, et al., 2014). Turner (2002) share similar definition that any kind of commercial transection or business through internet e.g. buying, selling, sharing information etc. called E-business. in terms of data transferring, Schneider defined e-business as, "Business activities conducted using electronic data transmission over the internet and the World Wide Web" (Schneider, 2006).

Many leading companies started using online platform for marketing, selling, or providing information as an import part of business strategies. Internet has widened the way of business communication, enhancing easy access globally. It enables business to utilize it for different purposes like selling, marketing, customer supports and for sources of information retrieval. E-

business platform has opened an international marketplace for both customers and suppliers that minimize time restrictions Turban et al. (2008). He also stated that e-business process includes selling, buying, exchanging or transferring products or services, or information through internet. It has changed the business and commercial industry, transforming traditional entrepreneurship to e-entrepreneurship. As example of current and popular e-entrepreneurship cases are Google, Amazon, eBay, Alibaba, yahoo etc.

E-business can be defined from different perspective according to Weil and Vitale (2001). From business process viewpoint, e-business is doing and completing business process electronically. From services viewpoint, e-business is a mechanism that identify desire of consumers, firms, management, and governments to improve customer service quality, increase service delivery and minimize service costs. And from learning viewpoint, e business is tool for online education and training in university, schools and other organizations. So, e-business involves lots of activities by internet platform, connecting employees to share information, facilitate distribution channels, support post sale service etc. (Tawfik & Albrecht, 2008).

There are different kind of website that are focusing on different areas of business activities. Social media also one of the largest business platforms nowadays. The online sites that allow people to interact and socialize with each other are called social media website (Dennis, 2010). Student entrepreneurship by social networking is a popular platform now. Facebook, LinkedIn, Twitter, Pinterest, Instagram etc. are most popular social media websites. Using Social network results enhancement of collaboration, content sharing and most importantly community building (Spencer S., 2014). These social sites have significantly impact on business start-up. Many companies are now using these sites for promoting their brands and increasing customer relationship (Muniz, 2007).

Online business or e-business has enormous advantages. A business can widen the sales scope locally, nationally, or even globally, reach small market segments, minimize transection costs, run business 24/7, increase brand images, improve customer relationships and share information accurately and swiftly (Chaffey, 2011). Online business also provides information about preference and behaviour of potential customers or employees, which can be easily accessed (Tuten & Solomon, 2014). Consumer also ger more affordable service and goods with more choice and minimum time (Chaffey, 2011). That means Customers can get access to tremendous option to choose from a large market and can shop 24/7.

2.7.2 Entrepreneurship Support in Bangladesh and Present Situation of Online Business

Bangladesh has a developing economy and now experiencing a boom of start-up culture since last couple of decades. Former lead economist of World Bank Bangladesh Zahid Hussain stated, “The government has taken multiple initiatives to create new entrepreneurs to manage huge employment opportunities for ensuring jobs for all unemployed people.” (Hussain, 2013). Therefore, Bangladesh government has outlined and designed different programs to provide training for social networking and livelihood and financial access to young entrepreneurs. Hussain (2013) also mentioned that Bangladesh government has granted BDT 100 crore (\$12 million) as start-up funds for supporting young entrepreneurs and reduced Start-up tax for first 3 years. Lots of regulations has been reformed to expand business opportunities such as upgraded business registration to electronically, filing taxes electronically, different online submission for start-up registration (Islam, 2019). Besides, both technical and general education trying to contribute to the entrepreneurship development.

In Bangladesh, generally students get basic entrepreneurial education at secondary level. Academic curriculums make students familiar with prominent entrepreneurs. Recently, University grants commission of Bangladesh has approved a bachelor specified in entrepreneurship and different universities are now offering these courses (Aas, 2013). These programmes focus on the opportunities that provide entrepreneurial skills and knowledge that can help students to set their intention to become as a successful entrepreneur. Also, guidance to students as a mentor so that they can take proper initiatives in the process of their star-up new venture. In addition, technical education system in Bangladesh, aim to produce potential students equipped with entrepreneurial attitudes, knowledge, skills and values. These education systems focus on degrees and diploma to determine the growth of entrepreneurship in Bangladesh.

Nowadays, different steps have been taken to help potential entrepreneurs who are ready for e-business by utilizing digital business platform, create digital business ecosystem that is technology and innovation driven (Aas, 2013). Bangladesh Bank with help of Bangladesh institute of Management and some commercial banks started some entrepreneurial development programs, specially focusing on unemployed young and women (Habibullah, 1987). These programs focus on to provide better knowledge on marketing, branding, packaging, and networking. So, it can be said that Bangladesh government is dedicated to

encouraging young people to entrepreneurship with digital business platform. And it is predicting that these support help to increase entrepreneurial intention among

2.7.3 Online Business in Bangladesh

With the diffusion of fast internet service, e-business has increasing rapidly in Bangladesh. At present, Bangladeshi producers use e-commerce to get access to input and to export final products. The growth of internet users in Bangladesh give more opportunities to e-business. Around 70% of total population are using mobile phone and 15/20% using digital banking services and internet services, where more than 50% people are familiar with basic internet (Aktaruddin, 1999). He also mentioned that there are more than 2500 e-business websites and one million digital buyers. Major retailer shops are now starting their own business website and operate business there (Aas, 2013). Therefore, it is clear that e-business has been rapidly growing in Bangladesh.

Internet is being used for various business sectors in Bangladesh. Some popular business sectors in Bangladesh, that are getting online gradually are given below, (Mohiuddin, 2014)

- Readymade Garments
- Online shopping
- Banking (online banking)
- Hotel or accommodation business
- Online transportation
- Web hosting etc.

2.7.4 Start-up Through Online

Internet revolution has touched everyone from young to adult even child, who are using internet regularly. Online business slowly adapting and push various physical stores (Rigby, 2011). As described above, e-business gives appalling opportunities for potential or new entrepreneurs to start-up their venture online with low costs and minimum time. Metzger (2004) recommended that e-business have widened market for new start-up. These market base gives opportunities for distribution, marketing and operational activities etc. For the dramatic time reduction, low maintenance cost, small infrastructural use, minimal office expenses, low distribution and

advertising costs, low operational cost make it much more easier to start-up business online rather than traditional business (Hoffman et al, 2004).

Besides, technologies have become reliable, powerful and available nowadays, which trigger potential entrepreneurs to start-up business online and compete with large rivals (Hunter & Long, 2003). E-business requires basic business knowledge and skills as traditional business (Zhao, 2007). There should have basic IT and business knowledge a small start-up. Basic technological knowledge associated with business knowledge have become an important element of business strategies like marketing, customer relationship and management strategies (Brandel, 2010). Therefore, e-business can be established with relatively cheap and free social networking tools like Twitter, Facebook, LinkedIn etc. And these E-business platforms provides new business ideas and opportunities for youngsters.

2.7.5 Technological Acceptance Model for e-business (E-business Acceptance)

Davis (1989) developed Technology Acceptance Model by stating that people usually use a certain technology based on that usefulness and how easy to use. The technology acceptance model (TAM) usually use for technology adoption studies to see how people's acceptance for a particular technology (Alshare, Freeze, & Kwun, 2009; Lin & Chou, 2009). Technology acceptance model can also help to provide empirical support to check the behavioural intention among users to adopt new technology. The habit of using a new technology is influenced by benefits of using technology and behavioural intension (Agudo-Peregrina, Hernandez-Garcia, & Pascual-Miguel, 2014). In this study behaviours intension means to potential entrepreneur's intention to start their business by accepting e-business platform. It is predicting for this study that behaviours of students (potential entrepreneurs) to use e-business technology for entrepreneurial activities, because of its usefulness and convenient to use that would increase their entrepreneurial intentions.

Perceived usefulness is a prior belief constructs of TAM that measure the degree to which individual's believes to advantage of a new technology that would increase their intention to entrepreneurial activities (Davis et al 1989). And perceived ease to use refers that the degree to which individual's believe that using business through online is easier than traditional business platform.

We are witnessing huge technological changes in this sort period of life. These changes also changing business world. Therefore, entrepreneurs have to adapt to keep it up. Presently, young entrepreneurs prefer to run their business online, even with social media (Smith, 2013). The world is experiencing a big rising number of young entrepreneurs. The increasing number is aligning according the rising number of technologies adaption among e-entrepreneurship. The most important thing about having e-business is to ability to change and adapt as quick as possible. Fillis, Johansso, & Wagner (2003) has found that small and medium business could get competitive advantage by adapting E-business, which could help to improve marketing performance by providing better access. Another research done by Bolongkikit, Obit, Asing, & Tanakinjal (2006) found that well communication is highly required for new and small businesses. That can be easier with online business. we know E-business platform has lucrative features to reach customers and efficient operational activities.

At present for COVID-19 coronavirus pandemic, there are lots of business adapting e-business. there are also lots of businesses remain closed, who could not adapt these platforms. So online business would be an effective business platform for potential entrepreneurs. Concerning the acceptance of new technology, it is believed that “if the platform is easy to use and intuitional, grab it” (Morgan, 2012). And for this study following hypothesis can be formulated.

Hypothesis 7: There is a positive relationship between e-business acceptance and entrepreneurial intention.

2.8 Research Hypothesis

The theoretical studies provide insight into the aspects of student entrepreneurial intentions by adapting e-business platform. Therefore, based on the theoretical discussion and literature review, following hypothesis are drawn to be tested in this thesis paper.

Hypothesis 1: Attitudes toward behaviours have an impact on entrepreneurial intentions among university students in Bangladesh.

Hypothesis 2: Subjective norms positively impact on entrepreneurial intentions among university students in Bangladesh.

Hypothesis 3: Perceived behaviour control (PBC) and entrepreneurial intentions have positive association among university students in Bangladesh.

Hypothesis 4: Pull motivational factors are stronger than push factors to influence on entrepreneurial decision among university students in Bangladesh

Hypothesis 5: Push motivational factors influence more than pull motivational factors to influence on entrepreneurial decision among university students in Bangladesh

Hypothesis 6: University's entrepreneurial education curriculum and training programmes increases entrepreneurial intentions among university students in Bangladesh.

Hypothesis 7: There is a positive relationship between e-business acceptance and entrepreneurial intention.

3. Methodology

The topic of this thesis is “Measuring entrepreneurial intentions among university students in Bangladesh”. The study is concerned with the issue of exploring level of entrepreneurial intention and factors that are influencing entrepreneur intention among university students in Bangladesh. This chapter will describe the methods that are used in the study to conduct and analysis the findings. According to Saunders, Thornhill, & Lewis (2012), the word methods can be defined as the techniques and procedure applied to gather and analyse data. However, this chapter consist of the research design, research approach, research method, research strategy data collection method, population and sampling method, data collection instruments and analysis tools.

3.1 Research Design

After setting the objective of the study, the next important step is to decide the best suited research design according the research objective. On the basis of the research design, required methods and sampling procedure will be chosen. There three type of research design in term of their purpose; exploratory, descriptive, and explanatory (Saunders, Thornhill, & Lewis, 2012).

An exploratory research is applied in order to find new insight or what is happening, to assess a phenomenon in a new way (Robson, 2002). It is especially useful to obtain a better understanding on a new issue and generate new ideas. Exploratory research should be flexible, and it is important to find out new insights, ideas and revelations. Some principles methods to conduct exploratory research are interviewing focus group, personal interviews, secondary information, case analysis.

Descriptive research is applied to define or describe a specific aspect. It is used to explore or portray an exact profile of persons, or situations or events (Robson, 2002 in Saunders et al., 2012). It is a conclusive study to describe the traits of a particular groups, situation or events with a major objective. It is conducted with very rigid approach and follow standardized and structured method. Descriptive research usually uses to prove the hypothesis.

Explanatory research is applied in order to identify covariation of two variables. It is also called casual research. It is also highly rigid and structured like descriptive research. It is also use

when to find answer of 'why' in a context and during experimental designs to test casual relationship.

However, this study is descriptive according the objective, as the main aim of this thesis is to analyse and describe the entrepreneurial intention among university students in Bangladesh.

3.2 Research approach

To choose the most appropriate approach for the study, all approaches should be analysed in order to answer the research questions properly (Saunders, Lewis & Thornhill, 2012). There are three types of research approaches based on the research and theory such as deductive, inductive, and abductive (Saunders, et al., 2012).

A deductive approach is also known as top-down type, concerned with the rigorous testing of theory, emphasis on the hypotheses to conclude by either rejecting or approving it (Lodico, Spaulding, & Voegtle, 2010). This type of approach is appropriate when the researcher already developed hypothesis and wants to analyse them (Graneheim, Lindgren, & Lundman, 2017). To be clear, researcher usually start study with setting up hypothesis and then test it. The result usually either confirm the theory according to the finding or modify it.

Another approach is inductive approach or also known as bottom-up type. To build up theory, researcher emphasize on objects that are beings studied (Lodico, Spaulding & Voegtle, 2010). It is opposite of deductive approach, which start with collecting data, then analyse it and develop theory from that. This type of approach is appropriate to use when a particular phenomenon take place and focus on smaller sample (Bryman, 2016).

And the third approach is abductive which is a combination of both inductive and deductive approaches.

However, deductive approach has been chosen for this study. The objective of this study is to measure entrepreneurial intentions by existing theories and developed hypothesis and gathered empirical data to reject or approve those hypotheses. There to reach objective of the research, deductive approach is most appropriate for this study.

3.3 Research Method

It is necessary to apply right method in order to answer research questions properly (Zikmund, Carr, & Griffin, 2013). Arthur (2012) defined research method as the way of collecting data for a study. There are three type of methods for research such as quantitative, qualitative, and mixed method. It is important to find out suitable research method among qualitative, quantitative, or mixed method at the beginning of a study (Brannen, 2017).

To focus on single or small-scale sample and get individual opinions, qualitative method is suitable (Brannen, 2017). This method includes observation, interviews, focus groups and uses inquiry strategies like ethnography, narratives, grounded theory, phenomenology, case studies or grounded theory, actions research (Willig, 2008). Researchers collect data by unstructured, semi-structured, open ended questions (Creswell, 2003).

Quantitative method, on the other hand is suitable for large scale with bigger sample (Brannen, 2017). This method is usually use for hypotheses testing for a study. Quantitative method includes survey and analyse by statistical software (Newman, Benz & Ridenour, 1998). Generally, researchers collect data by structured, close ended questions (Creswell, 2003).

Mixed method is one which combine both qualitative and quantitative method (Brannen, 2017). Brannen (2017) also stated that in order to get both answers from bigger sample group and opinions from a focus group in a single study, mixed method is suitable to apply.

The objective of this study is to measure entrepreneurial intentions among Bangladeshi students, which required to get data from big sample group of students that could not reached by interviews. As a result, this study used quantitative method to gather data from large number of university students in Bangladesh.

3.4 Research Strategy

Yin (1994) proposed five type of research strategies such as Case study, qualitative interviews, action-oriented research, survey research and experimental research strategy. Firstly, **Case studies** use to focus on single case or small sample by in-dept investigation. Secondly, **Qualitative interviews** strategy allows to gather rich data by structured, semi-structured or unstructured interviews from a small sample group. Thirdly, **Quantitative survey** used for

gathering data from high number respondents. **Action research** is used for practical research. **Experimental strategy** referred exercise of finding cause-effect relationship of two or more variables.

However, to choose the appropriate research strategy, it is important to identify what type research question is being asked, such as why, how, what, who, where etc. According to Yin (1994), following Table 1 shows which strategies are suitable for answering what questions.

Table 1 Different research strategies according the form of questions (source: Yin, 1994)

No	Strategies	Form of questions
1	Case studies	How, why
2	Qualitative interviews	What, How, why
3	Quantitative survey	Who, what, where, how many, how much
4	Experimental strategy	How, why
5	Action research	Who, what, where

Since the research question of this study is “what the level of entrepreneurial intention, what factors are influencing entrepreneurial intentions and require collecting data from large number of students (big sample size), Survey strategy has been chosen for this study.

3.5 Data Collection Method

This section explains how this study collect data and what sampling method is used. how it analyzes the data with what statistical software.

3.5.1 Types of Data Collected

Data can be said as collected facts, figures and information about a particular study and that data collection is crucial for a research as it is base of whole research (Adams, et al., 2007). Data for a research can be collected in two ways; primary and secondary data (Wiersma, 2005). Primary data are those that a researcher collects from target population. According to Malhotra (2007) “primary data is data originated by the researcher for the specific purpose of addressing the research problem”. On the other hand, secondary data are those, that are collected from existing literature. “data that are data collected for some purpose other than the problem at hand” (Malhotra, 2007).

This study used both primary and secondary data. Primary data was collected by quantitative survey questionnaire. And secondary data, for this study, has been obtained from various article, scientific journals, direct websites etc.

3.5.2 Questionnaire Development

Appropriate survey questions should be developed and examined based on literature review in order to bring out research objective (Davidsson, Low, & Wright, 2005). Theoretical framework that are taken from literature review should be translated in more understandable way and draw conclusion of how to measure them in order to answer the research questions (Saunders, et al., 2012).

This survey questionnaire was designed to explore the level of entrepreneurial intentions among university students in Bangladesh by 3 predictors (attitudes, subjective norms and perceived behaviour), also know which motivational factors influence more and importance of entrepreneurial education and online business acceptance to enhance entrepreneurial intentions. Most of the survey questions were close ended and there were multiple answers from where one can be chosen (Krosnick, 2017) (please see Appendix 1). There were few open-ended questions in general sections for answering some personal background. The survey questions started with easy and general questions and ended with specific questions by considering sequences of the questions with the hypotheses. However, after developing preliminary version, questionnaire sent to supervisor for checking relevancy, whether it was understandable, and sequence of questions were appropriate. Thereafter, final version was made with some corrections.

Operationalization

Based on the conceptual framework, questions of the survey are developed for this study in a way participant would understand easily what is being asked. Following table shows the link with explanation between questions asked in the survey and research questions Please look at (appendix 2 for survey questionnaire).

Table 2 Operationalization summary of survey questions and their links

Questions	Concepts	Reasons
1-9	Personal background and general questions	The first 9 questions were asked as general. To get demographic profile first 3 questions were asked about Age, Gender, nationality. To get general information about sample size's education background, present occupation, and experiences, further 4-9 questions were asked.
10-13	These questions were asked to measure entrepreneurial intentions (RQ.1) and help to test theory of planned behaviour.	
10	Level of Entrepreneurial Intentions Ajzen (1991)	Question number 10 has developed as multiple-choice grid, with the purpose to measure the entrepreneurial intentions directly.
11	Attitudes Toward Behaviours Ajzen (1991)	Following question number 10 and as a part to measure intentions to be entrepreneurs, question 11 was developed to measure entrepreneurial attitudes that are linked with <i>Hypotheses 1</i>
12	Subjective Norms Ajzen (1991)	Question 12 also developed to measure the level of entrepreneurial intentions. This question indicated subjective norms and linked with <i>Hypotheses 2</i> .
13	Perceived Behavioural Control Ajzen (1991)	To measure entrepreneurial intentions, question 13 was also developed to indicated perceived behavioural control and linked with <i>Hypotheses 3</i>
14	Entrepreneurial Motivation (Kirkwood, 2009) and (Rissman, 2006)	This question helps to understand motivational factors behind entrepreneurial intentions, and this is also important to know which factors (push or pull factors) are stronger. This question is linked with <i>hypotheses 4 & 5</i> and will help to answer RQ. 2
15-21	Entrepreneurial education and training (Jack & Anderson, 1999)	Through these questions, it is possible to determine how entrepreneurial educational helps to enhance entrepreneurial intention. These questions are connected with <i>Hypotheses 6</i> and will help to answer RQ. 3
22-33	Extent of acceptance of E-business/Online Business that increase entrepreneurial intentions (Davis, 1989)	Further, these questions will help to test Technology acceptance model on online business acceptance to increase entrepreneurial intentions. Hypothesis 7 will be tested with these responses which will answer QR. 4

3.5.3 Population and sampling method of the study

Population of a research can be defined as the entire group that researcher want to draw the conclusions about (McCombes, 2019). Population of a study can be very broad or narrow and

can be in term of age (Adult, child, young etc.), location (Europe, US, Asia, city, University etc.), income etc. It is important to explain the target population clearly within the aim of the research. The target population of this study is University students in Bangladesh.

A researcher can choose to get data from whole population, when the population size is small. But in case of very large population, it might be difficult to get access to all population. Therefore, sampling help to gather data from a sub-group that represent the entire population of the study (Daniel, 2012). As there is no possibility to reach all university students in Bangladesh to collect data, this study is based on a sampling method. There are two type of sampling. The probability sampling and non-probability sampling (Jha, 2014). Probability sampling means each person of the population has opportunity to be selected. Probability sampling includes simple random, systematic, stratified and cluster sampling method. On the other hand, in non-probability sampling, each person does not have opportunity to be selected. Respondents are selected based on non-random criteria and basically based on researcher judgements. Judgement, quota, convenience, and snowball sampling methods are non-probability sampling (Saunders, Thornhill, & Lewis, 2012).

The aim of this study is to measure entrepreneurial intention among university students in Bangladesh and the population is all university students in Bangladesh. It was not possible to contact and send questionnaire to all respondents, as there are around 133 universities (both public and privet) in Bangladesh. Thus, I decided to collect data from a region as sample and used random cluster sampling. Random cluster sampling is a method to choose respondents randomly who are geographically spread out (Babbie, 2008). To do that, a researcher can choose a particular area and randomly choose participants from that area. There for, I have chosen 10 universities in Sylhet district of Bangladesh and sent e-mail to all departmental heads of business schools by seeking permission to send questionnaire to student groups. Eight of them replied and allowed me to send questionnaire.

However, with time limit it is not possible to survey big population. The possible sample size of this study was 100 to 150 University students at business school in Bangladesh.

3.5.4 Data collection

It is already mentioned that this study used quantitative survey method to collect data and there are different types of surveys like telephone, group e-mail, personal email, online etc. (adams,

ey al., 2007). As online survey method helps to reach huge number of respondents from a particular area without being present (Zhang, 2017), this study used online survey to sent questionnaire to respondents. Therefore, I have developed questionnaire by “Google Forms” which allows easily handle answer sheet and analyse them (Casey, 2016, google.com, 2019). I sent the questionnaire on 19th of November and closed on 27th of November as I reached 127 respondents already, which was enough answers to analyse for this study.

3.6 Variables

Variables are factors, elements or entities that can change in different amounts or values. Salkind (2012) defined variables as “a class of outcomes that can take on more than one value”. Saunders, et al., (2009) describe dependents variables as the one that can be changed with the response or effect of other variables. And independents variable the one that can be suspected as the cause in a cause-effect relationship (Saunders, et al., 2012). Dependent and independent variables in this study obtained from research model, where dependent variable is “Entrepreneurial intensions” and independent variables are; (1) Attitudes toward behaviour, (2) Subjective norms, (3) Perceived behavioural control, (4) Pull motivations, (5) Push Motivations, (6) Entrepreneurial educations and (7) E-business acceptance. In addition, three control variables are added to the model, that are: 1) Gender, 2) Level of Education, and 3) Previous Business Experiences.

3.7 Data Analysis Tools

After collecting data, it should be analysed to answer the research questions. According to Saunders, et al., (2009), collected data should be analysed in order to test theory driven hypotheses in the quantitative study. There are different types of data analysis programs and one of them is SPSS (Statistical Package for Social Sciences). SPSS is a research tool that helps to analyse data with wide range of possible tools and for quantitative analysis, there are some statistical tools (Hinton, et al., 2014). To analysis data for this study descriptive statistics was performed for explaining demographics profiles of participants, correlation method used to show the relations between variables and regression analysis was computed to reach confirmations of results to accept or reject hypothesis of the study.

However, this study used SPSS and Microsoft excel in order to analyse data. After collecting data by “Google form”, it downloaded into Excel sheet and transferred (imported) to SPSS for analysis.

3.8 Data Coding

Quantitative coding is the method of transforming the collected information (non-numerical) into numerical codes. Coding help researcher to reduce huge amount of data into mathematical transformation that can be easily handled by computer programs. There are different ways to code data, depending on researcher needs at what way they want to analyse. These method includes, standard scores, mean, log, inverse etc. This study used different coding in order to analyse collected information. Questions regarding dependent and independent variables were rated in five level Likert scales, where scales were; Extremely likely to Not at all likely, Extremely Important to Not at all Important, Very high to Very Low, Strongly agree to Strongly Disagree, which were coded as 5 for maximum value and 1 for minimum value (Please look at Table-12 in Appendix 1). In addition, all other variables also were coded with different levels and values e.g. gender were coded as male for 1, female for 2 and other for 0; level of education were coded as 1 for Under bachelor, 2 for Bachelor, 3 for Masters and 4 for others; and Previous business experiences were ceded as 1 for Yes, 2 for No and 0 for I do not know (Please look at Table-11 in Appendix 1).

Figure 2 Variable Coding

Variables	Mean
Intensions	$\text{Intensions} = \text{Mean} (\text{Int1} + \text{Int2} + \text{Int3} + \text{Int4})$
Attitudes	$\text{Attitudes} = \text{Mean} (\text{En_atd1} + \text{En_atd2} + \text{En_atd3} + \text{En_atd4} + \text{En_atd5} + \text{En_atd6} + \text{En_atd7} + \text{En_atd8})$
Norms	$\text{Norms} = \text{Mean} (\text{En_sn1} + \text{En_sn2} + \text{En_sn3} + \text{En_sn4} + \text{En_sn5} + \text{En_sn6} + \text{En_sn7})$
PBC	$\text{PCB} = \text{Mean} (\text{EN_PCB1} + \text{EN_PCB2} + \text{EN_PCB3} + \text{EN_PCB4} + \text{EN_PCB5} + \text{EN_PCB6})$
Motivation_Pull	$\text{Motivation_pull} = \text{Mean} (\text{Mtv_pull1} + \text{Mtv_pull2} + \text{Mtv_pull3} + \text{Mtv_pull4} + \text{Mtv_pull5} + \text{Mtv_pull6} + \text{Mtv_pull7} + \text{Mtv_pull8} + \text{Mtv_pull9} + \text{Mtv_pull10} + \text{Mtv_pull11} + \text{Mtv_pull12} + \text{Mtv_pull13} + \text{Mtv_pull14} + \text{Mtv_pull15} + \text{Mtv_pull16} + \text{Mtv_pull17} + \text{Mtv_pull18})$
Motivation_Push	$\text{Motivation_Push} = \text{Mean} (\text{Mtv_Push1} + \text{Mtv_Push2} + \text{Mtv_Push3} + \text{Mtv_Push4} + \text{Mtv_Push5} + \text{Mtv_Push6})$
Entrepreneurial Education	$\text{Ent_Education} = \text{Mean} (\text{Edc1} + \text{Edc2} + \text{Edc3} + \text{Edc4} + \text{Edc5} + \text{Edc6} + \text{Edc7})$
E-business	$\text{E-business_Acceptance} = \text{Mean} (\text{TAM_U1} + \text{TAM_U2} + \text{TAM_U3} + \text{TAM_U4} + \text{TAM_U5} + \text{TAM_U6} + \text{TAM_U7} + \text{TAM_E1} + \text{TAM_E2} + \text{TAM_E3})$

Further, mean transformation used in order to get a new variable for a particular question instead of many variables (please look at Figure 2). For instance, there were four separate items (Variables) under question Entrepreneurial Intensions which transformed in a new variable as Intensions with the mean value (Please look at Table-12 in Appendix 1).

4. Results and Discussion

The main aim of this Master thesis was to explore entrepreneurial intentions among university students in Bangladesh. In addition to that, this study also identified influential factors that increase entrepreneurial intentions among students. This chapter provides analysis of survey findings and then discuss the results related to research questions.

4.1 Demographic Profile of Participants

The sample of this study consisted of N=127 respondents. The Frequency Table (Table 3) reveals the age groups of participants, where 70 (55.1%) participants are around ages of 26-35 years old, 55 participants (43.3%) are fall in the age group between 16-25 years and the age group between 36-45 included 2 (1.6%) participants. Among them, 87 respondents are male (68.5%), and 40 respondents are female (31.5%). Majority of the participants (124) are from Bangladesh and only 3 are Non-Bangladeshi (two from Nepal and one from India, who are studying in Bangladesh). Regarding level of education, master's degree students are 66, bachelor's degree students are 54, Under bachelor's degree students are 5 and one having other degree. And most of them (95 participants) are from business studies background (to be more precise, 20 students are in Marketing field; 15 students are in Human Resource Management field; 36 students are in Accounting field; 3 students are in International Business Management field; 13 students are in Finance and 8 students are in Entrepreneurship major) and rest others from other studies background. Concerning their current main occupations, around 45% are students (57) and around 40% are doing business (51), while only 12.5% doing business and 2% doing other occupation. The participants with having no previous business experiences are 75 (59.1%) and those with previous business experiences are 52 participants (40.9%). The question about future business intentions reveals that most of the participants (70.1%) said they have intentions to do business in near future and 20% said they may do business in future, while only 8% said no or they do not know whether they will do business or not.

Table 3 The Profile of Participant (Frequency Table)

Participant's Profile				
No	Items		Frequency (N=127)	Percentages (%)
1	Age Groups	16-25	55	43.3
		26-35	70	55.1
		36-45	2	1.6
2	Gender	Male	87	68.5
		Female	40	31.5
3	Nationality	Bangladeshi	124	97.6
		Non-Bangladeshi	3	2.4
4	Level of Education	Under bachelor	5	4.0
		Bachelor	54	42.9
		Masters	66	52.4
		Other	1	.8
5	Department	Business Studies	91	74.0
		Other Studies	32	26.9
6	Major Subjects or Field of Studies	Marketing	20	22.1
		Human Resource Management	15	16.4
		Accounting	36	12.3
		International Business Management	7	29.5
		Finance	13	2.5
		Entrepreneurship	9	10.7
		Other	27	6.5
7	Current Occupation	Student	57	45.2
		Doing Job	51	40.5
		Doing Business	16	12.7
		Other	2	1.6
8	Future Business Intensions	Yes	89	70.1
		No	9	7.1
		Maybe	28	22.0
		I Do not Know	1	.8
9	Previous Business Experiences	Yes	52	40.9
		No	75	59.1

4.2 Descriptive Analyses of Main Variables

Mean value of Entrepreneurial intensions 4.0020 and standard deviation is .94202 (Please look at Table 4). In addition, mean value of attitudes, norms and PCB are 4.0464, 3.8968 and 3.6721 respectively and standard deviations are .80235, .65147 and .80496 respectively. Moreover, mean of pull and push motivations are 4.1340 and 3.4289, while standard deviations are .68210

and 1.03179. Mean value of Entrepreneurial education is 3.7853 and standard deviation is .74307. And mean value of Ebusiness_Acceptance is 4.1884 and standard deviation is .56763.

Table 4 Descriptive Statistics

No.	Variables	N	Min	Max	Mean	SD
1	Intensions	127	1.25	5.00	4.0020	.94202
2	Attitudes Toward Behaviour	126	1.00	5.00	4.0464	.80235
3	Subjective Norms	124	1.00	5.00	3.8968	.65147
4	Perceived Behaviour Control	123	2.00	5.00	3.6721	.80496
5	Pull Motivations	123	1.47	5.00	4.1340	.68210
6	Push Motivations	120	1.00	5.00	3.4289	1.03179
7	Entrepreneurial Education	121	2.00	5.00	3.7853	.74307
8	Ebusiness_Acceptance	121	2.38	5.00	4.1884	.56763

4.3 Correlation

In order to examine the strength and track of the associations between variables, Pearson correlation has been performed in this study. It is important to determine the relationship between variables to know whether there is any impact or not. The value of correlation should be between +1 to -1, which can be said that value at side of +1, shows positive relationships and at side of -1, shows negative relationships (Pallant, 2013).

Therefore, according to the Table-6, it can be said that the relationships between main variables (Entrepreneurial Intensions, Attitudes toward behaviours, Social norms, Perceived behaviour control, both pull and push motivations, Entrepreneurial education, E-business acceptance) has positive relationships. However, it is also important to discover how strong those relationships among variables. The strength of the correlation can be examined with the r value according to the rule of thumb and the assumptions are $r = 0$: No Relationship, $0 > r > \pm 0.15$: Very Weak Relationship; $r < \pm 0.16$ to ± 0.30 : weak relationship, $r < \pm 0.31$ to ± 0.45 : moderate relationship, $r < \pm 0.46$ to ± 0.60 : strong relationship and $r < \pm 0.60+$ very strong relationship (Cohen, 1988). Therefore, according to the correlation results (Table-5) the following table indicated strength of relationships between variables.

Correlation											
	Intensions	Attitudes	Norms	PBC	Pull Motivation	Push Motivation	Entrepreneurial Education	E-Business Acceptance	Gender	Level of Education	Previous Business Experiences
Intensions	1										
Attitudes	.526**	1	.								
Norms	.271**	.479**	1								
PBC	.471**	.535**	.458*	1							
Pull Motivations	.123	.322**	.348*	.307**	1						
Push Motivations	.011	.142	.210*	.185*	.264**	1					
Entrepreneurial Education	.328**	.341**	.316*	.484**	.246**	.114	1				
E-Business Acceptance	.374**	.370**	.271*	.423**	.192*	.103	.466**	1			
Gender	-.060	.028	.210*	-.077	.054	-.050	-.056	.072	1		
Level of Education	-.014	-.073	-.127	.146	.095	.011	.081	.082	-.248**	1	
Previous Business Experiences	-.323**	-.275**	-.139	-.210*	-.184*	-.109	-.063	-.001	.254**	-.055	

Table 5 Correlation Matrix

The correlation between variables also help to determine whether there is any multicollinearity threat or not. According to Maiyaki and Moktar (2011), in case of multicollinearity existence, the analysis could be weaker. It can be said from above Table-6 that there is no multicollinearity threat as the r value of variables are not more than 0.9 (Tabachnick and Fidell, 2007 and Hair et al., 2010).

Table 6 Strength of Relationships between variables

Variables	Correlation values (r values)	Strength of Relationship
Intensions to Attitudes	.526**	Strong Associations
Intensions to Norms	.271**	Weak Associations
Intensions to PBC	.471**	Strong Associations
Intensions to pull motivations	.123	Weak Associations
Intensions to push motivations	.011	Very Weak Associations
Intensions to entrepreneurial education	.328**	Moderate Associations
Intensions to Online Business Acceptance	.374**	Moderate Associations

There is another method to detect the multicollinearity cases with VIF (Variance Inflation Factor) and tolerance level, which can be find in SPSS regression linear model. The tolerance level should be within 0.10 and also if the VIF is <10 , the result is considered enough (Tabachnick and Fidell, 2007 and Hair et al., 2010).

The tolerance levels of independent variables are less than .10 in this study and the VIF values of all independent variables are also lower than 10, which has shown in Table-7. Therefore, it can be said that there is no risk of multicollinearity in this analysis.

Table 7 Tolerance level and VIF values

No.	Variables	Tolerance level	VIF
1	Attitudes	.636	1.573
2	Norms	.667	1.500
3	PBC	.531	1.884
4	Pull Motivations	.814	1.228
5	Push Motivations	.909	1.101
6	Entrepreneurial Education	.692	1.444
7	E-business Acceptance	.706	1.416

4.4 Results: Regression Analysis

Linear regression analysis was performed in order to investigate the impacts of independent variables (theory of planned behavior, motivation, entrepreneurial education, and e-business acceptance) on dependent variable (Entrepreneurial Intentions). The results of this analysis discuss impact of independent variables on entrepreneurial intentions among university students in Bangladesh.

The results in column I in Table 8, where one independent variable is taken with control variables to measure dependent variable, suggest that student's entrepreneurial intentions are more likely to increase with the higher value in attitudes toward behaviours. This finding could indicate that higher degree of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intentions. These findings support hypothesis 1 and are similar with the Mahmoud & Muharam, (2014) and Iglesias-Sánchez et al. (2016). The results also suggest that gender and level of education is not significant in this model, but previous business experience is significant. That indicates that students who have previous business experiences tend to have higher entrepreneurial intentions.

The findings in column II indicate that entrepreneurial intentions are positively associated with social norms. This finding could propose that supports from family, friends or colleagues increase entrepreneurial intentions. This finding is in line with the study of Tkachev and Kolvereid (1999) and support Hypothesis 2. The results also suggest that gender and level of education is not significant in this model, but previous business experience is significant, that indicates that students who have previous business experience tend to have higher entrepreneurial intentions

The findings in column III show that entrepreneurial intentions are positively related with the higher value of perceived behaviour control. This finding could suggest that student's ability and capability to execute entrepreneurial behavior increase entrepreneurial intentions. This result support Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). The results also suggest that gender and level of education is not significant in this model; previous experience is significant, that indicates that students who have previous business experiences tend to have higher entrepreneurial intentions.

The results in column VI indicated entrepreneurial intentions is more likely to increase with entrepreneurial education. This result could support that students who has entrepreneurial knowledge and know how to start-up business and run it, tend to have higher entrepreneurial intentions. This result is supported by the study of Athayde (2009) and Thomas Lans (2008) and support Hypothesis 6. The results also suggest that gender and level of education is not significant in this model, but previous experience is significant-that indicates that students who have previous business experiences tend to have higher entrepreneurial intentions.

The findings in column VII show that higher degree of E-business acceptance has higher degree to increase entrepreneurial intentions. This result could indicate that students who think E-business highly useful and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, 2012). the hypothesis 7 is accepted according to the finding. The findings also suggest that gender and level of education is not significant in this model, but, again, previous experience is significant.

Table 8 Regression Analysis of each variables separately

	Column I	Column II	Column III	Column IV	Column V	Column VI	Column VII
	Entrepreneurial Intensions						
	Coefficient (<i>p</i> -value)						
Constant (Dependent variable)	2.367 (0.000)	3.747 (0.000)	3.194 (0.000)	4.718 (.000)	5.322 (.000)	3.672 (.000)	2.765 (.000)
Explanatory variables							
Attitudes	.560 (.000)						
Norms		.334 (0.011)					
PBC			.512 (0.000)				
Motivation_Pull				.093 (.455)			
Motivation_Push					-.014 (.867)		
Entrepreneurial Education						.401 (.000)	
E-business Acceptance							.624 (.000)
Control Variables							
Gender	-.047 (.776)	-.052 (.782)	.032 (.848)	.025 (.894)	-.001 (.996)	.018 (.920)	-.065 (.709)
Level of Education	-.003 (.982)	-.039 (.783)	-.151 (.243)	-.069 (.631)	-.137 (.356)	-.128 (.343)	-.152 (.250)
Previous Business Experiences	-.352 (.026)	-.560 (.001)	-.464 (.004)	-.603 (.001)	-.582 (.001)	-.556 (.001)	-.568 (.000)
R2	.312	.160	.287	.111	.100	.200	.243
Number of observations	124	122	121	121	118	119	119

Again, all independent variables have taken in column I (Please look at Table 9) to measure dependent variable Entrepreneurial Intentions. It shows Attitudes, PBC, E-business acceptance and Previous business experiences have significant impact on entrepreneurial intentions. Although Attitudes, PBC, E-business acceptance positively associated with entrepreneurial intentions, Previous business experiences negatively associated with entrepreneurial intentions. This finding could indicate that higher degree of student's willingness to try or effort to perform entrepreneurial behaviour increase entrepreneurial intentions. These findings support the hypothesis 1 and are similar with Mahmoud & Muharam, November (2014) and Iglesias-Sánchez et al. (2016). This finding also suggests that student's ability and capability to execute entrepreneurial behaviour increase entrepreneurial intentions. This result support the Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). Similarly, findings in Column I propose that students who think E-business highly useful and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, 2012). The hypothesis 7 is accepted according to the finding. The findings also indicate that students who have previous business experiences tend to have higher entrepreneurial intentions.

In column II, all independent variables have taken except attitudes to measure Entrepreneurial Intentions. It shows PBC, E-business acceptance, level of education and Previous business experiences have significant impacts on entrepreneurial intentions. It could suggest that student's ability and capability to execute entrepreneurial behaviour increase entrepreneurial intentions. This result supports the Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). Similarly, findings in Column II could propose that students who think E-business highly useful and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, 2012). The hypothesis 7 is accepted according to the finding. The findings also indicate that students with lower level of education and who have previous business experiences tend to have higher entrepreneurial intentions.

In column III, all independent variables have taken except Norms to measure Entrepreneurial Intentions. It shows Attitudes, PBC, E-business acceptance and Previous business experiences have significant impacts on entrepreneurial intentions. This finding indicates that higher degree

of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intentions. These findings support the hypothesis 1 and are similar with the Mahmoud & Muharam, November 2014 and Iglesias-Sánchez et al. (2016). It could suggest that student's ability and capability to execute entrepreneurial behaviour increase entrepreneurial intentions. This result support the Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). Similarly, findings in Column III could propose that students who think E-business highly usefull and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, 2012). The hypothesis 7 is accepted according to the finding. The findings also indicate that students who have previous business expreciences tend to have higher entrepreneurial intentions.

Column IV includes all independent variables except PBC to measure Entrepreneurial Intentions. It shows Attitudes, E-business acceptance and Previous business experiences have significant impacts on entrepreneurial intentions. This finding indicates that higher degree of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intentions. These findings support the hypothesis 1 and are similar with the Mahmoud & Muharam, November 2014 and Iglesias-Sánchez et al. (2016). Similarly, findings in Column IV could propose that students who think E-business highly usefull and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, 2012). The hypothesis 7 is accepted according to the finding. The findings also indicate that students who have previous business expreciences tend to have higher entrepreneurial intentions.

In column V, all independent variables have taken except Pull motivation to measure Entrepreneurial Intentions. It shows Attitudes, PBC, E-business acceptance and Previous business experiences have positive association with entrepreneurial intentions. This finding indicate that higher degree of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intentions. These findings support the hypothesis 1 and are similar with the Mahmoud & Muharam, November 2014 and Iglesias-Sánchez et al. (2016). It also could suggest that student's ability and capability to execute entrepreneurial behaviour increase entrepreneurial intentions. This result support the Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). Besides, the findings also show small negative association between push motivation and entrepreneurial intentions,

which could suggest that students who motivated from push factors tend to have lower entrepreneurial intentions. The finding does not support my prediction, therefore, hypothesis 5 is rejected in this model. Another finding in Column V could propose that students who think E-business is highly useful and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, (2012). The hypothesis 7 is accepted according to the finding. The findings also could indicate that students who have previous business experiences tend to have higher entrepreneurial intentions.

In column VI, all independent variables have taken except Push Motivation to measure Entrepreneurial Intentions. It shows Attitudes, PBC, E-business acceptance and Previous business experiences have significant impacts on entrepreneurial intentions. This finding indicates that higher degree of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intentions. These findings support the hypothesis 1 and are similar with the Mahmoud & Muharam, November 2014 and Iglesias-Sánchez et al. (2016). It is also could suggest that student's ability and capability to execute entrepreneurial behaviour increase entrepreneurial intentions. This result support the Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). Similarly, findings in Column VI could propose that students who think E-business highly useful and easy to use are more likely to have higher level of entrepreneurial intentions. This finding is in line with Bolongkikit et al (2006) and Morgan, (2012). The hypothesis 7 is accepted according to the finding. The findings also could indicate that students who have previous business experiences tend to have higher entrepreneurial intentions.

In column VII, all independent variables have taken except entrepreneurial education to measure Entrepreneurial Intentions. It shows Attitudes, PBC, E-business acceptance and Previous business experiences have significant impacts on entrepreneurial intentions. This finding could indicate that higher degree of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intentions. These findings support hypothesis 1 and are similar with the Mahmoud & Muharam, November 2014 and Iglesias-Sánchez et al. (2016). It is also could suggest that student's ability and capability to execute entrepreneurial behaviour increase entrepreneurial intentions. This result support to accept Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). Similarly, findings in Column VII could propose that students who think E-business highly

usefull and easy to use are more likely to have higher level of entrepreneurial intensions. This finding is in line with Bolongkikit et al (2006) and Morgan, 2012). The hypothesis 7 is accepted according to the finding. The findings also could indicate that students who have previous business expreciences tend to have higher entrepreneurial intensions.

Column VIII includes all independent variables except E-business acceptance to measure Entrepreneurial Intensions. It shows Attitudes, PBC and Previous business experiences have significant impacts on entrepreneurial intensions. This finding could indicate that higher degree of student's willingness to try or efforts to perform entrepreneurial behaviour positively increase entrepreneurial intensions. These findings support hypothesis 1 and are similar with the Mahmoud & Muharam, November 2014 and Iglesias-Sánchez et al. (2016). It is also could suggest that student's ability and capability to execute entrepreneuril behaviour increse entrepreneurial intensions. This result support to accept Hypothesis 3 and is in line with study of Tkachev and Kolvereid (1999) and Ariff et al. (2010). The findings also could indicate that students who have previous business expreciences tend to have higher entrepreneurial intensions.

Table 9 regression Analysis of all variables

	Column I	Column II	Column III	Column IV	Column V	Column VI	Column VII	Column VIII
	Entrepreneurial Intensions							
	Coefficient (p-value)							
Constant (Dependent variable)	2.575 (.003)	3.181 (.000)	2.343 (.004)	2.243 (.010)	2.286 (.006)	2.111 (.009)	2.623 (.002)	3.079 (.000)
Explanatory variables								
Attitudes	.346 (.004)		.337 (.004)	.447 (.000)	.325 (.006)	.365 (.002)	.347 (.003)	.387 (.001)
Norms	-.123 (.391)	-.088 (.551)		-.016 (.912)	-.154 (.279)	-.140 (.326)	-.115 (.423)	-.124 (.396)
PBC	.303 (.012)	.424 (.000)	.273 (.017)		.301 (.013)	.288 (.017)	.323 (.006)	.339 (.005)
Motivation_Pull	-.148 (.199)	-.101 (.393)	-.165 (.148)	-.144 (.224)		-.158 (.162)	-.143 (.213)	-.150 (.199)
Motivation_Push	-.102 (.161)	-.110 (.143)	-.108 (.133)	-.093 (.210)	-.119 (.095)		-.102 (.157)	-.094 (.198)
Entrepreneurial Education	.081 (.477)	.088 (.459)	.073 (.522)	.151 (.187)	.072 (.531)	.102 (.371)		.154 (.163)
E-business Acceptance	.295 (.045)	.370 (.014)	.295 (.044)	.351 (.019)	.296 (.044)	.278 (.059)	.327 (.019)	
Gender	-.035 (.831)	-.041 (.810)	-.066 (.680)	-.072 (.665)	-.048 (.771)	.012 (.943)	-.046 (.775)	-.001 (.997)
Level of Education	-.192 (.136)	-.260 (.049)	-.172 (.174)	-.128 (.332)	-.207 (.108)	-.145 (.246)	-.194 (.131)	-.173 (.185)
Previous Business Experiences	-.405 (.008)	-.473 (.003)	-.401 (.009)	-.436 (.005)	-.384 (.012)	-.408 (.008)	-.397 (.009)	-.378 (.014)
R2	.401	.351	.397	.364	.392	.401	.398	.378
Number of observations	117	124	122	121	121	118	119	119

Based on the above results of findings following table are drawn to portrays all hypothesis's Confirmation.

Table 10 Hypothesis Confirmation

No	Hypothesis	Result
1	Hypothesis 1: Attitudes toward behaviours have significant impact on entrepreneurial intentions among university students in Bangladesh.	Accepted
2	Hypothesis 2: Social norms have significant impact on entrepreneurial intentions among university students in Bangladesh.	Accepted
3	Hypothesis 3: Perceived behaviour control (PBC) have significant impact on entrepreneurial intentions among university students in Bangladesh.	Accepted
4	Hypothesis 4: Pull motivational factors are stronger to influence on entrepreneurial decision among university students in Bangladesh.	N/A*
5	Hypothesis 5: Push motivational factors are stronger to influence on entrepreneurial decision among university students in Bangladesh	Rejected
6	Hypothesis 6: University's entrepreneurial education curricula and training programmes increases entrepreneurial intentions among university students in Bangladesh.	Accepted
7	Hypothesis 7: there is a positive relationship between e-business acceptance and entrepreneurial intention.	Accepted

*Pull motivational factors is found insignificant in this study

4.5 Discussion

The aim of this thesis is to measure entrepreneurial intentions among university students in Bangladesh and investigate the factors that influence to increase entrepreneurial intentions. From the theoretical framework and literature review, one main question along with four sub-questions were formulated. The main question was “*What factors influencing entrepreneurial intentions among university students in Bangladesh?*” The findings of this study indicate that there are strong association in the correlation analysis that support attitudes toward behaviour, subjective norms, perceived behavioural control, entrepreneurial education and e-business acceptance could be used to measure entrepreneurial intentions. These are found as influential factors to increase entrepreneurial intentions among students in Bangladesh.

Antecedents of Theory of Planned behaviour found as strong predictors of entrepreneurial intentions among university students in Bangladesh. The first antecedent attitude toward behaviour was significantly associated that indicate that students who has self-confidence, positive attitudes to establish own business are more likely to have high entrepreneurial intentions. Subjective norms, the second antecedent of TPB, was significant predictors that could hint that student who has support from family, friends and relative, has high entrepreneurial intentions. Similarly, third antecedent of PBC was significant to predict entrepreneurial intention among students in Bangladesh. PBC could indicate that student who consider them as able or capable to do business have high entrepreneurial intentions. These findings answer the first sub-question that all antecedents of Ajzen’s (2005) Theory of Planned Behaviour (Attitudes, social norms, Perceived behaviours controls) significantly influence on the entrepreneurial Intention among university students in Bangladesh.

The second sub question was about to explore motivational factors that influence to increase entrepreneurial intentions among university students in Bangladesh. This study did not find significant correlations among motivational factors and entrepreneurial intentions. This might be due to small sample size and choosing narrow study area in Bangladesh. After excluding pull motivational factors, there was slight correlation among push motivational factors and entrepreneurial intentions, which did not support any influence of push motivations on entrepreneurial intentions. However, this finding was not enough to answer the question and it can be concluded that the relationship between motivational factors and entrepreneurial intentions was not significant in this study.

The third sub question was about to influence on entrepreneurial educations and trainings on entrepreneurial intensions. The study found that student with students with entrepreneurial education have higher level of entrepreneurial intensions. This finding suggests that entrepreneurial education and training influence to increase entrepreneurial intensions. The finding is supported by the studies of Bae et al. (2014) and Solitaries et al. (2007). Therefore, it can be said, entrepreneurship education and training help to encourage students to obtain knowledge on how to start-up and run a business and take entrepreneurship as their career.

The fourth sub question was about the impact of e-business acceptance on entrepreneurial intensions. The results show that variables, e-business usefulness and easy to use have statistically significant impacts on entrepreneurial intensions. This finding could demonstrate that university students in Bangladesh are more likely to start-up their business online and accept the new platform spontaneously.

Overall, it can be said this study found university students in Bangladesh have above average entrepreneurial intensions. And predictors such as positive attitudes, social supports, own confidence (ability and capability), entrepreneurial educations and e-business acceptance are influencing positively to increase entrepreneurial intentions among university students.

5. Conclusions and Implications

This study focusses on entrepreneurial intentions among university students in Bangladesh. The aim is to measure the level of their entrepreneurial intentions and what factors are influencing to increase it. In the first part of this chapter, summary of overall study is drawn that includes purpose, methods, results. Afterwards, it shows the implication and contributions of the study to different stakeholders. The chapter ends with limitation and directing for future studies.

5.1 Conclusion

The purpose of this study was to measure entrepreneurial intentions and explore influential factors to increase entrepreneurial intentions among university students in Bangladesh. In order to complete the objective of the study, results were taken from sample of 8 universities in Bangladesh. Collected data generally support independent variables such as TPB, entrepreneurial education, e-business acceptance which showed significant association and are considered as useful mechanism to measure entrepreneurial intention. In other words, the students who have positive attitudes to entrepreneurship, are thinking that start-up a business will be attractive and they can be able and capable to control it and get social recognition. In addition, who has entrepreneurial education and familiar with e-business were more entrepreneurial oriented. On the other hand, motivational factors were insignificant in this study and the author believes that small sample size and selection of study area may not be sufficient. Among the all-independent variables, attitudes toward behaviour (antecedent of TPB) and e-business acceptance were mostly significant predictor and influential factors to increase entrepreneurial intentions among university students in Bangladesh.

5.2 Contribution and Implications

Entrepreneurial activities are essential factors in economic growth. To encourage students to entrepreneurial activities, different stakeholders can play important role. This study has found Entrepreneurship education and trainings are significant factor to increase entrepreneurial intentions. Hence universities and other educational institutions in Bangladesh, can take this results in consideration to improve entrepreneurial education and trainings. University curriculum can include more practical and new courses.

More and more research are needed in the area of entrepreneurship within different countries. This study used TPB, entrepreneurial educations and e-business acceptance to measure the relationship with entrepreneurial intentions among university students in Bangladesh and found positive significant impact. This is the first attempt (according to the best of author knowledge) to measure entrepreneurial intentions among university students in Bangladesh with these factors.

Government and other policy makers also can use the findings of this study to improve the entrepreneurship supports and develop entrepreneurial programs. Government of Bangladesh also can take E-business platform in consideration to encourage potential entrepreneurs e.g., improve internet service, secured e-payment.

5.3 Limitations and Direction of Future Studies

Although this study has confirmed that most of the chosen factors are significant mechanism to explore entrepreneurial intentions, there were some limitations. The main limitation of this study was research population. This study included relatively small data and took sample from a divisional area of Bangladesh. Therefore, it is necessary to conduct a study with wider data including more areas, in order to get better acceptance of findings.

In addition, most of the participants were from business studies, thus this study cannot be generalized for all students in Bangladesh. In order to obtain adequate generalization of results, it is essential to include more students from other faculties as well.

Moreover, the findings will be more meaningful if similar study can be performed comparing with other countries. To get more insights on how to improve entrepreneurial education and training, qualitative study by interviewing focus groups could provide adequate explanatory information.

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Appendix 1

Variable Coding

Table 11 Variable Coding

No	Main Variables	Items	Scale					Coding	
			Not at all Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely	Coded Variable	Coded Variable
1	Entrepreneurial Intentions	I am ready to do anything to be an entrepreneur	1	2	3	4	5	Int1	Intensions= Mean (Int1+Int2+Int3+Int4)
		I am seriously thinking to start-up a business in future	1	2	3	4	5	Int2	
		I will make every effort to start and run my own business	1	2	3	4	5	Int3	
		I see myself as an entrepreneur in the next 5years	1	2	3	4	5	Int4	
		Being an entrepreneur implies more advantages than disadvantages	1	2	3	4	5	En_atd1	
		A career as an entrepreneur is totally attractive to me	1	2	3	4	5	En_atd2	

2	Attitudes Toward Behaviour	I would gladly choose entrepreneurship over others, as a career option	1	2	3	4	5	En_atd3	Attitudes= Mean (En_atd1+ En_atd2+ En_atd3+ En_atd4+ En_atd5+ En_atd6+ En_atd7+ En_atd8)
		Being an entrepreneur would give me satisfaction	1	2	3	4	5	En_atd4	
		If I had the opportunity and resources, I would like to start a firm	1	2	3	4	5	En_atd5	
		I would feel personally secure being an entrepreneur	1	2	3	4	5	En_atd6	
		Entrepreneurship would be enjoyable and exciting for me	1	2	3	4	5	En_atd7	
		I would rather be an entrepreneur than an employee	1	2	3	4	5	En_atd8	
3	Social Norms	I have access to information that will enable me to become an entrepreneur	1	2	3	4	5	En_sn1	Norms = Mean (En_sn1+ En_sn2+ En_sn3+ En_sn4+ En_sn5+ En_sn6+ En_sn7)
		It is important for me to know my parent's opinion in case I start my own business venture	1	2	3	4	5	En_sn2	
		My family would approve my decision to start-up a business	1	2	3	4	5	En_sn3	
		It is important for me to know the opinion of close friends in case I	1	2	3	4	5	En_sn4	

		start my own business venture							
		My close friends would appreciate it if I became an entrepreneur.	1	2	3	4	5	En_sn5	
		My co-worker would support me for entrepreneurial decision	1	2	3	4	5	En_sn6	
		I have access to information that will enable me to become an entrepreneur	1	2	3	4	5	En_sn7	
4	Perceived Behavioural Control	To start a business and keep it working would be easy for me	1	2	3	4	5	EN_PCB1	PCB = Mean (EN_PCB1+ EN_PCB2+ EN_PCB3+ EN_PCB4+ EN_PCB5+ EN_PCB6)
		I am able to control the creation process of a new business	1	2	3	4	5	EN_PCB2	
		I would have complete control over the situation If start and run a business	1	2	3	4	5	EN_PCB3	
		I know all about the practical details to start a business	1	2	3	4	5	EN_PCB4	
		If I tried to start a business, I would have a high chance of being successful	1	2	3	4	5	EN_PCB5	
		I know how to develop a business	1	2	3	4	5	EN_PCB6	

			Not at all Important	Slightly Important	Moderately Important	Important	Extremely Important		
5	Pull Motivations	My family Business/ To continue a family tradition	1	2	3	4	5	Mtv_pull1	Motivation_pull= Mean (Mtv_pull1+Mtv_pull2 +Mtv_pull3+Mtv_pull4 +Mtv_pull5+Mtv_pull6 +Mtv_pull7+Mtv_pull8 +Mtv_pull9 +Mtv_pull10+Mtv_pull 11 +Mtv_pull12+Mtv_pull 13+Mtv_pull14+Mtv_p ull15 +Mtv_pull16+Mtv_pull 17 +Mtv_pull18)
		dream of being entrepreneurs	1	2	3	4	5	Mtv_pull2	
		To achieve higher position	1	2	3	4	5	Mtv_pull3	
		luxurious life	1	2	3	4	5	Mtv_pull4	
		To be Own Boss	1	2	3	4	5	Mtv_pull5	
		To make more money	1	2	3	4	5	Mtv_pull6	
		independency	1	2	3	4	5	Mtv_pull7	
		self-esteem	1	2	3	4	5	Mtv_pull8	
		freedom in their workplace	1	2	3	4	5	Mtv_pull9	
		flexibility in work	1	2	3	4	5	Mtv_pull10	
		To use my special talent	1	2	3	4	5	Mtv_pull11	
		previous work experiences	1	2	3	4	5	Mtv_pull12	
		ability to teamwork	1	2	3	4	5	Mtv_pull13	
		entrepreneurial skills	1	2	3	4	5	Mtv_pull14	
		willingness to invest	1	2	3	4	5	Mtv_pull15	
		ability to take risks	1	2	3	4	5	Mtv_pull16	
		attractive business opportunities	1	2	3	4	5	Mtv_pull17	
		desire to capture opportunities	1	2	3	4	5	Mtv_pull18	

6	Push Motivations	inflexible work environment	1	2	3	4	5	Mtv_Push1	Motivation_Push=Mean (Mtv_Push1+Mtv_Push2+Mtv_Push3+Mtv_Push4+Mtv_Push5+Mtv_Push6)
		bad boss	1	2	3	4	5	Mtv_Push2	
		Job dissatisfaction	1	2	3	4	5	Mtv_Push3	
		I experienced discrimination in my previous work	1	2	3	4	5	Mtv_Push4	
		Unable to find paid job	1	2	3	4	5	Mtv_Push5	
		lack of skills for job	1	2	3	4	5	Mtv_Push6	
7	Entrepreneurial Education		Very Low	Low	Average	High	Very High		Ent_Education= Mean (Edc1+ Edc2+ Edc3 +Edc4+ Edc5+ +Edc6+ Edc7)
		knowledge on how to run a business	1	2	3	4	5	Edc1	
		abundant marketing knowledge	1	2	3	4	5	Edc2	
		Business and management skills	1	2	3	4	5	Edc3	
		Practical Start-up knowledge	1	2	3	4	5	Edc4	
		Future planning for business growth	1	2	3	4	5	Edc5	
		Knowledge on employee management / Human resource	1	2	3	4	5	Edc6	
		Financial and capital management	1	2	3	4	5	Edc7	
		Strongly disagree	Disagree	Partially disagree	Agree	Strongly agree			
		Business within electronic system is cost	1	2	3	4	5	TAM_U1	

8	E-business Acceptance: Perceived Usefulness	effective as compared to the traditional system							E-business_Acceptance= Mean (TAM_U1+ TAM_U2+ TAM_U3+ TAM_U4+ TAM_U5+ TAM_U6+ TAM_U7+ TAM_E1+ TAM_E2+ TAM_E3)
		Online business through Social media reduces your advertising expense	1	2	3	4	5	TAM_U2	
		Social media reaches more prospect than the traditional system	1	2	3	4	5	TAM_U3	
		Reduced Transportation Costas compared to the traditional system	1	2	3	4	5	TAM_U4	
		Social media help to contact with customers and build good networking	1	2	3	4	5	TAM_U5	
		Online businesses help to improve business performance	1	2	3	4	5	TAM_U6	
		Overall, I believe online business will be useful for me	1	2	3	4	5	TAM_U7	
	E-business Acceptance: Perceived Easy to Use	Online business process is easier than traditional business	1	2	3	4	5	TAM_E1	
		It is easy for me to become skilful at online business	1	2	3	4	5	TAM_E2	
		Overall, I believe that online businesses are easy to operate	1	2	3	4	5	TAM_E3	

Variable coding

Table 12 Variable coding: Control Variables

No	Control Variables	Items	Code
1	Gender	Male	1
		Female	2
		Other	0
2	Level of Education	Under Bachelor	1
		Bachelor	2
		Masters	3
		Other	4
3	Previous Business Experiences	Yes	1
		No	2
		I Do not Know	0

Appendix 2

Exploring Entrepreneurial Intentions by Adapting e-Business Platform among University Students in Bangladesh

Dear Student,

I'm a Student of Kajaani University of Applied Science, Kajaani, Finland. I'm doing my master's degree Thesis on "Measuring Entrepreneurial Intentions by adapting e-business platform among University students in Bangladesh". As a part of the requirements, I am making this survey to find out level of entrepreneurial intentions among Bangladeshi university students. You have been chosen as informant and I will appreciate it if you could answer the following questions as soon as possible. It will take approximately 15 minutes to fill in this questionnaire. All the information I obtain will remain strictly confidential and will only be used for my thesis purposes.

If you have any questions, please do not hesitate to contact me, Mahtab Ahmed, tel. +358468484719, email: mahtab.ahmed415@gmail.com

Thank you for your cooperation

1. General Questions

Kindly tick (✓) where possible or provide responses.

1. Age (years)

16-25

26-35

36-45

45+

2. Gender

Mark only one oval.

Male

Female

Other

3. What is Your Nationality?

4. What is Your Level of Education?

Under Bachelor

Bachelor

Masters

Other: _____

5. Which Department/Faculty are You Studying?

6. What is Your Field of Study/ Major Subject?

7. What is Your Main Current Occupation?

Student

Doing Job

Doing Business

Other: _____

8. Do You Intend to Set up a Business in the Future?

- Yes
- No
- May be
- I Don't know

9. Do you have any Previous Business Experience?

- Yes
- No
- I don't know

10. Entrepreneurial Intention: Please indicate Your Level of Entrepreneurial Intentions *

	Not at all Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
I am ready to do anything to be an entrepreneur	<input type="radio"/>				
I am seriously thinking to start-up a business in future	<input type="radio"/>				
I will make every effort to start and run my own business	<input type="radio"/>				
I see myself as an entrepreneur in the next 5years	<input type="radio"/>				

11. Entrepreneurial Intention: Attitudes Toward Behaviors

	Not at all Likely	Not very Likely	Somewhat Likely	very Likely	Extremely Likely
Being an entrepreneur implies more advantages than disadvantages	<input type="radio"/>				
A career as an entrepreneur is totally attractive to me	<input type="radio"/>				
I would gladly choose entrepreneurship over others, as a career option	<input type="radio"/>				
Being an entrepreneur would give me satisfaction	<input type="radio"/>				
If I had the opportunity and resources, I would like to start a firm.	<input type="radio"/>				
I would feel personally secure being an entrepreneur	<input type="radio"/>				
Entrepreneurship would be enjoyable and exciting for me	<input type="radio"/>				
I would rather be an entrepreneur than an employee	<input type="radio"/>				

12. Entrepreneurial Intention: Subjective Norms

	Not at all Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
I have access to information that will enable me to become an entrepreneur	<input type="radio"/>				
It is important for me to know my parent's opinion in case I start my own business venture	<input type="radio"/>				
My family would approve me decision to start-up a business	<input type="radio"/>				
It is important for me to know the opinion of close friends in case I start my own business venture	<input type="radio"/>				
My close friends would appreciate it if I became an entrepreneur.	<input type="radio"/>				
My co-worker would support me for entrepreneurial decision	<input type="radio"/>				

13. Entrepreneurial Intention: Perceived Behavioral Control

	Not at all Likely	Not Very Likely	Somewhat Likely	Very Likely	Extremely Likely
To start a business and keep it working would be easy for me	<input type="radio"/>				
I am able to control the creation process of a new business	<input type="radio"/>				
I would have complete control over the situation	<input type="radio"/>				
If start and run a business I know all about the practical details to start a business	<input type="radio"/>				
If I tried to start a business, I would have a high chance of being successful	<input type="radio"/>				
I know how to develop a business	<input type="radio"/>				

14. Start-up motives There can be many reasons why one wants to start his/her own business. Would you indicate how important the following reasons for you, In case of starting a business now or in future?

	Extremely Important	Very Important	Moderately Important	Slightly Important	Not at all Important
My family Business/ To continue a family tradition	<input type="radio"/>				
Dream of being entrepreneurs	<input type="radio"/>				
To achieve higher position	<input type="radio"/>				
luxurious life	<input type="radio"/>				
To be Own Boss	<input type="radio"/>				
To make more money	<input type="radio"/>				
Independency	<input type="radio"/>				
freedom in their workplace	<input type="radio"/>				
flexibility in work	<input type="radio"/>				
To use my special talent	<input type="radio"/>				
previous work experiences	<input type="radio"/>				
Ability to take risks	<input type="radio"/>				
Attractive business opportunities	<input type="radio"/>				
Desire to capture opportunities	<input type="radio"/>				
Ability to teamwork II	<input type="radio"/>				
experienced	<input type="radio"/>				

discrimination in my previous
work

inflexible work

environment

bad boss

Job dissatisfaction

I experienced

discrimination in my

previous work

Entrepreneurial education and training

15. Are you studying business or in business related fields at University?

Yes

No

16. (If previous Answer is No) Have you ever taken any business-related course or seminar?

Yes

No

17. Have you attended any vocational training on entrepreneurship?

Yes

No

18. Evaluation for understanding degree for entrepreneurial knowledge: Please indicate to what extent (satisfaction degree) your education, courses, and training impact on following factors that influence on your entrepreneurial readiness.

	Very High	High	Average	Low	Very Low
Knowledge on how to run a business	<input type="radio"/>				
Abundant marketing knowledge	<input type="radio"/>				
Business and management skills	<input type="radio"/>				
Practical Start-up knowledge	<input type="radio"/>				
Future planning for business growth	<input type="radio"/>				
Knowledge on employee management / Human resource	<input type="radio"/>				
Financial and capital management	<input type="radio"/>				

19. "Entrepreneurship education in higher education leads to more start-up ventures and more economic growth." Please indicate your agreement on the statement

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

20. Do you think entrepreneurship education is important in today's business world?

- Very Important
- Quite Important
- Some Important
- Little Important
- Not Important at all

21. Do you think that students in country where you study should be more educated about entrepreneurship and its importance?

- Yes, they need full practical and theoretical courses and on this topic,
- They need some more course on this topic
- No, there is no need to deepen this topic at the moment

E-business/Online Business

22. How often do you use the internet ?

- 1-2 times a day
- 3-4 times a day
- 4-5 times a day
- more than 6 times a day

23. How long time do you spend on the internet daily?

Less than 30 minutes

1 hour

2 hours

more than 2 hours

24. For what reasons, you are using internet? (you can mark more than one)

Social Media

Academic

Business

Lifestyle

Youtube

Other: _____

25. How frequently do you use Internet for work/professional, business, lifestyle, and academic reasons?

Daily

A few times in a week

A few times in a month

Few more

Other: _____

26. To what extent are you acquainted with the concept and application of Online Business?

Very High

High

Average

Low

Very low

27. Kindly indicate the extent to which you agree or disagree to the following statements: Perceived Usefulness of Online Business

	Strongly agree	Agree	Partially Agree	Disagree	Strongly Disagree
Electronic system is cost effective as compared to the traditional system	<input type="radio"/>				
Online purchases have maximized firms profit considerably.	<input type="radio"/>				
Social media reaches more prospect than the traditional system	<input type="radio"/>				
Reduced Transportation Cost as compared to the traditional system.	<input type="radio"/>				
Electronic system is cost effective as compared to the traditional system.	<input type="radio"/>				
Online business will help to improve business performance	<input type="radio"/>				
Overall I believe online business is useful for me	<input type="radio"/>				

28. Kindly indicate the extent to which you agree or disagree to the following statements: Perceived ease of use

Mark only one oval per row.

	Strongly agree	Agree	Partially Agree	Disagree	Strongly Disagree
Online business process is easier than traditional business	<input type="radio"/>				
It is easy for me to become skillful at online business	<input type="radio"/>				
Overall, I believe that online businesses are easy to run	<input type="radio"/>				

External Support to start-up e-business

Adaption of E-business platform

29. How important do you think is 'e-business' in the business world nowadays?

- Very Important
- Quite Important
- Some Important
- Less Important
- Not Important at all

- Very Important
- Quite Important
- Some Important
- Less
- Not Important at all

31. "Setting up an online business process is easier than traditional business" Please indicate your agreement

- Strongly Agree
- Agree
- No Opinion
- Disagree
- Strongly Disagree

32. Please indicate at what degree Internet and other e-business facilities are available in your country

- Excellent
- Above average
- Average
- Below Average
- Very poor

1 2 3 4 5

I would Prefer E-business I would Prefer Traditional Business

Thank you so much for your response
