KYAU Journal, 5(1), 71-81

Khwaja Yunus Ali University Journal

Publisher homepage: www.kyau.edu.bd

OPEN ACCESS
ISSN: 2791-3759 (Online), 2521-3121 (Print)

Journal homepage: www.journal.kyau.edu.bd

Research Article

Entrepreneurial Intention of Graduate Students at Khwaja Yunus Ali University in Bangladesh

Md. Moniruzzaman[1], Dinmoni Sarker Dolon[2] and Mohitul Ameen Ahmed Mustafi[1]

[1]Department of Business Administration, Khwaja Yunus Ali University, Enayetpur, Sirajganj.
[2]Southwest Petroleum University, Chengdu, Sichuan, China.

***Corresponding author:** moni.ru.fnb@gmail.com (Md. Moniruzzaman, Lecturer, Department of Business Administrative, School of Business, Khwaja Yunus Ali University, Sirajganj, Bangladesh)

Abstract:

Today, entrepreneurship is widely regarded as the driving force behind economic growth and prosperity. In this regard, every economy must redirect an individual's entrepreneurial intent. The objective of the study is to determine the characteristics that stimulus a student's desire to become an entrepreneur. The primary and secondary sources of data were used in this research. A standardized inquiry system are using a five-point scale, with 1 indicating complete disagreement and 5 indicating entire agreement was utilized to collect data. A convenient random sample technique was used for collecting data from Khwaja Yunus Ali University graduate students. Following the screening of the data, 198 samples were selected for final use. The information were analyzed using Statistical Package for Social Sciences (SPSS) version 26.0 and Smart PLS 3.3 software. We revealed four critical elements that influence graduate students' entrepreneurial inclination by using Smart PLS software and structural equation modeling. Knowledge, personal attraction, self-efficacy, and social norms were all elements that influenced the graduate student's entrepreneurial intention. According to this study, all aspects, including knowledge, self-efficacy, social norms and personal attraction, appear to have a considerable impact on entrepreneurial intention. Whole components such as knowledge, self-efficacy, personal attraction and social norms strongly impact on Khwaja Yunus Ali University graduates' entrepreneurial intentions in Bangladesh. Students that wish to be entrepreneurs can benefit from this study. Furthermore, the institution's higher-ups can enact a policy in this area to stimulate students' interest and encourage them to pursue entrepreneurial as careers.

Keywords: Knowledge, Personal Attraction, Self-Efficacy, Social Norms, Entrepreneurial Intention, Bangladesh.

1. Introduction

If we consider the situation of emerging countries like Bangladesh, which is primarily agricultural, the importance of promoting entrepreneurship grows even more. Developing countries are constantly attempting to shift their economic focus away from agriculture and business to increase job possibilities. Entrepreneurship helps a country's economy grow through establishing new markets, industries,

technologies, employment opportunities and net advances in actual productivity (Behave, 1994). Aldrich and Wiedenmayer, (1993) little can replace entrepreneurship in terms of encouraging and stimulating economic development. Entrepreneurial intent is an important topic in global private enterprise and invention study because entrepreneurship focuses on the root causes of people's desire to establish firms (Summers, 1998, Delmar and Davidsson, 2000). This study's enormous relevance is founded in the area of entrepreneurship. Entrepreneurship has discovered the causes that impact on the entrepreneurial intention of Khwaja Yunus Ali University graduates and upcoming business leaders in the form of students from various faculties. The foremost goal is to detect the entrepreneurial intentions of graduate students at Khwaja Yunus Ali University in Bangladesh.

2. Literature Review

Knowledge

According to Indarti & Rostiani (2008), Indonesian students have poor entrepreneurial intentions. Entrepreneurial knowledge had an impact on the number of entrepreneurs in Indonesia in 2015, according to Republika.co.id, which is only 1.65 percent of the overall population. According to Mc Clelland, one factor that aids a well-developed country in reaching its full potential is the presence of at least 2% of the entire population who are entrepreneurs, which is a stark contrast to Singapore, where 7.4% of the population is employed as an entrepreneur. It has risen to 5% in Malaysia, which is greater than in Indonesia. Entrepreneurship education has expanded dramatically, according to (Roxas (2014). Entrepreneurial knowledge must be developed to enhance pupils' confidence and be ready to engage in business. Entrepreneurial knowledge encompasses the establishment, management, and character traits that an entrepreneur must possess. Entrepreneurship education has been critical in encouraging the growth of entrepreneurial intent. Because entrepreneurship education teaches students how to plan, execute, and establish the various sort of business and character that an entrepreneur needs. Existing research has not consistently demonstrated that entrepreneurship education might boost entrepreneurial intentions. According to research (Lián, Rodrguez-Cohard, & Rueda-Cantuche, 2011), entrepreneurship education can improve entrepreneurial intent. As a result of this, the first hypothesis can be taken to be:

Personal Attraction

Personal attitudes are individual attitudes that are either favorable or negative when it comes to deciding what area to invest in (Ajzen 1991, 2002). Furthermore, Kalafatis *et al.* (1999) noted that the personal appeal of the predicted quantity of revenue is considered, allowing for intentions or later intentions towards entrepreneurial tendencies. Linan *et al.*, for example, emphasized similar concepts (2007). This demonstrates that personal attraction is based on the individual. Previous research has repeatedly found a link between favorable personal views and entrepreneurial inclinations (e.g., Ajzen, 1991; Krueger and Carsrud, 1993; Linan *et al.*, 2007). Maes *et al.* (2014), personal attitudes have a role in motivating people to start a business. This is especially true among students considering entrepreneurship as a career option, owing to their positive attitude toward potential entrepreneurs (Mumtaz *et al.*, 2012). As a result, it can be deduced that personal attitude has a high proclivity for instilling entrepreneurial intention among students.

An individual's attitude toward entrepreneurship is defined by Ajzen (1991) and Tsordia & Papadimitriou (2015). A person's attitude is determined by their entire collection of significant ideas as well as assessments related to those beliefs. Ngah, Buyong, and Zahrah (2016), a person's actions are completely dictated by his or her beliefs and attitudes. Tiwari *et al.* (2019), the more positive a person's attitude toward an entrepreneurship, the more likely that individual is to succeed. Puni *et al.*, 2018; Rees & Shah, 1986, an individual's attitude towards entrepreneurship refers to how enthusiastic they are about beginning a new firm. Then, by building a personal, positive attitude toward business aspirations, female students can overcome the hurdles of the rising unemployment rate (Sánchez, 2013). As a result, the following is a reasonable assumption toward the second hypothesis:

Self-Efficacy

Self-efficacy is the belief in one's ability to activate the creative abilities, intellectual assets, and path of action required to meet situational demands. It's also thought to have a part in people's specific choice of behavior settings, where they prefer to engage in behaviors over which they have more control and avoid situations where they have less control (Wood & Bandura, 1989). Fernández-Ballesteros, Díez-Nicolás, Caprara, Barbaranelli and Bandura, (2002),

individuals often participate in activities that make them feel qualified and more proficient and avoid fewer competencies. According to Zhao, Hills and Seibert (2005), the thought of an individual's level of self-efficacy influences their choice of activities, level of goals, persistence and performance in a different situation. Individuals' capacity to successfully perform the responsibilities and tasks of entrepreneurs is based on their belief in themselves. The outcome of self-efficacy is determined by the objective of an individual's various self-efficacy, such as self-efficacy, learning self-efficacy, and entrepreneurial self-efficacy (Fuller *et al.*, 2018). Chen *et al.* (1988) found that entrepreneurial Self-Efficiency (ESE) positively influenced an individual's intention to become an entrepreneur. The researcher indicated that pupils who had obtained entrepreneurship education were more likely to involve in Entrepreneurial Self-Efficiency (ESE).

According to Bar Nir, Watson and Hutchins (2011) examined the relationship between entrepreneurial self-efficacy and entrepreneurial ambitions among US undergraduate students. They discovered a positive relationship between self-efficacy and entrepreneurial intention. Self-efficacy is a substantial forecaster of entrepreneurial intention. Armitage and Conner (2001) and Van Gelderen *et al.* (2008) validated this conclusion on social attraction. Sahinidis *et al* (2014) found a link between personal attraction, self-efficacies, and entrepreneurial intention in their research. As a result of this, the third hypothesis might be assumed:

Social Norms

Subjective norms, also called social norms, denote that the perceived social force to carry out or refrain from carrying out desired behaviors (Puni *et al.*, 2018). An entrepreneur's behavior can be influenced by the support of family, friends and society. A person would almost never want to go against the values and norms of close friends and relatives with whom he or she interacts on a regular basis. Furthermore, according to some studies, relationship support is a critical factor in developing entrepreneurial intentions in people (Ljubotina & Vadnjal, 2017). According to Kolvereid (1996), societal norms positively and considerably impact entrepreneurial ambition. The stronger an individual entrepreneurial intention is, the higher the social norm favoring entrepreneurial activity (Skudiene *et al.*, 2010). As a result, subjective norms refer to perceived society pressures to engage in or refrain from specific actions (Ajzen, 1991; Othman & Mansor, 2012). This form of pressure can come from a person's family or society as a whole, and it drives them to do or not do certain things (Pauceanu *et al.*, 2018).

According to Ajzen (1991, 2002), subjective norms are external influences that influence an individual's behavior and drive them to respond favorably or adversely. Peers, families, political parties, religious organizations, and others affect this environment. It indicates that if others influence an individual in his or her environment, or if others in the environment encourage him or her to participate, they are more likely to inherit the norms of the environment. Ajzen, 1991; Krueger & Carsrud, 1993; Linan *et al.*, 2007 are just a few of the numerous scientists who have shown that subjective norms and entrepreneurial goals have strong beneficial connections. As a result of this, the fourth hypothesis can be inferred as follow:

Conceptual Framework

The goal of the analysis is to evaluate the entrepreneurial intention of graduate students at Khwaja Yunus Ali University in Bangladesh. First, we will take a look upon the conceptual framework.

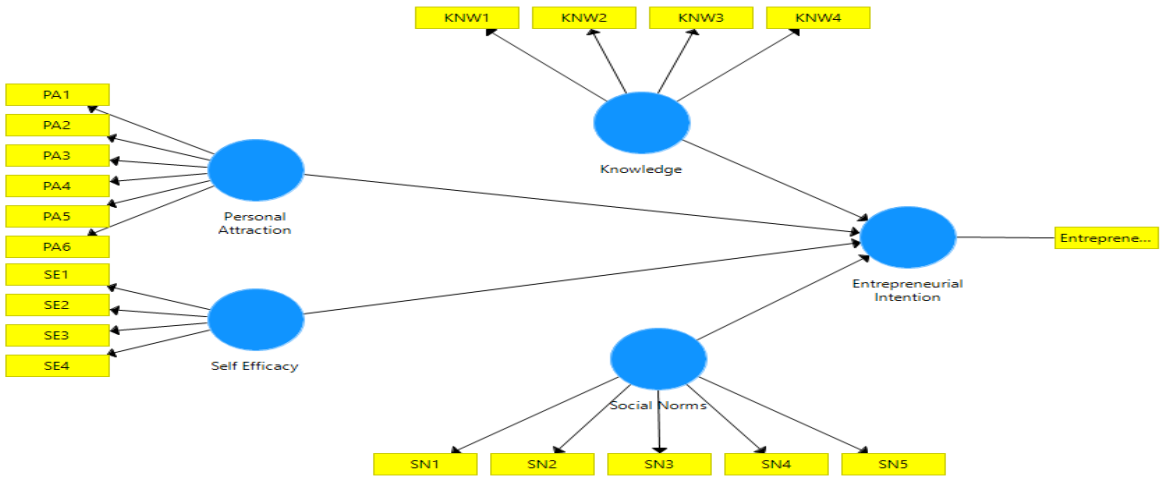

Figure-1: The conceptual framework of graduate students' entrepreneurial intentions.

3. Methodology of the Study

The goal of this research is to determine the impression of graduate students' entrepreneurial intentions at Bangladesh's Khwaja Yunus Ali University. The information for the study was gathered from primary sources. Students from many disciplines at Khwaja Yunus Ali University provided primary data.

According to (Hoyle, 1995), sample size of 100–200 is usually a decent starting point for path modeling. As a result, Yamane derived the following formula, which can be used to determine the sampled pupils (1967). The following is the formula utilized in this research:

$$n=\frac{N}{(1+Ne^2)}$$

The sample size was calculated using the following assumptions: n = 198; population size was 280, and the level of significant was 5%.

A structured feedback form with a 5-point Likert scale has been established at Bangladesh's Khwaja Yunus Ali University. The survey used a five-point scale ranging from 1 to 5, with 1 representing strong opposition and 5 indicating strong agreement. The reliability of the data generated from the survey is within acceptable ranges, according to previous studies. In addition to descriptive statistics, inferential statistical techniques such as factor analysis and structural equation modeling were used to evaluate the data using SPSS (Statistical Package for Social Science) and Smart PLS (statistical software). Data analysis was carried out using SPSS (Statistical Package for Social Science) and Smart PLS (statistical software). The primary components that were influenced by the entrepreneurial desire of Khwaja Yunus Ali University graduates were determined using structural equation modeling. Data analysis was carried out by Hair, Ringle, and Sarstedt (2011) using SPSS Statistics version 26. When the data was picked, there were no missing values. Partial least squares (PLS), structural equation modeling (SEM), and Smart PLS 3.3 were employed as analytical approaches. PLS is appropriate for research that aims at application and prediction rather than confirmation of structural connections. Using Structural Equation Modeling, you can examine latent variables in the measurement model.

2.1 Population and Sampling

Graduate students at Khwaja Yunus Ali University in Enayetpur, Sirajganj, Bangladesh, make up the population of this study. The study collects data from students who have graduated from various faculties. The pupils were given a pre-structured questionnaire to fill out and were requested to return it the next day. The study took place on the campus of Khwaja Yunus Ali University. We can see from the table above that the Business Studies faculty has the most participants, followed by science. The remaining two faculty members have the same percentage of participants.

2.2 Data Collection Methods

This survey research project uses structured questionnaires to obtain responses from students who have completed their graduate and post-graduate degrees. Our survey questionnaire mainly included the Likert scale format to assess the entrepreneurial intent. Other questions required a yes-or-no type of response. On a scale of one to five, one represents "strongly disagree" and five represents "strongly agree." The entrepreneurial intention was measured using a Likert scale, with 1 indicating no entrepreneurial ambition and 5 indicating 100% determination to become an

entrepreneur. As measures of reliability, multicollinearity, and explain ability of the dependent variable by the independent variable, the R-squared test, Durbin-Watson test, tolerance, and Variance Inflation Factor (VIF) were used. Missing variables were handled using the cross-table approach. Descriptive statistics and key components analysis were used to scrutinize the data.

2.3 Test of Normality:

The worth of skewness and kurtosis statistics, according to Tabachnick and Fidell (2001), should be between -4 and +4. Table 1 shows that all of the data were within the permissible range, indicating that the data were normally distributed.

Table 01: Normality information of graduate students

Descriptive Statistics						
	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PA1	3.0606	1.3234	0.021	0.243	-1.103	0.481
PA2	3.1919	1.29895	-0.223	0.243	-1.127	0.481
PA3	3.1515	1.48023	0.003	0.243	-1.479	0.481
PA4	3.3535	1.38736	-0.333	0.243	-1.165	0.481
PA5	3.3535	1.38736	-0.216	0.243	-1.324	0.481
PA6	3.7172	0.92627	-0.346	0.243	-0.661	0.481
SE1	2.404	0.99918	0.74	0.243	0.008	0.481
SE2	2.1515	0.95151	0.633	0.243	-0.407	0.481
SE3	2.1414	0.95842	0.846	0.243	0.206	0.481
SE4	2.1313	1.1033	1.037	0.243	0.35	0.481
KNW1	2.8283	1.02061	0.001	0.243	-1.025	0.481
KNW2	3.4242	0.93777	-0.647	0.243	-0.082	0.481
KNW3	2.6667	1.08797	0.361	0.243	-0.492	0.481
KNW4	2.8182	1.16377	0.125	0.243	-1.087	0.481
SN1	3.6263	0.92124	-0.381	0.243	-0.283	0.481
SN2	3.7778	0.99545	-0.678	0.243	-0.001	0.481
SN3	3.5859	0.94772	-0.472	0.243	-0.411	0.481
SN4	3.8586	0.93689	-0.927	0.243	0.457	0.481
SN5	4.1919	0.72389	-1.298	0.243	2.903	0.481
EI	3.101	0.54389	0.072	0.243	0.348	0.481

2.4 Test of the Multivariate Normality:

Cook's distance analysis is used to determine if there are any (multivariate) externally influential variables. There are several types of applications for this study. As an example, it would be good to look for important data and see if there are any dominant variables that go with them. It would also be good to look at areas where more data points would be useful (Cook, 1979). In our research, we could not discover any occasions when Cook's distance was more than one. A p-value of less than 0.11 was found in most cases. This type of result demonstrates that all of the objects were distributed in a typical manner.

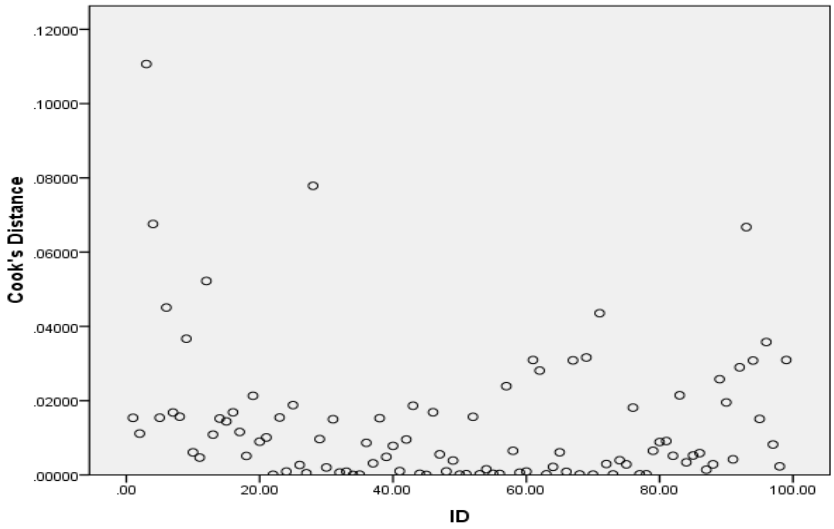

Fig. 2: Demographic information of graduate students

Table 2: Personal Information about graduate students at Khwaja Yunus Ali University.

Variable		Frequency	Percent
Sex	Female	89	44.9
	Male	109	55.1
Last Degree Obtained	Graduation	186	93.9
	Post-Graduation	12	6.1
Faculty where studied	Arts	22	11.1
	Business	93	47
	Engineer	14	7.1
	Science	69	34.8
Current occupation of the students	Job	7	3.5
	Student	191	96.5
Occupational status of Guardian	Agriculture	23	11.6
	Business	92	46.5
	Government Job	36	18.2
	Private Job	47	23.7
Do your family change location frequently?	No	188	94.9
	Yes	10	5.1
Do you have any family business?	No	118	59.6
	Yes	80	40.4
Is your family business successful?	No	118	59.6
	Yes	80	40.4
Monthly Family Income	0-10000	19	9.6
	0-10000	10	5.1
	10000-20000	30	15.2
	20000-35000	89	44.9
	35000-60000	43	21.7
	more than 60000	7	3.5
Problem Faced in childhood	Family Financial Difficulties	75	37.9
	None	113	57.1
	Serious illness	10	5.1

Table 2 shows that about 55.1% of students were males, and 44.9% were female. 93.9% of the students complete their graduation, and 6.1% complete post-graduation. 47% of students were in the business faculty, 34.8% were in the science faculty, 11.1% were in arts faculty, and 7.1% were in the engineering faculty. In the case of current occupation, maximum respondents were students (96.5%). 46.5% of student guardians are in business. About 94.9% of students' guardians do not change their location frequently. 40.4% of students have family businesses, and they are successful. 44.9% of students' family income is Tk. 20000–35000. 37.9% of respondents' families face financial difficulties, and 57.1% face no financial difficulties in their childhood.

4. Results and Discussion

The measurement model

Construct Reliability (CR) and Average Variance Extracted (AVE) have been used to see whether the presented indicators accurately reflect the dimensions. Construct Reliability measures how consistent a group of two or more indicators present a construct. The higher the construct dependability grades, maximum indicators which focus on the similar construct that are highly related. To confirm that the extraordinary value denotes specified signs that are genuinely indicate the construct. Average variance extracted value is examined as a secondary portion of construct dependability. Customer loyalty (CR = 0.94, AVE = 0.88), knowledge (CR = 0.887, AVE = 0.64), personal attractiveness (CR = 0.955, AVE = 0.809), self-efficacy (CR = 0.913, AVE = 0.725), and social norms (CR = 0.873, AVE = 0.63) were the constructs with the highest construct reliability (CR). Entire constructs have a Cronbach Alpha value greater than 0.80. Whole factors meet the necessary construct reliability and average variance extracted levels of 0.70 and 0.50, respectively. There is no multicollinearity problem in the items. The results of VIF showed that all factors had values above the recommended value of 3. The path modeling was done using a global measure of the geometric mean of average commonality and average R2 (particularly for endogenous variables) (Chin, 2010) - see the formula for the Global Fit Measure (GOF) for more details on how these factors interact with each other. The GOF value is 0.69 (R^2 = 0.682, average AVE = 0.708 for Khwaja Yunus Ali University graduates' entrepreneurial desire). The value of GOF exceeded the biggest cutoff value (0.36), and it was indicated that the proposed model for this study had superior explanatory power than that based on the recommended values (Akter *et al*., 2011). GOF small is 0.1, GOF medium = 0.25, and GOF large = 1.

GOF=√ (AVE×R^2)

PLS-SEM accurately predicts indicator data points when it is predictively meaningful. An endogenous latent variable with a Q2 value greater than zero (Q2 value=0) suggests that the PLS route model is predictive for this construct, according to Hair *et al.* (2017). Because the Q2 value is greater than zero, the four independent constructs of knowledge, personal attraction, self-efficacy, and social norms were significant to the dependent construct (Entrepreneurial Intention).

Table 03: Shows the construct reliability (CR), Cronbach's alpha, multicollinearity, average variance extracted (AVE) and Q2 Value

Criteria	Alpha	CR	AVE	VIF	Q2 Value
Entrepreneurial Intention	1.000	1.000	1.000		1.00
Knowledge	0.831	0.887	0.664	1.04	0.43
Personal Attraction	0.940	0.955	0.809	1.03	0.75
Self-Efficacy	0.872	0.913	0.725	1.02	0.54
Social Norms	0.810	0.873	0.633	1.03	0.39

Discriminant Validity

In this research, Fornell and Larcker (1981) used the principle of checking discriminant validity by comparing the AVE value to corresponding correlation values with other variables. Square root of AVE has a greater value than the similar connection with other variables. **Table. 3** shows the deterioration of the components as a function of their weight and size over time.

Table 04: Model validity measures

Discriminant Validity	1	2	3	4	5
1. Entrepreneurial Intention	1.000				
2. Knowledge	0.262	0.815			
3. Personal Attraction	0.577	-0.157	0.900		
4. Self-Efficacy	0.339	-0.054	0.041	0.852	
5. Social Norms	0.395	0.103	-0.026	0.131	0.795

VIF=Multicollinearity Statistic, AVE=Average Variance Extracted, C.R=Composite Reliability, Alpha=alpha, Cronbach's IR=Indicator Reliability, AVE=Average Variance Extracted [Note: AVE>0.50 (Fornell & Larcker, 1981); Henseler, Ringle, & Sinkovics, 2009), Composite Reliability>0.70 (Hair *et al.* 1998), Cronbach's alpha>= 0.60, Q2 Value>0 (Hair *et al.* (2017)), The following are the VIF's general guidelines: [VIF 3; no issues.]

Exploratory Factor Analysis

The entrepreneurial ambition of Khwaja Yunus Ali University graduates in Bangladesh was studied using the factor analysis technique. EFA is a usually used and implemented statistical method in social science. Four factors were discovered by rotating the factor matrix after analyzing total of 198 survey replies.

Factor-1 (personal attraction): Personal attraction contains five factors, including you are a risk-taker, you feel that your actions decide your future, you want to accomplish your highest objective; you want to be your own boss; working in a private or public employment is complex, and so on. As a result, it serves as a foundation for hypothesizing a dimension that may be classified as a personal attraction.

Factor-2 (Knowledge): Knowledge includes four variables including business is more secure than jobs and Extortion and corruption demotivate you from starting a business. You do not have enough information about your locality's entrepreneurship and business opportunities. It provides a basis for conceptualizing a dimension of knowledge that may be recognized as the knowledge of a graduate student.

Factor-3 (Self-efficacy): Self-efficacy is made up of four factors including you are creative, you have enough money to start a business, you have business skills and you believe that money isn't the most important component in beginning a business. As a result, it serves as a foundation for conceptualizing a dimension known as self-efficacy.

Factor-4 (Social Norms): There are four variables in this equation. Obtaining a bank loan is challenging. The person who inspired you, or a well-known industrialist, businessman, or family, and how you believe being an entrepreneur will make you more socially acceptable. The support from local authorities is not sufficient. As a result, it serves as a foundation for understanding a dimension known as social norms.

Table 5: Factor Analysis of entrepreneurial intention of khwaja Yunus Ali University graduate.

	Original Sample	Sample Mean	Standard Deviation	T Statistics	IR
Entrepreneurial Intention <- Entrepreneurial Intention	1.00	1.00	0.00		1.00
KNW1 <- Knowledge	0.86	0.85	0.07	12.50	0.74
KNW2 <- Knowledge	0.77	0.75	0.10	7.94	0.59
KNW3 <- Knowledge	0.79	0.78	0.10	7.82	0.63
KNW4 <- Knowledge	0.83	0.82	0.07	11.10	0.69
PA1 <- Personal Attraction	0.82	0.81	0.05	16.74	0.67
PA2 <- Personal Attraction	0.92	0.92	0.02	49.70	0.85
PA3 <- Personal Attraction	0.95	0.95	0.01	87.18	0.90
PA4 <- Personal Attraction	0.90	0.90	0.02	43.02	0.82
PA5 <- Personal Attraction	0.90	0.90	0.02	46.69	0.82
SE1 <- Self-Efficacy	0.78	0.78	0.07	11.89	0.61
SE2 <- Self-Efficacy	0.82	0.81	0.08	9.62	0.66

SE3 <- Self-Efficacy	0.93	0.92	0.04	21.06	0.87
SE4 <- Self-Efficacy	0.87	0.87	0.05	15.88	0.76
SN1 <- Social Norms	0.75	0.74	0.08	9.13	0.57
SN2 <- Social Norms	0.85	0.85	0.06	14.33	0.72
SN3 <- Social Norms	0.77	0.74	0.12	6.64	0.59
SN4 <- Social Norms	0.81	0.78	0.12	6.80	0.65

Indicator Reliability>=0.4 (Hulland, 1999).

All of the T-statistic are larger than 2.33 at the 1% significance level, which means that the outer model loadings are highly significant. As a result, our SEM model is used in the study because it is most commonly used for such studies.

Evaluation of Structural Models

We measure all the relationships in the hypothesized model by bootstrapping (5,000 re-samples) to generate coefficients and t-statistics. The structural model explains the route coefficients between dependent and independent variables. H1, H2, H3, and H4 were supported. That means all factors like knowledge, self-efficacy, social norms and personal attraction significantly positively influence the entrepreneurial intention of graduates at Khwaja Yunus Ali University in Bangladesh. The coefficient of R square is 0.682 for the dependent variable, i.e., the intention of graduate students for entrepreneurship. This means that the four independent variables like personal attraction, knowledge, self-efficacy, and social norms, can explain 68.2% of the variance in the entrepreneurial intention of graduates at Khwaja Yunus Ali University.

Table 06: Path Coefficient table

Criteria	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values	R square
Knowledge -> Entrepreneurial Intention	0.341	0.337	0.062	5.468	0.000	0.682
Personal Attraction -> Entrepreneurial Intention	0.627	0.614	0.049	12.832	0.000	
Self-Efficacy -> Entrepreneurial Intention	0.288	0.287	0.058	4.970	0.000	
Social Norms -> Entrepreneurial Intention	0.339	0.331	0.066	5.158	0.000	

5. Conclusion

More emphasis should be placed on providing an appropriate entrepreneurial environment for graduate students. Entrepreneurial intention motivates students to become entrepreneurs which will create more employment opportunities and a higher standard of living. The research adds value to the entrepreneurship literature by providing new analysis and insight into Khwaja Yunus Ali University. The study looked at the connection between entrepreneurial intention and components of the theory of planned behavior, such as personal attraction, self-efficacy, social norms and knowledge. According to the analysis, all of the research factors and entrepreneurial intention were found to have a positive relationship. On the other hand, it looked at the connection between the entrepreneurial intention and components of the theory of planned behavior, such as personal attraction, self-efficacy, social norms and knowledge. According to the analysis, all of the research factors and entrepreneurial intention were found to have a positive relationship. The researchers suggest that more attention should be paid to the provision of entrepreneurial intention in order to help students change their attitudes. This would eventually lead to a positive entrepreneurial intention among university students.

6. Recommendations

This study has been examined the role of entrepreneurship education in fostering students' entrepreneurial intentions. Only one university

participated in this research, which indicates that the findings are biased toward the university's perceptions, beliefs, and culture. The researcher advised that a similar study be conducted at other universities in order to increase the study's statistical relevance and obtain more credible results. Second, in addition to the elements examined in this research, additional research can be conducted on other factors that influence entrepreneurial intent.

7. **Conflicts of Interest**: The authors declare no conflicts of interest.

8. **Funding:** This research was conducted with financial assistance from Khwaja Yunus Ali University Grants for the year of 2021–2022.

9. Authors Contributions

Research concept- Md. Moniruzzaman, Research design- Mohitul Ameen Ahmed Mustafi, Supervision- Md. Moniruzzaman, Materials- Md. Moniruzzaman, Data collection- Md. Moniruzzaman & Dinmoni Sarker Dolon, Data analysis and Interpretation- Mohitul Ameen Ahmed Mustafi, Literature search- Md. Moniruzzaman, Writing article- Md. Moniruzzaman , Critical review- Mohitul Ameen Ahmed Mustafi, Article editing- Md. Moniruzzaman, Final approval- Md. Moniruzzaman, Dinmoni Sarker Dolon, and Mohitul Ameen Ahmed Mustafi

10. References

1. Ajzen, I., 1991. The theory of planned behavior. Organizational behavior and human decision processes, 50(2), pp.179-211.
2. Ajzen, I., 2002. Perceived behavioral control, self- efficacy, locus of control, and the theory of planned behavior 1. Journal of applied social psychology, 32(4), pp.665-683.
3. Aldrich, H.E. and Wiedenmayer, G., 2019. From traits to rates: An ecological perspective on organizational foundings. In Seminal Ideas for the Next Twenty-Five Years of Advances. Emerald Publishing Limited. 21, pp.61-97.
4. Baghersad, V. and Ghani, M., 2014. The effect of entrepreneurial education on university of Tehran students' entrepreneurial intention. Asian Journal of Research in Business Economics and Management, 4(4), pp.202-207.
5. BarNir, A., Watson, W.E. and Hutchins, H.M., 2011. Mediation and moderated mediation in the relationship among role models, self- efficacy, entrepreneurial career intention, and gender. Journal of applied social psychology, 41(2), pp.270-297.
6. Fidell, L.S. and Tabachnick, B.G., 2003. Preparatory data analysis. Handbook of psychology: Research methods in psychology, 2, pp.115-141.
7. Fornell, C. and Larcker, D.F., 1981. Evaluating structural equation models with unobservable variables and measurement error. Journal of marketing research, 18(1), pp.39-50.
8. Hair Jr, J.F., Matthews, L.M., Matthews, R.L. and Sarstedt, M., 2017. PLS-SEM or CB-SEM: updated guidelines on which method to use. International Journal of Multivariate Data Analysis, 1(2), pp.107-123.
9. Hair, J.F., Ringle, C.M. and Sarstedt, M., 2011. PLS-SEM: Indeed a silver bullet. Journal of Marketing theory and Practice, 19(2), pp.139-152.
10. Hair, J.F., Sarstedt, M., Ringle, C.M. and Mena, J.A., 2012. An assessment of the use of partial least squares structural equation modeling in marketing research. Journal of the academy of marketing science, 40(3), pp.414-433.
11. Henseler, J., Ringle, C.M. and Sinkovics, R.R., 2009. The use of partial least squares path modeling in international marketing. In New challenges to international marketing. Emerald Group Publishing Limited. 20, pp.277-319.
12. Hoyle, R.H., 1995. Structural equation modeling: Concepts, issues, and applications. Sage Publications, Inc. pp.1-15.
13. Hulland, J., 1999. Use of partial least squares (PLS) in strategic management research: A review of four recent studies. Strategic management journal, 20(2), pp.195-204.
14. Kalafatis, S.P., Pollard, M., East, R. and Tsogas, M.H., Business, 17 (1): 65-93. 1999. Green marketing and Ajzen's theory of planned 35. Davis, JJ, 1993. Strategies for environmental behavior: A cross market examination. Journal of advertising. Journal of Consumer Marketing, Consumer Marketing, 16(5), pp.441-460.
15. Krueger Jr, N.F., Reilly, M.D. and Carsrud, A.L., 2000. Competing models of entrepreneurial intentions. Journal of business venturing, 15(5-6), pp.411-432.
16. Liñán, F., Nabi, G. and Krueger, N., 2013. British and Spanish entrepreneurial intentions: A

comparative study. Revista de economía Mundial, (33), pp.73-103.

17. Maes, J., Leroy, H. and Sels, L., 2014. Gender differences in entrepreneurial intentions: A TPB multi-group analysis at factor and indicator level. European Management Journal, 32(5), pp.784-794.
18. . Kadir, M.B.A., Salim, M. and Kamarudin, H., 2012. The relationship between educational support and entrepreneurial intentions in Malaysian higher learning institution. Procedia-Social and Behavioral Sciences, 69, pp.2164-2173.
19. Ngah, R., Abang Abdul Rahman, A.Z. and Buyong, S.Z., 2016. Entrepreneurial self-efficacy and entrepreneurial intention of university's students: the impact of entrepreneurial learning. ASEAN Entrepreneurship Journal (AEJ), 2(1), pp.64-73.
20. Nunnally, B. and Bernstein, I.R., 1994. Psychometric Theory. New York: Oxford Univer.
21. Owoseni, O.O., 2014. The influence of some personality factors on entrepreneurial intentions. International Journal of Business and Social Science, 5(1), pp.278-284.
22. Puni, A., Anlesinya, A. and Korsorku, P.D.A., 2018. Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa. African Journal of Economic and Management Studies, 9(4), pp.492-511.
23. Sánchez, J.C., 2013. The impact of an entrepreneurship education program on entrepreneurial competencies and intention. Journal of small business management, 51(3), pp.447-465.
24. Škudienė, V., Auruškevičienė, V. and Pundzienė, A., 2010. Enchancing the entrepreneurship intensions of undergraduate business students. Transformations in business & economics, 9, pp.448-460.
25. Tateh, O., Latip, H.A. and Awang Marikan, D.A., 2014. Entrepreneurial intentions among indigenous dayak in sarawak, malaysia: an assessment of personality traits and social learning'. The Macro theme Review, 3(2), pp.110-119.
26. Tiwari, P., Bhat, A.K., Tikoria, J. and Saha, K., 2019. Exploring the factors responsible in predicting entrepreneurial intention among nascent entrepreneurs: A field research. South Asian Journal of Business Studies. 9(1) pp.1–18.
27. Yamane, T., 1967. Sampling Formula. E-Book www albookez com.

Citation: Moniruzzaman M, Dolon DS and Mustafi MAA. (2022). Entrepreneurial Intention of Graduate Students at Khwaja Yunus Ali University in Bangladesh**.** *KYAU Journal*.5(**1**):71-81