



Jahangirnagar University Journal of Management Research

Journal Homepage: <https://journals.juniv.edu/index.php/ujmr>

Exploring the Factors Affecting Young People's Entrepreneurial Intentions: An Analysis of Bangladeshi University Students

Syeda Sunjeeda Showkat ¹
Rozina Akter ²
Shakila Yesmin³

Article Info:

Received: November 5, 2025

Revised: June 15, 2026

Accepted: June 15, 2026

Published: June 30, 2026

Keywords:

Entrepreneurial Intention, Institutional Influence, Motivational Intentions, Social Media Influence, Situational Crisis, University Students

JEL Codes: J24, M13

DOI:

<http://doi.org/10.59185/ujmr.v8i1.511>

Abstract: This study aims to explore the factors that influence university students' entrepreneurial intention. A structured questionnaire was distributed to collect primary data conveniently from students of private and public universities of Dhaka and Chattogram. The study included 283 respondents selected through convenience sampling. Correlation and regression are used as statistical tools in the study's analysis. The study's findings indicate that institutional influence, motivational intention, social media influence, and situational crisis significantly correlate with university students' entrepreneurial intention. This finding indicates that the sample respondents are willing to start their own business venture after graduating. Moreover, those factors positively and significantly influence entrepreneurial intention. This study enhances the existing literature on recent graduates' entrepreneurial intentions in the context of Bangladesh. University policymakers have empirical evidence to place great emphasis on entrepreneurial support and to maintain strong alumni connections to bridge the entrepreneurial gap between undergraduate and graduate students. Different policymakers also pay greater attention to promoting university students' entrepreneurial intention based on this empirical evidence. This attempt will help foster fresh graduates in starting their own ventures and reduce the unemployment rate. This study involves a limited sample size and focuses exclusively on university students in Bangladesh. Subsequently, it is important to conduct further research into the factors that influence graduate students' intention to become entrepreneurs.

¹ Assistant Professor, Department of Business Administration, BGC Trust University Bangladesh, Dhaka
Email: sunjeeda@bgctub.ac.bd

² Assistant Professor, Department of Business Administration, BGC Trust University Bangladesh, Dhaka
Email: rozina@bgctub.ac.bd

³ Lecturer, Department of Business Administration, Sonargaon University, Dhaka
Email: shakilayesmin999@gmail.com

1.0 Introduction

As recent graduates of Bangladesh become more aware of environmental and social problems, entrepreneurial intention is receiving greater emphasis. To encourage the young generation to start their own venture and make them future leaders to take care of our economic succession, it is important to know the factors that make graduates interested in entrepreneurship.

Many recent studies found that the entrepreneurial intentions of university students in Bangladesh are influenced by a number of factors, namely psychological, educational, and societal elements. Among those studies, Hossain et al., (2023) argued that positive entrepreneurial attitudes, social support, superficial behavioral control, and resilience significantly enhance entrepreneurial intention among recent graduates of Bangladesh. Moreover, some social norms and values, personal beliefs, and a sense of magnitude encourage social entrepreneurial aspirations, as demonstrated by the value-belief-norm structure applied to university students in Bangladesh (Naznen et al., 2022; Fazal et al., 2023).

The Young generation all over the world has lots of innovative ideas and creative thinking, which makes us optimistic about the future world, but most of the ideas are facing lots of difficulties I being implemented. The major obstacles faced by Bangladesh entrepreneurs are limited capital, lack of proper environment, social and peer support, and psychological impediments (Rana et al. 2024). To turn any intentions into actions, it is important to take care of these problems and find out the solution through proper policies, updated academic curricula, and a developing ecosystem to accommodate entrepreneurial initiatives (Hossain et al., 2023; Polas et al., 2020).

1.1 Problem Statement

Although university entrepreneurship programs and digital media have become more accessible in Bangladesh, the factors that significantly drive or inhibit entrepreneurial intention among university students remain unclear. In particular, the roles of institutional support, motivational influences, social media exposure, and situational crises, such as economic instability, have not been adequately examined in the Bangladeshi context.

Bangladesh is facing the challenges of youth unemployment increasingly. Still, most fresh graduates are placing more emphasis on hunting jobs than on creating their own ventures. Entrepreneurship is recognized as a crucial tool for creating employment opportunities and fostering economic growth in developing economies like Bangladesh. Though, growing emphasis on entrepreneurship education, training, and government initiatives, entrepreneurial intentions among university students remain relatively lower that leading to a growing unemployment rate among university graduates.

Prior studies have examined factors like entrepreneurial attitude, subjective norms, perceived behavioral control, entrepreneurship education, resilience, and institutional support as factors of entrepreneurial intention of university students in Bangladesh context (Hossain et al. 2023; Talukder et al. 2024). However, limited empirical research has explored the influence of institutional factors, motivational forces, social media, and

situational crises on entrepreneurial intention among university students in Bangladesh. There is a significant research gap how in those determinants influence university students to create their own business ventures in Bangladesh.

1.2 Research Objectives and Research Questions of the Study

This present study aims to explore the influencing factors that make university students' urge to start their own business and find the relationship and impact of four variables, like- institutional influence, motivational influence, social media influence, and situational crisis on the entrepreneurial intention of university students of Bangladesh. The study considers the following research question to address the query:

RQ1: How do different factors influence university students' entrepreneurial intentions in Bangladesh?

Based on the above question, the aims of the current study are:

- i. Finding the relationship of four selected factors with university students' entrepreneurial intention in Bangladesh.
- ii. Exploring the impact of those factors on university students' entrepreneurial intention in Bangladesh.

2.0 Literature Review

2.1 Theoretical Backgrounds of Graduate Students' Entrepreneurial Intention (EI)

Psychological and sociological frameworks predominantly elucidate the entrepreneurial intention of graduate students – their motivation and readiness to form a business. The Theory of Planned Behavior (TPB), which emphasizes the influence of attitude, subjective norms, and perceived behavioral control, is prevalent in research on entrepreneurial intention. The key elements of the Theory of Planned Behavior (TPB) are relevant to graduate students' entrepreneurial intention. Attitude, subjective norms, and perceived behavioral control are most commonly applied in many research studies that possess significant predictive capability (Rahman et al., 2024; Roy et al., 2017; Bordean et al., 2025; Krueger et al., 2000). Shapero's Entrepreneurial Event: perceived attractiveness, feasibility, and propensity to act; an alternative model corroborated by empirical study (Krueger et al., 2000).

In addition, different theories have identified different factors that influence people to be entrepreneur such as Human Capital Theory which posits that knowledge, skills, and education serve as factors of intention (Rahman et al., 2024; Boldureanu et al., 2020). Social Cognitive Theory also supports that self-efficacy, brainstorming ideas and creativity, and familiarity with similar jobs accentuates individual abilities and innovation to start a new business (Martins et al., 2023). The current study would contribute to the extended variables of the Theory of Planned Behavior (TPB). In the current era of social media, peer group influence, autonomy, idea sharing, and various crisis situations influence university students to start their new business firm. In addition to attitude, subjective norms, and perceived behavioral control, this study empirically examines how

institutions, motivation, social media and situational crises influence the entrepreneurial intention of university students.

2.2 Empirical Literature Review

2.2.1 Institutional Influence (II)

Supportive institutional environments that consistently improve the possibility that graduates will initiate their own business enterprises. The favorable environments boost entrepreneurship through favorable attitudes and social legitimacy (Bui et al., 2023; Aloulou, 2021; Fahinde et al., 2022; Díaz-Casero et al., 2012). The cognitive environment (knowledge) improves self-efficacy and the capacity to invent opportunities, and builds entrepreneurship (Bui et al., 2023; Zhuang& Sun, 2023; Martins et al., 2023; Shahzad et al., 2021; Galvão et al., 2024; Song & Lu, 2024). Getting support from educational institutions increases intention both directly and indirectly by snowballing innovation, creativity, and self-efficacy, and also increases the courage of starting something new (Martins et al., 2023; Shahzad et al., 2021; Karan et al., 2023; Galvão et al., 2024; Lingappa et al., 2020; Gonzalez-Tamayo et al., 2024; Song & Lu, 2024; Bazan et al., 2020). Formal entrepreneurial knowledge boosts entrepreneurial attitude and skills, though the impacts differ based on a person's cognition and situation (Zhuang& Sun, 2023; Galvão et al., 2024; Fahinde et al., 2022; Colombo & Piva, 2020; Boldureanu et al., 2020). Institutional arrangement enriches graduates' confidence and their aptitude to diagnose business potentials and challenges, which are vital for taking entrepreneurial decisions (Bui et al., 2023; Zhuang& Sun, 2023; Martins et al., 2023; Shahzad et al., 2021; Galvão et al., 2024; Song & Lu, 2024).

A constructive institutional structure heightens the solicitation and viability of entrepreneurship, entirely moderating the effect of institutions on business mindset (Aloulou, 2021; 2023; Díaz-Casero et al., 2012). Finding out the role models in the business arena and helpful social networks within related bodies significantly increase entrepreneurial eagerness to start new businesses (Bui et al., 2023; Gonzalez-Tamayo et al., 2024; Boldureanu et al., 2020). The inspiration of institutional aspects may differ considering geographic location, gender, and academic learning; however, the prevailing trend specifies that there is significant connectivity between institutional support and entrepreneurial mindset among fresh young graduates (Aloulou, 2021; Bakkar et al., 2021; Díaz-Casero et al., 2012; Colombo & Piva, 2020; Gonzalez-Tamayo et al., 2024).

From the above discussion, the following hypothesis is proposed-

H1: Institutional influence (II) significantly affects the graduates' entrepreneurial intention (EI).

2.2.2 intention to Motivate (MI)

Self-motivation, inner feelings, or will to act significantly influences graduates' entrepreneurial intention (EI). Research frequently proves that higher motivation, particularly accomplishment, self-actualization, and self-efficacy, substantively improves the possibility that graduates will seek to begin their own businesses (Sarman et al., 2025). Accomplishment enthusiasm has a strong progressive effect, which energizes

societies to set advanced entrepreneurial goals (Zhou, 2021; Maheshwari, 2022; Singh et al., 2023; Sitaridis & Kitsios, 2018). Entrepreneurial self-efficacy unwaveringly influences entrepreneurial intentions and facilitates entrepreneurial personality and knowledge (Maheshwari, 2022; Roy et al., 2017; Singh et al., 2023; Song & Lu, 2024). Entrepreneurial learning and appetite heighten drive and emotional intelligence, particularly when pooled with resilience (Anwar et al., 2023; Cui & Bell, 2022; Çera et al., 2020; Yan et al., 2022; Paliwal et al., 2022). Affirmative attitudes, normally prejudiced by motivation, are considerable predictors of emotional intelligence (Roy et al., 2017; Maheshwari, 2022; Al-Qadasi et al., 2024; Rahman et al., 2024; Bordean et al., 2025). Accomplishment motivation and self-efficacy augment emotional intelligence and intensify the effects of entrepreneurial education, personality traits, and approaches to entrepreneurship (Roy et al., 2017; Zhou, 2021; Maheshwari, 2022; Anwar et al., 2023; Singh et al., 2023). Most often, self-efficacy serves as an arbitrator in the connection between personality/motivation and emotional intelligence (EI), whereas motivation can also mediate the influence of education on entrepreneurial intentions (Roy et al., 2017; Maheshwari, 2022; Anwar et al., 2023; Singh et al., 2023).

The above discussion highlights the motivational influence on the entrepreneurial intention of students. So, the hypothesis is proposed as -

H2: Motivational intention (MI) has a significant impact on graduates' entrepreneurial intention (EI).

2.2.3 The Effect of Social Media (SMI)

Social media influence (SMI) has a big and positive effect on graduates' plans to start their own businesses. The research consistently demonstrates that social media not only directly fosters entrepreneurial thinking but also enhances other critical factors such as self-efficacy, inventiveness, and attitudes associated with business initiation. The uses of social media ominously predict entrepreneurial intention among university students, drive them to take initiative and pursue the entrepreneurial career for their future (Satriadi et al., 2022; Syahrani et al., 2023; Loan et al., 2024; Dewi et al., 2021; Halbusi et al., 2023). Social media helps to increase the individual's self-efficacy and positive feelings regarding starting a new venture, both of which are very much essential for boosting entrepreneurship and industrialization of any economy (Stoyanova & Björling, 2017; Hu et al., 2024; Loan et al., 2024; Halbusi et al., 2023). Social media also plays an important role in influencing the mindset regarding entrepreneurial education, innovation, and creativity, and also provide social support to develop entrepreneurship. It acts as a bridge between self-efficacy and intention to start a new business in the minds of university students (El-Gohary et al., 2023; Shi et al., 2022; Fattah et al., 2022; Halbusi et al., 2023). Social media virtually connected people and helps them to access peer networks, information, and resources, which makes them more assertive to start their own businesses (Farooq et al., 2018; Halbusi et al., 2023). Social media boosts people's intentions regarding business and entrepreneurship, whether in online or offline business enterprises (Satriadi et al., 2022; Syahrani et al., 2023; Loan et al., 2024; Dewi et al., 2021; Halbusi et al., 2023). Moreover, social networks and virtual connectivity also

enhance self-reliance and the intention to do anything (Farooq et al., 2018; Halbusi et al., 2023).

Based on the above scenario, the following hypothesis is developed-

H3: Social media influence (SMI) has a significant effect on graduates' entrepreneurial intention (EI).

2.2.4 Situational Crises (SC)

Situational crises such as economic recessions during the COVID-19 pandemic, exert a multifaceted and, frequently, adverse influence on graduates' entrepreneurial inclinations. Some students perceive crises as opportunities to grow, but most feel more at risk and less confidence in their ability to start a business. Crises tend to make people less likely to start a firm, even if they still want to be entrepreneurs. Graduates frequently experience diminished confidence in their entrepreneurial success during crises, particularly when crises are perceived as threats rather than opportunities (Arrighetti et al., 2016; Krichen & Chaabouni, 2021; Nabil, 2021; Nabil & Zhang, 2020). The adverse effect is more pronounced for individuals motivated by opportunity (pursuing new markets) than for those compelled by necessity (self-employment due to a lack of alternatives) (Arrighetti et al., 2016; Krichen & Chaabouni, 2021; Nabil, 2021). Self-efficacy serves as a robust buffer in many arenas: it can attenuate or moderate the harmful effects of crisis perception, enabling the preservation of entrepreneurial intention under challenging conditions (Chahal et al., 2023; Seçilmiş & Düşmezkalender, 2020; Nabil & Zhang, 2020). Academic educational support continuously has a positive effect on entrepreneurial intention during crises, while social (family) and financial institutions have less effect (Arrighetti et al., 2016; Krichen & Chaabouni, 2021). Personality traits, such as the urge for success and risk-taking intention, remain significant predictors, consistently outperforming environmental influences (Nabil, 2021; Yukongdi & Lopa, 2017). Graduates who observe the crisis as an opportunity are more motivated to sustain or even enhance their entrepreneurial aspirations, whilst those who regard it as a threat encounter a decrease (Krichen & Chaabouni, 2021; Seçilmiş & Düşmezkalender, 2020). Situational crises typically weaken graduates' self-reliance in originating a firm; nonetheless, robust self-efficacy and learning support might assist in maintaining entrepreneurial goals. Another significant part of keeping the entrepreneurial initiative is seeing difficulties as chances instead of obstacles.

From the above discussion, the following hypothesis is proposed-

H4: A situational crisis (SC) significantly affects the graduates' entrepreneurial intention (EI).

2.3 Justification of Variables and Conceptual Framework

The present study considers Institutional Influence, Motivational Influence, Social Media Influence, and Situational Crisis as independent variables and Entrepreneurial Intention as the dependent variable. According to Krueger et al. (2000) Entrepreneurial Intention is a reliable indicator of entrepreneurial action. Campaner et al. (2025) considered institutional influence as an independent variable. Moreover, other researchers (Zemlyak

et al. 2022; Fahmi, 2025; Toufaily and Zakhem, 2024) conducted their research considering motivational influence, social media influence, and situational crisis as independent variables respectively. The present study is supposed to examine the impact of Institutional Influence, Motivational Influence, Social Media Influence and Situational Crisis on entrepreneurial intention among university students.

Numerous variables have been considered in previous studies on the relevant topic: this study includes only four variables named: institutional influence, motivational influence, social media influence, and situational crisis.

Universities play a significant role in inspiring students to become entrepreneurs. In the university curriculum, there are some courses relevant to entrepreneurship, in which a student learns a lot about entrepreneurship and how to take risks and spur innovativeness to start a venture. Moreover, not only the curriculum but also other assistance, like concept development, business evolution, institutional support, and alumni cooperation platform, also assist in stimulate university students' entrepreneurial intention (Saeed et al. 2015).

Sometimes, some instinct pushes people to be proactive and responsive to many opportunities available in the environment. Individuals' psychological need for autonomy, competence, passion, urge for taking challenges, and intention for social contribution drive university students' entrepreneurial intention (Martins et al. 2023)

Among many determinants, social media has become the most contemporary factor in entrepreneurial intention. It exposes the door of networking opportunities, updates business info, role models in business, and their practical experience sharing. Social media revelation heightens sensitivity to entrepreneurial opportunities (Martin-Rojas, et al. 2023).

Contextual differences such as economic crisis, pandemics, unemployment, technological disruption, and political instability are considered as situational crises. These crisis situations may prompt university students to choose entrepreneurship as an alternative career option (Shore et al. 2024). This context arouses necessity - driven entrepreneurship and encourages university students to pursue possible income- generating options.

Based on the above variable justification, hypotheses and the conceptual framework for the current study, the hypotheses are as follows:

H1: Institutional influence (II) significantly affects the graduates' entrepreneurial intention (EI).

H2: Motivational intention (MI) has a significant impact on graduates' entrepreneurial intention (EI).

H3: Social media influence (SMI) has a significant effect on graduates' entrepreneurial intention (EI).

H4: A situational crisis (SC) significantly affects the graduates' entrepreneurial intention (EI).

The conceptual framework is as follows:

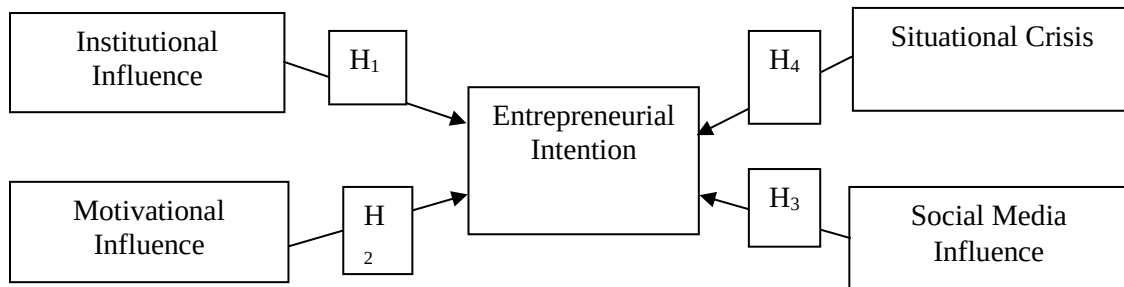


Figure 1: Conceptual Model

3.0 Research Design and Methodology

This present study employs an exploratory research design. The purpose of the research is to identify factors influencing entrepreneurial intentions, and to examine the correlation and impact of these variables on the entrepreneurial intentions of university students in Bangladesh. This study is based on primary data, which were collected using both a Google Form and a well-structured printed copy of the questionnaire.

The present research employs a convenience sampling approach across different universities in Bangladesh to identify and measure the impact of Institutional Influence, Motivational Influence, Social Media Influence, and Situational Crisis on Entrepreneurial Intention. The collected data are processed and analyzed using SPSS version 23. The descriptive statistics- mean, standard deviation, Cronbach's alpha, correlation, and regression analysis are conducted to examine the validity of data, the associations, and effects among independent and dependent variables (II, MI, SMI, SC, and EI). The study population comprises university students in Bangladesh. According to the University Grants Commission (UGC) 48th Annual Report 2021, there were approximately 4.44 million (44,41,717) students enrolled across 158 public and private universities in Bangladesh.

To collect data, the recent graduates of different universities located in Dhaka and Chattogram are considered as the sample, and among those, the respondents are chosen using a convenience sampling technique. Researchers generally use convenience samples to obtain a large number of completed questionnaires quickly and economically, or when sampling through other means is impractical (Zikmund et al. 2011). The questionnaire was distributed to 500 students from selected universities, and of those 300 respondents provided feedback (response rate: 60%). Based on their feedback, 283 questionnaires were found complete and considered suitable for further analysis. According to Hoe

(2008), a sample size of any number more than 200 is good enough for a multivariate study to ensure the appropriateness of the analysis. So, the study finally used 283 samples and considered that they were acceptable and justified for the study. A five-point Likert-scale questionnaire has been used to gather data, with Strongly Agreed = 5, Agreed = 4, Neutral = 3, Disagreed = 2, and Strongly Disagreed = 1. Upon collecting the responses, the data were processed using SPSS-23. Correlation and regression are used analysis and interpret of the data. This study adopted four established variables and self-administered items to measure Entrepreneurial Intentions. Four items describing entrepreneurial intention are adopted from Linan & Chen (2009). In addition, six items designed to assess institutional influence, were sourced from Pauceanu et al. 2019. Additionally, nine items were adopted from Samuel et al. 2013 to assess the intention to become an entrepreneur. Furthermore, nine items were used to examine the influence of social media on entrepreneurial intentions, adapted from Alayis et al. 2018. Finally, the researcher uses a self-developed set of six items to assess situational crises.

3.1 Reliability

To assess the reliability of data, the commonly used statistical tool is Cronbach's Alpha, and to ensure the reliability of data, the calculated value should be a minimum 0.7 (Hair, Anderson, Tatham, and Black, 2003). Following this, the researchers have calculated the data reliability using Cronbach's Alpha and found that all the values are in the accepted range. The calculated values are presented in the following table-

Table 1: Reliability

Scale	No. of Items	Cronbach's Alpha
Entrepreneurial Intention (EI)	4	0.853
Institutional Influence (II)	6	0.766
Motivation to Intention (MI)	9	0.756
Social Media Influence (SMI)	9	0.858
Situational Crisis (SC)	6	0.754

Source: Authors own contribution, 2025

The values cited in Table 1 show that the reliability of the Institutional Influence is 0.766 based on 6 items. The reliability value of Motivation to Intention (MI) is 0.756 for 9 items, the reliability value of Social Media Influence (SMI) is 0.858 for 9 items, the reliability of Situational Crisis (SC) is 0.754 for 6 items, and the reliability of Entrepreneurial Intention (EI) is 0.853 for 4 items. The outcome of this reliability test indicates a high level of reliability relative to the standard alpha value. This investigation employs a verified scale questionnaire survey. The questionnaire's validity has been previously assessed. As a result, the content and construct validity of the scale were confirmed.

4.0 Findings and Discussion

The major findings are discussed in the following sub-sections:

4.1 Demographic Characteristics of Respondents

Table 2: Demographic Data

	Marital status	Gender	Age	Living area	Employment status	Fathers' occupation	Mothers' occupation	Type of degree	Type of Institution	Semester	Birth order
Mean	1.42	1.43	1.51	1.27	1.18	1.77	2.79	3.45	1.29	1.83	1.93
Std. Deviation	.494	.496	.501	.442	.468	.683	.593	1.299	.454	.376	.843
Variance	.244	.246	.251	.195	.219	.466	.352	1.688	.207	.141	.711
	Unmarried-165(58.3%)	Male-161(56.9%)	18-22 Years - 140(49.5%)	Urban - 208(73.5%)	Students-242(85.5%)	Service holder-105(37.1%)	Service holder-26(9.2%)	B.sc-58(20.5%)	Private-201(71%)	1st- 4th semester 48(17%)	Elder-111(39.2%)
	Married-118(41.7%)	Female-122(43.1%)	23-27 Year-143(50.5%)	Rural-75(26.5%)	Partially-employed Student-31(11%)	Businessman-137(48.4%)	Business-8(2.8%)	BA(Honors) 4(1.4%)	Public-82(29%)	5th- 8th semester 235(83%)	Middle - 81(28.6%)
					Self-employed-10(3.5%)	Expatriate-41(14.5%)	Housewife-249(88%)	BBA-196(69.3%)			Youngest-91(32.2%)
								Others-25(8.8%)			

Author's own contribution, 2025

Table 2 presents the demographic data of respondents in this study including mean, standard deviation, and variance. 11 items are considered in demographic responses. These are marital status, gender, age, living area, employment status of the students, occupations of the father and mother, type of degree being pursued, type of institution, current semester, and birth order of respondents.

4.2 Correlation

Table 3 shows the mean, standard deviation, and Cronbach's alpha of EI = Entrepreneurial Intention; II= Institutional Influence; MI = Motivation to Intention, SMI = Social Media Influence, and SC = Situational Crisis. This table also represents the correlations among EI, II, MI, SMI, and SC.

Table 3: Mean, Standard Deviation, Reliability, and Correlation

Variables	Mean	Standard Deviation	Alpha(α)	Correlation				
				1	2	3	4	5
1. EI	4.0053	0.76953	0.853	1				
2. II	3.5824	0.73583	0.766	0.342**	1			
3. MI	3.9470	0.50132	0.656	0.621**	0.312**	1		
4. SMI	4.1268	0.53747	0.858	0.353**	0.168**	0.520**	1	
5. SC	3.8746	0.56795	0.654	0.288**	0.155**	0.427**	0.356**	1

Source: Own Research, 2025

** . Correlation is significant at the 0.01 level, $n = 283$,

Here, EI= Entrepreneurial Intention; II= Institutional Influence; MI= Motivation to Intention, SMI= Social Media Influence, and SC= Situational Crisis

Table 3 indicates a significantly positive correlation between EI and II ($r = 0.342$, $p < 0.01$). Additionally, there is a significant positive (Moderate) correlation between EI and MI ($r = 0.621$, $p < 0.01$), indicating that these variables tend to increase in parallel. A notable and positive correlation exists between EI and SMI ($r = 0.353$, $p < 0.01$). The correlation between EI and SC is significant and positive, with $r = 0.288$ and $p < 0.01$. A notable positive correlation exists between MI and SMI, indicating a moderate relationship. On the other hand, a significant positive correlation exists between II and SC, though the relationship value is poor. So, it can be concluded that the values mentioned above provided grounds to support all hypotheses.

4.3 Regression Analysis

Table 4: Regression Analysis on Entrepreneurial Intention and Multicollinearity statistics

Predictors	Predicted (EM)						Multicollinearity Statistics	
	Co-efficient (β)	S.E (β)	Beta	Value of t-statistic	Value of R^2	Value of F-statistic (ANOVA)	Tolerance	VIF

II	0.357	0.072	0.342	6.092	0.117	37.116	0.883	1.133
MI	0.953	0.072	0.621	13.279	0.386	176.335	0.614	1.629
SMI	0.506	0.080	0.353	6.329	0.125	40.060	0.875	1.143
SC	0.391	0.077	0.288	5.045	0.083	25.456	0.917	1.091

Source: Own Research, 2025

**significant at the 0.01 level, n= 283,

Here, EI=Entrepreneurial Intention; II= Institutional Influence; MI= Motivation to Intention, SMI= Social Media Influence, and SC= Situational Crisis.

Table 4 presents the results of regression analysis, which indicate a significant positive (moderate) correlation between EI and II ($\beta = 0.357$, $t = 6.092$, $p < 0.01$). Similarly, a strong positive association exists between EI and MI ($\beta = 0.953$, $t = 13.279$, $p < 0.01$). On the other hand, SMI shows a moderately significant positive correlation with EI ($\beta = 0.506$, $t = 6.329$, $p < 0.01$). Finally, SC shows a notable positive relationship ($\beta = 0.391$, $t = 5.045$, $p < 0.01$) with EI. Table 4 indicates that approximately 11.7%, 38.6%, 12.5%, and 8.3% of the variance in EI is explained by II, MI, SMI, and SC, respectively. This suggests that additional implicit predictor variables may account for the variations in EI. In conclusion, it appears that II, MI, SMI, and SC could serve as significant predictors in elucidating EI.

To measure multicollinearity in regression analysis, Tolerance and Variance Inflation Factor (VIF) are popularly used in quantitative research. Tolerance measures the amount of variability in one independent variable that is not explained by the other independent variable. It ranges from 0 to 1. The score closer to one indicates the variable is highly independent and not overlapped by the others. In Table 4, the values of tolerance of II, MI, SMI, and SC are 0.883, 0.614, 0.875, and 0.917. Three values are closer to 1 which indicates the variables are highly independent. Another value is above 0.614, which also indicates the variable is highly independent and not overlapped by others.

Variance Inflation Factor (VIF) measures how much the variance of a regression coefficient is inflated due to multicollinearity. The value of VIF ranges from 1 to infinity. A score of 1 means the variables have absolutely zero correlation, which indicates low collinearity with other variables. In the current findings, all values are greater than 1 and less than 2. It indicates that there is low multicollinearity among the variables.

4.4 Combined Model Summary

Table 5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				Sig. F Change	Durbin-Watson
						F Change	df1	df2			
1	.641 ^a	.411	.403	.59472	.411	48.534	4	278		.000	1.635

- a. Predictors: (Constant), SCmean, Ilmean, SMIlmean, MImean
- b. Dependent Variable: EImean

Table 5 represents combined model summary of the research findings. In this table, the value of multiple R is 0.641 for only one dependent variable. The value of R² is 0.411, which indicates the effect size is 41.1 % and it has a significant effect on dependent variable. According to Cohen (1988), an effect size (Value of R²) of more than 0.35 is categorized as large. The value of adjusted R² 0.403 (40.3%) is also close to the value of R². This value represents the idea of how the model is generalizes.

4.5 Regression Equation for each Variable

For each independent variable, the regression equations are as follows-

$$Y = \alpha + \beta_1 X_1$$

H1: Institutional influence (II) significantly affects the graduates' entrepreneurial intention (EI).

Variables	r value	Sig. value	Hypothesis decision
Institutional influence	0.357	0.000	H ₁ Accepted

The above table is derived from the coefficient table of regression analysis between institutional influence and entrepreneurial intention. The coefficient value of 0.357 indicates a significant impact of institutional influence on the entrepreneurial intention of university students in Bangladesh.

Hence, based on statistical analysis, the prediction equation for Entrepreneurial Intentions for 1st Hypothesis can be stated as:

$$Y(\text{Entrepreneurial Intentions}) = 2.726 + 0.357(\text{Institutional Influence})$$

H2: Motivational intention (MI) has a significant impact on graduates' entrepreneurial intention (EI).

Variables	r value	Sig. value	Hypothesis decision
Motivational influence	0.953	0.000	H ₂ Accepted

The above table is derived from the coefficient table of regression analysis between motivational influence and entrepreneurial intention. The coefficient value of 0.953 indicates a significant impact of motivational influence on the entrepreneurial intention of university students in Bangladesh.

Hence, based on statistical analysis, the prediction equation for Entrepreneurial Intentions for 2nd Hypothesis can be stated as:

$$Y(\text{Entrepreneurial Intentions}) = .243 + 0.953(\text{Motivational Influence})$$

H3: Social media influence (SMI) has a significant effect on graduates' entrepreneurial intention (EI).

Variables	r value	Sig. value	Hypothesis decision
Social Media influence	0.506	0.000	H ₃ Accepted

The above table is derived from the coefficient table of regression analysis between social media influence and entrepreneurial intention. The coefficient value of 0.506 indicates a significant impact of social media influence on the entrepreneurial intention of university students in Bangladesh.

Hence, based on statistical analysis, the prediction equation for Entrepreneurial Intentions for 3rd Hypothesis can be stated as:

$$Y(\text{Entrepreneurial Intentions}) = 1.918 + 0.506(\text{Social Media Influence})$$

H4: A situational crisis (SC) significantly affects the graduates' entrepreneurial intention (EI).

Variables	r value	Sig. value	Hypothesis decision
Situational crisis	0.391	0.000	H ₄ Accepted

The above table is derived from the coefficient table of regression analysis between situational crisis and entrepreneurial intention. The coefficient value of 0.391 indicates a significant impact of situational crisis on the entrepreneurial intention of university students in Bangladesh.

Hence, based on statistical analysis, the prediction equation for Entrepreneurial Intentions for 4th Hypothesis can be stated as:

$$Y(\text{Entrepreneurial Intentions}) = 2.492 + 0.391(\text{Situational Crisis})$$

The regression equation above has established that taking four variables into account (**Institutional Influence, Motivational Influence, Social Media Influence, Situational Crisis**), with a constant at zero. Entrepreneurial Intentions will be **2.726, .243, 1.918, 2.492 based on the independent variables respectively**, and the significance value shows a strong impact of independent variables (Institutional Influence, Motivational Influence, Social Media Influence, Situational Crisis) on Entrepreneurial Intentions(EI). The findings also show that, holding all other independent variables constant at zero, a unit increase in Institutional Influence (II) will lead to a 0.357 increase in Entrepreneurial Intentions. Again, a unit increase in Motivational Influence (MI) will lead to a 0.953 increase in Entrepreneurial Intentions. Further, a unit increase in Social Media Influence (SMI) will lead to a 0.506 increase in EI. A unit increase in Situational Crisis in LDCs like Bangladesh will lead to a 0.391 increase in EI. This implies that all the independent

variables contribute to arousing entrepreneurial action among university students in Bangladesh.

4.6 Discussion

The urge for entrepreneurship is fostering among university students, as it proposes an optimal answer to issues related to social inequality, unemployment, and a country-related situational challenges (Bashar, 2020).

The interpretation of the results via regression analysis is elucidated through the regression coefficients. The R² value stands at 11.7%. The t-value is 6.092, indicating significance at the 1% level. This suggests a notable positive effect of institutional influence on the entrepreneurial intentions of university students in Bangladesh. The findings of the current investigation corroborated the initial hypothesis. The institutional support can lessen the lower entrepreneurial intention due to first-generation status and lower parental education (Ratkovic et al. 2025). Additionally, the findings of many researchers (Chahal& Baber, 2024; Sharma et al., 2023) ascertained that institutional assistance, including mentorship and support for business models, strengthens the intention and conviction to pursue business undertakings. Hence, entrepreneurship education can significantly boost entrepreneurial intentions (Boldureanu et al., 2020; Akhter et al., 2022).

For motivational intention, the R² value is 38.6%. The t-value is 13.279, indicating significance at the 1% level. This suggests a notable positive effect of motivational factors on the entrepreneurial intentions of university students in Bangladesh. Students having potential social and sustainability norms are apparently keen to develop entrepreneurial intentions targeted to address societal challenges (Nayak et al. 2025; Meslem et al. 2024). The results of the present investigation corroborated the second hypothesis of the research. Innovativeness, risk-taking, and creativity enhance entrepreneurial intention (Martins et al., 2023; Akhter et al., 2022). Students' initiative to create new ventures to check the unemployment problem and energize economic growth also acts as a motivational intention across diverse context, both developed and developing countries (Asad et al. 2025; Toufaily & Zakhem, 2024).

Now-a-day, social media acts as a manifesto for idea generation and sharing that energize entrepreneurial aspirations (Ruswaji et al. 2024). The current study suggests that social media influence has a notable positive effect on the entrepreneurial intentions of university students in Bangladesh (Satriadi et al., 2022; Syahrani et al., 2023) with an R² value is 12.5%, the t-value of 6.329, indicating significance at the 1% level of significance. The results of the present investigation corroborated the third hypothesis of the research. By dint of the advances in technology, social media offers easy access to information, role models experiences in entrepreneurship, and connections with

entrepreneurial networks, thereby shaping attitude and perceived behavioral control (Afranie et al. 2024).

In terms of situational crises that comprise economic shocks, political fluidity, or pandemics, has a complex and circumstantial footprint on under- grade students' entrepreneurial intentions. Crisis can suppress or stimulate the entrepreneurial move based on personal perceptions, psychological resources, and the availability of support systems. If students consider crisis a window of possibility, they may exhibit high entrepreneurial intentions; conversely, those who view it as a warning often show reduced motivation (Al-Qadasi et al., 2023). For the last hypothesis regarding situational crisis, the R^2 value is 8.3%, and the t-value is 5.045, which is significant at the 1% level. This suggests a notable positive influence of situational crises on the entrepreneurial intentions of university students in Bangladesh (Nabil, 2021). Nevertheless, Economic crisis may instigate entrepreneurial intention by making entrepreneurship a feasible career alternative, especially when combined with social motivations and self- efficacy. Eventually, a sense of optimism, proactivity, high self-efficacy, and resilience are steadily linked to significant entrepreneurial intention during crisis, and these attributes help students cope with unpredictability and risk (Hossain et al. 2023). The results of the present investigation corroborated the fourth hypothesis of the research.

5.0 Implications

5.1 Theoretical Significance

Theoretical frameworks, particularly the Theory of Planned Behavior, offer a solid framework for comprehending the entrepreneurial intentions of graduate students. Current study findings added value to the theoretical perspective, indicating that, besides attitude, subjective norms, and perceived behavioral control, additional variables such as institutional influence, motivational influence, social media influence, and situational crisis that also drive graduates' behavior towards entrepreneurship. These observations enlighten both researchers and policymakers to take practical initiatives designed to encourage entrepreneurial mindset among university students.

5.2 Practical Implications

In Bangladesh, the young generations aspire to start a business considering their autonomy, beliefs, and education. In this regard, they need support from the environment and their surroundings. The Government should give them (university students) proper support so that they can be leaders in business practices through proper policies, training, and educational programs, which ultimately help the country to reach its sustainable development goals (Hossain et al., 2023).

Compassionate entrepreneurial educational programs with proper policies, teaching-learning environment, and socio-cultural norms significantly improve graduates' entrepreneurial inclinations. Government bodies, different policymakers, and academic institutions may inspire entrepreneurs by offering proper regulations, assuring access to resources, and forming a culture that endorses innovation, creativity, and self-

employment. Snowballing graduates' motivation through proper education, providing support, and skill-building can significantly increase the probabilities that graduates will start their own businesses. Social media can also play a great role in this regard by promoting entrepreneurial advertisements and let people know about the initiatives taken by Government and non-governmental organizations, which can help graduates to start their own businesses. It does this by directly encouraging them, boosting their confidence, and making education and creativity more effective. Institutions should be industry- oriented to offer an ideal number of energetic potential entrepreneurs. University and industry collaboration should be at the epicenter of priority for getting a more practical view on entrepreneurship. Government and other financial institutions should play a role in creating a congenial environment for motivating youngsters in introducing new business ideas. Social networking platform needed to be strengthened for tracing and nurturing smart people and ideas. Institutions and governments should collaboratively take some steps to arrange pragmatic training, seminars, and workshops on development of entrepreneurial quality among university students.

5.3 Limitations and Directions for Future Research

While the current study presents encouraging implications, it also has certain limitations. Initially, the convenience sampling technique is used for data collection, which may limit the generalizability of the findings. Secondly, the data gathered from specific universities in Chattogram and Dhaka may not fully encapsulate the overall situation across all universities. A further constraint of the study is its sample size, which comprises only 283 participants. Future research may be conducted on a cross- sectional basis and a comparative study may also give a good insight into entrepreneurial intention among various disciplines in the universities.

References

- Afranie, J., Afriyie, E. O., Bans-Akutey, A., & Opare Darko, L. I. (2024). Social media use and entrepreneurial intention of students in higher education. *Annals of Management and Organization Research*, 6(2), 127–138. <https://doi.org/10.35912/amor.v6i2.2164>
- Akhter, a., Islam, K. M. A., Karim, M.M. & Latif, W.B. (2022). Examining determinants of digital entrepreneurial intention: A case of graduate students. *Problems and Perspectives in Management*, 20(3), 153-163. doi:10.21511/ppm.20(3).2022.13
- Alayis, M., Abdelwahed, N., & Atteya, N. (2018) 'Impact of Social Networking Sites Use on Entrepreneurial Intention among Undergraduate Business Students: The Case of Saudi Arabia', *International Journal of Entrepreneurship*, 22(4)
- Aloulou, W. (2021). The influence of institutional context on entrepreneurial intention: evidence from the Saudi young community. *Journal of Enterprising Communities: People and Places in the Global Economy*, 16 (5): 677–698, <https://doi.org/10.1108/JEC-02-2021-0019>
- Al-Qadasi, N., Zhang, G., Al-Jubari, I., Al-Awlaqi, M., & Aamer, A. (2024). Entrepreneurship education and entrepreneurial behaviour: Do self-efficacy and attitude matter?. *The International Journal of Management Education*, 22(1), <https://doi.org/10.1016/j.ijme.2024.100945A>
- Anwar, I., Ahmad, A., Saleem, I., & Yasin, N. (2023). Role of entrepreneurship education, passion and motivation in augmenting Omani students' entrepreneurial intention: A stimulus-

- organism-response approach. *The International Journal of Management Education*, 21(3) <https://doi.org/10.1016/j.ijme.2023.100842>
- Arrighetti, A., Caricati, L., Landini, F., & Monacelli, N. (2016). Entrepreneurial intention in the time of crisis: a field study. *International Journal of Entrepreneurial Behaviour & Research*, 22, 835-859. <https://doi.org/10.1108/IJEBr-12-2015-0326>
- Asad, M., Fryan, L., & Shomo, M. (2025). Sustainable Entrepreneurial Intention among University Students: Synergetic Moderation of Entrepreneurial Fear and Use of Artificial Intelligence in Teaching. *Sustainability*. <https://doi.org/10.3390/su17010290>
- Bashar, M.A., (2020). Social Entrepreneurship in Market Failures Context: Examining 'BRAC Model' Resolving Social Problems in Bangladesh. *The Chittagong University Journal of Business Administration*, 33, 9-44.
- Bazan, C., Gaultois, H., Shaikh, A., Gillespie, K., Frederick, S., Amjad, A., Yap, S., Finn, C., Rayner, J., & Belal, N. (2020). A systematic literature review of the influence of the university's environment and support system on the precursors of social entrepreneurial intention of students. *Journal of Innovation and Entrepreneurship*, 9. <https://doi.org/10.1186/s13731-020-0116-9>
- Boldureanu, G., Ionescu, A., Bercu, A., Bedrule-Grigoruță, M., & Boldureanu, D. (2020). Entrepreneurship Education through Successful Entrepreneurial Models in Higher Education Institutions. *Sustainability*, 12(3), 1267. <https://doi.org/10.3390/su12031267>
- Bordean, O., Pop, Z., Rizun, N., Bopp, R., & Estad, T. (2025). Comparative Analysis of Entrepreneurial Intention Among Students: A Cross-Country Study. *SAGE Open*, 15(1). <https://doi.org/10.1177/21582440251323510>
- Bui, D., Vu, T., Van Hoa Tran, T., Duong, C., & Le, T. (2023). Impact of institutional environment on social entrepreneurial intentions. *Journal of Open Innovation: Technology, Market, and Complexity*, 9(3). <https://doi.org/10.1016/j.joitmc.2023.100120>
- Campaner, J.P., Perez, A.C., & Vilbar, M.R., (2025). Entrepreneurship Education Influencing Entrepreneurial Intentions of Business Students. *Journal of Information Systems Engineering and Management*. 10(29s). 87-98. <https://doi.org/10.52783/jisem.v10i29s.4454>
- Çera, G., Mlouk, A., Çera, E., & Shumeli, A. (2020). The Impact of Entrepreneurship Education on Entrepreneurial Intention. A Quasi-Experimental Research Design. *Journal of Competitiveness*, 12(1):39-56. <https://doi.org/10.7441/joc.2020.01.03>
- Chahal, J., & Baber, H. (2024). University or Personal Sustainability—What Shapes Sustainable Entrepreneurship Intentions of Students? *Journal of Entrepreneurship and Innovation in Emerging Economies*, 10, 266 - 289. <https://doi.org/10.1177/23939575241237940>
- Chahal, J., Dagar, V., Dagher, L., Rao, A., & Udemba, E. (2023). The crisis effect in TPB as a moderator for post-pandemic entrepreneurial intentions among higher education students: PLS-SEM and ANN approach. *The International Journal of Management Education*, 21(3) <https://doi.org/10.1016/j.ijme.2023.100878>
- Colombo, M., & Piva, E. (2020). Start-ups launched by recent STEM university graduates: The impact of university education on entrepreneurial entry. *Research Policy*, 49, 103993. <https://doi.org/10.1016/j.respol.2020.103993>
- Cui, J., & Bell, R. (2022). Behavioural entrepreneurial mindset: How entrepreneurial education activity impacts entrepreneurial intention and behaviour. *The International Journal of Management Education*, 22(2). <https://doi.org/10.1016/j.ijme.2022.100639>

- Dewi, W., Pradana, M., Sari, D., Nugraha, D., & Adiputri, L. (2021). The Influence of Knowledge, Social Media Utilization and Motivation on Entrepreneurial Intention (Case Study: Telkom University Students). *Proceedings of the International Conference on Industrial Engineering and Operations Management*. <https://doi.org/10.46254/an11.20211178>
- Díaz-Casero, J., Ferreira, J., Mogollón, R., & Raposo, M. (2012). Influence of institutional environment on entrepreneurial intention: a comparative study of two countries university students. *International Entrepreneurship and Management Journal*, 8, 55-74. <https://doi.org/10.1007/S11365-009-0134-3>
- El-Gohary, H., Sultan, F., Alam, S., Abbas, M., & Muhammad, S. (2023). Shaping Sustainable Entrepreneurial Intentions among Business Graduates in Developing Countries through Social Media Adoption: A Moderating-Mediated Mechanism in Pakistan. *Sustainability*, 15(3):2489. <https://doi.org/10.3390/su15032489>
- Fahinde, C., Abodohoui, A., Mayuto, R., & Su, Z. (2022). How Does Institutional Context Influence Entrepreneurship Education Outcomes? Evidence from Two African Countries. *Entrepreneurship Research Journal*, 14, 837 - 869. <https://doi.org/10.1515/erj-2021-0458>
- Fahmi, N. (2025). The influence of perceived creativity, university support, and social media adoption intention on digital entrepreneurial intention among Cairo University students. *International Journal of ADVANCED AND APPLIED SCIENCES*. <https://doi.org/10.21833/ijaas.2025.07.019>
- Farooq, M., Salam, M., Rehman, S., Fayolle, A., Jaafar, N., & Ayupp, K. (2018). Impact of support from social network on entrepreneurial intention of fresh business graduates. *Journal of Education and Training*, 60, 335-353. <https://doi.org/10.1108/ET-06-2017-0092>
- Fazal, S., Mamun, A., Hayat, N., Peris, S., Ali, M., & Jamaluddin, H. (2023). Progressing Sustainable Development through Social Entrepreneurship: Modelling Intentional Predictors for Bangladesh Using the Value–Belief–Norm Model. *Sustainability*, 15(17), 12971. <https://doi.org/10.3390/su151712971>
- Galvão, A., Marques, C., Mendes, T., & Azevedo, C. (2024). How Does Perceived University Support Boost Students' Entrepreneurial Intentions?. *Journal of the Knowledge Economy*. <https://doi.org/10.1007/s13132-024-02441-7>
- Gonzalez-Tamayo, L., Olarewaju, A., Bonomo-Odizzio, A., & Krauss-Delorme, C. (2024). University student entrepreneurial intentions: the effects of perceived institutional support, parental role models, and entrepreneurial self-efficacy. *Journal of Small Business and Enterprise Development*, 31 (8): 205–227. <https://doi.org/10.1108/jsbed-09-2022-0408>
- Halbusi, H., Soto-Acosta, P., & Popa, S. (2023). Analysing e-entrepreneurial intention from the theory of planned behaviour: the role of social media use and perceived social support. *International Entrepreneurship and Management Journal*, 19, 1611 - 1642. <https://doi.org/10.1007/s11365-023-00866-1>
- Hoe, S. L. (2008). Issues and Procedures in Adopting Structural Equation Modeling Technique. *Journal of Applied Quantitative Methods*, 3, 76-83
- Hossain, M. I., Tabash, M. I., Siow, M. L., Ong, T. S., & Anagreh, S. (2023). Entrepreneurial intentions of Gen Z university students and entrepreneurial constraints in Bangladesh. *Journal of innovation and entrepreneurship*, 12(1), 12. <https://doi.org/10.1186/s13731-023-00279-y>
- Hu, S., Jabor, M., Royo, M., & Wu, F. (2024). Social Media use and Entrepreneurial Intention Among Vocational Students in China: The Role of Entrepreneurial Self-Efficacy and

- Gender. *International Journal of Research and Innovation in Social Science*, 8(12),2689-2709<https://doi.org/10.47772/ijriss.2024.8120226>
- Karan, A., Singh, M., &Rana, N. (2023). Does entrepreneurial motivation influence entrepreneurial intention? Exploring the moderating role of perceived supportive institutional environment on Indian university students. *International Entrepreneurship and Management Journal*, 20, 215-229. <https://doi.org/10.1007/s11365-023-00899-6>
- Krichen, K., &Chaabouni, H. (2021).Entrepreneurial intention of academic students in the time of COVID-19 pandemic.*Journal of Small Business and Enterprise Development*, 29 (1): 106–126. <https://doi.org/10.1108/JSBED-03-2021-0110>
- Krueger, N.F., Reilly, M.D. & Carsrud, A.L., (2000).Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15 (5–6), 411-432, [https://doi.org/10.1016/S0883-9026\(98\)00033-0](https://doi.org/10.1016/S0883-9026(98)00033-0).
- Linan, F., & Chen, Y. (2009).Development and Cross- Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions.*Entrepreneurship Theory and Practice*, 33(3), 593-617,<https://doi.org/10.1111/j.1540-6520.2009.00318.x>
- Lingappa, A., Shah, A., & Mathew, A. (2020).Academic, Family, and Peer Influence on Entrepreneurial Intention of Engineering Students. *SAGE Open*, 10. <https://doi.org/10.1177/2158244020933877>
- Loan, N., Libo-On, R., Linh, T., & Nam, N. (2024). Does social media foster students’entrepreneurial intentions?.*Cogent Business & Management*, 11. <https://doi.org/10.1080/23311975.2023.2298191>
- Maheshwari, G. (2022). Entrepreneurial intentions of university students in Vietnam: Integrated model of social learning, human motivation, and TPB. *The International Journal of Management Education*, 20(3).<https://doi.org/10.1016/j.ijme.2022.100714>
- Martins, J., Shahzad, M., &Xu, S. (2023). Factors influencing entrepreneurial intention to initiate new ventures: evidence from university students. *Journal of Innovation and Entrepreneurship*, 12, 1-27. <https://doi.org/10.1186/s13731-023-00333-9>
- Martín-Rojas, R., Garrido-Moreno, A., & García-Morales, V. (2023). Social media use, corporate entrepreneurship and organizational resilience: A recipe for SMEs success in a post-Covid scenario. *Technological Forecasting and Social Change*, <https://doi.org/10.1016/j.techfore.2023.122421>
- Meslem, A., Bouchetara, M., Gahlam, N., Djennadi, L., & Belali, M. (2024). Exploring entrepreneurial intention for sustainable development: A study of university students in Kolea, Algeria. *Economics and Culture*, 21(1), 46-63.
- Nabil, A. (2021). Toward a Comprehensive Model on Entrepreneurial Intentions of University Students.*Open Journal of Business and Management*, 9, 114-135. <https://doi.org/10.4236/ojbm.2021.91007>
- Nabil, A., & Zhang, G. (2020). Entrepreneurship in crisis situations: Determinants of entrepreneurial intentions among University Students in Yemen. *African Journal of Business Management*, 14, 196-208. <https://doi.org/10.5897/ajbm2020.9017>
- Nayak, P., Nayak, M., & Deekshitha (2025).Fostering sustainable business values: The impact of universities on shaping sustainable entrepreneurial intentions in higher education students from developing economies. *F1000 Research*.

- Naznen, F., Mamun, A., & Rahman, M. (2022). Modelling social entrepreneurial intention among university students in Bangladesh using value-belief-norm framework. *Current Psychology*, 42, 31110-31127. <https://doi.org/10.1007/s12144-022-04119-2>
- Paliwal, M., Rajak, B., Kumar, V., & Singh, S. (2022). Assessing the role of creativity and motivation to measure entrepreneurial education and entrepreneurial intention. *International Journal of Educational Management*, 36 (5): 854–874, <https://doi.org/10.1108/ijem-05-2021-0178>
- Pauceanu, A., M., Alpenidze, O., Edu, T., & Zaharia, R., M. (2019). What Determinants Influence Students to Start Their Own Business? Empirical Evidence from United Arab Emirates Universities. *Sustainability*, 11(1), 1-23.
- Polas, M., Hossain, M., Tabash, M., Karim, A., Dad, A., & San, O. (2020). Does Green Entrepreneurial Intention Persuade an Individual to Contribute to the Sustainable Green Economy. *Talent Development and Excellence*, 12(2s), 1142-1157.
- Al-Qadasi, N., Zhang, G., Al-Awlaqi, M., Alshebami, A., & Amer, A. (2023). Factors influencing entrepreneurial intention of university students in Yemen: The mediating role of entrepreneurial self-efficacy. *Frontiers in Psychology*, 14, <https://doi.org/10.3389/fpsyg.2023.1111934>
- Rahman, M., Fayolle, A., Dana, L., & Rahman, M. (2024). Predicting graduate students' entrepreneurial intentions through innovative teaching in entrepreneurship education: SEM-ANN approach. *Education + Training*. 66 (2-3): 273–301 <https://doi.org/10.1108/et-06-2023-0236>
- Rana M.S., Sharmin, S., Kalam, F.A., Aubhi, R.H., and Islam, A.T.M.F., (2024) Exploring Barriers to Entrepreneurship among Unemployed Educated Youths in Bangladesh. *European Journal of Business and Management Research*, 9(3), 114-118. <https://doi.org/10.24018/ejbmr.2024.9.3.2344>
- Ratkovic, T., Paunović, I., & Šlogar, H. (2025). The role of university entrepreneurship support and student diversity in student entrepreneurial intention: a social identity theory perspective. *PLOS One*, 20. <https://doi.org/10.1371/journal.pone.0321651>
- Roy, R., Akhtar, F., & Das, N. (2017). Entrepreneurial intention among science & technology students in India: extending the theory of planned behavior. *International Entrepreneurship and Management Journal*, 13, 1013-1041. <https://doi.org/10.1007/S11365-017-0434-Y>
- Ruswaji, R., Herlina, N., Hidayatin, D., Sulaeman, M., & Wibowo, S. (2024). Stimulating Awareness and Entrepreneurial Skills of Students through the Strong Role of Social Media: A Motivation for Growth and Innovation. *Technology and Society Perspectives (TACIT)*. <https://doi.org/10.61100/tacit.v2i1.142>
- Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M., & Muffatto, M. (2015). The Role of Perceived University Support in the Formation of Students' Entrepreneurial Intention. *Journal of Small Business Management*, 53, 1127 - 1145. <https://doi.org/10.1111/jsbm.12090>
- Samuel, Y. A., Ernest, K., & Awuah, J. B. (2013). An Assessment of Entrepreneurship Intention Among Sunyani Polytechnic Marketing Students. *International Review of Management and Marketing*, 3(1), 37-49.
- Sarman, R., Affandi, A., Priadana, S., Djulius, H., Alghifari, E. S., & Setia, B. I. (2025). Business Success in Emerging Markets: Entrepreneurial Motivation and Entrepreneurial Self-Efficacy. *Journal of Small Business Strategy*, 35(1), 45–57. <https://doi.org/10.53703/001c.124013>

- Satriadi, S., Ausat, A., Heryadi, D., Widjaja, W., & Sari, A. (2022). Determinants of Entrepreneurial Intention: A Study on Indonesian Students. *BISNIS & BIROKRASI: Jurnal Ilmu Administrasian Organisasi*, 29(3). <https://doi.org/10.20476/jbb.v29i3.1323>
- Seçilmiş, C., & Düşmezkalender, E. (2020). The Impact of Crisis Perception on Entrepreneurial Intention: Mediating Role of Self-Efficacy. *Journal of Business Research-Turk*, 12, 2142-2150. <https://doi.org/10.20491/isarder.2020.967>
- Shahzad, M., Khan, K., Saleem, S., & Rashid, T. (2021). What Factors Affect the Entrepreneurial Intention to Start-Ups? The Role of Entrepreneurial Skills, Propensity to Take Risks, and Innovativeness in Open Business Models. *Journal of Open Innovation: Technology, Market, and Complexity*, 7, 173. <https://doi.org/10.3390/JOITMC7030173>
- Sharma, L., Bulsara, H., Trivedi, M., & Bagdi, H. (2023). An analysis of sustainability-driven entrepreneurial intentions among university students: the role of university support and SDG knowledge. *Journal of Applied Research in Higher Education*.<https://doi.org/10.1108/jarhe-11-2022-0359>
- Shore, A. P., Tiwari, M., Tandon, P., & Foropon, C. R. H. (2024). Building entrepreneurial resilience during crisis using generative AI: An empirical study on SMEs. *Technovation*. <https://doi.org/10.1016/j.technovation.2024.103063>
- Singh, S., Sood, S., & Sharma, P. (2023). Nexus between entrepreneurial self-efficacy, entrepreneurial motivation, and entrepreneurial intention: a moderated mediation model. *Journal of Global Entrepreneurship Research*, 13, 1-13. <https://doi.org/10.1007/s40497-023-00362-4>
- Sitaridis, I., & Kitsios, F. (2018). Entrepreneurship as a Career Option for Information Technology Students: Critical Barriers and the Role of Motivation. *Journal of the Knowledge Economy*, 10, 1133 - 1167. <https://doi.org/10.1007/s13132-018-0519-z>
- Song, Y., & Lu, G. (2024). The impact of university entrepreneurship support on college students' entrepreneurial intention: A cognitive-affective perspective. *The International Journal of Management Education*. <https://doi.org/10.1016/j.ijme.2024.101087>
- Stoyanova, K., & Björling, M. (2017). Exploring the link between social media and graduate entrepreneurship. **.
- Syahrani, K., Purwana, D., Info, A., Dan, M., Pratama, A., Pendidikan, J., Ekonomi, A., & P. (2023). The Influence of Entrepreneurship Education and Social Media on Student's Entrepreneurial Intentions. *Jurnal Pendidikan Ekonomi, Perkantoran, Dan Akuntansi*. <https://doi.org/10.21009/jpepa.0401.03>
- Talukder, S. C., Lakner, Z., & Temesi, Á. (2024). Interplay of influencing factors shaping entrepreneurial intention: Evidence from Bangladesh. *Administrative Sciences*, 14(7), 136.
- Toufaily, B., & Zakhem, N.B.,(2024). "Drivers of Student Social Entrepreneurial Intention Amid the Economic Crisis in Lebanon: A Mediation Model," *Sustainability*, MDPI,16(7), 1-15.
- University Grants Commission (UGC) (2021). 48th Annual Report 2021 Retrieved from [https://www.newagebd.net/article/191793/number-of-universitystudents-in-bangladesh-drops-in-21#google_vignette]
- Yan, J., Huang, T., & Xiao, Y. (2022). Assessing the impact of entrepreneurial education activity on entrepreneurial intention and behavior: role of behavioral entrepreneurial mindset. *Environmental Science and Pollution Research International*, 30, 26292 - 26307. <https://doi.org/10.1007/s11356-022-23878-w>

- Yukongdi, V., & Lopa, N. (2017). Entrepreneurial intention: a study of individual, situational and gender differences. *Journal of Small Business and Enterprise Development*, 24, 333-352. <https://doi.org/10.1108/JSBED-10-2016-0168>
- Zemlyak, S., Naumenkov, A., & Khromenkova, G. (2023). Correction: Zemlyak et al. Measuring the Entrepreneurial Mindset: The Motivations behind the Behavioral Intentions of Starting a Sustainable Business. *Sustainability*, 14,15997. *Sustainability*,15(7),5992. <https://doi.org/10.3390/su15075992>
- Zhuang, J., & Sun, H. (2023). Impact of institutional environment on entrepreneurial intention: The moderating role of entrepreneurship education. *The International Journal of Management Education*. <https://doi.org/10.1016/j.ijme.2023.100863>

Appendix:

Survey Questionnaire

1. Gender a. Male b. Female	2. Age a. 18-22 Years b. 23-27 Years
3. Living Area a. Urban b. Rural	4. Employment status a. Student b. Partially-employed student c. Self employed
5. Father's Occupation a. Service holder b. Businessman c. Expatriate	6. Mother's Occupation a. Service holder b. Business c. Housewife
7. Name of current study degree a. B. Sc (Honors) b. BA (Honors) c. LLB (Honors) d. BBA Others	8. Your Birth order a. Elder b. Middle c. Youngest
9. Marital Status a. Married b. Unmarried	

Entrepreneurial Intention Item

Institutional Influence
1. In my university, people are actively encourage to pursue their own ideas/ entrepreneurial plans
2. In my university, I get to meet lots of people with good ideas for a new business
3. Entrepreneurship courses at my university prepare students well for an entrepreneurial career
4. In my university, there is well – functioning support infrastructure to support the start-up of new firm
5. I know many people in my university who have successfully started up their own business
6. An intensive entrepreneurship course would be extremely beneficial for anyone who would like to start a business
Motivation of Intention(Items)
I want to be entrepreneur-
1. To provide employment
2. To enjoy freedom / autonomy
3. To grave business opportunities in the market
4. To take advantage of my creative talents
5. I enjoy taking risk

6. To maintain entrepreneurial family culture
7. To increase my prestige and status
8. To realize my dream
9. I can manage better work- life balance as entrepreneur
Social Media Influence
1. Using social media will enhance my effectiveness as an entrepreneur
2. Using social media will improve my performance as an entrepreneur
3. I'll find social media useful in my entrepreneurial activities
4. I find it easy to get social media to do what I want it to do
5. I feel it is a strategic necessity to use social media to compete in the marketplace
6. Assuming I have access to social media, I intend to use it in my entrepreneurial activities
7. I think social networking sites are important
8. I find social media to be easy to use
9. Social media is helpful to reach to target customers
Situational Crisis
1. The job market is not favorable today
2. The recruitment and selection process in public sector is time- consuming and not transparent
3. The recruitment and selection process in private sector is based on favoritism, nepotism , network
4. The job pressure in both sector is too much
5. Less likely to enjoy freedom in job
6. Future job market is uncertain or less opportunity to match With my qualification
Entrepreneurial Intention
1. I am ready to do anything to be an entrepreneur
2. My professional goal is to be an entrepreneur
3. I'll make every effort to start and run my own business
4. I'm determined to create a firm in the future