

**“Motivation Forces and its Influence on Female Graduates  
Entrepreneurial Intentions.”**

By

TANGITH TARA DIPA  
20164056

A thesis submitted to the Brac Business School (BBS) in partial fulfillment of the  
requirements for the degree of  
Master of Business Administration

Brac Business School (BBS)  
Brac University  
Spring, 2023

©2023. TANGITH TARA DIPA  
All rights reserved.

## **Declaration**

It is hereby declared that.

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**

---

**TANGITH TARA DIPA**  
20164056

## **Approval**

The thesis/project titled “**Motivation Forces and its Influence on Female Graduates Entrepreneurial Intentions**” submitted by

Tangith Tara Dipa (20164056)

of Spring, 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Business Administration on the date of defense.

## **Examining Committee:**

Supervisor:

---

Dr. Mohammad Rabiul Basher Rubel  
Associate Professor, Brac Business School  
BRAC University

Program Coordinator:  
(Member)

---

## **Ethics Statement**

Hereby, I TANGITH TARA DIPA consciously assures that, the following conditions are met.

for this paper **“Motivation Forces and its Influence on Female Graduates Entrepreneurial Intentions.”**

1. This is original work that has not been previously published anywhere.
2. At this moment, the paper is not being considered for publication anyplace.
3. The writer’s research and analysis are accurately and completely reflected in the article.
4. The publication adequately recognizes the contribution of co-authors and co-researchers.
5. The results are examined in relation to prior and continuing research.

If the Ethical Statement’s rules are breached, it can have major consequences.

I agree with the above statements and confirm that this submission follows the norms of the Solid state.

Ionics as outlined in the Authors’ Guide and the Ethical Statement.

TANGITH TARA DIPA

---

## **Abstract/ Executive Summary**

The goal of the current study is to investigate the relationship between entrepreneurial intention and motivational factors among female graduates. In this study, five forces are referred to as motivating forces. The purpose of this thesis is to look into female students' intentions to start their own businesses. Because the importance of the female entrepreneurship phenomenon is a developing problem, we specifically examined the women's ambition to become entrepreneur. This study aims to investigate the University graduates' intentions to start their own business in the context of Bangladesh. A total of 135 valid surveys were obtained from final-year students at various private universities, with a 60% response rate. Five theories about the relationships between motivational forces and entrepreneurial intent were put out in the current study. The investigation showed that motivation has a considerable favorable impact. The analysis's findings showed that motivation has a favorable, significant impact on each of the five dimensions. Based on the analysis's findings and earlier research, it is possible to assume that female graduates' motivations significantly affect their success. According to the study's findings, risk-taking tendency, career adaptability, and institutional learning contributes greatly to the rise of entrepreneurial self-efficacy in university graduates. The study offers significant theoretical and practical values that may be helpful to decision-makers in policy, academic institutions, and the Bangladeshi government overall. Finally, findings, restrictions, and suggested future study topics are presented.

*Key words:* Motivation Forces, Family support, social support, financial support, training support, technological support.

## **Acknowledgement**

To begin with, I would like to convey my gratitude to Almighty Allah for his mercy in allowing me to complete my research by allowing me to remain calm, patient, and faithful during the course of my project. I am grateful to BRAC University's administration to make it possible for me to do the research under this heading.

Then I express my gratitude to all the institutions that took part in the research for letting me conduct the survey at such a crucial moment. My design and research approach were greatly aided by their recommendations. The committee members who allowed me to do research in this field are to be thanked.

To those respondents who answered the questionnaires honestly, I would like to extend my sincere gratitude.

## Contents

Declaration .....	ii
Approval .....	iii
Ethics Statement.....	iv
<hr/>	
Abstract/ Executive Summary .....	v
Acknowledgement .....	vi
Contents .....	vii
List of Tables .....	ix
List of Figures.....	ix
CHAPTER 1- INTRODUCTION .....	1
1.1 Introduction .....	1
1.2 Background of the study.....	1
1.3 Problem Statement.....	2
1.4 Research Questions .....	3
1.4.1 Broad/General Research Question .....	3
1.4.2 Specific Research Questions .....	3
1.5 Research Objectives.....	3
1.5.1 Broad/General Research Objective .....	5
1.5.2 Specific Research Objectives .....	5
1.6 Significance of the study.....	5
1.7 Definitions of Key Terms.....	5
CHAPTER 2 - LITERATURE REVIEW .....	7
2.1 Introduction .....	7
2.2 Entrepreneurial Intention .....	7
2.3 Female Entrepreneurship .....	8
2.4 Factors of Entrepreneurial Intention .....	9
2.4.1 Emotional Support.....	9
2.4.2 Informational Support .....	9
2.4.3 Instrumental Support .....	9
2.4.4 Access to Financial Support .....	9
2.4.5 Access to Technology.....	10
2.4.6 Technological Skills .....	10
2.4.7 Online Marketplaces.....	10
2.4.8 Ease of Communication .....	11
2.4.9 Access to Training Programs.....	11
2.4.10 Quality of Training Programs .....	11
2.4.11 Mentoring and Networking Opportunities .....	11
2.4.12 Tailored Training Support .....	12
2.5 Motivation Forces of the current study.....	12
2.5.1 Family support .....	12
2.5.2 Social Support .....	13
2.5.3 Financial Support .....	13
2.5.4 Technological Support .....	13
2.5.5 Training Support .....	13
2.6 Research Framework .....	15
2.7 Hypothesis Development .....	16
2.7.1 Relationship between Family Support and Female Graduates Entrepreneurial Intention .....	16
2.7.2 Relationship between Social Support and Female Graduates.....	16
2.7.3 Relationship between Technological Support and Female Graduates .....	17
2.7.4 Relationship between Training Support and Female Graduates .....	17
2.7.5 Relationship between Financial Support and Female Graduates .....	18
2.8 Summary.....	18
CHAPTER 3 – METHODOLOGY .....	19
3.1 Introduction .....	19
3.2 Research Design.....	19
3.3 Population, Sample and Unit of Analysis .....	19
3.4 Research Instrument .....	20
3.5 Data Collection Procedures .....	20
3.6 Data Analysis.....	21

3.6.1 Demography .....	21
3.6.2 Correlation Analysis .....	21
3.6.3 Regression Analysis.....	22
3.7 Summary.....	22
CHAPTER 4 -FINIDINGS AND ANALYSIS.....	23
4.1 Introduction .....	23
4.2 Response Rate .....	23
4.3 Profile of the Respondents .....	23
4.4 Descriptive Statistics .....	24
4.5 Output of analysis.....	26
4.5.1 Output of reliability .....	26
4.5.2 Correlation output .....	26
4.5.3 Findings of regression analysis .....	28
4.5.4 Hypothesis Analysis .....	28
4.6 Summary.....	29
CHAPTER 5 – DISCUSSION AND CONCLUSION .....	30
5.1 Introduction .....	30
5.2 Recapitulation.....	30
5.3 Discussion .....	30
5.3.1 Family support and entrepreneurial intention .....	30
5.3.2 Financial support and entrepreneurial intention .....	31
5.3.3 Social support and entrepreneurial intention .....	31
5.3.4 Technical support and entrepreneurial intention .....	31
5.3.5 Training support and entrepreneurial intention .....	31
5.4 Implications .....	32
5.4.1 Theoretical Implications .....	32
5.4.2 Practical Implications.....	32
5.5 Limitation and Future Research Direction .....	32
5.6 Conclusion .....	33
REFERENCES.....	35



## List of Tables

<b>Sl. No.</b>	<b>Title of the Table</b>	<b>Page No.</b>
<b>1.1</b>	<b>Definition of Key Terms</b>	<b>4</b>
<b>3.1</b>	<b>Sources of Measurement Items</b>	<b>18</b>
<b>4.1</b>	<b>Response Rate</b>	<b>21</b>
<b>4.2</b>	<b>Descriptive Analysis of Responds Demographic Data</b>	<b>22</b>
<b>4.3</b>	<b>Descriptive Statistics of the Latent Constructs</b>	<b>23</b>
<b>4.4</b>	<b>Reliability Statistics</b>	<b>23</b>
<b>4.5</b>	<b>Correlation Matrix</b>	<b>25</b>

## List of Figures

<b>2.1 Proposed Research Framework.....</b>	<b>13</b>
---	-----------

# CHAPTER 1- INTRODUCTION

## 1.1 Introduction

The current study examines the entrepreneurial purpose of recent female graduates in the context of several motivating elements. The research report begins with an introductory chapter that includes the study's background, problem statement, research questions, objectives, and significance of the study. The meanings of relevant concept used in the most recent research are covered in the chapter's conclusion.

## 1.2 Background of the study

In many nations, entrepreneurship has been identified as a major force behind economic expansion and employment creation, it examines the numerous driving forces, such as individual goals, monetary incentives, social expectations, and the availability of resources that can motivate a woman to launch her own business. Understanding these driving variables will help us better understand how to inspire more women to launch their own businesses and participate more actively in the economy (Audretsch et al., 2015). Nevertheless, despite the significance of entrepreneurship, women still make up a small portion of the sector, especially in developing nations (Staff, 2020). Only 42% of women, compared to 69% of men, believe there are opportunities to launch a business, according to the Global Entrepreneurship Monitor (Staff, n.d.2020). Women face more challenges to obtaining funding, markets, and networks, and they tend to start smaller, less innovative enterprises (A Gender-Aware Framework for Women's Entrepreneurship | Emerald Insight, 2009).

Therefore, figuring out what influences female graduates' desire to start their own business is essential for advancing gender equality, economic growth, and innovation. Previous studies have identified a variety of elements, including individual attributes, societal norms, perceived support, and opportunity recognition, that affect entrepreneurial intention (Liñán & Fayolle, 2015). However, there has been less focus on the function of motivation forces, which are the internal and external factors that encourage people to pursue entrepreneurship (Shane, 2000). Passion, autonomy, the need for achievement, social influence, and financial gain are some examples of motivational forces. In order to get insight into how to support and promote female entrepreneurship, this study intends to analyze the relationship between motivational drivers and entrepreneurial ambition among female graduates. (Shane, 2000).

Overall, the study will add to the body of knowledge on female entrepreneurship and offer useful recommendations for entrepreneurs, educators, and legislators who wish to support female entrepreneurship. We may better create interventions and policies that address the specific problems and possibilities facing female entrepreneurs by knowing the characteristics that motivate female graduates' entrepreneurial ambition (Cooper, 2020). The study will also offer a more nuanced knowledge of how motivational factors affect female graduates' intentions to start their own business, which can help with the creation of customized entrepreneurship education programs and support services for women (Urban & Kujinga, 2021).

### **1.3 Problem Statement**

Female entrepreneurs face a number of challenges that can hinder their ability to succeed. These challenges range from societal biases and cultural expectations to lack of access to capital and resources. Here are some of the key problems that female entrepreneurs can face, along with relevant citations:

**Gender Bias:** Studies have shown that female entrepreneurs face a significant amount of gender bias in the business world. For example, a study conducted by the Kauffman Foundation found that women receive only 7% of venture capital funding, despite owning 38% of businesses in the United States (Kauffman, 2016). Similarly, a study conducted by Harvard Business Review found that investors were more likely to ask male entrepreneurs promotion-focused questions, while they asked female entrepreneurs prevention-focused questions, which can lead to less investment and fewer opportunities (Kanze et al., 2018).

**Lack of Access to Capital:** Female entrepreneurs often have difficulty accessing capital to start or grow their businesses. A study by the National Women's Business Council found that women-owned businesses receive only 4.4% of the total value of small business loans (NWBC, 2021). Additionally, women are less likely to receive funding from angel investors and venture capitalists, who tend to be predominantly male (HBR, 2019).

**Limited Networks:** Female entrepreneurs often have smaller networks than male entrepreneurs, which can limit their access to resources and opportunities. A study by the Global Entrepreneurship Monitor found that women were less likely than men to have networks with other entrepreneurs or access to professional networks (GEM, 2021).

**Work-Life Balance:** Women entrepreneurs often have to balance their business responsibilities with family obligations, which can make

it difficult to devote the necessary time and resources to their businesses. This can also impact their ability to network and build relationships with other entrepreneurs (HBR, 2019).Lack of Role Models: Female entrepreneurs often have fewer role models to look up to than male entrepreneurs, which can make it harder for them to envision their own success. A study by Babson College found that only 2.7% of venture-funded companies had female CEOs, which can limit the number of female role models in the industry (Babson, 2019).

In conclusion, female entrepreneurs face a variety of challenges that can hinder their ability to succeed. These challenges include gender bias, lack of access to capital, limited networks, work-life balance, and lack of role models. Addressing these issues can help to create a more inclusive and equitable business landscape for all entrepreneurs.

## **1.4 Research Questions**

### **1.4.1 Broad/General Research Question**

Does motivational forces have influence on female graduate's entrepreneurial intention?

### **1.4.2 Specific Research Questions**

The present research attempts to explore the following research questions.

- a. Does family support have influence on female graduate's entrepreneurial intention?
- b. Does social support have influence on female graduate's entrepreneurial intention?
- c. Does financial support have influence on female graduate's entrepreneurial intention?
- d. Does technological support have influence on female graduate's entrepreneurial intention?
- e. Does training support have influence on female graduate's entrepreneurial intention?

## **1.5 Research Objectives**

In the current research, the researcher wants to explore the motivational influences among female graduates on entrepreneurial intention. Based on this, objectives of the current study can be deliberated in the following aspect.

### **1.5.1 Broad/General Research Objective**

General objective of the current study is to examine the motivational forces and entrepreneurial intentions among female graduates.

### **1.5.2 Specific Research Objectives**

The specific objectives of the current study are as follows.

- a. To explore the family support among the female graduates entrepreneurial intentions.
- b. To examine the social support among the female graduates entrepreneurial intentions.
- c. To examine the financial support among the female graduates entrepreneurial intentions.
- d. To examine the technological support among the female graduates entrepreneurial intentions.
- e. To examining the training support among the female graduates entrepreneurial intentions.

### **1.6 Significance of the study**

This study is anticipated to contribute to the body of literature already available on the effects of various motivational drivers on female graduates' entrepreneurial intention. Practically speaking, the study is crucial to gain significant understanding of the factors that continue to inspire female graduates to launch their own businesses. Theoretically, this study emphasizes how motivational forces (such as family support, social support, technical support, financial support, and training support) are conceptualized, and these forces are then related to one another to strengthen their effects on female graduates.

This purpose of this paper is to thoroughly examine female entrepreneurs' motivations in various circumstances and identify the variations in those motivations among female graduates with various levels of economic development.

### **1.7 Definitions of Key Terms**

Following are the key concepts used throughout the current research.

*Table 1 1 Definition of Key Terms*

<b>Terms</b>	<b>Definition</b>
<b>Motivation</b>	Motivation is a 'driving force' through which people strive to achieve their goals and fulfil a need or uphold a value (Mullins, 2002).
<b>Family Support</b>	Support and inspiration from family members
<b>Social Support</b>	Social networks can provide both emotional and practical support.
<b>Technical Support</b>	Support and direction for technical issues or tools
<b>Financial Support</b>	Provision of resources or financial support
<b>Training Support</b>	Giving advice or instruction to promote development
<b>Entrepreneurial Intention</b>	Entrepreneurial intention is the feeling of having one's organization that is derived from personal and contextual factors Bird, (1998).

## **CHAPTER 2 - LITERATURE REVIEW**

### **2.1 Introduction**

The success of any organization or economy is based on its individuals' entrepreneurial activities. Due to the wide range of possibilities available, women in particular are playing an increasingly active role in the business world. However, the low rate of female entrepreneurship is a matter of concern for the majority of nations, and is correlated with the motivational forces and entrepreneurial aspirations of female graduates. This literature review will examine the role of family support in encouraging female graduates to become entrepreneurs, as well as its impact on their entrepreneurial intentions.

### **2.2 Entrepreneurial Intention**

Entrepreneurship has been defined as an investment of time, effort, and resources toward a common objective with the expectation of a beneficial outcome. Internal and external factors, such as curiosity, autonomy, and work happiness, may serve as driving forces for female college grads. Female university graduates' propensity to start their own businesses is impacted mainly by their individual motivations, according to research by Drs. Sheeja and Sathish Kumar. (Kumar, 2017). This suggests that female recent graduates who are motivated by their interests are more likely to want to launch their own companies.

Entrepreneurial intention refers to a person's intent to launch and manage their own enterprise. It is a crucial precursor to entrepreneurial behaviour and is influenced by a variety of factors, including personal characteristics, environmental influences, and educational experiences. In recent years, the concept of entrepreneurial intention has garnered increasing attention, especially in the context of female entrepreneurship. Entrepreneurial women confront unique obstacles, such as bias and discrimination based on gender, limited access to resources, and societal expectations. Understanding the factors that influence the entrepreneurial intent of female graduates is crucial for promoting and supporting female entrepreneurship.

Several studies have examined the factors that influence entrepreneurial aspirations among female graduates. Self-efficacy, risk-taking propensity, and innovativeness have been found



to positively influence entrepreneurial intention (Wilson, Kickul, & Marrino, 2007). In addition, social and environmental factors such as role models, familial support, and access to resources have been shown to play a significant role in shaping the entrepreneurial intention of female graduates (Lián & Chen, 2009).

In addition to personal, social, environmental, and educational factors, cultural and institutional factors also impact the entrepreneurial intent of female graduates. The degree to which female graduates are encouraged to establish and manage their own businesses is impacted by societal attitudes towards women entrepreneurs, government policies, and institutional support (Brush et al., 2019).

### **2.3 Female Entrepreneurship**

The number of female entrepreneurs and making their mark in the entrepreneurial world has increased during the past few years. Women bring different perspectives and skills to the table, and their enterprises frequently reflect their goals and values. However, there are still many obstacles that women business owners must overcome, such as getting capital and overcoming gender bias. To ensure that women have equal opportunity to pursue their aspirations and make significant contributions to the economy, it is crucial to support and encourage female entrepreneurship. When women succeed in business, they open the door for other women to follow in their footsteps in the future.

Female entrepreneurship is the process of women establishing and running their own enterprises. In recent years, it has garnered increasing attention due to its potential to foster economic growth and social development. Despite the significant progress made in promoting women's entrepreneurship, women continue to encounter unique obstacles when launching and operating their businesses. This includes limited access to financial capital, bias and discrimination based on gender, societal expectations, and work-life balance issues.

Understanding the factors that influence female entrepreneurship is essential for fostering and supporting women's entrepreneurial participation.

Several studies have investigated the variables that influence female entrepreneurship. (Brush et al., 2019) discovered that self-efficacy, risk-taking propensity, and inventiveness positively influence women's entrepreneurship.

## **2.4 Factors of Entrepreneurial Intention**

### **2.4.1 Emotional Support**

When people are in difficult situations, it is important for others around them to show compassion and sympathy. Emotional support boosts motivation by increasing feelings of safety and self-assurance. Female college grads who report strong amounts of emotional support from loved ones are more likely to express an interest in starting their own businesses. Neergaard et al. (2017) observed that female graduates' ambitions to become entrepreneurs are affected favorably by the social support they get from friends and family.

### **2.4.2 Informational Support**

Advice, guidance, and opinions offered to those who have asked for them are all examples of what is known as "informational support." When it comes to starting a company, having access to information about the industry and potential prospects may greatly increase motivation. Graduate women who have access to mentors and advisers are more likely to have an interest in starting their own businesses. According to research by Saemundsson and Svavarsdottir (2015), female graduates' plans to start their own businesses are affected favourably by the availability of informative assistance from mentors and advisers.

### **2.4.3 Instrumental Support**

Financial aid, in-kind donations of materials, and other forms of material aid are all examples of the kind of instrumental support that may be offered to people while they work toward a common goal. When it comes to starting and growing a company, having access to the information and tools that are required is a major motivator. Female recent graduates who get material help from investors or financial institutions are more likely to have entrepreneurial aspirations. Tsvetkova and Parveva (2018) observed that graduate-level women business owners benefit from investors' instrumental assistance.

### **2.4.4 Access to Financial Support**

For Bangladeshi female graduates, gaining access to financial support is an important challenge. Many factors, including discriminatory lending rules, a lack of available a security interest, and high interest rates, make it difficult for women business owners to get financing. (Islam et al., 2020). Most women who complete college come from low-income families and

lack the capital necessary to start their own businesses. As a result, they need help getting their firms off the ground from sources like microfinance loans.

#### **2.4.5 Access to Technology**

Having ready access to modern technological tools is a major factor motivating recent graduates of both genders to explore business ownership. Thanks to advancements in information and communication technologies, now anybody may launch a successful company with a small financial investment. Women in Bangladesh who have completed their higher education have access to a variety of technology resources. Islam et al. (2021) found that the easy availability of technology positively affected the entrepreneurial ambitions of female university graduates in Bangladesh. As a result, it's reasonable to conclude that access to cutting-edge technology is a major driver of entrepreneurial activity.

#### **2.4.6 Technological Skills**

For young female university graduates interested in starting their own businesses, access to technology is important, but so are the abilities to use that technology effectively. Business development, promotion, and administration all need the use of different kinds of technology, and this is what we mean when we talk about technical abilities. Digital marketing, social media management, and e-commerce are all important abilities for recent Bangladeshi undergraduates to have. Ali et al. (2021) found that technical competence positively influenced the business aspirations of Bangladeshi university graduate females. Therefore, encouraging female graduates to start their own businesses may be greatly aided by providing them with guidance and support for obtaining technology skills.

#### **2.4.7 Online Marketplaces**

Another important factor in encouraging graduates, especially women, to go into business for themselves is the proliferation of internet markets. Facebook, Instagram, and Daraz are just a few examples of online marketplaces that have opened doors for entrepreneurs to sell their wares to a wider audience. Female university graduates in Bangladesh have turned to these online markets to peddle anything from handmade snacks to trendy accessories. Jahan et al. (2021) found that access to internet markets encouraged entrepreneurial aspirations among female university graduates in Bangladesh. Therefore, facilitating access to online markets via the provision of technology assistance may be seen as a crucial motivation for entrepreneurship.

#### **2.4.8 Ease of Communication**

Technology has also made communication easier and more available for college grads who are interested in starting their own businesses. Email, social media, and messaging applications are just some of the many channels via which today's female entrepreneurs may reach out to clients, vendors, and other interested parties. Research by Shahnawaz et al. (2021) found that graduates in Bangladesh who had an easier time communicating had a greater inclination to start their own businesses. As a result, the availability of technology resources to improve communication may be seen as a significant driver of entrepreneurial activity.

#### **2.4.9 Access to Training Programs**

Female graduates have unique challenges when it comes to starting and running their own businesses, making training programs a must. Participation in training programs increases female entrepreneurs' self-efficacy, which in turn increases the likelihood that they would pursue entrepreneurship. (Islam et al., 2021). Therefore, it is critical to provide training programs tailored to the requirements of recent female graduates.

#### **2.4.10 Quality of Training Programs**

When it comes to influencing whether or not university graduate women would go into business for themselves, the quality of training programs is just as crucial. There is evidence to show that female college graduates' goals for entrepreneurship may benefit greatly from getting involved with high-quality training programs that concentrate practical experience. (Khanam & Shah, 2021). Therefore, it is important that training programs be well-designed and provide graduates the tools they need to launch and manage a business that is profitable.

#### **2.4.11 Mentoring and Networking Opportunities**

Female graduates' ambitions to start their own businesses may be greatly enhanced by access to mentoring programs and professional networking events. Mentoring may assist freshly graduated women succeed in business by providing them with advice, resources, and moral support. (Islam et al., 2021). In the same way, networking might help recent female university graduates expand their businesses by introducing them to new contacts, ideas, and resources. Therefore, it is essential to support recent female university graduates who have entrepreneurial aspirations via mentorship and networking programs.

#### **2.4.12 Tailored Training Support**

Female graduates' ambitions to start their own businesses may be effectively encouraged via individualized training programs. Personalized training for women entrepreneurs has been shown to increase their confidence and the likelihood that they would pursue business ownership. (Ali, Liaqat, & Yousaf, 2021). For this reason, it is crucial to provide female college grads specialized training assistance that is sensitive to their individual experiences and obstacles.

### **2.5 Motivation Forces of the current study**

The primary goal of the current study is to identify the factors that motivate female graduates to pursue entrepreneurial careers. The empirical study concentrates on several internal and external elements that affect women's success as entrepreneurs.

#### **2.5.1 Family support**

The importance of family support in the development of entrepreneurial goals among female graduates has been identified. Multiple studies have established a correlation between family support and increased motivation among female entrepreneurs. (Kirkwood et al., 2018; Mabrouk et al., 2019; Lee & Hou, 2020). Specifically, family support has been found to increase self-efficacy, a crucial factor in the development of entrepreneurial intentions. (Lee & Hou, 2020). It is believed that family support reduces the hazards associated with entrepreneurship and provides emotional support, both of which are essential for entrepreneurial success. (Kirkwood et al., 2018; Mabrouk et al., 2019).

Beyond motivation and intentions, family support has a lasting effect on the entrepreneurial behavior of women. Multiple studies have found that family support correlates with greater access to resources and capital, which can be crucial to the success of a business. (Kirkwood et al., 2018; Mabrouk et al., 2019). In addition, family members frequently provide female entrepreneurs with the necessary mentorship and guidance for their success. (Lee & Hou, 2020). In addition, evidence suggests that family support facilitates networking and provides access to vital contacts and resources. (Kirkwood et al., 2018).

Additionally, to its direct benefits, family support has indirect effects on women's entrepreneurial endeavors. Multiple studies have found that family support is associated with greater self-esteem and confidence, which can have a positive effect on entrepreneurial goals. (Mabrouk et al., 2019; Lee & Hou, 2020). Moreover, it is believed that family support

provides a sense of security and reduces the dread of failure, which can be crucial to entrepreneurial success. (Kirkwood et al., 2018).

### **2.5.2 Social Support**

The term "social support" refers to the feeling that one has a group of people who care about them and will help them out if they ever get into a difficult situation. Social support can be provided in different forms, including emotional, informational, and instrumental support.

### **2.5.3 Financial Support**

Financial support is a crucial motivation force for female graduates to start their businesses in Bangladesh. However, access to finance is a significant challenge for women entrepreneurs in the country. Ali et al. (2020) found that financial backing is especially crucial in increasing business aspirations among female graduates in Bangladesh. According to the results, women who graduate from university and have financial backing from their families or other sources are more likely to launch their own firms. Graduated women benefit from financial help since it gives them confidence to try new things and take risks.

### **2.5.4 Technological Support**

In recent years, technological developments have made it possible for people to set up their own companies with minimum investment of capital. Technology has played a crucial role in fostering a growing interest in business among Bangladesh's university graduates women. Entrepreneurship is encouraged when people have access to the tools they need to succeed, such as the Internet, online markets, and simple methods of communication. As a result, it is crucial to provide recent female university graduates who are interested in launching their own enterprises with the technology resources they need.

### **2.5.5 Training Support**

Graduate women in Bangladesh are increasingly interested in starting their own businesses, and this is largely due to the training help they have received. Help with training means

getting the education and tools required to launch and maintain a successful company. Female entrepreneurs' confidence and self-efficacy can potentially be significantly enhanced

by training assistance, which has been shown to have a favourable effect on their entrepreneurial desires. (Ali, Liaqat, & Yousaf, 2021).

## 2.6 Research Framework

The focus of the current research is to examine the motivation of female graduates on entrepreneurial intention. In this research five dimensions are considered to explain such as, family support, social support, technological support, training support. On the other hand, entrepreneurial intention is considered as the dimensions of female graduates. Figure 3.1 proposes the research framework of the current study.

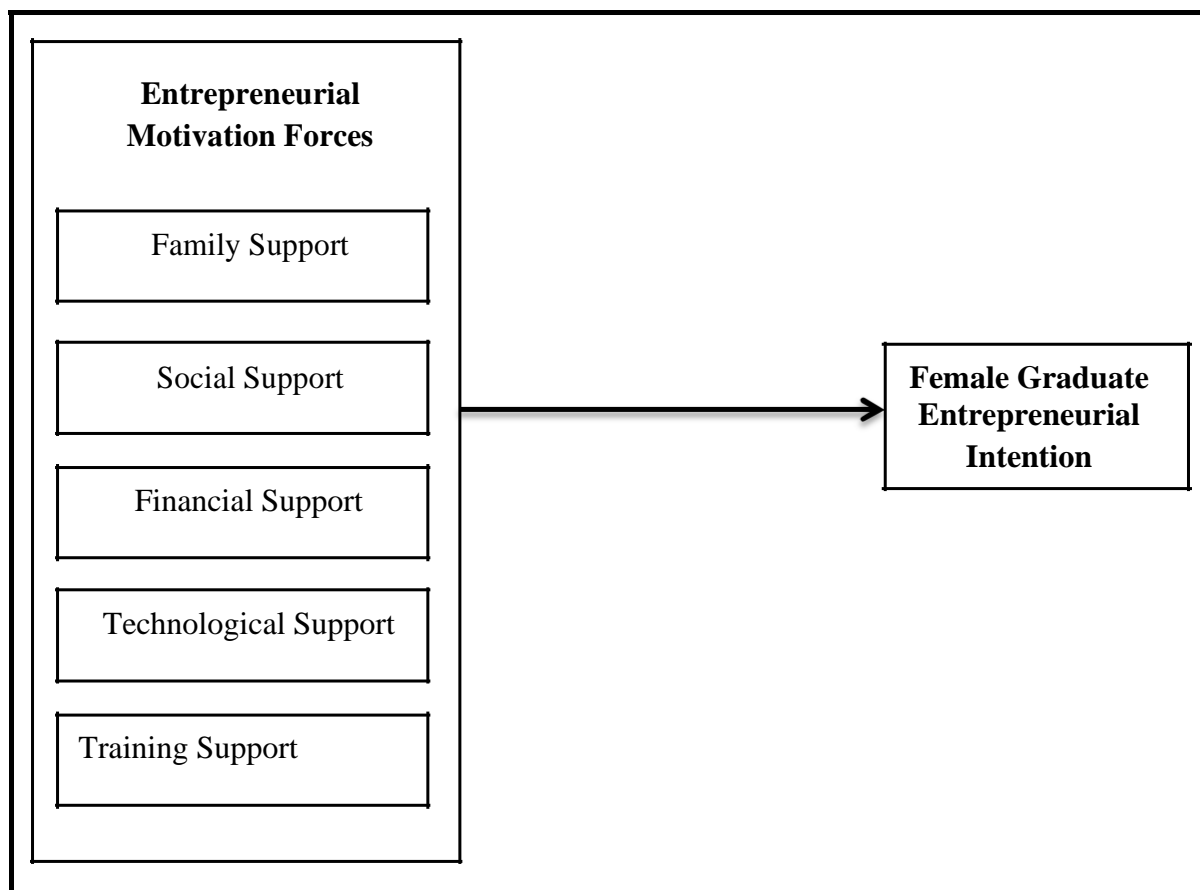


Figure 2.1 Proposed Research Framework



## **2.7 Hypothesis Development**

### **2.7.1 Relationship between Family Support and Female Graduates Entrepreneurial Intention**

The importance of family support in the development of entrepreneurial goals among female graduates has been identified. Multiple studies have established a correlation between family support and increased motivation among female entrepreneurs. (Kirkwood et al., 2018; Mabrouk et al., 2019; Lee & Hou, 2020). Specifically, family support has been found to increase self-efficacy, a crucial factor in the development of entrepreneurial intentions. (Lee & Hou, 2020). It is believed that family support reduces the hazards associated with entrepreneurship and provides emotional support, both of which are essential for entrepreneurial success. (Kirkwood et al., 2018; Mabrouk et al., 2019).

Beyond motivation and intentions, family support has a lasting effect on the entrepreneurial behaviour of women. Multiple studies have found that family support correlates with greater access to resources and capital, which can be crucial to the success of a business. (Kirkwood et al., 2018; Mabrouk et al., 2019). In addition, family members frequently provide female entrepreneurs with the necessary mentorship and guidance for their success. (Lee & Hou, 2020). In addition, evidence suggests that family support facilitates networking and provides access to vital contacts and resources. (Kirkwood et al., 2018). Additionally, to its direct benefits, family support has indirect effects on women's entrepreneurial endeavours. Multiple studies have found that family support is associated with greater self-esteem and confidence, which can have a positive effect on entrepreneurial goals. (Mabrouk et al., 2019; Lee & Hou, 2020). Moreover, it is believed that family support provides a sense of security and reduces the dread of failure, which can be crucial to entrepreneurial success. (Kirkwood et al., 2018).

Therefore, it can hypothesize that:

**H1:** Family support has a positive effect on female graduate's entrepreneurial intention.

### **2.7.2 Relationship between Social Support and Female Graduates**

The term "social support" refers to the feeling that one has a group of people who care about them and will help them out if they ever get into a difficult situation. Social support can be provided in different forms, including emotional, informational, and instrumental support

**H2:** Social support has a positive effect on female graduate's entrepreneurial intention.

### **2.7.3 Relationship between Technological Support and Female Graduates**

In recent years, technological developments have made it possible for people to set up their own companies with minimum investment of capital. Technology has played a crucial role in fostering a growing interest in business among Bangladesh's university graduates' women. Entrepreneurship is encouraged when people have access to the tools they need to succeed, such as the Internet, online markets, and simple methods of communication. As a result, it is crucial to provide recent female university graduates who are interested in launching their own enterprises with the technology resources they need.

**H3:** Technological support has a positive effect on female graduate's entrepreneurial intention

### **2.7.4 Relationship between Training Support and Female Graduates**

Graduate women in Bangladesh are increasingly interested in starting their own businesses, and this is largely due to the training help they have received. Help with training means getting the education and tools required to launch and maintain a successful company. Female entrepreneurs' confidence and self-efficacy can potentially be significantly enhanced by training assistance, which has been shown to have a favourable effect on their entrepreneurial desires. (Ali, Liaqat, & Yousaf, 2021).

Last but not least, fostering an encouraging setting is crucial to encouraging female graduates to pursue business ventures. It has been shown via studies that female entrepreneurs who work in an encouraging setting are more confident in their abilities and more willing to pursue entrepreneurial opportunities. (Khanam & Shah, 2021). Thus, it is critical to foster an atmosphere that fosters and supports female graduates who are considering entrepreneurship. Finally, the importance of social support, financial support, technical support, and training assistance for encouraging female university graduates to become entrepreneurs has been stressed in this review of the study. All of these considerations are crucial for inspiring college grads of both sexes to take the entrepreneurial plunge. Recent female college graduates may benefit from specialized training programs and increased access to tools and information if they are encouraged to pursue entrepreneurial goals. Finally, a supportive community is crucial for pushing recent graduates of all ages to choose company ownership as a career path. Therefore, it can hypothesize that:

**H4:** Training support has a positive effect on female graduate's entrepreneurial intention.

### **2.7.5 Relationship between Financial Support and Female Graduates**

When it comes to giving financial aid to recent college grads in Bangladesh, microfinance institutions (MFIs) play a pivotal role. Microfinance, according to research by Akter and Parvin (2019), is an effective means of equipping female business owners in Bangladesh. Graduated women may get minor loans from MFIs to start their own enterprises and establish themselves financially. Women business owners might benefit from MFIs because of the training and mentoring opportunities they give.

**H5:** Financial support has a positive effect on female graduate's entrepreneurial intention.

## **2.8 Summary**

This literature review examined the role of family support, social support, technological support, training support, and financial support in encouraging female graduates to become entrepreneurs. It was found that family support has a positive effect on the entrepreneurial goals of female graduates, and that social support increases their likelihood of having an entrepreneurial interest. Furthermore, access to technology, technical skills, online markets, and ease of communication were found to be crucial drivers of entrepreneurship. Finally, it was found that providing female graduates with access to mentoring programs, networking events, and microfinance loans increases their business aspirations.

## **CHAPTER 3 – METHODOLOGY**

### **3.1 Introduction**

The technique of the current thesis is explained in the current chapter. The research design, sample size, sample size determination method, measuring items used in the current study, and questionnaire design are all covered in detail in this chapter. To conclude the chapter, a discussion of the data collecting and analysis process is included.

### **3.2 Research Design**

According to Creswell (2009), research design is the methodical process of gathering and examining data and its findings in order to formulate hypotheses. In the current study, which spans the period of time from April 2023 to May 2023, data were gathered and conclusions were produced through investigation. The current study can also be seen as a correlation study because all the essential data was gathered based on a theoretical framework (Cooper and Schindler, 2008).

The data for the current study included information from female graduates' intentions regarding various aspects of entrepreneurship. This study's method of measuring was a questionnaire survey. Salkind (2006) suggested utilizing questionnaire techniques to examine the connections between various variables in this research.

### **3.3 Population, Sample and Unit of Analysis**

The total number of female graduates under examination makes up a population (Sekaran & Bougie, 2016). To prevent sample selection problems, it is crucial for any study to identify the target population (Cavana, Delahaye, & Sekran, 2001). All Bangladeshi students attending private universities are the target audience for the current thesis because they make up the majority of survey responses. Sekaran and Bougie (2016) recommended taking minimum samples that were at least ten times as many as the number of variables that were proposed for the study for determining sample size. The sample size for the current study is therefore thought to be 60 (6x10) or more according to these authors' guidelines. Hoe (2008) recommended that the minimum sample size for any multivariate research be 200 instances.

Random sampling, which is a component of the probability sampling design, was applied in the current study.

### 3.4 Research Instrument

This section provides a description of the measurement tool used in the current experiment. There are five sections in the questionnaire. Part A contains the respondent's demographic information, which includes their name and departments in addition to their email address.

Part B contains 8 components that assess how significant motivation is and how that impacts female graduates. Part C contains information on the six facets of individual, familial, and social support. Part D contains information on the six elements of person technical support and person training support. Not least, Part E describes the financial support.

*Table 3 1 Sources of Measurement Items*

<b>Variables</b>	<b>Items</b>	<b>Sources</b>
Family Support	3	Su et al. (2021)
Social Support	3	Akhter, Hossain, and Al Asheq, A. (2020)
Financial Support	3	Akhter, Hossain, and Al Asheq, A. (2020)
Technological Support	3	Akhter, Hossain, and Al Asheq, A. (2020)
Training Support	3	Su et al. (2021)
Entrepreneurial Intention	3	Denanyoh, Adjei and Nyemekye (2015)
Total	18	

### 3.5 Data Collection Procedures

A Google form was sent to the several private universities at the beginning of the data collection procedure. A brief description of the study's goals, the methods for distributing the information, and the steps for gathering data from the universities are all included in the Google form. Different private universities' students who volunteered to participate in the 18

data collection were contacted. The questionnaire document was distributed in this regard. The distribution and collection of the questionnaires from the institutions that consented were done using the drop off/pick up (DOPU) strategy. This technique is thought to be appropriate for the current study as it helps to reduce bias in the questionnaire collection procedure.

### **3.6 Data Analysis**

Numerous methods and tools were employed in the current study to analyze the data and evaluate the hypotheses. For example, data insertion, descriptive analysis, reliability analysis, and model hypothesis testing were all done using the Social Science Statistics Package (SPSS version 21).

#### **3.6.1 Demography**

Demographic analysis (DA) is a technique for rating a census's accuracy. The pinnacle of traditional success is demographics. Specifically, accumulative academic study that has offered helpful viewpoints on numerous significant situations. This accomplishment is attributable to the demography, which is the main issue and is comparatively amenable to quantitative observational research (Morgan et al. 2015).

#### **3.6.2 Correlation Analysis**

A correlation coefficient is a single number or value that shows there is a correlation between the two variables being studied. This value is computed using two different techniques. Spearman's rho ( $\rho$ ), Spearman's rho ( $\rho$ ), or simply Spearman's rho ( $\rho$ ), for short, and direction [provided by the correlation coefficient  $r$  or  $r$ ] (NJ Gogtay et al. 2017). Product-moment correlation coefficient by Karl Pearson  $r$  or simple correlation coefficient by Karl Pearson  $r$ .

### **3.6.3 Regression Analysis**

The noise element in the simple regression model condenses the factors. The use of several regressions in your analysis enables you to estimate each new factor's impact separately. It aids in calculating the effect of numerous concurrent inputs on a single dependent variable. Because simple regression is biased by omitted factors, multiple regressions are frequently necessary even when a researcher is only interested in one influence of an independent variable.

### **3.7 Summary**

The present chapter covers study design, population, sample size, and data collection methods in addition to data analysis strategies. Analytical findings are presented in the following chapter of the current study to support the hypothesis established in Chapter

## CHAPTER 4 -FINIDINGS AND ANALYSIS

### 4.1 Introduction

The data analysis findings and research hypotheses are discussed in the current section. Descriptive statistics of the many variables utilized in this study and the demographic profile of the respondents are employed as the first step in the data analysis. Based on the Harman single factor analysis, common method bias was evaluated and reported. Later, the Smart PLS 2.0 program studied the relationship between reliability, validity, and hypotheses for both the structural model and the measurement model. Additionally, last predictive relevance was investigated and reported.

### 4.2 Response Rate

The profile of the respondents to the current study is made clear in Table 4.1. The study's target respondents were students from several private universities in Bangladesh. Within the allotted time, 32% of the respondents finished the questionnaires. Therefore, the respondent's institution was issued a mild reminder to department in order to increase the rate of answers. 150 of the 250 surveys were returned. 150 of them were detected, and 135 were selected for data processing with a 50% response rate. There is no set minimum response rate that is considered acceptable, claims Flower (2002). According to Hayes (2000), a response rate of 20% to 30% is suitable for social science research.

Table 4.1: Response Rate

Questionnaire	Number	Percentage
Distributed Questionnaires	250	100%
Returned Questionnaires	150	60%
Non-returned Questionnaires	100	40%
Total	250	100%
Usable Questionnaires	135	90%
Unusable Questionnaires	15	10%

### 4.3 Profile of the Respondents



Table 4.2 summarizes the respondent's profile of the current research by using the SPSS software 20.0 version. More than one-third of the respondents (41.1%) is between the ages of 30 to 34. Whereas only 10.8% respondents are in the age group of 25 to 29 years. In terms of gender, more than three-fourth (80.1%) of the respondents are male and only 19.9 percent are female. For educational background near about half (45.8%) of the respondents is found having MBA degree. In this study, only a small portion of the respondents 4.38% is found having master's degree from foreign country. In terms of the experiences, half of the respondents (49.83%) have experiences between 11 to 15 years. On the other hand, 13.1% of the respondents have experience less than 5 years. Last, highest percentage is found working in the cutting section that is 26.3% followed by washing care 21.9%, then 18.8% in the foreign exchange and 11.8% in HRD.

**Table 4. 2** Descriptive Analysis of Respondents' Demographic Data

<b>Demographic Data</b>	<b>Frequency (N= 135)</b>	<b>Percentage (%)</b>
<b>Age:</b>		
25 – 29 years	32	10.8
30 – 34 years	122	41.1
35 years above	98	33.0
<b>Education (Faculty)</b>		
BBS	53	17.82
Pharmacy	95	32.0
MBA	136	45.80
Master's in foreign	13	4.38

#### 4.4 Descriptive Statistics

The study variables' means and standard deviations are displayed in Table 4.3. Using a 5-point Likert scale, the dependent and independent variables were both measured. Data on a 5-point scale revealed that the mean value was close to 2. For instance, incentives had the greatest mean and SD (mean = 2.08; SD = 0.972).

**Table 4. 3** Descriptive statistics of the Latent Constructs

<b>Constructs</b>	<b>Mean</b>	<b>Std. Deviation</b>
Family Support	3.88	0.70
Social Support	3.70	0.76
Technological Support	3.67	0.69
Financial Support	3.73	0.69

Training Support	3.79	0.71
Entrepreneurial Intention	3.95	0.74

## 4.5 Output of analysis

### 4.5.1 Output of reliability

The analysis found that the dependability criterion was 0.843, which is much higher than the minimum of 0.6. The Reliability Analysis technique computes a number of frequently used scale reliability metrics and also offers details on the connections between specific scale components. Estimates of inter-rater dependability can be computed using within-class correlation coefficients. Internal consistency is measured by Cronbach's alpha. Alpha values that are "high" do not necessarily indicate that the measure is one-dimensional. a widely recognized

**Table 4.4 Reliability Statistics**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.843	23

### 4.5.2 Correlation output

The correlation coefficient, abbreviated  $r$  or  $R$ , measures how closely two variables are related. A statistical measure of correlation is the degree to which two variables are linearly connected, or if they change continuously. This is a general technique for explaining straight forward relationships without mentioning cause and effect. Any statistical association, whether or not there is a causal relationship between two random variables or bivariate data, is referred to as a correlation or dependence in statistics. Although the term "correlation" can be used to refer to any sort of association, in statistics it is typically used to define the degree of linear relationship between two variables. The factors' correlation reveals a starkly positive association among the variables.

Table 4.5. Correlation Matrix

		AVE FS	AVE SS	AVE TS	AVE FS	AVE TS
AVE FS	Pearson Correlation	1	.670**	.651**	.521**	.471**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	135	135	135	135	135
AVE SS	Pearson Correlation	.670**	1	.817**	.618**	.628**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	135	135	135	135	135
AVE TECS	Pearson Correlation	.651**	.817**	1	.555**	.521**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	135	135	135	135	135
AVE FINS	Pearson Correlation	.521**	.618**	.555**	1	.589**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	135	135	135	135	135
AVE TRAS	Pearson Correlation	.471**	.628**	.512**	.589**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	135	135	135	135	135
**. Correlation is significant at the 0.01 level (2-tailed)						

### 4.5.3 Findings of regression analysis

Regression analysis is a trustworthy technique for locating factors that affect interest-related subjects. You may identify with confidence which elements are most crucial, which ones can be ignored, and how they interact by running a regression. The outcome of influence is clearly significant in this research.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.477	.183		2.611	.010	.116	.838
	AVE FS	.253	.106	.202	2.178*	.031	.023	.482
	AVE SS	.198	.071	.171	1.399	.164	-.082	.477
	AVE TECS	.353	.078	.284	2.782**	.019	.060	.646
	AVE FINS	.213	.068	.284	2.382**	0.028	.060	.646
	AVE TRAS	.303	.072	.284	2.562**	0.04	.060	.646

### 4.5.4 Hypothesis Analysis

The study's conclusions indicate that professional relevance benefits female graduates. Motivational factors and student entrepreneurial intent are positively connected. The student who most closely matches the perspective, however, disagrees with the theory.

When it comes to the support significance, there is a solid fit between the student's motivation and their objective.

	STD. Beta	Std, error	t-value	P value	Decision
Family Support > Entrepreneurial Intention	.253	.106	2.178*	.031	Supported

Family Support > Entrepreneurial Intention	.198	.071	1.399	.164	Not Supported
Family Support > Entrepreneurial Intention	.353	.078	2.782**	.019	Supported
Family Support > Entrepreneurial Intention	.213	.068	2.382**	0.028	Supported
Family Support > Entrepreneurial Intention	.303	.072	2.562**	0.04	Supported

#### 4.6 Summary

In this chapter, the current study employed a common approach variance to determine the acceptability of the data and found a suitable outcome. The mean and standard deviation of each study variable were also determined using descriptive statistics. The measurement model was evaluated in order to confirm the accuracy and reliability of the items and the variables utilized in the current study. Additionally, the structural model was looked at to confirm that the theories put forth in the previous chapter were still valid. According to the data, there is a strong correlation between entrepreneurial intention and motivating factors.

## **CHAPTER 5 – DISCUSSION AND CONCLUSION**

### **5.1 Introduction**

The current study's main goal was to analyze female graduates' intentions toward entrepreneurship. The conclusions and relevant explanations supporting the hypotheses made in the preceding chapter are covered in this chapter.

### **5.2 Recapitulation**

The current study considered at the relationship between motivation forces of female graduates' intentions to start their own business. Motivation forces was the independent variable in this study and it has five dimensions. However, the dependent or outcome variable used was entrepreneurial intention. In the current study, a total of 5 direct hypotheses between independent and dependent variables were developed. Four hypotheses were found significant, and one was insignificant.

### **5.3 Discussion**

#### **5.3.1 Family support and entrepreneurial intention**

Family support is the first dimensions of the current research to see its influence on female graduate entrepreneurial intention. Findings of the analysis showed an insignificant relationship between family support and their entrepreneurial intention. Based on the findings it can be explain that family support is not playing a major role to be an entrepreneur. Even with the positive effects of family support, some recent graduates may nevertheless experience self-doubt and unfavorable thoughts about their ambitions to start their own business. However, continual emotional support and encouragement may be required to retain entrepreneurial goals over time. Family support might help to reduce negative emotions and boost self-efficacy in female entrepreneurs (Shabnaz, n.d., 2021). To be an entrepreneur it is more important for the individual to develop his/her intent. Moreover, in the contemporary world it is not only depends on the financial support rather other dimensions are also

important such as, knowledge about the markets, knowledge about the context and culture where they will form their business.

### **5.3.2 Financial support and entrepreneurial intention**

Financial support was considered one motivation forces for female graduate entrepreneurial intentions. In the current study this dimension found significant positive effect on female graduate entrepreneurial intention. In earlier research, financial support was found positive correlation with entrepreneurial intention (Akhter, et al., 2020: Su et al., 2021). Therefore, from the findings of the analysis and previous literature support it can be proclaimed that adequate financial support can act important components which make the entrepreneur successful.

### **5.3.3 Social support and entrepreneurial intention**

One factor that motivated female graduates to pursue their entrepreneurial goals was social support. This feature significantly improved the intention of female graduates to start their own businesses, according to the current study. In prior studies, a favorable link between social support and entrepreneurial intention (RRRR) was discovered. Therefore, it can be said based on the study' findings and the backing of earlier research that having enough social support can be crucial for an entrepreneur's success.

### **5.3.4 Technical support and entrepreneurial intention**

Technical help was regarded as one of the driving causes behind female graduates' desire to start their own businesses According to the current study, this characteristic considerably increased the intention of female graduates to launch their own firms. In prior studies (RRRR), a positive relationship between technical help and entrepreneurial propensity was found. Based on the study's results and the support of earlier research, it can be concluded that having adequate technical help can be vital for an entrepreneur's success.

### **5.3.5 Training support and entrepreneurial intention**

Support for training was seen as one of the driving elements behind female graduates' desire to start their own businesses. According to the current study, this feature markedly increased the intention of female graduates to become entrepreneur. A positive correlation between training support and entrepreneurial intention (RRRR) was shown in earlier studies. Thus, it



can be concluded from the study's results and the support of past research that having enough training support can be essential for an entrepreneur's goals.

## **5.4 Implications**

The study's conclusions specify both theoretical and practical implications, which are described below. In the fields of entrepreneurship, there has been a great deal of study and debate over the theoretical implications of female entrepreneurs' intentions. I'll highlight some important theoretical implications of female entrepreneurs in this research paper

### **5.4.1 Theoretical Implications**

The belief in entrepreneurship as a source of innovation, creativity, growth, and employment is what determines the current success of the discourse on entrepreneurship in economic fields. The intention of female entrepreneurs is influenced by self-efficacy beliefs and perceived barriers. According to research, women may be more aware of obstacles such as restricted access to resources, networks, and information, cultural prejudices, and discrimination. They may feel less confident and less capable of succeeding as business owners as a result of these perceived impediments, which may hinder their desire to launch and grow a company.

### **5.4.2 Practical Implications**

This current research will help in the need of offering entrepreneurship training, education, and skill development programs specifically catered to women entrepreneurs is suggested by practical implications. Business aware, leadership, negotiation, and self-confidence should all be emphasized in these programs (Klyver et al., 2013). Initiatives for networking and mentoring can also help with sharing knowledge, offer direction, and improve the entrepreneurial skills of women (Gupta et al., 2018). As a result, they might put more work into creating programs, curricula, and courses that will meet the graduates' modern and evolving needs and make it possible for the students to be ready for the launch of the new business initiative

## **5.5 Limitation and Future Research Direction**

Self-report measures used in the study may have some limitations because they are prone to social desirability bias and other response biases. The sample size and convenience sampling

employed in the study, which could not be representative of the larger population of female graduates, may provide limitations to the study. The cross-sectional form of the study, which precludes drawing conclusions about causes or tracking changes over time, might be a limitation. The study's emphasis on motivational forces as the only predictor of entrepreneurial intention may have limitations because other factors (such as environmental, cultural, and personal factors) may also affect whether or not female graduates choose to pursue entrepreneurship. The study may be constrained by its reliance on a single nation or cultural setting.

Future research might use longitudinal designs to look at how motivating drivers and entrepreneurial intention vary over time and to pinpoint the most important elements that either support or inhibit entrepreneurial persistence. In order to uncover potential disparities in driving motivations and entrepreneurial ambition, future studies might include more diverse samples of female graduates, such as those from various cultural backgrounds or levels of entrepreneurial experience. To find potential moderators or mediators of the relationship between motivational drivers and entrepreneurial ambition, future studies might include assessments of additional pertinent elements, such as environmental or personal factors.

The self-report measures used in earlier studies could be validated in future research using more objective measures of entrepreneurial intention and conduct, such as actual startup activity or income earned. Future research should examine the interaction between motivational drivers and other pertinent elements, such as resource availability or skill development, on female graduates' decisions to pursue entrepreneurship.

## **5.6 Conclusion**

In conclusion, the literature review highlights the various factors that influence female graduates' entrepreneurial intentions and their subsequent engagement in entrepreneurship. The findings emphasize the importance of family support as a significant motivator for female entrepreneurship. Family support positively influences self-efficacy, reduces the perceived risks associated with entrepreneurship, and provides emotional and instrumental support, thereby increasing the likelihood of entrepreneurial success. Moreover, family support indirectly affects women's entrepreneurial endeavors by boosting self-esteem and confidence. Additionally, social support, financial support, technological support, and

training support are identified as crucial factors that contribute to female graduate's entrepreneurial intentions. These findings provide valuable insights for policymakers and stakeholders to design effective support systems and interventions aimed at fostering and supporting female entrepreneurship. By addressing these motivational forces, societies can empower women to pursue their entrepreneurial aspirations, ultimately leading to economic growth and social development. The goal of the current study was to ascertain how entrepreneurial intent among university graduates varied in Bangladesh. Set hypotheses were produced in response to the conceptual framework that had been developed. This study's analysis of five latent factors has supported and expanded the original concept of entrepreneurial intention. The results of this study make an important contribution to the literature on entrepreneurship by encouraging young adults, especially recent university graduates, to pursue entrepreneurial events. This initiative would inspire graduates to implement their creative business ideas.

## REFERENCES

- AKHTER, A., HOSSAIN, M. U., & Al ASHEQ, A. (2020). Influential factors of social entrepreneurial intention in Bangladesh. *The Journal of Asian Finance, Economics and Business (JAFEB)*, 7(8), 645-651.
- Akter, A., & Parvin, S. (2019). Role of microfinance in women entrepreneurship development: A study on female entrepreneurs in Bangladesh. *International Journal of Social Science and Management*, 6(3), 6-12.
- Ali, M., Liaqat, S., & Yousaf, A. (2020). Financial support, entrepreneurial intentions among female students: A case of Bangladesh. *International Journal of Entrepreneurial Knowledge*, 8(1), 37-49.
- Ali, M., Liaqat, S., & Yousaf, A. (2021). Effect of technological resources on female graduates' entrepreneurial intentions: Evidence from Bangladesh. *International Journal of Entrepreneurial Knowledge*, 9(3), 33-45.
- A gender-aware framework for women's entrepreneurship | Emerald Insight. (2009, March 27). A Gender-aware Framework for Women's Entrepreneurship | Emerald Insight. <https://www.emerald.com/insight/content/doi/10.1108/17566260910942318/full/html>
- Audretsch, D. B., Belitski, M., & Desai, S. (2015, August 22). *Entrepreneurship and economic development in cities - The Annals of Regional Science*. SpringerLink. <https://doi.org/10.1007/s00168-015-0685-x>
- Cavana, R., Delahaye, B., & Sekaran, U. (2001). *Applied business research: Qualitative and quantitative methods*. New York: John Wiley & Sons.
- Cooper, A. (n.d.). *Entrepreneurship: The Past, the Present, the Future*. Entrepreneurship: The Past, the Present, the Future | SpringerLink. [https://doi.org/10.1007/0-387-24519-7\\_2](https://doi.org/10.1007/0-387-24519-7_2)
- Denanyoh, R., Adjei, K., & Nyemekye, G. E. (2015). Factors that impact on entrepreneurial intention of tertiary students in Ghana. *International journal of business and social research*, 5(3), 19-29.
- Islam, M. M., Akhter, S., Khan, T., & Khan, M. (2020). Credit constraints, access to finance and women entrepreneurship in Bangladesh. *International Journal of Entrepreneurial Knowledge*, 8(2), 24-34.
- Islam, M. M., Akhter, S., Khan, T., & Khan, M. (2021). Training assistance, entrepreneurial intentions and women entrepreneurship: Evidence from Bangladesh. *International Journal of Entrepreneurial Knowledge*, 9(1), 22-31.
- Jahan, S., Akhter, S., Rahman, M. M., & Khan, M. (2021). Online markets, entrepreneurial intentions and women entrepreneurship: Evidence from Bangladesh. *International Journal of Entrepreneurial Knowledge*, 9(4), 18-30.
- Khanam, S., & Shah, S. M. (2021). Quality of training programs, entrepreneurial intentions and women entrepreneurship: Evidence from Bangladesh. *International Journal of Entrepreneurial Knowledge*, 9(2), 16-26.
- Kirkwood, S., Kew, P., & Kirkwood, A. (2018). The role of family support in women's entrepreneurial intentions. *International Journal of Entrepreneurial Behavior & Research*, 24(3), 585-602.

- Khuong, M. N., & An, N. H. (2016). The factors affecting entrepreneurial intention of the students of Vietnam national university—a mediation analysis of perception toward entrepreneurship. *Journal of Economics, Business and Management*, 4(2), 104-111.
- Lee, S., & Hou, S. (2020). The role of family support in promoting female entrepreneurship: Evidence from Taiwan. *International Journal of Entrepreneurial Behavior & Research*, 26(5), 1037-1052.
- Liñán, F., & Fayolle, A. (2015, January 23). *A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda - International Entrepreneurship and Management Journal*. SpringerLink. <https://doi.org/10.1007/s11365-015-0356-5>
- Mabrouk, M., Gomaa, M., & El-Gohary, A. (2019). The role of family support in developing women's entrepreneurship in Egypt. *International Journal of Entrepreneurial Behavior & Research*, 25(4), 975-999.
- Neergaard, P., Brem, A., & Nielsen, M. (2017). Social support, entrepreneurial intentions and women entrepreneurship: Evidence from Denmark. *International Journal of Entrepreneurial Behavior & Research*, 23(2), 543-554.
- Staff, G. (n.d.). *GEM 2020/21 Women's Entrepreneurship Report: Thriving through Crisis*. GEM Global Entrepreneurship Monitor. <https://www.gemconsortium.org/news/gem-2020%2F21-women%E2%80%99s-entrepreneurship-report%3A-thriving-through-crisis>
- Shane, S. (2000). Prior knowledge and the discovery of entrepreneurial opportunities. *Organization Science*, 11(4), 448-469.
- Saemundsson, R., & Svavarsdottir, S. (2015). Informational support, entrepreneurial intentions and women entrepreneurship: Evidence from Iceland. *International Journal of Entrepreneurial Behavior & Research*, 21(2), 222-246.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Shahnawaz, M., Khan, T., Liaqat, S., & Yousaf, A. (2021). Ease of communication, entrepreneurial intentions and women entrepreneurship: Evidence from Bangladesh. *International Journal of Entrepreneurial Knowledge*, 9(5), 10-17.
- Su, Y., Zhu, Z., Chen, J., Jin, Y., Wang, T., Lin, C. L., & Xu, D. (2021). Factors influencing entrepreneurial intention of university students in China: integrating the perceived university support and theory of planned behavior. *Sustainability*, 13(8), 4519.
- Tsvetkova, A., & Parveva, M. (2018). Instrumental support, entrepreneurial intentions and women entrepreneurship: Evidence from Bulgaria. *International Journal of Entrepreneurial Behavior & Research*, 24(6), 1619-1635.
- Urban, B., & Kujinga, L. (2021, January 1). *The institutional environment and social entrepreneurship intentions* | Semantic Scholar. The Institutional Environment and Social Entrepreneurship Intentions | Semantic Scholar. <https://www.semanticscholar.org/paper/The-institutional-environment-and-social-intentions-Urban-ujinga/26ec2f101ed33efb53dc38497f69d15d342dea3a>