NAEM JOURNAL
ISSN 1997-4248, eISSN 2959-4561
Volume 18 Issue 01
Serial 35
https://Doi.org/10.59629/NAEM 20213202.1601

Entrepreneurial intention and potentiality of the students in grades xi and xii: background and required steps

Kazi Md. Rukan Uddin[1]
Mir Masud Rana[2]
Saidur Rahman[3]
Md. Mahmudul Hassan[4]
Md. Sharif Hossain[5]
Mashud Al Mamun[6]
Zannatul Maowa[7]

Abstract

Research on entrepreneurial intention among secondary school students has become more important for the past two decades. The government of Bangladesh considered entrepreneurship as an important career option and source of national prosperity. This paper reports a small research study on entrepreneurial intention and competencies of the students of grade xi and xii in two selected government colleges. The study intended to explore the background context of the colleges in relation to entrepreneurship and teachers' views about what could be the required steps for promoting entrepreneurial intentions based on the Theory of Planned Behavior. The findings indicated that although very few participants want to be an entrepreneur, they have 73.70% strong and 15.80% highly strong level of competencies. Interestingly those who don't want to be an entrepreneur, if they get financial, legal, social & administrative support from the government, they also have a strong intention to be an entrepreneur. It is explored that reasons behind some of the negative attitudes include a lack of social status, lack of adequate funding, uncertainty, lack of courage, lack of legal, social & administrative support and inadequate government support are main hindrances to be an entrepreneur. Ways to resolve these challenges over time are discussed and include i) developed teachers' agency, ii) ensuring social status, iii) motivational seminars, iv) training initiative & v) support from BANK and NGO. Also it is observed that there is no significant difference on the level of entrepreneurial intentions between male and female students.

[1] Assistant Professor (Marketing) and Research Officer, National Curriculum and Textbook Board, Bangladesh, Mobile No-01815580330, Email-rukantz16@yahoo.com
[2] Lecturer, Dept. of Management, Rangpur Govt. College, Rangpur. Mobile No-01739014849, Email-masudmgt.rana@gmail.com
[3] Assistant Professor, Dept. of Marketing, Dhaka Udyan Govt. College, Dhaka. Mobile No-01721726396, Email- saeedkhan15645@yahoo.com
[4] Assistant Professor, Dept. of Management, Tongi Govt. College, Gazipur, Dhaka. Mobile No-, Email- tanvirragtru@gmail.com
[5] Assistant Professor, Dept. of Accounting, Ghior Govt. College, Ghior, Manikganj. Mobile No- 01777011012, Email- md.oyon@yahoo.com
[6] Assistant Professor, Dept. of Management, Gouripur Govt. College, Mymensingh. Mobile No01717944192, Email- shawandu@gmail.com
[7] Assistant Professor, Dept. of Management, Bandarban Govt. Women's College, Bandarban. Mobile No01818605242, Email- mkarimlaw12@gmail.com

Introduction

Developing countries like Bangladesh have been passing through a very difficult time with unemployment problem. About 165.55 million people live here. Its 20% people's age is from 15 to 24 years. According to World Bank, (2019, December), overall unemployment rate is 4.29% in Bangladesh. According to Bangladesh Bureau of Statistics (BBS) (2017, July), the unemployment rate here is 4.37% which is equivalent to America's. According to Latest Labor Force Survey (LFS) by BBS (2019, Neazy), the rate of unemployment among people with tertiary level education has considerably risen up. About 46% of the total unemployed youth are university graduates. Without looking for job, young people have to think about self-employment as a way of being self-employed (nieuwenhuizen & groenewald.2008:128).

Now, all countries throughout the world are thinking that self-employment can be used as tools to eradicate the unemployment problem. Entrepreneurship basically deals with such thinking where human do not think to be a job seeker rather, they will be job giver along with their selfemployment. Henry (2006) stated that entrepreneurial education needs to be started as all students get the message of entrepreneurial opportunities and Wilson (2007) remarked that when students even study in secondary level in this time their entrepreneurial intentions grow and, in such way, it impacts to choose career in future. Entrepreneurial thinking refers to the readiness and expectations to be an entrepreneur. Willingness to become an entrepreneur sometimes depends on the entrepreneurial education that makes students confident, self-reliant, risk taker, potentials finder and, knowledge seeker. Learning about entrepreneurship not only enhance the ontology for an organization but also significantly impact on the eagerness of individual to think entrepreneurship as his career (Luncas,2004 as cited in Akmaliah, 2009). Entrepreneurial intention sometimes affected by some factors such as attitude, family background and peer influence. If there is no entrepreneurial intention, it's impossible to bring it by spending money creating infrastructure or providing technical support. For getting real scenario, it's necessary to study on it.

Since the independence of Bangladesh (1971), it has made positive progress, but still faces many challenges like poverty, high level of inequalities and unemployment. Unemployment is perceived to be directly responsible for the high level of socio-economic problems, such as crime, violence and poverty (Beeka & Rimmington, 2011;146; Barker,2003:3).

A survey was conducted with 76 higher secondary students, from two government colleges as respondents. We have selected these two colleges from Sylhet division. The main purpose of our data collection was to find the students' intention in becoming entrepreneurs. We collected data through questionnaire from the students of both colleges and organized a focus group discussion with teachers of one college because we got enough numbers of participants from different departments. At the same time, we also collected data from local entrepreneurs through semistructured interviews.

This research looks at the thinking and intentions of higher secondary students regarding entrepreneurship as a career. Moreover, not much research has been done to explore entrepreneurial intentions of higher secondary level student in Bangladesh. Thus, this research could make a significant contribution to bring change in policy and practice of entrepreneurial education in Bangladesh.

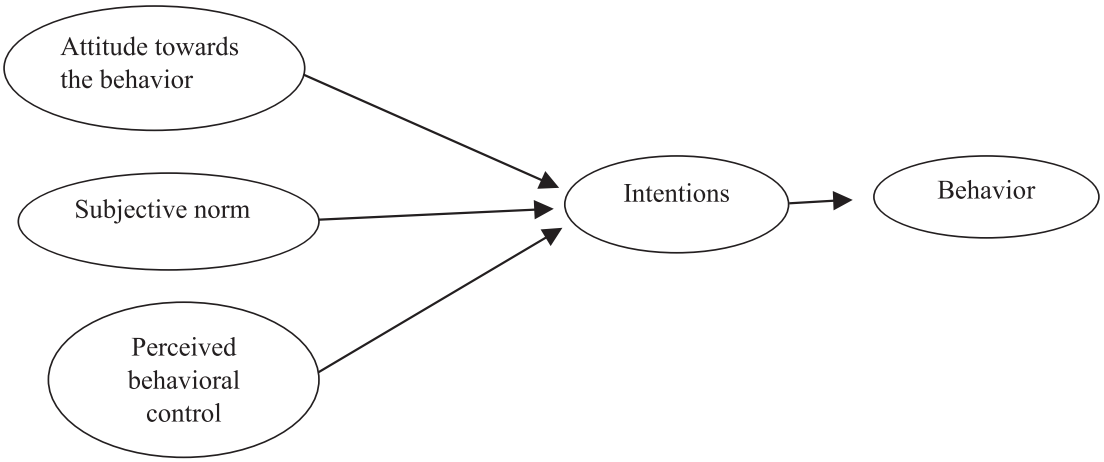
Entrepreneurial Intention:

Entrepreneurial intention has emerged as a foremost construct within the entrepreneurship literature over the last few decades (Drennan, Kennedy, & Renfrow,2005). Sexton and Karsede (1991) said that entrepreneurship education develops student's aspiration as well as readiness for self-employment and he said that the success of entrepreneurship training programs is driven by the learners' belief in the relevance of the program for his or her survival.

Frank (2005) reported that pupils' development orientations were affected by the entrepreneurship orientation of their school.

Entrepreneurial activities in fact do not arise abruptly rather it is derived from the entrepreneurial intention. It can be said that a perception of a person can direct attention and action toward selfemployment apart from institutional career (Souitaris, Zerbinati, & Lahman, 2007). Planned behavior is the base of this study because intention can be assumed from the attitudes and subjective norms that are strongly related to this theory.

Figur-1: Model of theory of Planned Behavior:



Source: Theory of planned behavior model (Ajzen & Fishbein,1980)

The theory indicates that behavior is forecasted by behavioral intention (Ajxen & Fishbein, 1980). This theory "provides useful conceptual framework for dealing with complexities of human behavior" (Ajxen, 1991, P.206). According to Azan (2012), the stronger the intention, the more likely to the action is.

Another important theory on entrepreneurial intention is Shapero's model of Entrepreneurial Event. Where Azen (1991) emphases individual attitudes toward behavior, subjective norms and the perception of behavioral control, Shapero and sokol (1982) gave focus on the perception of desirability, on the propensity to act and on perception of feasibility. There is a Bandura's Social learning theory on self-efficacy. Bandura's theory has made an

effective conceptual framework on entrepreneurial intention. He added who wants to be an entrepreneur need to be aware of his ability to complete his task related to entrepreneurship (Krueger, Reily & carsrud, 2000; Betz & Hackett, 1981).

Various variable are involved in this studies. Those are as follows - Attitude towards selfemployment are the distinction between perception of personal eagerness in becoming selfemployed and employed in other institution (Akmaliah, 2009). Hence much thinking toward selfemployment indicates that the respondent is too passionate toward self-employment than organizational employment (Kolverid, 1996). Subjective norm basically refers to social norm which have social pressure to show or not to show a desired behavior (Ajzen, 1991) in fact it comes from family, friends and environment.

According to Boughan (2006), community support refers to the thinking of a community regarding an individual to start business venture and to cope up with the community's expectation. Entrepreneurial interest refers to the thinking of respondents whether he likes or not to be an entrepreneur (Wang, wong & Lu, 2002) whereas the term self-efficacy defines the thinking of a respondent about his ability to perform a specific job (Jung.2001).Entrepreneurial education acts as the skill that enable persons or individuals to make new things and shows their innovation, at the same time basically it let them concentrate on gaining efficiency to commercialize a business opportunity (Jomes and English, 2004).

Methodology

This section provides a description of the nature of educational research and presents the research design and methodology used in this study. Traditionally, researchers use three approaches for educational research, namely quantitative, qualitative and mixed- method designs. This methodology chapter describes the mixed-method design. By using such a design, the researcher can use the strengths of both approaches and effectively use the data obtained by combining the two approaches. This chapter also describes the data collection procedures, the research procedure, and the method of sampling that was used to select the research participants. The chapter also discusses the survey questionnaire and semi-structured interview and focus group discussions (FGD) which was used to collect quantitative and qualitative data respectively.

Research Design and Data Sources

This research is conducted through mixed method approach. The goal of mixed-method research is not to replace either of these approaches but rather to draw from the strengths and minimize the weakness of both (quantitative and qualitative) in single research studies and across studies. An amalgamation of quantitative and qualitative methodologies is often an excellent choice of method because this approach mixes the rigor and precision of experimental designs and quantitative data with the depth of understanding of qualitative methods and data. Over the past decades, many studies (quantitative, qualitative, and mixed-method) have been undertaken to know the intention to be entrepreneur. Some researchers have tried to measure society views or attitudes by using quantitative methods whereas others tried to

find out required knowledge and skill of entrepreneur by using qualitative methodologies. Moreover, most researchers tried to find out about both student's intention and knowledge & skill within a single, mixed –methodology study. That is why the researcher of this study wants to explore both intention and required knowledge and skill to be entrepreneurs using a Mixed-methodology design.

Design for quantitative part

Quantitative research, according to Creswell (2008), is defined as investigation process that can be used for exploring the trends and explaining the relationship among different variables. A quantitative research approach depends on quantitative data such as survey questionnaires or focuses on testing a hypothesis confirmation (Johnson & Christensen, 2000; Wiersma & Jurs, 2009). Here, the focus of the quantitative research was determining entrepreneurial intentions of the students at grade 11 & 12.

Variables-operational definitions

In our research intention to be an entrepreneur is dependent variable and other variable is independent variable. The intention to be entrepreneur will dependent on other independent variable such as risk taking, independent profession, industrious, communication, leadership, problem facing ability, and inspiration ability. The intention to be an entrepreneur means the eagerness to be self-employed. Risk taking ability means the capacity to take probable loss in future. Independent profession means where the professional can work according to his or her wish or self-control is main thing here. Industrious means the ability to do hard work. Communication skill means the ability to make network among people. Leadership means the action of leading a group of people or an organization. Problem facing ability means the problem-solving skill or the ability to handle difficult or unexpected situations in the workplace as well as complex business challenges. Inspirational ability means the capacity to motivate others.

Population

Population is the entire set of individuals or objects having some common characteristics selected for a research study. A research population are generally a large collection of individuals or objects that is the main focus of a scientific query. This is the reason why researchers rely on sampling techniques. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. Our population was the higher secondary students of two renowned government college of Sylhet districts.

Sample and Sampling

Sample may be defined as representative unit of target population which is to be worked upon by researchers during their study. A sampling technique is the name or other identification of the specific process by which the entities of the sample have been selected.

Sampling is a method that allows researchers to infer information about a population based on results from a subset of the population without having to investigate every individual. In this study the researcher used two common sampling strategies, namely random sampling and purposive sampling. A small number of participants (n=76) was selected for this study from three group (Science, Arts and Business Studies) from two Colleges of Sylhet. The participants were selected on the basis of two criteria: having intention to be entrepreneur and having not intention to be entrepreneur. The researcher went to the Colleges and selected participants with the help of the College teachers. Out of the available students who met the criteria of these two colleges seventy-six (76) participants were selected using random sampling. Although it was intended to balance the male- female ratio, this was not possible as female students were less available than males when the researcher visited the Colleges. The researchers also conducted interview from five entrepreneurs. Moreover, a focus group discussion (FGD) was arranged with eight teachers of one college.

The following table (Table 1) presents the demographic distribution of the participants of this study.

Characteristics of the Participants	**Number of Participants(*n*=76)**
Male	59
Female	17
Academic background	
1. Science	Male= 31, Female=02
2. Humanities	Male= 18, Female=07
3. Business Studies	Male= 10, Female=08

Data collection tools, Instruments

Quantitative data was gathered from the students at grade xi and xii by survey questionnaires on entrepreneurial intentions. Appointment times were scheduled by the researchers by contacting with the principal of the colleges. Before going to the colleges, the researchers received permission to collect data from the National Academy for Educational Management (NAEM), Ministry of Education, Bangladesh. Data collection was organized into some phases.

Firstly, the research team provided information about the purpose of the research to the principals and took informed consent to use their colleges as research setting. Secondly, the researchers organized the student sample in a single classroom. Thirdly, the researchers talked with the student samples and gave them ideas about the research and what should be their role in the research. After that the researchers gave the student sample the information sheets and consent forms. The students gave consent to work as respondents of this research. Fifthly, the student's respondents were asked to fill out the first part of their questionnaire with their demographic information and then mark the specific boxes in the questionnaire according to their preference or choice. The research team was always present to give instructional support to the respondents.

The procedures used to collect data by the questionnaire from the research settings are illustrated below (Figure 1).

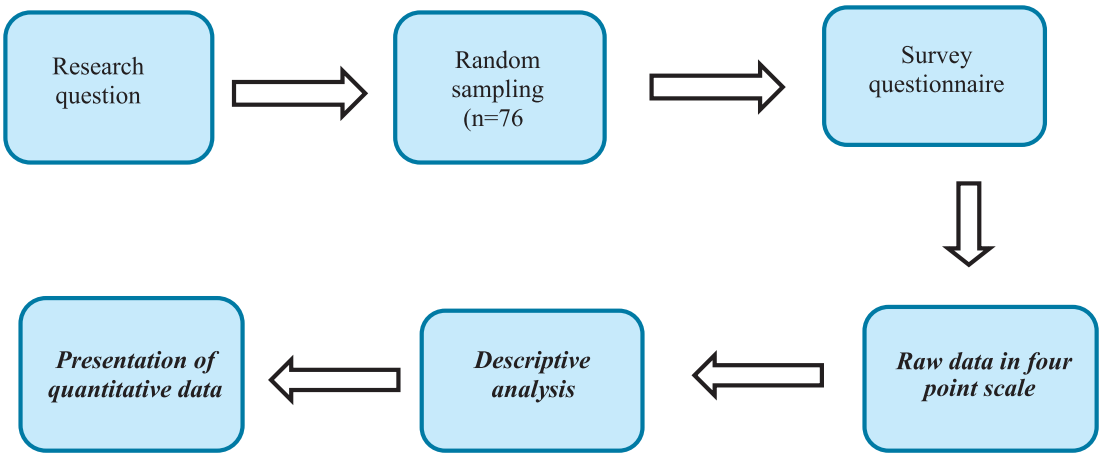


Figure: Quantitative procedure

Design for qualitative part

Qualitative research is an umbrella term for several research strategies (Bogdan & Biklen, 2007). It refers to collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest (Springer, 2010). As the purpose of this study is to understand the Entrepreneurial intentions of the students of grade xi and xii, the teachers view on entrepreneurial education and entrepreneurs' practical experiences, the qualitative approach seems to be appropriate as a part of this mixed-methods research.

Case study

We selected Sylhet district for our case study analysis. From Sylhet district we purposely selected two Government Colleges and some entrepreneur to find answer to the research questions.

Research participants and selections process

We purposely selected our participants for collecting qualitative data for our research. For Focus Group Discussion (FGD) we purposely selected teacher participants from one of the two colleges because we got sufficient numbers of participants who covered all disciplines. For semi-structured interview we purposely selected the entrepreneur participants from small, medium and large businesses. To select entrepreneurs from different types of business we utilized our professional contacts in Sylhet.

Data collection methods and tools

We arranged Focus Group Discussion (FGD) and semi-structured interview for collecting qualitative data for our research. We used open ended questions and audio recorder for collecting our qualitative data from the participants.

Different phases of data collection

The researchers selected the entrepreneur participants purposely for semi-structured interview. The researchers selected four participants (three male and one female) according to their experience, availability, willingness and other factors. The research information sheets were given to the entrepreneurs to get informed consent. Before starting the interview, the entrepreneurs gave written consent to work as participants this research. The researchers interviewed the participants with an interview schedule, which included seven questions relating to their background and necessary steps to be an entrepreneur. Interview sessions ranged from 15-40 minutes. Participants gave their opinion in Bengali because they felt comfortable to express their thoughts and opinions better in their native language. The interviews were recorded by the researchers. In case of focus group discussion (FGD) we captured the teacher's opinion about the present and future possibility of developing entrepreneur and the barriers in the way of development entrepreneur. We observed and recorded their opinion during the FGD.The following figure show the data collection and analysis process of qualitative part:

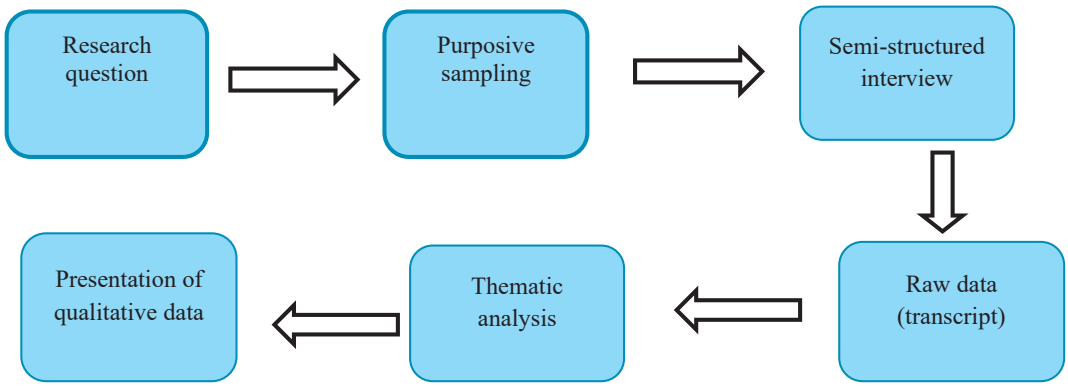


Figure-2: Quantitative

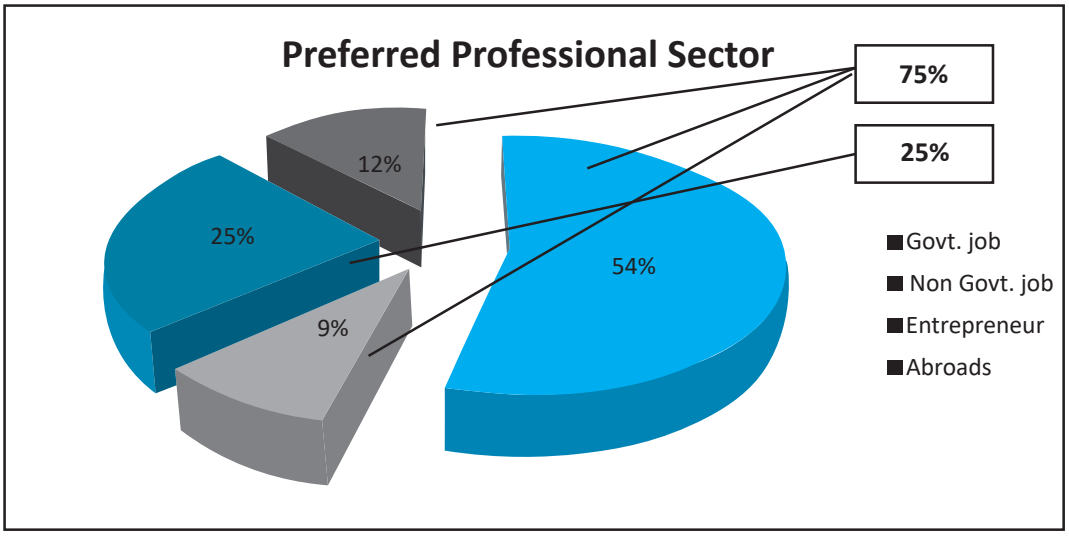
Data and Discussion Chapter

This section presents the findings of this study. The study findings are presented in three sections. In Section One, students' intentions are presented. In second section the data collected from focus group discussion are analyzed. The FGD data are categorized by different themes. The semi-structured interview data are presented in section three and data are categorized by different themes. Finally, the findings of the quantitative and qualitative part are synthesized.

Section one: Findings from survey questionnaire

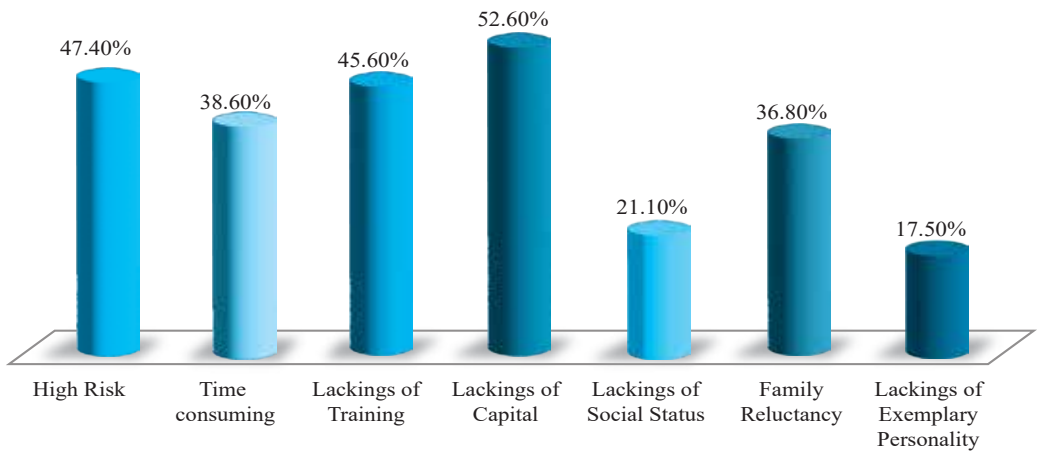
Questionnaire data was coded according to the 4-point scale, with a data range of 14. Questionnaire findings were presented according to item and according to aspect. Item-based information is presented through tables, charts and diagram. The mean score was 28.

Chart 1



To find out the entrepreneurial intention, we conducted a survey. 54% student wants to build their career in Govt. Job. 12% wants to be immigrant. Only 9% student has desire to get any Non-Govt. job. Second highest intention is entrepreneur, which is 25%. It is a matter of concern that more than 50 % students have intention to get Government Job, whereas, only ¼th of the total sample students wants to be self employed. Therefore, the students who do not have entrepreneurial intention are 75%.

Chart 2.1



The 75% students, who don't want to be entrepreneur, mentioned some causes behind their negative intention. Among the causes the highest ranked cause is Lack of Capital which is approximately 52.60%.

The second biggest cause is High Risk which is 38.60%. The lowest ranked cause is lack of exemplary personality, which is only 17.50 %.

Chart 2.2

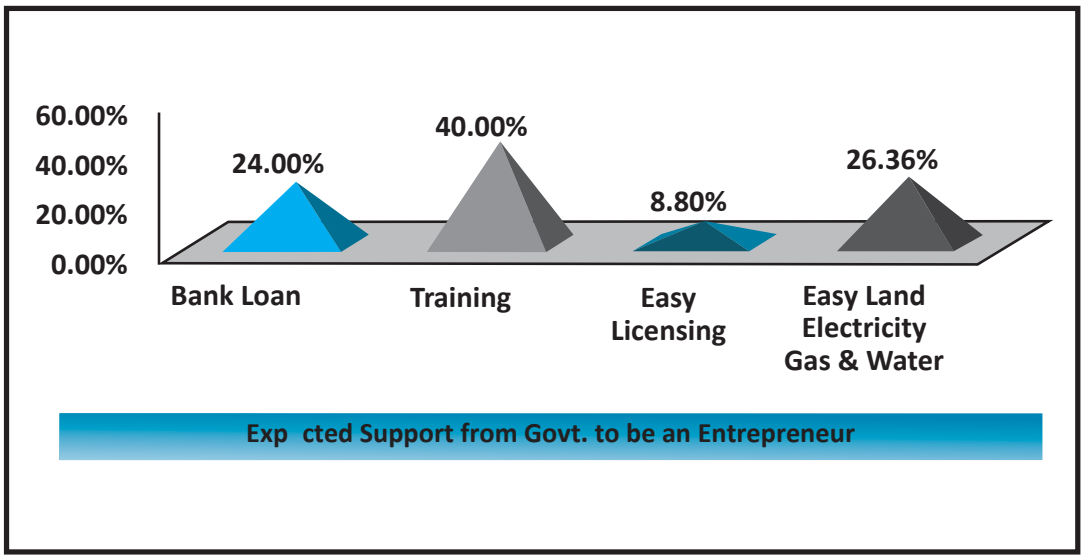


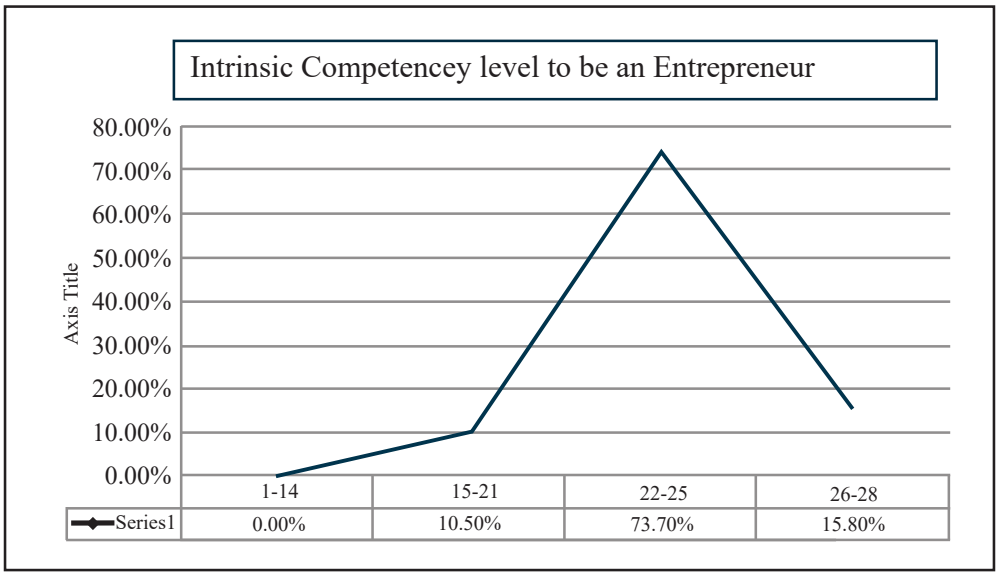
Table 3.1: Intrinsic Competency to be an Entrepreneur

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
Risk Taking	0	5.2	47.4	47.4
Independent Profession	0	0	31.6	68.4
Hardship	5.3	0	42.1	52.6
Communication	0	5.3	52.6	42.1
Leadership	5.3	0	26.3	68.4
Problem Facing Ability	0	10.5	31.6	57.9
Inspiration Ability	0	15.8	36.8	47.4

Score	Competence level	Frequency	Percentage
7-14	Low (1)	0	0.00%
15-21	Moderate (2)	2	10.50%
22-25	Strong (3)	14	73.70%
26-28	Highly Strong (4)	3	15.80%

egarding competency level, there is no low scorer. Strong and highly strong scorer is (73.70+15. 80) %=89.50%. This means, most of the students have the required competency to be an entrepreneur. So, problem is not the competency level to be an entrepreneur, Problem is originating from systemic support mechanism.

Table 3.2: Descriptive Statistics of required Intrinsic Competency



Competency Factors	N	Minimum	Minimum	Mean	Std. Deviation
Risk Taking capacity	19	2	4	3.42	.607
Independent Profession Desire	19	3	4	3.68	.478
Eagerness to take hardship	19	1	4	3.42	.769
Communication Ability	19	2	4	3.37	.597
Leadership Capability	19	1	4	3.58	.769
Problem Confronting capability	19	2	4	3.32	.749
Motivational Capacity	19	2	4	3.47	.697

From this table, it is shown that various factors of student's competency have a very strong mean. That means, students competency level to be an entrepreneur is very high

Table 3.3: T-Test- Intrinsic Competency to be an Entrepreneur based on Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score N	Male	17	3.0000	.50000	.12127
	Female	2	3.5000	.70711	.50000

Independent Sample Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	**Sig. (2tailed)**	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score-N	Equal variances assumed	.697	.415	1.300	17	**.211**	-.50000	.38461	-1.31145	.31145
	Equal variances not assumed			-.972	1.121	**.495**	-.50000	.51450	-5.58570	4.58570

Through Independent T-Test, as null hypothesis, it is assumed that Intrinsic competency to be an entrepreneur is same in both Male and Female. That means, there is no difference between the intrinsic competency of Male and Female. The observed significance in both cases of equal and unequal variances (0.211 & 0.495) is greater than 0.05. Therefore, we can accept null hypothesis. That means, the intrinsic competency to be an entrepreneur is not varied based on Male & Female. Both Mal and Female has the equal competency to be an entrepreneur.

Table-3.3: Gender Preferring Career After Study-Cross tabulation

		Preferring Career After Study				Total
		Govt. Job	Non govt. job	Entrepreneur	Abroad	
Gender	Male	28	7	17	7	59
	Female	13	0	2	2	17
Total		**41**	**7**	**19**	**9**	**76**

Table 3.4: Correlation between Group (Science, Business & Humanities and Career Preference as Entrepreneur

		Group	Preferring Career After Study
Group	**Pearson Correlation**	1	**-.262***
	Sig. (2-tailed)		.022
	N	76	76
Preferring Career After Study	**Pearson Correlation**	**-.262***	1
	Sig. (2-tailed)	.022	
	N	76	76
*. Correlation is significant at the 0.05 level (2-tailed).			

There is general perception that Business background student's entrepreneurial intention is higher than Science and Humanities background student.

To find out the answer, we tried to know, is there any correlation among different group's student entrepreneurial intention. In this test, the null hypothesis is there is no correlation among different group's student entrepreneurial intention. The significance of P value 0.022 is higher than 0.001. Therefore, the null hypothesis is accepted. That means, there is no correlation among different group student's entrepreneurial intention. So, it is not significant to explain the strength of correlation coefficient. As there is no correlation. **So, we can say, Entrepreneurial intention of student is not varied based on Science, Business or Humanities background.**

We have collected our data by using three types of tools and methods. Through quantitative approach we got the following findings:

- Among all respondents about 75% are unwilling to be entrepreneur and rest of the 25% has intention.
- 25% respondents who have intention, their competencies level is above 89%.
- Lack of capital is 52.6% liable of not to be an entrepreneur solely along with some others causes like high risk, time consuming, lack of training and so on.
- To create entrepreneurial intentions 63.2% students prioritized industrial attachment than discussion by teachers at class room, success story telling of entrepreneurs and entrepreneur's biography in text book.
- Respondents of FGD opine to change social outlook.
- To enhance entrepreneurial intentions syllabus and curriculum need to be changed and fruitful assessment system need to be initiated. Analysis and interpretation of Qualitative data

Section two: Findings from Focus Group Discussion

Qualitative data was analyzed using a thematic approach. After getting all the information, we examined FGD records and field notes. As it was a face to face discussion, it was not possible to transcript instantly. Before formal analysis, we translated all interviews from Bengali to English, and read each transcript multiple times in order to check the ideas match between English and Bengali. Formal analysis involved firstly categorizing the data, next coding it on the basis of the categories, and finally identifying themes. The Focus Group Discussion (FGD) was designed to answer the following research question.

- **How can an educational institution boost up entrepreneurial intention to the students?**

Results from FGD are presented in this section by identifying some themes related to entrepreneurial intention and the liability of educational institution. The following is an explanation of the themes and sub-themes predetermined from FGD data:

Students prefer getting jobs after completing educational life

According to the FGD, different respondents provide different opinion but all are converged in a way that most of the students are passionate to get a job. Teachers' responses in the FGD can be expressed using the following sub themes:

Preference to profession with higher economic opportunity: In the FGD the teachers have been asked to respond to the question: what kind of profession can give a student secured earning? Most of the teachers' response on the question was generally the students want to be rich in an easy way or without doing hard work. Teachers also mentioned that generally the students prefer to be a doctor, engineer and BCS cadre officer.

One of the participants Mr. Shuja, assistant professor of chemistry, stated, "From HSC level a student dreams of a profession which has much economic opportunity. Generally, they prefer medical science and engineering, although they have no much awareness about which trade should be chosen in engineering" (FGD, Date: 12-11-2019). Another participants Mr. Joshim Uddin has told that students do not want to face any uncertainty, what they know from their tradition and family, they would like to do so.

Confining role as housewives: One of the female respondents Mrs. Rokya Begum, assistant professor of chemistry, talked about two different thinking that our women belong. She mentioned that a small portion of higher educated women think them as part of main stream society. She also stressed that, in our society, to a larger extent female think that after marriage their wellbeing will be taken care off by their husbands and they confined their role as housewives. Another respondent Mrs. Pinki, assistant professor of history reinforced Mrs. Rokya Begum's points.

Theme 2: Dominance of bookish knowledge is a barrier to be entrepreneur

In relation to understanding what should be the support from the educational institutions for cultivating the students attitude to be a entrepreneur. The teachers invoked with different responses. Mr. Md Golam, lecturer of Bengali told, "There is nothing to learn about entrepreneurship in existing curriculum."(FGD, Date: 12-11-2019). Some participants opined that basically students of higher secondary did not get practical learning. They stressed that, rather the students are heavily infused by bookish knowledge. Mr. Nurul Amin, an assistant profession in chemistry opined that in sciences our students are forced to acquire theoretical knowledge with very little opportunity to test knowledge in laboratory. He also mentioned that for entrepreneurial intention to grow students must be exposed to more pragmatic innovative and practice-oriented learning activities. Mr. Shofiul Khondoker, a professor of English, emphasized,

"Teachers should teach that job is not only an earning source but also there are different other options to earn". (FGD, Date: 12-11-2019).

Theme 3: Necessary program for student's inspiration to be an entrepreneur.

Inducing students toward entrepreneurship, different program is inevitable from educational institution. In this study the participants acknowledged the importance of implementing inspirational program for students. Mr. Md Rakib Uddin, assistant professor, stated,

"Government, education institution and social institution need to work together to on different entrepreneurship program so that students can get inspired" (FGD, Date: 12-11-2019).

Developing teachers' agency

In Higher Secondary level, students have a reactive mind. During the focus group discussion one of the respondents Mr. Shusil Kumar, associate professor of economics said "firstly teachers should ask themselves how they understand entrepreneurship and what could be their possible role to inspire students. After that we teachers can start thinking how we can inspire the students about the possibility of entrepreneurship" (FGD, Date: 12-11-2019).

Co-ordinated support system

In this study some of the teachers raised voice about the necessity of co-ordinated support system. What Mr. Md Rakib Uddin, assistant professor, Mr. Mr. Nurul Amin, an assistant profession in chemistry and Mrs. Pinki, assistant professor of history were stressed in the FGD are summarized as follows:

> We are working in field level and some time we can recommend something that could be useful for the student's career. It should be addressed. For example, developing curriculum according to the changing need of Bangladesh and the world. And if we send any students anywhere, he or she should get access. It may be in case of getting utility service for establishing entrepreneurial actions (FGD, Date: 12-11-2019).

Family and Institutional Motivations

In the FGD, the teachers mentioned that sometimes motivational speech based on career, arranging seminar on career and trying to involve student's act as inspiration.

Mr. Kobir Uddin, assistant professor of chemistry, told "self-employed person is not less important by any means than a service holder, such image should be upheld". This kind of expression can motivate students to be an entrepreneur.

But Mr. Rakub, assistant professor, Math explained, "Motivation will not work because students ultimately accept or choose their profession or career what they learn from family."(FGD, Date: 12-11-2019).

Analysis and interpretation of Qualitative data

Section two: Findings from Focus Group Discussion

Qualitative data was analyzed using a thematic approach. After getting all the information, we examined FGD records and field notes. As it was a face-to-face discussion, it was not

possible to transcript instantly. Before formal analysis, we translated all interviews from Bengali to English, and read each transcript multiple times in order to check the ideas match between English and Bengali. Formal analysis involved firstly categorizing the data, next coding it on the basis of the categories, and finally identifying themes. The Focus Group Discussion (FGD) was designed to answer the following research question.

- **How can an educational institution boost up entrepreneurial intention to the students?**

Results from FGD are presented in this section by identifying some themes related to entrepreneurial intention and the liability of educational institution. The following is an explanation of the themes and sub-themes predetermined from FGD data:

Students prefer getting jobs after completing educational life

According to the FGD, different respondents provide different opinion but all are converged in a way that most of the students are passionate to get a job. Teachers' responses in the FGD can be expressed using the following sub themes:

Preference to profession with higher economic opportunity: In the FGD the teachers have been asked to respond to the question: what kind of profession can give a student secured earning? Most of the teachers' response on the question was generally the students want to be rich in an easy way or without doing hard work. Teachers also mentioned that generally the students prefer to be a doctor, engineer and BCS cadre officer.

One of the participants Mr. Shuja, assistant professor of chemistry, stated, "From HSC level a student dreams of a profession which has much economic opportunity. Generally, they prefer medical science and engineering, although they have no much awareness about which trade should be chosen in engineering" (FGD, Date: 12-11-2019). Another participants Mr. Joshim Uddin has told that students do not want to face any uncertainty, what they know from their tradition and family, they would like to do so.

Confining role as housewives: One of the female respondents Mrs. Rokya Begum, assistant professor of chemistry, talked about two different thinking that our women belong. She mentioned that a small portion of higher educated women think them as part of main stream society. She also stressed that, in our society, to a larger extent female think that after marriage their wellbeing will be taken care off by their husbands and they confined their role as housewives. Another respondent Mrs. Pinki, assistant professor of history reinforced Mrs. Rokya Begum's points.

Theme 2: Dominance of bookish knowledge is a barrier to be entrepreneur

In relation to understanding what should be the support from the educational institutions for cultivating the student's attitude to be an entrepreneur. The teachers invoked with different responses. Mr. Md Golam, lecturer of Bengali told, "There is nothing to learn about entrepreneurship in existing curriculum." (FGD, Date: 12-11-2019). Some participants opined that basically students of higher secondary did not get practical learning. They stressed that,

rather the students are heavily infused by bookish knowledge. Mr. Nurul Amin, an assistant profession in chemistry opined that in sciences our students are forced to acquire theoretical knowledge with very little opportunity to test knowledge in laboratory. He also mentioned that for entrepreneurial intention to grow students must be exposed to more pragmatic innovative and practice-oriented learning activities. Mr. Shofiul Khondoker, a professor of English, emphasized,

"Teachers should teach that job is not only an earning source but also there are different other options to earn". (FGD, Date: 12-11-2019).

Theme 3: Necessary program for student's inspiration to be an entrepreneur.

Inducing students toward entrepreneurship, different program is inevitable from educational institution. In this study the participants acknowledged the importance of implementing inspirational program for students. Mr. Md Rakib Uddin, assistant professor, stated,

"Government, education institution and social institution need to work together to on different entrepreneurship program so that students can get inspired" (FGD, Date: 12-11-2019).

Developing teachers' agency

In Higher Secondary level, students have a reactive mind. During the focus group discussion one of the respondents Mr. Shusil Kumar, associate professor of economics said "firstly teachers should ask themselves how they understand entrepreneurship and what could be their possible role to inspire students. After that we teachers can start thinking how we can inspire the students about the possibility of entrepreneurship" (FGD, Date: 12-11-2019).

Co-ordinated support system

In this study some of the teachers raised voice about the necessity of co-ordinated support system. What Mr. Md Rakib Uddin, assistant professor, Mr. Mr. Nurul Amin, an assistant profession in chemistry and Mrs. Pinki, assistant professor of history were stressed in the FGD are summarized as follows:

> We are working in field level and some time we can recommend something that could be useful for the student's career. It should be addressed. For example, developing curriculum according to the changing need of Bangladesh and the world. And if we send any students anywhere, he or she should get access. It may be in case of getting utility service for establishing entrepreneurial actions (FGD, Date: 12-11-2019).

Family and Institutional Motivations

In the FGD, the teachers mentioned that sometimes motivational speech based on career, arranging seminar on career and trying to involve student's act as inspiration.

Mr. Kobir Uddin, assistant professor of chemistry, told "self-employed person is not less important by any means than a service holder, such image should be upheld". This kind of expression can motivate students to be an entrepreneur.

But Mr. Rakub, assistant professor, Math explained, "Motivation will not work because students ultimately accept or choose their profession or career what they learn from family." (FGD, Date: 12-11-2019).

Theme 4: Governmental initiative.

Teachers also mentioned about various government initiatives that should be ensured and implemented. It is expected that government has a major role to play so that students can get confidence to take entrepreneurship as a goal of their life.

Relevant curriculum assessment system for entrepreneurship

With regard to present curriculum, one of the participants Ali Majid, assistant professor, explained, "Present curriculum is not providing knowledge and competences required for 21st century's world not fully meeting the demand of job sectors".

Participants were adding different opinion regarding this issue. Among them one of the respondents Mr Babul, associate professor, said, "We need curriculum which is responsive to the changing world, needs of life. We need vocational based curriculum and effective assessment system which are relevant to entrepreneurship" (FGD, Date:12/11/2019).

One of the participants, Mr Johir, associate professor of chemistry, stated, "A subject on entrepreneurship should be included in HSC level for science, arts and humanities, and business studies group and its assigned marks might be 200" (FGD, Date:12/11/2019).

Social awareness for self-esteem

There was a debate among the respondents that government need to take initiative to enhance a awareness that becoming a job holder is not a credit for a student. In the debate it is argue that if he or she starts a new business and by this he or she can create self-employment opportunities for others. One participant concluded that this brings much more esteem in mind than seeking a job.

Financial support

In the focus group discussion, all participants were very positive and given similar opinion about governmental and non-governmental financial support. In this case, one participant, Mr. Susil

Roy, associate professor, stated, "For entrepreneurship financial support system must be in place and it must be financially benefitted" (FGD, Date:12/11/2019).

Another respondent, Md. Rofik, associate professor, added, "Government is giving scholarship, but students having passion with entrepreneurship need to be patronized" (FGD, Date:12/11/2019).

Students' unwillingness to be an entrepreneur

The study has identified different reasons behind student's reluctance for not wanting to be an entrepreneur. One of the participants, Mr. Sushil Kumar, associate professor of economics explained, "There is a lack of social value for self-employment. People of Bangladesh indeed are flourishing under the shadow of a feudal social system. Our students are part of it. Change in political culture and wisdom can play a vital role for social evolution towards entrepreneurial intentions. For changing political well education related institutions and personality can play an important role" (FGD, Date:12/11/2019).

Another two participants, Mr. Riaj Morshed, assistant professor, and Mr. Susil Roy, associate professor, drew attention and argued, "Financial weakness, lack of governmental patronization and lack of social status are the main reasons for the part of the students not to desire to be an entrepreneur" (FGD, date:12/11/2019)

Section two: Findings from the semi-structured interviews

Data from semi-structured interview was also analyzed using thematic approach. We used recorder for recording the interviews. After returning from field, we have listened to the records several times for grasping the real meaning. We translated all interview scripts from Bangali to English and read several times to ensure that the meaning has been clearly portrayed. We did the analysis by following several steps such as: categorizing the data, coding the data for different category and determining themes. The semi-structured interview was designed to answer the following research questions.

- **What are the necessary entrepreneurial attributes and existing pitfall to be an entrepreneur from entrepreneur's point of view?**
- **How can an educational institution boost up entrepreneurial intention to the students?**

Theme 1: Entrepreneurial qualities

According to the interview data, successful entrepreneurs told different features to be an entrepreneur that has been discussed below.

One of the respondents, Mr. Majed, A House Building entrepreneur, stated, "Hard work and time consciousness are the precondition to be an entrepreneur." He also added, "he is disappointed observing unskilled features workers" (Semi-structured Interview, Date:12/11/2019).

Another respondent, Mr Kasnson said, "An entrepreneur will have commitment, prioritize others interest and ethics". Mr Aftab Uddin, fisheries-based entrepreneur, stated, "For being entrepreneur a student has to be strongly determined, he or she need to set up mind and should work by their heart" (Semi-structured Interview, Date:12/11/2019)

Social Benefits to be an entrepreneur

In the semi-structured interview, most of the participants talked about the benefits of entrepreneurship. One of the respondents, Mr Kanson, business sector, stated, "The main positive side of an entrepreneur is that he or she can do his or her job by herself or himself. Society, nation can get the greater benefit and thus socio-economic condition of a country could be developed" (Semi-structured Interview, Date12/11/2019).

Theme 2: Role and initiatives of educational institutions

All of the entrepreneurs, we interviewed, gave similar opinion in considering educational institutions role as catalyst to boost up entrepreneurial thinking in students mind. They recognized that in Bangladesh from the childhood family try to impose (in most of cases) or motivate (in few cases) children to accept familial preference for profession or job.

One of the participants, Mr Atikur Rahman, Chairman of a agro-based manufacturing company, asserted, "Students should be nurtured based on their fascinating area and that should be ensured by educational institutions."

Similarly, Mr Lotifur Rahman, mention his business name, stated, "before entering into the university, a student needs to be assigned subjects for study according to his or her passion and expertise."

Mr. Majed, mention his business area, shared his experience about Dubai based educational institution and mentioned the necessity that this could be adapted in Bangladesh. He stated:

> My son was a student of 2nd year. Before going to vacation, university authority told them to join in a part time job and gave an experience certificate after vacation. I want to see such type of direction from government and educational institutions. During study students can be given opportunity to be acquainted with real field (Semi-structured Interview, Date:14-11-2019).

Another respondent Mr. Kanson said:

> A student must learn commitment, prioritizing others interest and ethics from educational institution. Teachers can help student to choose subjects or discipline for study according to their ability or intention. A teacher can help student to understand the positive side of entrepreneurship. They can encourage the students that achieving the ability to create job for people is better than searching job. (Semi-structured Interview, Date: 14-11-2019).

Mr. Aftab Uddin, mention his business area, talked about role of educational institutions to inspire students towards entrepreneurship. He stated:

> Teachers can motivate in class, arrange seminars, can inspire by saying that business can sustain for generations to come, but job is only for once. School can bring real entrepreneur in front of the students to share experience and give guideline. (Semistructured Interview, Date: 14-11-2019).

Theme 3: Governmental responsibilities and curriculum change.

During interview different entrepreneur talked about the diversified responsibilities of government and non-governmental institution. One of the respondents, Mr. Atikur Rahman who is the Chairman of an agro-based manufacturing company stated, "Practical know-how must be in HSC curriculum".

Mr. Lotifur Rahman had shared his experience and said:

> Government has to find out gap in different sectors where suitable manpower is not growing. After identifying the gaps suitable subjects should be included in curriculum. More important is that business curriculum need to be revised as per the need of changing world."

Another respondent Mr. Majed, a real estate businessman, suggested that government has to enhance social support. Mr. Kanson, an agro machinery manufacturer, emphasized that the amalgamation of general and madrasha education curriculum is the present demand and vocational subject has to be introduced in both stream of education.

Sub-theme 1: Obstacles to be entrepreneur

Mr. Majed, a real estate businessman, told that there are huge obstacles before entrepreneurs. He gave an example and said that it is time consuming in taking legal permission for opening a new business. He affirmed that in Bangladesh it takes several months for getting a trade license where as in Dubai it takes only an hour.

In the interviews all the participants raised their concern about extortion and mall practice in business. One of the respondents Mr, Kanson, an agro machinery manufacturer, mentioned that lack of security, giving money to meet illegal demand before starting business and extortion are the reasons acting as barriers for entrepreneurship.

Theme 4: Other institutions responsibilities

Ensuring the enhancement of entrepreneurial intentions some respondents has shaded light to the responsibilities of Bank, NGO's. Mr. Atikur Rahman, a hotel owner, added, "Government, Bank and NGO will not only give money to promote entrepreneurship but give training and guidance to the new entrepreneurs."

Mr. Lotifur Rahman, a hotel owner as well also added that bank and other institutions have to take responsibility of specific sectors and try to make the students skilled by establishing business training and promotion institutions.

One of the respondents, Mr. Aftab Uddin, fisheries entrepreneur, stated that bank should provide loan with less interest rate and electricity department should provide incessant electricity.

Implications for policy & practice

The findings of this research will ignite the policy making figure to take necessary steps to enhance intention to be an entrepreneur at higher secondary level to push such thinking that considering facts of reducing unemployment.

Recommendations

- To lessen negative Socio-Cultural perception
- Awareness Development Program for Parents and students to set career goals or Aim in life
- Providing Young Emerging Entrepreneur Card-Within 30 years & 30 years above
- Seminar, Workshop with New Emerging Entrepreneurs and recognizing their achievement through organizing Celebration Program of successful entrepreneurial activities in Educational Institution
- Ensuring social status for entrepreneur.
- Government should develop teacher's agency (Empowerment).
- To instigate entrepreneurship through Curriculum
- in Science & Humanities of SSC & HSC level-Incorporating
- Entrepreneurship Development Module with Practical
- In Business Studies of SSC & HSC Vocational Curriculum could be SSC & HSC General Curriculum with latest business concept
- Adding Mathematics Subject in HSC Business Studies & Humanities
- Emphasizing on Applied & Practical Knowledge of every subject through assessment system in all groups
- Educational institutions should take initiatives to build risk taking mentality and increase self-confidence.
- Government will find out gap in different sectors and ensure module in text.
- Motivational initiatives and arranging seminars are necessary by educational institutions.
- Bank & Financial NGO will provide regular Training services along with loan services.

- Long Term planning to develop Teachers Agency to create entrepreneur.
- Visualize and Branding of Successful Women Entrepreneurs Program through MOWCA to lessen negative Social Cultural Capital
- Creating a Special Momentum to the youth for entrepreneurship with the coordinated programs from MOYS, a2i, MOEDU and Cabinet Division.

Conclusion

The study concludes that higher secondary students are interested in becoming self-employed but most of them don't have enough confidence to be an entrepreneur considering the socioeconomic factors and institutional and infrastructural supports. The students have a high perception regarding the attitudes towards self-employment, but they still have low intention on entrepreneurial self-efficacy and interest. This may indicate that higher secondary students prefer other career since they perceived entrepreneurship is not stable profession. This is because the implementation of entrepreneurship education in reality is not enough to make entrepreneurship as a favorite profession among students. It is proved by the data which indicate about 75% of the students surveyed do not have positive entrepreneurial aspirations. This study also concludes that training, bank loan and utility service have a profound influence towards entrepreneurship as a career choice. This means that the more favorable the training and bank loan the stronger the students' intention to become self-employed. Finally, societal positive outlook to young entrepreneurs will increase stronger intention to be self-employed.

Acknowledgement

We sincerely thank the National Academy for Educational Management (NAEM) for funding this research. We also extend our gratitude to all the participants for their voluntary involvement, which was essential to the completion of this study.

References

Ajzen, I (1991) The Theory of Planned Behavior. Organizational Behavior and Decision Procesess, Vol. 50, p. 179-211

Ajzen, I & Fishbein, M (1980) Implementing Attitudes and Predicting Social Behavior. Prentice Hall: Englewoods Cliffs.

Ajzen, I. (2012) „Theory of Planned Behaviour", in Van Lange, et al (Eds.), Handbook of Theories of Social Psychology: Volume One, Sage Publications, London, pp. 438-459.

Ajzen, I. Theory of planned behaviour. Organ. Behav. Hum. Dec. Process. 1991, 50, 179–211. [CrossRef]

Akmaliah, L. P. Z., & Hisyamuddin, H. (2009). Choice of self-employment intentions among secondary school students. *Journal of International Social Research*, *2*(9).

Barnard, J. M. (2012). *An assessment of entrepreneurial intentions of secondary school learners in selected areas* (Doctoral dissertation, North-West University). BBS Report-2017 retrieved from https://www.macrotrends.net/

Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. Journal of Counseling Psychology, 28, 399-410.

Beeka, B.H. & Rimmington, M. 2011. Entrepreneurship as a career option for African youths. *Journal of Developmental Entrepreneurship*, 16(1):145-164

Drennan, J., Kennedy, J., & Renfrow, P. 2005. Impact of childhood experiences on the development of entrepreneurial intentions. *Entrepreneurship and Innovation* (November): 231-238

Jung L. D., Ehrlich S.B., and Noble A.E.D. and Baih R.B. (2001), "Entrepreneurial Self-Efficacy and Its Relationship to Entrepreneurial Division: A Comparative Study between the U.S and Korean", Management International, Vol. 6, No. 1, pp.41-53

Jones, C. and J. English, (2004) „A contemporary approach to entrepreneurship education", Education+ Training, Vol. 6 No. 8/9, pp. 416 - 423.

Krueger, N.F., Reilly, M.D, and Carsud, A.L. (2000), "Competing Models of Entrepreneurial Intention", Journal of Business Venturing, Vol. 15, pp.411-432

Neazy, S. (2019, December 28). Rise of the educated unemployed. *Dhaka Trubune.* Retrieved from https://www.dhakatribune.com/

Souitaris, V; Zerbinati, S; Al-Lahman, A,"Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources", Journal of Business Venturing, Volume 22, pp. 566-591, 2007.

Shapero, A.; Sokol, L. The social dimension of entrepreneurship. In The Encyclopedia of Entrepreneurship; Kent, C.A., Sexton, D.L., Vesper, K.H., Eds.; Prentice-Hall: Englewood Cliffs, NJ, USA, 1982.

Shapero, A. and Sokol, L. 1982. Social dimensions of entrepreneurship. DalamThe Encyclopedia of Entrepreneurship. (72-90) Prentice Hall, Englewood Cliffs.

Sexton, D. L. & Karsede, J. D. (1991) The state of the art of entrepreneurship. Boston, M.A: Kent Publishing.

Wang, C., Wong, P., and Lu, Q. (2002), "Tertiary Education and Entrepreneurial Intentions", (in P.Phan-(Ed.), Technological Entrepreneurship, (pp.55-82 Greenwich) CT: Information Age Publishing

World Bank Report-2019 retrieved from https://www.ceicdata.com/

Wilson, F., Kickul, J. & Maulins, D (2007) Gender, entrepreneurial self-efficacy and entrepreneurial career intentions. Implications for entrepreneurship education.

Implication for entrepreneurship education. Entrepreneurship Theory and Practice 31(3), 387-40