

ENTREPRENEURIAL TRAITS AMONG SCHOOL OWNERS AND TEACHERS IN
LALITPUR DISTRICT

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any degree.

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AN ABSTRACT OF THE DISSERTATION OF

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Entrepreneurship, a process of converting risks into capital, is a milestone of the development of a country. It is pertinent in institutional schools as they are growing in numbers in Nepal. The concerns of choosing entrepreneurship in institutional schools become important because a larger number of educated people have been involved in such schools as teachers or owners. With the purpose of finding the possible factors that make graduates, who are either owners or teachers in the institutional schools, choose (or not choose) entrepreneurship as a career, this research was carried out with two fundamental research questions: a) Do socio-demographical differences make graduates perceive internal traits of entrepreneurship (psychological and cultural dimensions) and external traits of entrepreneurship (financial and policy dimensions) as a career options differently? b) To what extent do internal entrepreneurial traits (personal-psychological and cultural attributes) and external entrepreneurial traits (financial and policy attributes) contribute the graduates to choose entrepreneurship as a career?

This research was primarily based on survey design method. The Krejcie and Morgan formula was used to determine the sample size. Among all the full-time teachers

and owners of the institutional higher secondary schools of Lalitpur district, 171 teachers and 125 owners were selected (as determined by the sampling formula) randomly as the sample. The data were collected using a structured questionnaire, and they were analyzed using descriptive statistics, *t*/ *ANOVA* test and multiple regression.

The analysis revealed that psychological and cultural traits were the most influencing factors to develop entrepreneurial attitude of people among the entrepreneurial dimensions. The result also indicated that the concern was distinct in Janajati, other ethnic/ social groups and Dalits. For Janajati and other ethnic/ social groups, culture played vital role in entrepreneurial perception building but for Dalits, culture did not have influence to become entrepreneur. The concern was also visible in financial and policy traits. The unfavorable policy and situation and financial instability had higher influence on people for not developing their entrepreneurial attitude.

In conclusion, financial and policy traits appeared to be weaker than psychological and cultural traits of a graduate to choose entrepreneurship as a career. Therefore, it is suggested that future researchers are to be engaged to explore the reasons by which Nepal has been falling back from policy support and favorable financial condition to enhance the entrepreneurship attitude among graduates.

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LIST OF ACRONYMS

©	Copyright
A level	Advanced Level
<i>ANOVA</i>	Analysis of Variance
Assoc.	Associate
Asst.	Assistant
BSc	Bachelor of Science
CBS	Central Bureau of Statistics
Dr.	Doctor
et. al.	et alia (And Others)
GER	Gross Enrollment Rate
GoN	Government of Nepal
GPA	Grade Point Average
HSEB	Higher Secondary Education Board
IB education	International Baccalaureate Education
KU	Kathmandu University
MBA	Masters of Business Administration
MoE	Ministry of Education
MPhil	Master of Philosophy
PhD	Doctor of Philosophy
Prof.	Professor
SLC	School Leaving Certificate
<i>t</i> -test	Student's <i>t</i> -test
TU	Tribhuvan University

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CHAPTER I

INTRODUCTION

Background

Why do some people become entrepreneur and others are job seekers? The question has always become appealing to me. I have experienced many events, which motivated me to investigate entrepreneurial attitudes of those people. Putting three different cases into consideration, I have attempted to bring some of the contexts related to me, my classmates and my relatives about entrepreneurship attitudes.

Case 1: Since the completion of Bachelor Degree in Science (B. Sc) in 2003, I have been spending more than an hour on reading daily newspapers with the aim to be updated about vacancies which could be appropriate for me. I always intend to get information about a better post and better earning than the present condition. Such a habit and attitude prove that I am an active job seeker.

Further, witnessing my own past experiences, I am compelled to think about the existence of strong but inverse relationships between entrepreneurial attitudes and an academic degree or education in general. In support of the statement, I would like to put the second case.

Case 2: I passed School Leaving Certificate (SLC) in 1998 along with 20 other classmates. Out of them, 19 of us have passed at least Bachelor degree and one of them stopped his study after SLC. In contrast with the assumption that education develops entrepreneurial attitude (Sesen & Pruett, 2014), the friend discontinued his study has been running his own business of electrical and electronics. Interestingly, he has brought many innovations in his business such as generator-based electricity supply to his community.

Nonetheless, the remaining of us (who are graduates) become job holders in different organizations and still are searching for better jobs. This has naturally raised question that 'Does education reduce the entrepreneurial tendency of people'? Similarly, I have witnessed reluctance of educated people towards entrepreneurship.

Case 3: One of my relatives works as a branch manager of a government bank. We usually make lots of discussion about our future professions in our every sitting. In every sitting, he talks about the need of innovation in professions. In numbers of such discussions, he has proposed me to invest on education sectors such as 'Advanced Level (A- Level)' or 'International Baccalaureate (IB) education'. Similarly, he discusses about different prospects of entrepreneurial sectors where he and I together can invest our time and resources and apply innovations as entrepreneurs.

Our discussions have never been materialized because neither of us have been able to take risk of shifting our profession from an 'intrapreneur' to an 'entrepreneur'. My relative's elder son has just completed his Master of Business Administration (MBA) from a reputed university of Nepal scoring a higher Grade Point Average (GPA). Rather than encouraging his son to become entrepreneur he managed to work in a private bank as a clerk.

Thus, I have realized that people make a lot of discussion on entrepreneurship but when times come to make decision, they cannot do what they say. The contexts above have helped me to think about the different traits and attributes which could affect a person to become an entrepreneur. The scenario has helped me to ask a number of questions such as:

- a. Is entrepreneurship only a career option of less educated people?
- b. Why are many graduates reluctant to choose entrepreneurship as a career?
- c. What are the factors which restrict them to become entrepreneurs?

- d. Does entrepreneurial behavior come from the gene?
- e. Why are some ethnic groups (e.g. the Newar, the Marwari and the Thakali) more successful entrepreneurs than other ethnic groups?
- f. Are culture and entrepreneurial attitudes interrelated?
- g. Does social demography of a person affect on his/her entrepreneurial attitude?

In searching answers to the questions; reviewing literatures and bringing experiences from society, I have realized that the confidence level of a person, family environment in which he or she grows, financial attributes, leadership skill and risk bearing skills may affect a person on choosing between entrepreneurship and job seeking attitude (Baron, 2000; Yabiku & Schlabach, 2009). In this way, it can be stated that there are some dynamics and traits which motivate a person to choose entrepreneurship as a career option (Apata, 2015).

As discussed above, some ideas came to my mind. Specially, the concept 'entrepreneurship' and its scope drove my interest to answer question "Why do a few graduates become entrepreneurs and remaining seek day to day jobs? To investigate the answer to the question, I was interested to study about entrepreneurial attitudes of teachers and owners of institutional higher secondary schools of Lalitpur district. In institutional schools, mostly two categories professionals work: teachers and owners. Thus, to examine the attitude of both entrepreneur and non-entrepreneurs, I have selected research topic as "Entrepreneurial Traits among School Owners and Teachers in Lalitpur District". While conducting this research, I attempted to see how the structure of society and individual willingness help people to choose entrepreneurship as a career.

I have strong belief that social structure as well as individual interest and will-power both are equally powerful to develop a person as an entrepreneur. Gidden and

Sutton (2014) claim that individual will-power and risk taking propensity of becoming entrepreneur and social system both contribute entrepreneurship development.

The recent amendment on the Education Act of Nepal (Government of Nepal, 2016) has provisioned two levels in school education including elementary level (from grade one to eight) and the secondary level (from grade nine to twelve). Further, the Early Childhood Development (ECD) levels have also been recognized by the formal system. Before this amendments of the Act, the school structure of Nepal was divided into four levels: primary level (from grade one to five), lower secondary level (from grade six to eight), secondary level (from grade nine and ten) and higher secondary level (from grade 11 and 12). People commonly term the schools which run grades 11 and 12 as Plus Two (+2) schools/ colleges.

From the stand point of the financing structure and management modality of the school system, two modes of school exist in Nepal. The government or community schools in which investment, teacher recruitment and management are entirely controlled and managed by the government system and privately ones in which the mode of management can be public trust, private trust, public limited company and private limited company. These all privately owned schools are called institutional schools. The research has taken 42 private schools running grade 11 and 12 as the sample. The reasons of taking those schools of Lalitpur district as research site has been described in 'Rationale of the Research'.

As mentioned earlier, I have selected research topic *Entrepreneurial Traits among School Owners and Teachers in Lalitpur District*. So, key words of the research include Entrepreneurial Traits and school owners and teachers. Similarly, the guiding meta- theory of this research was structure agency theory which is elaborated in the following text.

Structure theorists believe that the established system and structure are stronger than individual subjectivity whereas the reverse beliefs are held by agency theorists (Giddens, 1993). While reviewing the literatures of system as well as agency theorists, I have realized that various factors such as personal willingness, interest and motives as well as social, economic, cultural and political structures of the society help people to make their opinions towards entrepreneurial career (Grilo & Thurik, 2005). Historically, people have been making intellectual debate to confirm the power of structural forces and individual willingness to mold themselves as entrepreneurs. On the side of the system theory, Schreiber and Valle (2013), following the Vigostkian social constructivism model, put forward that learning and understanding of a phenomenon is a social construct and people make meanings by interacting with others. In contradiction, following Piagetian cognitive constructivism model, Alves (2014) believes that perception is related to individual cognitive development and emphasizes that personal beliefs are more influential than social forces to make a person an entrepreneur. From these debates we can say that both personal attributes and structural factors have certain levels of influence on making (or not making) a graduate an entrepreneur. Of course, it can be agreed that degrees of influences of many factors are obviously different.

Of those many traits of entrepreneurship such as personal, financial, cultural, and social demographic, not all may have an equal level of contribution. Degree of contribution of each factor is obviously different. So, for this research, structural and personal forces which contribute people's determination of entrepreneurship as a career in degrees are considered as "Traits of Entrepreneurship". The traits include personal and external attributes (Leff, 1979). Lowrey (2003) states that culture, social demography and personal psychology are the major personal traits of entrepreneurship whereas Patterson (2006) adds business environment and external stability as vital external traits. Therefore,

the working definition of entrepreneurial traits in this research would be personal and external attributes which influence a graduate to choose entrepreneurship as a career.

Robert, Peters and Shepherd (2005) have explained entrepreneurship as a dynamic process. I have realized that there are both risks of loss and opportunities for strengthening the wealth. A person can be an entrepreneur only when he or she is career committed and balances the risk and opportunity (Robert, Peters & Shepherd, 2005). So, working definition of entrepreneurship for this research is as a process of utilization of capital including social, cultural and economic capital (Bourdieu, 2013) to maximize the wealth and profit. Thus, entrepreneurship in this research should be understood as any kind of self-initiated business; industry and service which are intended to maximize the profit.

Graduates are those who have successfully completed their Master degree (or above). Here for the research purpose, the working definition of graduates has been delimited because a substantial number of school owners were found to have completed their Bachelor level only. So, for this research, graduates are those people who have successfully completed at least their Bachelor degree and have been either involved as teacher or owner in private +2 schools in Lalitpur district.

In the recent time +2 schools have become one of the prominent sectors of massive investments. After the political change of 1990, the education sector became one of the most fertile areas for investment and had grown as an industry. Therefore, for this research purpose, +2 owners were considered as entrepreneurs and the teachers of the +2 schools as job seekers (representing non-entrepreneurs).

People choose different professions based on a number of dynamics chiefly such as their family background, confidence level, future strategic plan, skill of leadership, conflict management skills and ability to work on pressure (Dean, 2008; Hamilton, 2000;

Patterson, 2006). These dynamics stated by different scholars may not be ideal and may differ from one situation to other situations (Dean, 2008). An available or created profession of a graduate was considered as a career in this research.

Thus, this research has attempted to explore different traits of entrepreneurship which affect the choice of a career as entrepreneur, and analyzed the magnitude of the effects of different factors in choosing entrepreneurship as a career.

Rationale and Significance of the Study

Considering the trend of Nepal, students usually join the undergraduate level at the age of 17 and get graduation at the age of 21. So, regular students can join the graduate (master) degree at the age of 21 and can complete when they become 23/24 years (University Grants Commission, UGC, 2014). Of the total population of Nepal, there are approximately 9% of people aged 15-19 years and 21% aged 20-24 years aged group (Central Bureau of Statistics, CBS, 2014). According to the statistics, 30% people of Nepal are of age group 15- 24 years. The analysis of Central Bureau of Statistics (2014) states that most of the people of 15-24 years are full time (ten-to-five) job holders. The study has categorized different professional choices of graduates in terms of percentage (for detail see Annex 2). However, it does not tell about the situation and statistics of entrepreneurship. So, the statistics shows that very few graduates have remarkably chosen entrepreneurship as their profession in Nepal.

Entrepreneurial attitudes and practices are the major components of the economic development of a nation (Baumol, 1990). Looking the data of Nepal, we do not find encouraging figure of entrepreneurs and entrepreneurial activities (Central Bureau of Statistics, 2014). In this line, Papzan, Afsharzade and Moradi (2013) claim that most of the people do not have courage to take risks; nonetheless, risk taking behavior is one of the major characteristics of entrepreneurship. Further, they argue that most of the people

consider entrepreneurship as a second option. Thus, addressing the question ‘what were the traits which catalyze graduates to choose (or not choose) entrepreneurship as a career’, this research can contribute to the fulfillment the knowledge gap as the relationship between different factors which clarify the question that why entrepreneurship becomes the second choice among the graduates has been explored from this study.

Finding the degree of the effect of each trait would be beneficial for me as a researcher as I have been giving a higher preference to a job rather than entrepreneurial work. By diagnosing traits and dimensions and overcoming barriers I may find some rooms where I can change myself from an intrapreneur to an entrepreneur.

Besides myself, this research would be helpful for many other university graduates who are job seekers. The finding of this research would be useful for them to overcome the reluctant attitude of being entrepreneurs. This research would be fruitful for them to find the alternative idea to create self and respected employment. This research has developed some models describing entrepreneurial traits with different factors. The models would be the beginning point for the future researchers to diagnosis of many issues regarding entrepreneurship.

Statement of the Problem

As mentioned above, following the literatures I comprehended that job has become our first priority and we do not prefer to go for entrepreneurship. In the same line, Papzan, Afsharzade and Moradi (2013) in their one of the studies found that graduates choose entrepreneurship as a second option and they prefer to have a job. Many graduates invest their time and energy for seeking an appropriate job (Sesen & Pruett, 2014). Working eight hours a day (9.00 am to 5.00 pm) and earning certain amount at the end of the month sounds safer and an easy job than handling an organization or business

enterprise. Most of the graduates do not like to go for an entrepreneurship and this trend indeed degrades the economic condition of country by increasing the consumerist attitude. Education and the demand of employment do not correspond with each other in developing countries so, the students of those countries have to face lots of problems to get employment (Yabiku & Schlabach, 2009). So, not every graduate may fit for the job that he or she expects to obtain from their graduation. Thus, many problems associated with graduates to choose entrepreneurship as a career exist. Scholars, such as, George and Zahra (2002) believe that financial investment is one of the major constraints for this. Similarly, the flow of human capital from one nation to another and from one geography to another could be another problem; the charm of jobs and unhealthy competition in it may be another problem for the development of entrepreneurship (Hamilton, 2000).

Developing the research idea, I conducted a pre-study by taking in-depth interview of a few university graduates. The pre-study results show minimal effects of money and other resources on the choice of entrepreneurship as a career. In contrast with the effect of resources, the study revealed that innovation and risk taking capacity were the major factors of entrepreneurship. The data showed that many educated people from Nepal want to go abroad for some reasons. The record of Ministry of Education (2015) reflects that more than 15000 graduates try to go to abroad in search of better benefits and facilities from Nepal every year.

Why do many graduates want to go abroad for employment? The question may not have a single answer. Grilo and Thurki (2005) state that social forces and personal beliefs play a vital role to search alternatives. For me, reluctant from entrepreneur career is a reflection of societal construct where job holders with good remunerations and salary receive higher social status than an entrepreneur such a shopkeeper. The mismatch of education and demand of the entrepreneurial world also restricts graduates choosing

entrepreneurship as a career option (Peng, Lu, & Kang, 2012). This has led graduates to entrepreneurship as a second career choice.

An empirical research study conducted by Suwal and Dahal (2014) states that the number of entrepreneurs was decreased by 43.32 percentage points from the year 2001 to 2011 and the number of job holders has been increased by 11.85 percentage point within the same interval. The data indicate that number of entrepreneurs have not increased as the need of growing number of perspective employees. On the another hand, the number of graduates enrollment has an increasing trend, the Gross Enrollment Rate (GER) of Bachelor level of year 2001 was less than 10% however, at present it is 21.80% (University Grants Commission, 2014). Thus, an increasing number of graduates with a decreasing trend of entrepreneurship has brought a serious concern in development dynamics of Nepal.

Considering the above concerns, many questions arise in my mind with regards to entrepreneurship. Why do graduates not prefer entrepreneurship? How is entrepreneurship related to societal, cultural, social-demographic and personal dimensions? What is the degree of influence of external attributes such as business environment and political stability in the country for attitude formation? Why do 1000 times as many applicants apply for the Public Service Commission vacancies? The answers to the questions are different at different times, place and circumstances. A prominent problem is associated with entrepreneurship that graduates do not prefer to go for entrepreneurship but they favor a job, so they use their creativity and innovation for the search of a job.

Thus, the statement of problem of this research is: Due to the reluctance of graduates choose entrepreneurship as a career option, consumerism has increased (Lowery, 2003). The underutilization of the educated brains has challenged the idea

where education is considered as human capital (Peng & Kang, 2012). This has ultimately degraded the economic development of the country and would ultimately lead the country to the vicious cycle of under-development (Lowery, 2003). Thus, to reach the root of the problem, this research intended to find out the degree of influence of different dynamics affecting the graduates' choice of entrepreneurship as a career option.

Purpose of the Study

The main purpose of this research was to examine the traits that significantly contribute to the graduates' choice of entrepreneurship as a career. More specifically, the purpose of this research was to find the effect of social demographical differences on the graduates' entrepreneurial attitude. Similarly, the research has also intended to find out the contributing attributes and their strengths that help the graduates to choose (or not to choose) entrepreneurship as a career.

Research Questions

The study has the following research questions:

1. Do social demographic factors such as gender, age, ethnicity/ social group, education and family history of entrepreneurship make graduates perceive the internal traits of entrepreneurship (psychological dimension and cultural dimension) and the external traits of entrepreneurship (financial dimension and policy dimension) as a career options differently?
2. To what extent do the internal entrepreneurial traits (personal psychological and cultural attributes) and the external entrepreneurial traits (financial and policy attributes) contribute to their choice of entrepreneurship as a career?

CHAPTER II

LITERATURE REVIEW

This chapter makes a thorough review of related literature. First, the definitions of ‘entrepreneur’ and ‘entrepreneurship’ have been discussed. Then the different traits of entrepreneurship have been enlightened in relation with entrepreneurship development attitude of people. Further, taking the structure- agency theory as a basis of describing the graduates’ attitude, discussions have been made focusing on ‘how systems and individuals attitude and socio-cultural-economic condition of a country help people to be entrepreneur’. The existing policies and empirical analysis, knowledge and the research gap have been summarized.

Thematic Review

In this part, I have explained different aspects of entrepreneurship. How internal and external traits of entrepreneurship help people to choose entrepreneurship as a career option is described. Taking personal and external factors of entrepreneurship in sequence, the reviews are divided into some sub-headings. First, the definitions and understandings of ‘entrepreneur’ and ‘entrepreneurship’ are explained. Later, psychological as well as socio-demographic factors that contribute to the turning of graduates into entrepreneurs have been explained with a special consideration of personal attributes as prominent factors. Similarly, in the second part of the thematic review, the relation of entrepreneurship with the external factors is discussed. The external factors are described in terms of political aspects including policy aspects and resources and networking aspects.

The Entrepreneur and Entrepreneurship

Under this heading I start with the general understanding of entrepreneurs. An innovative person who establishes new business environment can be known as an entrepreneur. Following Douglas and Sherpherd (2002), entrepreneurs are those people who modify the existing products or ideas or/and create new products, services or ideas for capital formation. Many scholars believe that entrepreneurship as only structure driven or only agency driven. Douglas and Shepherd (2002) accept entrepreneurs as people with strong belief in self and find the opportunity in the market by accepting various kinds of risk. My personal stand as a researcher is directed by the principle of a balance between these two. So, I would define an entrepreneur as a confident and innovative person who tries to convert risk into capital for the success. Further, in favor of structure Parson (2005) believes that entrepreneurship is less affected by personal beliefs but it is highly contributed by the existing systems. Profit maximization is possible only when a favorable situation exists.

Similarly, accepting many scholars such as Raposo and do Paco (2010), entrepreneurship as a phenomenon is what an entrepreneur does. I comprehend that how a person deals with an organization and how he or she maximizes the profit from his or her firm is the entrepreneurial phenomenon. Limiting the definition only to the market I would accept that an entrepreneur always seeks to get benefits from the market by satisfying the needs of market demand. To do so, he or she intends to bear risks to maximize the profit (Shaver, Gartner, Crosby, Bakalarov & Gatewood, 2001). Going beyond the above saying I would like to link entrepreneurship with innovation. From this perspective, I accept the concept of entrepreneurship as a process of innovation where people choose the entrepreneurship option as a career. Whatever the risk, entrepreneurs are self-guided people who see lots of opportunities on their agency which we call human

potential. Further, emphasizing the entrepreneur with benefits, Shaver, et.al. (2001) state that entrepreneurship involves bringing about change to achieve some tangible or non-tangible benefits. Direct benefit may be financial or the benefits from other resources whereas non-tangible benefits may include social network of an entrepreneur (Shaver, et.al., 2001). Therefore, an entrepreneur has to recognize his or her self-capacity in wider society.

From the above discussions, it becomes clear that entrepreneurs are individuals who take risks and bring innovation and convert them into capital. Entrepreneurship is a dynamic process which contributes to the development of make economically sound and able society.

Psychological Aspects and Entrepreneurship

Personal willingness has a greater role to make a person an entrepreneur. Thinking about entrepreneurship, many questions arose in my mind. Why are some people willing to bear more risk than others? Why do people have different perspectives on the entrepreneurship career? Reviewing the literatures, I realized that successful entrepreneurs think differently from other persons in several aspects do. Baron (2000) says that such peculiar characteristics of people to become entrepreneurs are acquired by their birth. Emphasizing born-entrepreneurs concept (which assumes that an entrepreneur brings a leadership ability and has bold decision making capacity by birth), it is argued that personal willingness is more powerful than the societal induction to become an entrepreneur. I am convinced with Raposo and do Paco (2010) who state that entrepreneurs are ready to decide the things which benefit them. However, it may not be in favor of other people. This shows the boldness and self-centrism of the entrepreneurs. Baron (2000) gives a strong emphasis to structure and stresses that a competent entrepreneur develops high social capital (Bourdieu, 1986) which he or she can change

into the economic capital. In contrast to the born-entrepreneur concept, Sinha (1996) values the continuous effort and appropriate education to change people into entrepreneurs. Sinha (1996) claims that entrepreneurial attitude is developed through trainings or interventions. Further, he clarifies that such trainings are heavily influenced by the assumption that personality factors such as achievement motivation plays a crucial role in creative business activities.

Baron (1998) values human cognition. He states that cognitive processes of people are far from absolute rationality and our rational construction is heavily influenced by a bias and errors. So, taking reference from many circumstances and accepting the researchers' view entrepreneurs often work in situations and under conditions that would be expected to maximize the impact of such factors. Focusing further on personal bias, Baron (1998) further describes that entrepreneurs face situations that tend to overload their information-processing capacity which may lead to different decision than desired. Thus, Baron (1998) and Bizri, et. al. (2012) contradict with to each other in terms of personal psychology and degree accuracy of decision on time. Bizri, et. al. (2012) have great belief on mentally bold and strong of entrepreneurs. They state that entrepreneurs take risk because for their self-development. Thus, people differ according to their capacity to perceive uncertainty based on cultural values and bias. However, referring to Bizri et. al. (2012) again, I found that entrepreneurs can handle such things easily for development despite anxiety and stress and undesirable elements for entrepreneurship.

While concluding the psychological aspect, we conclude that an entrepreneur can change the risk and other challenges into opportunities. Thus, they are different from other people who are merely bound within the job seeking attitude.

Social Demographical Aspects and Entrepreneurship

Referring to the claim of Patterson (2006) sex, geography, age, ethnicity/social groups and family history of entrepreneurship are some social demographical aspects which support or constrict to develop entrepreneurship attitude in people. In some cases, researchers such as Phuong and An (2016) have found that males are more successful entrepreneurs than females. However, research conducted by Patterson (2006) found no significant difference in the achievements owned by males or females. Whereas, the Nepalese context, a majority of females have been limited indoors only as a housewives. This indicates that there is less chance further to get involved in any kind of entrepreneurial work.

A stereotype of thinking exists among people who believe that middle age persons are good in their entrepreneurship because of their long experience and maturity. In contrast with the consideration that the decision made by such aged people is better than other aged people, Bonnet and Furnham (1991) claim that there is no age bar to be a good entrepreneur. I would argue this statement by taking an example of Facebook owner Mr. Mark Zuckerberg who is known as one of the most successful young entrepreneurs. Referring to Mr. Zukerberg's achievement, we cannot say that age is a factor influencing entrepreneurial success.

Nepal has adopted entrepreneurship education as a part of education where universities provide both theoretical and practical aspects related to the entrepreneurship (Kathmandu University School of Management, 2016; Tribhuvan University Faculty of Management, 2006). By the help of such education, students are expected to learn about the trend of labor force, market situation and the human resource. Knowing such things about entrepreneurship is very important to be a successful entrepreneur. In contradiction from the view point of the decreasing percent point of entrepreneur in last decade (Central

Bureau of Statistics, 2014), we can claim that in Nepal entrepreneurial education has not been able to make significant contribution to the motivation of students to become entrepreneurs.

Knowing the social values and norms of a particular area is very important to start-up new ventures. Sesen and Pruett (2014) state that knowledge about the social demographic situation of the area where we run our venture is very important to be a successful entrepreneur. In other words, social demography plays vital role to make people entrepreneurs.

Culture as a Dominant Social Demographic Aspect of Entrepreneurship

The culture where an individual grows up molds entrepreneurial attitude of the individual. Emphasizing on culture George and Zahra (2002) remark that entrepreneurship needs venture creating attitudes which are cultural products. They further say that innovative ways to solve problems, risk taking attitude and capacity are highly influenced by the cultural set up of a person. In practice, certain cultural groups have high entrepreneurial spirit. I witness that many business people of Nepal are from the Newar community and I believe that they have been culturally grown up to become entrepreneurs. Thus, it can be said that different cultures perceive benefits differently.

In the same line, culture is important in any dimension of entrepreneurship as it determines the attitudes of individuals towards the initiation of entrepreneurship (Mugnai & Ogot, 2003). Some cultural groups have a tendency to challenge themselves. They want to do something innovative. Thus, culture is highly influential because it has the capacity to mold a person to be confident and a risk taker.

Political Aspects and Entrepreneurship

Policies and priorities are determined by politics. The political aspects of a country have direct effect on people to choose entrepreneurship as a career. If we observe

our national context, numerous political changes have directly influenced the national policies and priority sectors. Despite other aspects, policy facilitation and supports are major external forces to grow entrepreneurial culture in the country. Accepting the structuration theory, the political system can change the attitude of people to be entrepreneurs and people can change the system to enhance entrepreneurial activities (Giddens, 1993). Entrepreneurship is very useful for the country and it has a high value for innovation and structural changes (Apatu, 2015). Political changes are major structural changes. These structural changes bring changes in priorities of the nation. Therefore, political changes play a vital role in development of entrepreneurship as they influence the attitude of people (Baumol, 1990). A country can have better economic development by entrepreneurial development.

Thus, political situation (political instability) of a country influences the entrepreneurship aspect of graduates of a country negatively. For example, if a country has a stable government then people feel easy to start and grow their business. Usually, under an unstable government, the policy does not have stability so, it is a risk for an entrepreneur to grow and implement innovative ideas.

Resource and Networking Aspects and Entrepreneurship

Discussing about resources, two resources including financial resources and social resources are considered as major resources required for entrepreneurship (Borch, Huse & Senneseth, 1999). Accepting the view of people, financial and social resources are very crucial for the startup and growth of the enterprises. Linking with resource and networking, Bourdieu (1986) defines social capital, cultural capital and financial capital as means of accumulated energy which are easily transferable from one state to another. Here linking with the capital theme, Bourdieu (1986) has defined resources as the economic capital and the networking as the social and cultural capital and he further

emphasizes that each capitals interchangeable and transferable. In this background, I comprehend that economic capital can easily be converted into social capital and vice versa. Therefore, an entrepreneur needs both modes of capital viz. social capital and economic capital. If a person has very good economic capital, he or she can convert it into the social capital (name, fame and prestige) and an entrepreneur easily can convert the social networking to make better economic capital and different ways of income generations.

Resource is considered as the most powerful aspect to choose entrepreneurship as a career. Emphasizing the importance of resources (labor, capital and material) entrepreneurs have more resources. They can have plenty of options to develop better and more effective the strategies (Borch, Huse & Senneseth, 1999). Resource in terms of economic and other materials are required to start an entrepreneurship. Thus, to start a business, both financial and networking resources are needed and these capitals may be gained from many sectors.

The statement “financial source is one of the most important factors of entrepreneurship” is a taken-for-granted idea because our mindset is pre-occupied to accept that without sufficient investment we cannot even think about entrepreneurship. Grilo and Thurik (2005) focus the importance of financial resources in their paper about entrepreneurship. They emphasized that financial barriers restrict people to choose entrepreneurship as a career option. This means, besides many factors, for a graduate to choose entrepreneurship as the career option, financial support is one of the crucial factors.

Again, in contrast with saying that production is major entrepreneurial sector, I would like to put a point that starting a business or producing a product is not sufficient to be a successful entrepreneur. For example: when a product is produced then it should go

to the market. To sell such products, we need a chain and network. It may be social network or business networks. Therefore, most of the entrepreneurs require strong network. Emphasizing the value of network, Bayon, Vaillant and Lafuente (2015) claimed that social networks have a large meaning to establish and sustain the enterprise. Further, they highlight the utilization of the networks and relation which play vital roles for mobilizing complementary resources, getting support and help, and establishing sustainable business relations. In this background, it can be concluded that for the growth of a firm, an entrepreneur should be able to maintain sound relationships and networks. The network could be in the form of competition or the supplementary force to strengthen the business environment and entrepreneurship.

Therefore, demography, culture, economic status, interpersonal communicative capacity, risk bearing capacity are the major contributing dimensions which affect a person to choose (or not to choose) an entrepreneurship option as a career.

Theoretical Review

In this section, I have discussed how different social theories describe the entrepreneurial attitude of a person with the system based and the personal based theories into consideration, attitude formation of graduates towards entrepreneurship has been discussed.

Entrepreneurial Attitude and Social Theory

Baron (2000) believes that society and existing structure both are the molding factors to construct the perception of people in one way or another. In favor of structure, Parson (2005) states that a person is merely a follower of the system and structure, whereas in contradiction; Alves (2015) argues that a person has the capacity to change the perceptions and beliefs. In this reference they focus on two aspects. The first aspect describes society as the composition of individual where individuals mold the entire

subjectivism of the society whereas the second aspects illustrates individual as a unit of society and he or she acts how society/ structure makes him act.

An individual's subjectivism is vital to develop the entrepreneurial attitude. While reviewing the literature in the theme 'psychological aspects of entrepreneurship' I have discussed the risk of loss, personal skill, fear of failure and hardworking habit as personal traits of entrepreneurship. From the discussion, it is known that if a person is bold enough to overcome such factors he or she can be an entrepreneur. This phenomenon can be described by using agency theory (Blummer, 2005). Agency theory says that everyone has the potential of being an entrepreneur as he or she is a *human*. On the other hand, other factors such culture, business environment, demography and external stability are vital elements of entrepreneurship and these are beyond the control of individual capacity. These can be described as structure theories (Blummer, 2005). Therefore, to see the entrepreneurial behavior of an individual, we should not limit ourselves to the macro theories like functionalism and of course micro theories like interactionism too. Therefore, I comprehend that both agency and structure are the concepts which are equally important to describe entrepreneurial traits of graduates. Hence, the theoretical ground of my study is the structure agency theory.

System theorists believe that people are assimilated with the social structure and so develop entrepreneurial attitudes. The main claim of structure theory is to see society as a system. It believes that if each system in the society functions properly, society is functioning well (Mahner & Bungett, 2001). System theorists define structure in three different forms: social structure, physical structure and cultural structure (Parson, 2005). In a structure, social factors are related to the ego of an individual or a group but physical factors do not have any connection with ego, however; both social and physical factors are means and conditions for ego. Further, cultural elements are the by-product of ego,

they are; nonetheless, the constructive elements of personality (Parson, 2005). This means that personal discretions do not come from vacuum but are merely the effects of the structural phenomenon. Linking the view of Parson, we can say that the risk-taking behavior and innovation are the effects on a person of the physical, societal and cultural world. Parson (2005) is presented diagrammatically in figure 1.

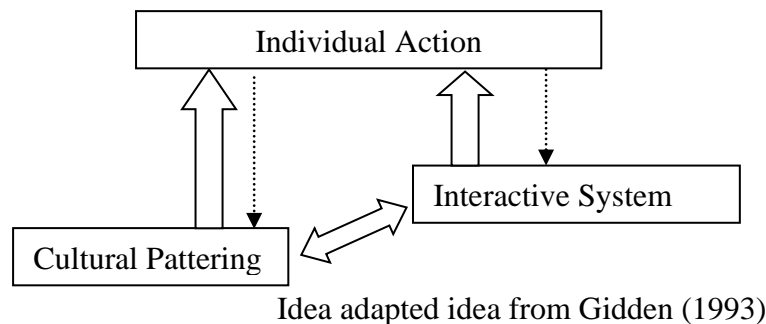


Figure 1. Cultural Effect on Individual and Vice-versa

Figure 1 reveals that cultural patterning is highly influential to the individual action. Interactions between individual actions also contribute to the development of culture. However, the role of individual action is weak to change the entire system. System is dominant for attitude development and in this circumstance human actions are merely the reflection of the structures. According to Parson (2005), the entrepreneurial attitude of a person, decision making capacity, innovation and risk taking competence are the social and cultural influence on people to become entrepreneur.

Considering the conflict theorists such as Marx; Gaarder (1995) in her popular book *Sophie's World* says that Superstructure viz. religions, morals, art, philosophy and science are influential to idea construction. According to her, Marxists believe that people thinking a materialist way they are only actors to act and think what superstructures make them act and think. Marx & Engels (1987) believe that without the destruction of the superstructure, we cannot get rid of our hegemonized mindset. The hegemonized mindset, a byproduct of superstructure always makes people accept the voices of authorities

(Gramsci, 2005). The acceptance of authority results ultimately to symbolic violence (Bourdieu, 1986) where some people gain power without any efforts. Going through these kinds of Marxist and post- Marxist theories, it can be argued that the entrepreneurial attitude of a graduate is merely what his/her society and culture teach him or her.

Considering structure as more powerful than individual subjectivism, Ree and Urmson (2005) argue that structures lie beyond individual control and consciousness. We can notice the contrasting opinion between Blumer (2005) and Ree and Urmson (2005). Blumer (2005) argues that existing social thoughts which do not accept the existence of individuality, nonetheless; it assumes human beings to be merely organisms just respond to the forces which play upon them. Referring to the structure favored views, human beings only act what the social forces intends them to act and they decide what they are supposed to decide. The system theorists argue that no person becomes an entrepreneur unless he or she has favorable surroundings, societies and cultures. Nonetheless, it is hard to accept the above mentioned things because the answer to the question ‘Why do the second generation of many entrepreneurs choose a profession other than entrepreneurship’?

In contrast with structure theorists; agency theorists believe in the individual capacity. They accept, a person could be an entrepreneur and his or her sibling may be a job seeker. The theory values individuality and describes the system and structure as nothing than the facilitating environment. It values individualism and accepts personal interest as the major factor to choose entrepreneurship as a career option. Referring to Blumer (2005), it can be said that human interactions are possible by symbols and the meaning of symbols differs for every individual. This signifies that different people have different layers of understanding and attitudes. Individual can utilize power to strengthen the structure but the individual is always more powerful than the structure (Porter, 2005).

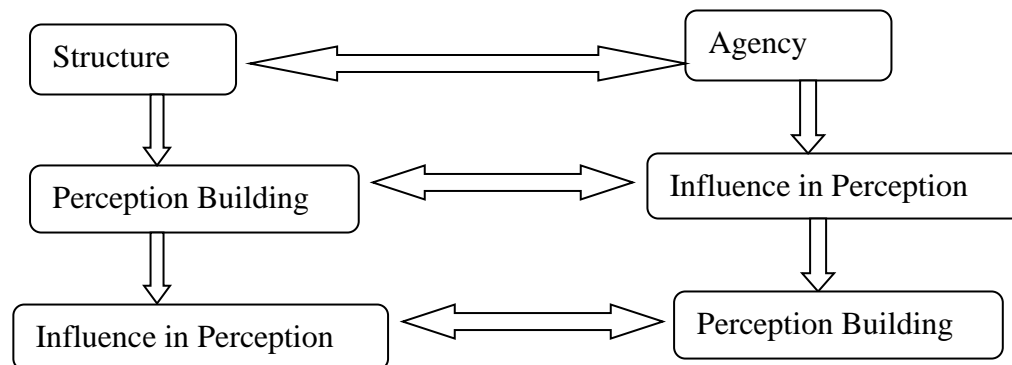
One of the prominent conflict theorists Gramsci (2005), in his writing 'Intellectual' describes that an individual who can utilize the given situation (Field as described by Bourdieu, 1986) can easily gain power. Thus from his perspective actors are stronger than the structure. Action can manipulate the structure to exercise the power. Further, Gramsci (2005) in his radical view towards entrepreneurship says that an entrepreneur creates a technician and enhances innovation. Further, technicality and innovations are the forces to create a new culture and legal system. Thus, the elaboration of the social phenomenon is under the control of the entrepreneur

An individual can utilize the given structure to advance his or her control and also has the ability to alter the systems as per needs. This is true for me. For example, most of the people in Nepal believe political instability has reduced entrepreneurial activities. However, we witness the expansion of such activities in some areas such as microfinance, cooperative sectors and the real estate business. Thus, referring to Gramsci (2005), society may not value an individual but his or her innovation, and the capacity to create employment for others would definitely provide his or her name and faith. Name and faith which are gained by the structure, help him or her to achieve a better position in society and ultimately the person can gain capability to change the society and structure in his or her favor.

Thus, discussing the structure and agency debate, it can be argued that Giddens' Structure-Agency theory is more balanced. This is because Giddens not only has focused on individual capability but also given an equal value to the system. In the same line, he clarifies that structures have a lot of intervention to mold a person for the formation of perception. Further, an actor can bring innovation in the structure (Giddens & Sutton, 2014). On the other hand, the system is equally interventional for his or her activities. Therefore, to be an entrepreneur, personal traits and risk taking capacity are the agency

level aspects whereas political scenario, demographic orientation and existing social values are also equally significant factors for a person to be an entrepreneur.

Giddens (1993) emphasizes that the function of the actor and the rationale of the functions are evaluated by the structures in the moral grounds. Moral grounds can be created by the individual agencies. To balance, a person must be assimilated with the given moral ground. Figure 2 reveals Giddens' idea diagrammatically.



Idea adapted idea from Giddens (1993)

Figure 2. Structure and Agency Duality

This means no structure and agency are complete. For them to be complete there should be strong supplementary interrelationship between both of them.

The discussion shows that an argument from only one view never complete. From the holistic view, we need to take both under consideration. In line with the holistic view Giddens (1993) says that no structure can work by the individual effort and no individual can grow without the influence of the structure. This means the actor perspective is both the cause and effect of the system perspective. The system can alter the thinking of a person and of course a person can alter the system. Family profession is influential for the career of a person. Conversely, a person can influence the overall interest area of a family. This is applicable to the greater systems as well.

Policy Review

Most of the policy documents of Nepal have ensured personal freedom. There are some specific policies which promote entrepreneurship in one way or others. Some of the policies which directly or indirectly relate to the entrepreneurial system are summarized below.

The Constitution of Nepal (Government of Nepal, 2015), which is being implemented for a year, has provisioned some aspects of fundamental rights. It ensures the promotion of any kinds of entrepreneurial activity in the country. Article 17.2 (f) states that people have freedom to undergo any kinds of employment or entrepreneurial activities. Thus, the constitution does not restrict people from choosing any types of entrepreneurship as a career. Similarly, in the article regarding right to equality, it has ensured equality and no discrimination of people by their profession, ethnicity, social groups and gender. It means, everyone can choose their desired profession. Article 18.1 has provisioned that no profession or entrepreneurial activities are preserved for any specific gender, geography and ethnic or social groups.

The Constitution of Nepal has provisioned the right to property and declares “Every citizen shall, subject to laws, have the right to acquire, enjoy own, sell, have professional gains, and otherwise utilize, or dispose of property” (Government of Nepal, 2016, Article No. 25.1). This means people can own their own property and utilize it. There is no state-restriction in the limit of earning and utilization at all. Thus, it can be concluded that, this article indeed is a motivational policy for the entrepreneurs that they can acquire and sell their professional achievement. Further, the Article 42 has ensured the positive discrimination for minorities. So, the state can provide some kinds of reservation to promote entrepreneurial activities for the minorities as well.

Entrepreneurship is one of the major activities of economic dynamism. Supporting the same statement the Constitution of Nepal in its directive principle states that economic activities will be promoted in the coordination of cooperatives, public and private sectors (Government of Nepal, Article 50.3). Further, supporting the directives in the State Policies section in Article 50, the constitution has emphasized maximum utilization of available recourses for the strengthening of fair, accountable and competitive activities in economic resources for development of the nation.

Thus, the articles and sub-articles of the Constitution are obviously in favor of the economic development of the nation via entrepreneurship. So, by our major policy document, there are no any restrictions to enhance entrepreneurship. The Constitution also discloses that people can conduct their economic activities in any provinces as well. Thus, there are no legal hindrances to entrepreneurship in the nation.

The Preamble of the Industrial Enterprises Act highlights on the enhancement of the environment of entrepreneurship activities. It has focused that the state would work for the development of economy of country; the environment of entrepreneurship will be created even by giving some sorts of supports as stated. In the same line, the Economic Act has divided the industries as cottage, small, medium and large and has ensured the private property right. It says that private property will not be taken by the government. This means an entrepreneur can perform his or her activities without any kinds of state interventions. The law has prioritized the following areas as the entrepreneurial areas viz. farm and forest based, engineering (farming and industrial machines), fuel saving and pollution reduction, refining garbage, construction (road, bridge, tunnel, ropeway, flying bridge, trolleybus, tram hospital and nursing homes), ayurvedic, homeopathic and other traditional medicine production as well as the production of requirements for challenged people like wheel chair, cold storage for the storage of agricultural products, fruits and

vegetables. The above prioritized areas university graduates from a general stream are not addressed properly. Similarly, most of service entrepreneurial sectors where graduates can perform better are also missing from the nation's policy.

Industrial Enterprises Development Institute Act, 2053 (1996) has focused on need of the entrepreneur. It states that "Whereas it is expedient to develop industrial business by addressing the need for entrepreneurship, quality management, technology and technical human resource by strengthening national economy through the development of the industrial sector" (Government of Nepal, 1996, Preamble). Thus, this act has envisioned for the development of innovative practices in entrepreneurship.

In Tribhuvan University Act and policies either, there is no special provision for entrepreneurship. TU Act 1992 and Some Nepal Acts Amendments 2003 emphasize the preparation of capable human resources required for the overall development of Nepal by imparting standard higher education, doing research works into various fields, protecting and developing national culture and tradition especially in the fields of arts, science, technology and vocation" (Government of Nepal, 2003). This means still we do not find the direct linkage of objectives of the study and entrepreneurship. Tribhuvan University which constitutes more than 80% of the total students in higher education (UGC, 2014) even does not focus on its policies to enhance entrepreneurial activities.

Kathmandu University, in its vision states "To become a world class university devoted to bringing knowledge and technology to the service of mankind". That means the university encourages its students to utilize knowledge and technology for betterment of human being. However, still the focus on entrepreneurship is not very clear from the vision. The focus is whether to be an entrepreneur or to become an employee is still vague.

The Ministry of Education (2015) discussed about the gap between education investment, production and academic efficiency and effectiveness on its ‘Challenges’ of the Higher Education Policy. This means despite of a larger investment in the higher education sector, the product is not up to the standard as expected. The document focuses on quality education. It seeks direct relationship between an education degree and its effects. It has envisioned that education development plan and human resource development plan need to be directly interrelated. It has focused on output/ outcome based education. The policy concentrates on the creation of larger employment and enhancement of entrepreneurship via quality and competitive higher education. Thus, higher education policy will be helpful in the future to guide the remaining higher education policies such as university acts and regulations to focus on entrepreneurial activities of the graduates.

Empirical Review

When we observe the employment status, we find that more than 54% of the youth are still underemployed or unemployed. Nepal Living Standard Survey (Central Bureau of Statistics, 2011) shows that 22% of the youth are not employed at all, whereas 32% are underemployed among these 54% people. If we consider 21% graduates among the youth (University Grants Commission, 2011), it comes that more than 10% of the graduates are still struggling for employment.

Research conducted by Karki (2010/11) finds the political instability and other milieu causes as the major contributors to the degradation of an entrepreneurial environment. The research work shows that Nepal is in 116th position out of 183 nations having entrepreneurial environment. Further, it also shows a comparative figure of Nepal and Singapore for the entrepreneurial environment. The findings of the study show that legal procedures and number of days as compared to Nepal and Singapore are 96:4 and

7:3 respectively. Further, Karki finds that Nepal has not been able enough to protect investors. The study shows a very low rank of Nepal compared to Singapore i.e. 74th and 2nd respectively in protecting investments. In the same line, the World Bank has published its report about the logistic performance index in 2016. The index describes the situation of logistics chain in the country. The report shows that Nepal has fallen back from creating favorable logistics management. Logistics management is directly or indirectly associated with entrepreneurship development. Out of the 160 countries, Nepal's position is 124th. This shows that Nepal has to do a lot to make the business environment favorable. Germany gets 4.23 points and holds the first position whereas Nepal's score is only 2.38 indicating customs clearance, infrastructure development, international shipments, logistics competence, tracking and tracing mechanism and timeliness work completion are not very systematic and firm in Nepal (Arvis, et. al., 2016). The report further figures out that Nepal is lagging in creating favorable business environment than its neighboring countries such as India (score 3.42), Pakistan (score 2.92) and China (score 4.07).

The main ladder of the development of the country is entrepreneurial attitude. It can be achieved only through favorable external and internal environment. Pathak and Gyawali (2010/11) pointed out from their research that micro-finance, a major entrepreneurial activity, is one of the appropriate tools for poverty alleviation in Nepal. They concluded that Nepal has been lagging in the proper utilization of the local resources to generate further employment. They claim that the proper mobilization of local resources is one of the key elements of development. Their study shows that graduates have not been interested in micro-finance activities. This means graduates are taking entrepreneurship as a second option. The study shows that people involved in taking micro finance facility are 20 to 60 years of aged group. Forty two percent of them

are in the age group of 31 years to 40 years. Seventy six percent the respondents are below School Leaving Certificate or merely literate. This means educated people do not actively take part in micro-finance activities leading to deterioration in the entrepreneurial attitude.

Tambunan (2009) indicated from his research that empowering women is one of the key elements of development. Women entrepreneurship plays a vital role in development. Further, the same research found that the status of Nepal in gender empowerment is lagging behind. The research shows that gender equity index is 44, gender involvement in education is 61.1 and that of economic index is 57.0 and overall the empowerment index is only 15.3. This means half of the people are lagging in entrepreneurial activities. In the same line Bushell (2008) remarks: ‘entrepreneurship for women... a journey out of poverty and a march towards equality’ (p. 549). This signifies that entrepreneurship is one of the key aspects of women empowerment.

Bushell (2008) claimed that the cultural aspects are one of the key factors for graduates to choose entrepreneurship as a career option. Sobel, Dutta and Roy (2010) found in their cross sectional study that certain cultural makeups boost the rate of entrepreneurship activities. We can compare the same fact to our certain ethnic and social groups such as Marwari, Thakali and Newar communities. We witness that these communities are more oriented to entrepreneurial activities than any other communities in the Nepalese society.

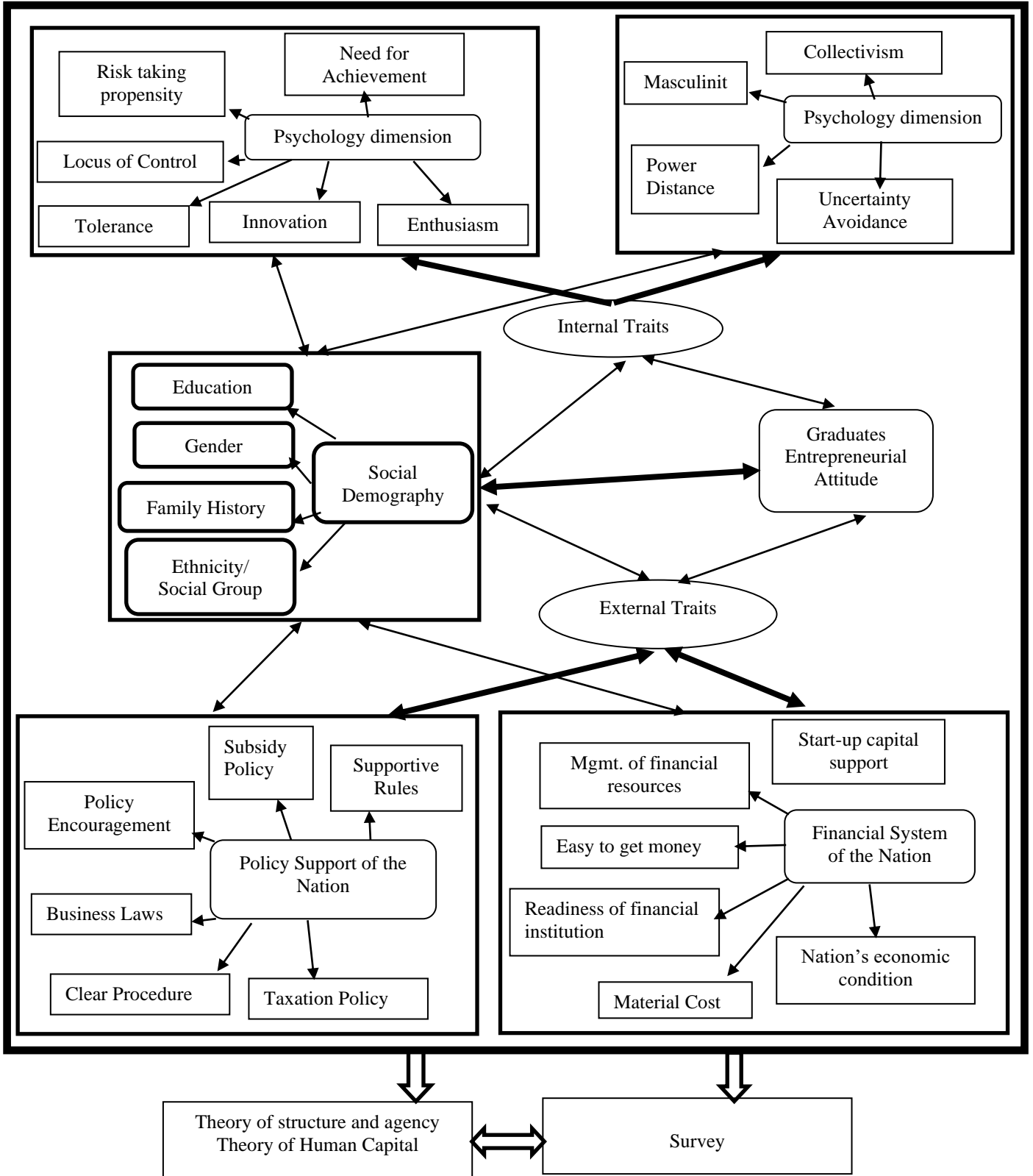
Conceptual Framework

The exploration of literatures reveals that the entrepreneurial attitude of a graduate is determined by many factors. Political stability and economic stability are the major dynamics as the policy and provision are determined by political stability. If a person does not have any economic privilege; he or she cannot go for any kinds of

entrepreneurship. Such privilege by law is determined by the political situation of the nation. Similarly, the psychological aspect, demography, business environment and culture are the major dynamics of a person to choose entrepreneurship as his or her career.

The conceptual framework of this study is presented in the diagrammatic form in figure 3.

The diagrammatic representation of the conceptual framework of study indicates that the entrepreneurial attitude of graduates depends upon their socio-cultural environment and their own willingness to choose entrepreneurship as a career. These factors can be divided into two traits including internal traits and external traits. Based on the literature review, it can be said that the internal traits of entrepreneurship can be further explained from the demographic factors, psychological factors and cultural factors. Similarly, the external traits can be explained from two different components including financial factors and policies. Gender, ethnicity, age group, education status and family history of the entrepreneur are the major demographic factors by which the entrepreneurial attitude of graduates can be examined. Further, following Bezzina (2010), personal psychological traits of entrepreneurship can further be divided into many sub-components. Some of the major components include need for achievement; self-sufficiency; ambiguity tolerance; enthusiasm; creativity; locus of control; and risk taking propensity. The study of social demographic differences in terms of personal psychological traits of entrepreneurship provides insights to the tendency of personality to become entrepreneur.



(The sketch is consolidated author’s idea adapted from Bezzina (2010) for Psychological/ Personal Traits; Patterson (2006) for Demographic Traits; Hofstede model of Lee (1999) for Cultural Traits; Aziz, Friedman, Bopieva and Keles ((2013); Gulo (2013) for External Traits)

Figure 3. Conceptual Framework of the Study

Similarly, Hofstede as cited in Lee (1999) sub-divided four major areas of cultural factors that help graduates to choose entrepreneurship as a career. The areas are individualism versus collectivism, power distance, uncertainty avoidance and masculinity vs. femininity dimension. The first dimension (individualism vs. collectivism) deals with how culture helps people to get influenced from the structure and system. Similarly, the second dimension is related to cultural value to prioritize available choices. The third dimension (uncertainty avoidance) denotes the personal leadership and decision making power acquired by the culture during odds situation and the fourth one (masculinity vs. femininity) explains how gender role is defined culturally so that a person is able (not able) to make entrepreneurial activities.

In terms of the external traits of entrepreneurship, the financial factors can be considered as one of major components. Gulo (2013) has divided some of important sub-sectors of financial factors of entrepreneurship. It includes the availability of startup capital for entrepreneurship. Similarly, financial attributes include the skill of management of financial resources. It further discusses the ways by which different structures of the country help people to assist to manage financial resources. Similarly, the readiness of financial institutions to invest on ideas is another important factor to motivate a person to become an entrepreneur. Material costs are also considered as one of the important aspects of entrepreneurship. If the cost is high, obviously people become reluctant to start their entrepreneurial activities. Besides financial attributes, the policy of the government of the country plays a vital role in entrepreneurship. Gulo (2013) has provided some of the sub-areas of policy which are important for entrepreneurship. The areas cover subsidizing policy, clear procedure for entrepreneurship development, favorable taxation policy, business laws and encouragement strategies of the government.

Research Gap

There have been various research studies conducted in various aspects of entrepreneurship. Many researchers have invested lots of time for the development of theoretical and practical aspects of entrepreneurial barriers. Similarly, many researchers have focused on economic status and capital for investment. However, personal willingness is also a prominent factor for entrepreneurship. The present review that indicates no research has been conducted to find out barriers for Nepali graduates to choose entrepreneurship as a career option. Similarly, I did not find the past research which could establish the causal relationship of different traits to choose or not to choose entrepreneurship option. Many researchers have focused on the individual effects such as demographic effect, cultural effect and effects of external traits of entrepreneurship. However, no any comprehensive research to see the combined effects of internal and external traits of entrepreneurship has been conducted so far. This dissertation aims to fulfill this literature gap.

CHAPTER III

RESEARCH METHODOLOGY

The Theoretical Ground of the Study

This is basically the field based research. Having surveyed the perspectives and the opinions of the graduates (both entrepreneurs and job seekers), using regression analysis, I have developed models which interrelate of different factors related to entrepreneurship attitude. Survey method was to collect empirical data from the field. For the purpose, structured questionnaire was used to collect primary data. Thus, the theoretical ground for this research is post-positivistic.

The Paradigm of Research of the Study

Taking reference of Creswell (2011), I would like to define entrepreneurial research paradigm as the general view, idea and trend grounded on assumptions and social constructs toward entrepreneurship and entrepreneurial attitude. The attitude towards entrepreneurship was possible to understand by various universally accepted trends. Finding the graduates' entrepreneurial behaviors was also facilitated by my own personal beliefs and values. People perceptions towards entrepreneurship are measurable and generalizable. In line with Guthrie's view (2010), I figured out that people's attitude and beliefs towards entrepreneurship are systematized thoughts. So, entrepreneurial attitudes and perceptions of people are quantifiable and measurable. Thus, I comprehend research paradigm as the *accepted constructs* (Creswell, 2012) that provides me a specific lens to observe entrepreneurial behavior of people by following the standard and objective procedures. So, for me looking the factors that mold graduates to choose entrepreneurial career are the measurable and expressible knowledge.

If we examine debates of the academia, two kinds of research paradigms are distinguished: positivistic and non-positivistic paradigm. These paradigms are useful to describe the dynamics of the graduates choosing entrepreneurship as a career. Some in academia believe that these two paradigms are totally two different poles (Guthrie, 2010). In contrast with the view, some thinkers believe the demarcating difference between positivism and non-positivism paradigms simply restricts the researcher to views and horizons (Kumar, 2011). In the same line, Kumar (2011) further emphasizes that there should not be a restriction of paradigm while conducting research. He said that positivist and non-positivistic paradigms do not supplement schools of thought. However, my understanding in this regard would be in line with Creswell (2012). I believe in the existence of a distinct demarcation line between positivism and non-positivism paradigms because I accept that entrepreneurship attitude either comes from genes or evolves from social interactions. I emphasize that exploring entrepreneurial attitudes of graduates is the matter of facts of social values, norms and ethics. Attitude of graduates towards entrepreneurship can be measured by scientific procedures and norms.

So, the paradigm of my research is post-positivistic paradigm and I have considered that entrepreneurship behavior of people is objectively measurable. In line with post-positivistic paradigm, I have followed a reductionist approach and have accepted *causes* determine *effects*, and vice-versa as my intention is to find out probable relationships among many variables with the entrepreneurship attitudes. Hence, my position in this research is guided by post-positivistic research paradigm.

Ontology of the Study

Following Tuli (2010), I comprehend that ontology is my beliefs to perceive the reality of the graduates' attitudes towards entrepreneurship. I believe that the graduates' attitude towards entrepreneurial traits already exists as reality. As a researcher, my main

objective is to bring same reality. Kumar (2005) remarks that the degree of bringing the reality by a researcher depends upon the capacity of an individual. Thus, taking the post positivistic ontological value, I believe that finding the dynamics of the graduates to choose entrepreneurship as a career option is to explore reality that already exists. My main task is to discover the reality by using various means and tools. Therefore, I believe that reality is outside from me. To bring the reality, I have analysed the views of entrepreneur as well as non-entrepreneur. Therefore, defining ontology, I accept as true that the views of entrepreneur and non-entrepreneur already exist. Understanding about the reality is guided by the philosophy of the single reality.

Epistemology of the Study

Following Creswell (2011), I have considered objectivity of knowledge to dig out the factors that form career decision aligned with entrepreneurship in those graduates. To take reference from Tuli (2010), I explain epistemology as a confirmation of what and how “we know” this research comprehended knowledge as objective and can be generated from the field data and statistical analysis. Since the paradigm of which this research is based, is *post-* positivism, so my epistemology is the way of knowing something which is based on empirical observations and scientific procedure and explanation accepting that empirical facts exist apart from me. Following *post-*positivism paradigm and believing in the objectivity of knowledge construction, my epistemology is to measure the attitude of the entrepreneurs and non-entrepreneurs. As a researcher, my main goal is to describe such reality by the help of empirical observations.

Methodology of the Study

Having realized, research methodology as a by-product of epistemology and ontology (Tuli, 2010), I describe methodology as a driving force of the researcher to fill

the knowledge gap in the existing system. To meet the research objective I have taken these points into consideration:

- The entrepreneurial attitudes of graduates can be measured objectively from a scientific sampling
- The attitudes of entrepreneurs or non-entrepreneurs already exist.

So, the approach to this research is quantitative. The research has used descriptive and analytical research design. In this study the survey technique is used to collect data from the sampled respondents by using a structured questionnaire. Statistical analysis and inference are the base to draw the conclusions.

Area of the Study.

Education is one of the most prioritized entrepreneurial sectors in Nepal. Each year more than 15% of the total budget is allotted to this sector. In the fiscal year 2072/73 out of the total Rs. 61.8, Rs. 9.86 billion was allotted for the education sector (Ministry of Finance, 2015) i.e. 16% budget in total and in the fiscal year 2073/74 it was more than 12% of total budget (Ministry of Finance, 2016). The budget allocations indicate that this sector has always become a highly prioritized sector of the government. Hence, this sector was chosen for the research. My concern in this research is, however, the higher secondary education only.

After the political change of 1990, investments in private sectors particularly in formal education have significantly increased. Out of a total 1276 higher educational institutes, there are 751 private institutes (UGC, 2014), which is about 59% and in the case of higher education (+2), out of the total figure of 3659, the private institutions count for 979 (36%) (Higher Secondary Education Board, HSEB, 2015). These data clearly signify that education sector is a prominent sector of entrepreneurship. This research included only private +2 institutions, a major sector of educational entrepreneurship.

Lalitpur district has proven itself as a most conscious district in education. It is declared the first totally literate district in the country with a literacy rate of 99.2% (District Education Office, Lalitpur, 2014). There are many schools and colleges in the district. People term Lalitpur district as a hub of higher secondary education. In this district there are 104 (64 private) higher secondary schools. This is about 3% among total the number of +2 schools/ colleges in Nepal. This is why Lalitpur district was selected as the field of this research study.

Nature and Source of the Data.

Based on the ontological assumption, my intention was to discover the relationship between entrepreneurial attitude and the different factors. Thus, following the quantitative approach the results were analyzed. For the study, the survey method, which included the selection of the number of representative individuals was used and the selection of the questions which were appropriate for the informants and tied with the research questions (Baker, 1999). Thus, the nature of the data of the study was quantitative and the primary source of the data was collected by conducting the survey.

Population and Sample of the Research.

As mentioned earlier, the study area of this research was Lalitpur district. For the study, the owners of +2 schools were considered as the entrepreneurs and the teachers of the same institutions were regarded as the graduates, who were non-entrepreneurs. However, for the research purpose the +2 owners who actively involved themselves in the day to day activity of the college were considered the population of the study. Similarly, being a part time teacher of a +2, I experienced hardship to count the number of the teachers in a +2 school. So, for this research purpose, I considered those teachers who spend more than half day in +2 schools/colleges as the population of the study. The

criteria describing inclusion and exclusion rule for the selection of respondents is given in the Table 1.

Table 1.

Inclusion and Exclusion Criteria of Population and Sample

Coverage	Entrepreneurs	Non-Entrepreneurs	Reason
Area	Institutional higher Secondary Schools	Institutional higher Secondary Schools	<ul style="list-style-type: none"> • Education sector is mostly prioritized area of the government • Higher secondary schools has developed as a prominent sector of investment after the political change of 1990
District	Lalitpur	Lalitpur	<ul style="list-style-type: none"> • Lalitpur is the first totally literate declared district (99.2% of literacy) in Nepal • Lalitpur has a significant number of institutional higher secondary schools (64 +2 schools out of 1276 in Nepal)
Population	Owners	Teachers	<ul style="list-style-type: none"> • Owners are investors and teachers are employees
Inclusion/Exclusion Criteria	who have invested; actively take part in school activities; spend more than half working hours at schools	who work as full time teacher; spends more than half of working hours	<ul style="list-style-type: none"> • Only active promoters identified as sample. Other promoters who are involved in other professions than education are excluded as entrepreneur. • Teachers who work part times in other institution also are not considered in this research to avoid duplication. Also, part time teachers who are involved in other professions have been termed as non-entrepreneurs • Administrative staffs have been excluded from research because in many cases they were not the graduates. So, they are not under the scope of the research

The number of teachers and +2 owners are not known for the research. So, the entire private higher secondary institutes (private +2 schools) were taken as sample schools for the study. Site-visits and telephone enquiry with at least ten +2 institutions in Lalitpur districts were made and based on that it was found that three owners and five full time teachers on an average were actively working in each school. Thus, these numbers of owners and teachers were considered as the respondents.

Of those 64 higher secondary schools, three of the schools are not running now (District Education Office, Lalitpur, 2015). So, the number of schools which were included in this research was 61. So, this was the sampling frame of the research. To find the sample, a formula developed by Krejcie and Morgan (1970) was used.

$$n = \frac{z^2 pq}{\alpha^2} \text{ followed by Sample size} = \frac{n}{1 + \frac{n-1}{N}}$$

where, z = z-value for 5% significance level = 1.96; p = prevalence rate (probability of happening) = 0.5, q = probability of not happening, α = significant level = 5% and N = population size, n = sample size

A simple random survey was conducted to select the schools. Based on the sample schools, teachers (non-entrepreneur) and owners (entrepreneur) were selected. Since, there were three active owners of an institution and five full time faculty members in an average.

Total population size of owners = $61 \times 3 = 183$

Total population size of faculty members = $61 \times 5 = 305$

Thus, using the formula,

$$n = \frac{z^2 pq}{\alpha^2} \text{ followed by Sample size} = \frac{n}{1 + \frac{n-1}{N}}$$

The sample size for teachers was 125 and that for faculty members was 171.

The calculation of the sample size is shown in table 2.

Table 2.

Determining Sample Size

Owner	Faculty Member
Population size = 183	Population size = 305
$z = 1.96$ (at level of significance 5%)	$z = 1.96$ (at level of significance 5%)
$p = 0.5$ (for unknown prevalence rate, probability of happening is 0.5)	$p = 0.5$ (for unknown prevalence rate, probability of happening is 0.5)
$q = 0.5$ (for unknown prevalence rate, probability of not happening is 0.5)	$q = 0.5$ (for unknown prevalence rate, probability of not happening is 0.5)
First finding n ,	First finding n ,
$n = \frac{z^2 pq}{\alpha^2} = \frac{(1.96)^2 \times 0.5 \times 0.5}{0.05^2} = 384$	$n = \frac{z^2 pq}{\alpha^2} = \frac{(1.96)^2 \times 0.5 \times 0.5}{0.05^2} = 384$
Sample size = $\frac{n}{1 + \frac{n-1}{N}}$	Sample size = $\frac{n}{1 + \frac{n-1}{N}}$
$= \frac{384}{1 + \frac{384-1}{183}} = 125$	$= \frac{384}{1 + \frac{384-1}{305}} = 171$

Thus, out of the 183 entrepreneurs, the sample size of the research would be 125

and similarly, out of the 305 non-entrepreneurs, the sample size would be 171.

Variables of the Study

There were two types of variable in this study. The major factors of entrepreneurship are culture, external stability, psychological aspects, business environment and demography. The dependent variable of this study was *entrepreneurial attitudes among private plus two school owners and teachers*. Further, external stability could be subdivided into political stability and economic stability. So, within external stability, political stability and economic stability were considered as independent variables and external stability was the dependent variable. I have followed Hofstede (2003) model of entrepreneurship to account for the cultural factors drew four independent variables viz. power distance; masculinity and femininity; uncertainty

avoidance; and individualism versus collectivism. Similarly, such socio-demographic factors as sex, family history, age and education were considered the independent variables. Business environment has two independent variables namely, network and resource. Within the psychological factors, risk of loss, stress, hard work and fear of failure were regarded as independent variables and political and economic factors of external instability were taken as the independent variables. Table 3 and 4 show the dependent variables and independent variables at two levels.

First Level

Table 3.

First Levels of Variables

Dependent Variable	Independent Variables
Entrepreneurial attitudes of graduates	Internal traits (Social demography, culture, personal psychology) and external traits (government policy, financial attribute)

Second Level

Table 4.

Second Levels of Variables

Dependent Variables	Independent Variables
Culture	Power distance, individualism vs. collectivism; masculinity vs. femininity and uncertainty avoidance
Social demography	Sex, family, age, education
Attitude/ personal psychology	Risk of loss, Stress, Hard work, Fear of failure, Decision making capacity
Business Environment	Government policy, financial situation

Ethical Considerations

According to Parahoo (1997) there are ethical issues at every stage of the research process and he argues that there are ethical considerations, even regarding whether or not

a topic should be researched. Ethical considerations in research can generally be understood under some components. Some of the major components described commonly by scholars are confidentiality, respect, equanimity, acknowledgement, trustfulness, integrity, openness and non-interference.

To maintain confidentiality, the names of the respondent were not disclosed in this research work. Similarly, for maintaining respect a great respect was exercised while data collection and its analysis. No discrimination in terms of sex, gender, ethnicity, profession and any other diversity was exercised at every stage of research and I have maintained the research integrity. Further, to maintain equanimity and non-interference none of the informants was compelled to fill the questionnaire. Similarly, I have acknowledged all the concerned personnel who directly or indirectly help me to perform this research. No data were falsified and great trustfulness was maintained as a part of researcher's integrity.

Table 5 gives how the ethical issues were maintained during the conduction of this research.

Table 5.

Maintaining Ethical Issues

Ethical considerations	Ways of maintenance
Confidentiality	<ul style="list-style-type: none"> • No name was presented
Respect	<ul style="list-style-type: none"> • Respect exercised while data collection and its analysis
Equanimity and non-interference	<ul style="list-style-type: none"> • No informant compelled to fill the questionnaire
Acknowledgement	<ul style="list-style-type: none"> • All the concerned personnel involves directly or indirectly acknowledged
Trustfulness	<ul style="list-style-type: none"> • No falsification of any data or response
Integrity	<ul style="list-style-type: none"> • No discrimination in terms of sex, gender, ethnicity, profession and any other diversity

Tools and Techniques of Data Collection

Because the research was survey design, a structure questionnaire was used. The questionnaire was developed to test the attitudes of the graduates by using a five point Likert scale. Similarly, the social demographic information was also collected in the questionnaire. Based on some established theories such as Hofstede Cultural Model of Entrepreneurship (2003) and literatures (Aziz, Friedman, Bopieva & Keles, 2013; Bezzina, 2010; Gulo, 2013; Kgagara, 2011), the first draft of questionnaire was developed. Thus the first draft was refined with the help of scholars and experts of entrepreneurship education. After the refinement of the questionnaire, a pilot study was made among 10% of the sample i.e. the 30 respondents. Before finalizing the questionnaire, the responses collected from respondents were fed onto the SPSS database and internal consistency was measured by using the Alfa test. Further, following the advice of the experts two of the items were omitted and the language of number of questions was modified.

After finalizing the questionnaire, I went to collect the data and found it was not easy as expected. Many schools head teachers were found reluctant to fill the questionnaire. So, many rounds of visit to the schools had to be made. In some cases, school teachers and head teachers gave back the questionnaire unfilled as well. In such cases, the schools nearby were chosen randomly to collect the data as determined by the sample size.

Analysis and Presentation of Data

The data obtained from different respondents were listed in descriptive form. Using software SPSS 23, the data were analyzed and was presented in tabular forms. Further different inferential statistics such as Independent Sample *t*- test and *ANOVA*

were conducted for the analysis of the data. The main focus was to see the strength of the relationship between entrepreneur attitudes with different factors. For this, multiple regression analysis was used.

Thus the finding from the statistical analysis was further viewed in terms of different social theories, literatures and personal reflections. Comparison and contrast of the data, statistical findings and social theory was made for the further validity of the findings.

The ways of analysis, presentation and interpretation of data are presented in table 6.

Table 6.

Instruments of Data Analysis and Interpretation

Presentation/ Analysis/ Interpretation	Purpose
Frequency distribution table and cross tabulation	To present demographic information of informants
Mean calculations	To summarize entrepreneurial attitudes of entrepreneurs and non-entrepreneurs with respect to the variables Culture, Demography, Attitude/ personal Psychology, Financial Attributes and Government Policies
<i>t-test/ ANOVA</i>	To see the group differences in terms of responses about the entrepreneurship attitude
Odds ratio analysis	To see how more likely one gender is better to be an entrepreneur than another gender
Multiple Regression	To develop a model which describes interrelationship among the attitudes of the graduates choosing entrepreneurship as a career option in regards with the variables culture, demography, attitude/ personal psychology, business environment, external stability

Reliability and Validity

As defined, reliability is the measurement of the degree of consistency maintain reliability, I made an internal consistency test. In line with Drost (2011) I was aware that the tools must give similar results when they are administrated by other persons as well. For the research, to check internal consistency, piloting was made and Cronbach's Alpha test was conducted. Ten percent of the total sample size i.e. 30 different respondents including both of the teachers and owners were taken for the piloting purpose. Fifty three different items were analyzed while making the Alfa test. While making test, Alfa value of the study was 0.745 (more than 0.7) which was enough to justify that the tools could measure what was intended to measure. Further, two items were eliminated after the item analysis. The test result of reliability analysis is presented in Annex 4. Taking suggestions from the experts, minor language editing was made before going to the field.

For me validity is a measure of the deviation of the result from the intended result. Usually, we cannot give answer whether we have achieved validity or not but it depends upon the interpretation of the researcher and the context that he or she researched (Gorin, 2007). However, significance correlation of between each item to the overall sum of the items is a statistical measure to compute validity. Table 7 shadows the relation between each item with the overall entrepreneurial attitude of people.

Table 7. Validity Analysis of the Study

Validity Analysis of the Study

Items	Overall Entrepreneurial Attitude		
	Correlation	Sig.	N
Need for Achievement	.179**	.002	295
Freedom	.285**	.000	295
Ambiguity Tolerance	.157**	.007	295
Enthusiasm	.157**	.007	295
Creativity/ Innovation	.184**	.001	295
Locus of Control	.287**	.000	295
Risk Taking Propensity	.192**	.001	295
Individualism versus Collectivism Dimension	.251**	.000	295
Power Distance Dimension	.198**	.001	295
Uncertainty Avoidance Dimension	.239**	.000	295
Masculinity versus Femininity Dimension	.145*	.012	295
It is easy to obtain startup capital in Nepal	.112	.054	295
I can easily manage financial resources to start own enterprise	.343**	.000	295
Financial institution are ready to give required finance to start business	.147*	.011	295
Economic condition of my country is supportive to entrepreneurship development	.303**	.000	295
Obtaining money to run a business is easy where I live.	.291**	.000	295
Material costs are affordable to start new venture in Nepal	.031	.599	295
Government has subsidies policy to support entrepreneurship in Nepal.	.395**	.000	295
The procedures for establishing a new company are clear	.350**	.000	295
Government policy, rule and regulations are favorable to start a company	.176**	.002	295
Taxation policy is in Nepal supports entrepreneurship.	.283**	.000	295
Business and other laws and regulations support entrepreneurship in Nepal	.351**	.000	295
My government encourages entrepreneurship	.414**	.000	295

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The table shows that each of the items (except 2 items) is significantly correlated with the overall entrepreneurial attitude. This shows the overall validity of the result can be assured.

The ways of researcher's interpretation is more crucial to measure the degree of accuracy of the achievement. As the scientific procedure was used to develop the questionnaire and piloting was done to measure consistency, this research has maintained content validity. To maintain construct validity, the research finding was further compared and constructed with the literatures and exiting knowledge. Moreover, as accepted norms, the probability of the acceptance of alternative hypothesis by chance (alpha value) to maintain the construct validity was 5%. For criterion validity, the result that was obtained from the research was based on standard sampling method and standard statistical procedure. This is presented in table 8.

Table 8.

Tools to Measure Reliability and Validity

Reliability/ Validity	Methods
Internal consistency	Piloting and Cronbach's alpha test
Content validity	Scientific procedure to develop questionnaire Existence of significance correlation between each item to the overall attitude
Construct validity	Compare and contrast result with existing construct and literature
Criterion validity	Standard sampling procedure and statistical analysis

CHAPTER IV

DIFFERENCES IN ENTREPRENEURIAL PERCEPTION DUE SOCIAL
DEMOGRAPHIC FACTORS

In this chapter, I have presented descriptive analysis showing the status of the respondents in terms of their gender, ethnicity, age group, subject of study, and family history of entrepreneurship. Further, the mean rank values of their agreement or disagreement towards the influencing factors of entrepreneurship have been calculated. Using statistical tests to see the mean difference such as *t*-test and *ANOVA*, I examined whether there existed any significant difference among the groups.

Social Demographic Information about the Respondents

While collecting the data wide verities of demographic information about respondents were collected. The demographic features of the respondents include gender, age, ethnicity, education area, highest degree and family history of entrepreneurship. Table 9 gives the descriptive figure of diversity of the sample chosen randomly while collecting the data.

Table 9.

Social Demographic Information of Respondent

Social demography	Demographic disaggregation	No. of teachers	% of total respondents	No. of promoters	% in total respondents
Gender	Male	118	41.26	89	31.12
	Female	52	18.18	27	9.44
Age	Less than 25 yrs	17	6.14	5	1.81
	26- 30 yrs	48	17.33	29	10.47
	31- 35 yrs	53	19.13	24	8.66
	36- 40 yrs	21	7.58	27	9.75

	41- 45 yrs	17	6.14	18	6.50
	46- 50 yrs	4	1.44	7	2.53
	51- 55 yrs	3	1.08	1	0.36
	56- 60 yrs	0	0.00	2	0.72
	61 yrs or above	0	0.00	1	0.36
Ethnicity	Others	106	37.06	86	30.07
	Janajati	61	21.33	29	10.14
	Dalits	4	1.40	0	0.00
Highest Degree	Bachelor	32 ¹	11.43	24	8.57
	Master	124	44.29	76	27.14
	MPhil or Above	9	3.21	15	5.36
Area of Study	Humanities	39	14.13	26	9.42
	Management	63	22.83	52	18.84
	Science and Technology	34	12.32	18	6.52
	Education	22	7.97	17	6.16
	Law	4	1.45	1	0.36
Family history of business	Yes	50	17.73	19	6.74
	No	114	40.43	99	35.11

Gender and Entrepreneurial Attitude

Many research studies conducted in the field of gender and entrepreneurship show that males have higher tendencies to become entrepreneur than females. Observations indicate that of the promoters of private +2 schools, a greater number of male teachers and male promoters than females. To examine the perception of males and females about an entrepreneurial career, I used four different traits of entrepreneurship, which are cultural traits, psychological traits, financial traits and policy traits.

From Table 9, we can see a roughly similar percent point of male and female teachers. However, from the figure of the promoters, this research shows that the females

¹ In some cases teachers who did not complete their master's level were also working as teachers. Making direct communication with them, many of them were not able to submit their master's thesis.

were nearly a half of the males. So, this figure gave an idea that in the selected field males were more likely to be entrepreneurs than females.

Hypotheses: G1

Null Hypothesis (H_0): Males and females are equally likely to be an entrepreneur.

Alternative Hypothesis (H_A): Males are more likely to be entrepreneurs than females.

Rule to accept and reject hypothesis: Null hypothesis would be retained if level of significance (p-value) is more than 5% (0.05), otherwise alternative hypothesis would be accepted.

To test the hypotheses, the odds ratio analysis (phi-test followed by odds ratio analysis) using SPSS 23 was used. The result of the test is presented in Table 10.

Table 10.

Odds Ratio Analysis of Gender and Profession

Systematic Measures			Risk Estimate	
	Approximate		95% Confidence Interval	
Phi (ϕ)= -0.080	Significance (p	Odds Ratio= 0.688	Lower	Upper
N= 286	value)= 0.174	N= 286	0.401	1.182

Here, phi (ϕ) value for the test is -0.08 (with odds ratio 0.688, 95% lower confidence interval value 0.401 and that of upper value 1.182). This means, males are 8% more likely to be entrepreneurs than that of females. However, the level of significance is 0.174 (more than 0.05) and considering the range of Risk, 1 (equal probability of happening to non-happening) lies between the interval of upper and lower confidence (95%) value. So, it can be said that the result is not statistically significant and not applicable as well. The result of the sample would not be reflected in the population. Thus, the null hypothesis, i.e. males and females are equally likely to be entrepreneurs cannot be rejected. This means, both males and females are equally likely to be entrepreneur.

This is how we can say gender is not a determinant for a person to be (or not to be) an entrepreneur (promoter). The result has clearly challenged the existing gender stereotype thinking that males have a higher entrepreneurial tendency than females and has established that gender does not make any contribution to a person to orient himself or herself as an entrepreneur.

Gender and Psychological Dimension

While testing psychological traits of entrepreneurship, seven different dimensions including need of achievement, freedom, tolerance, enthusiasm, innovation, locus of control and risk taking propensity were taken into consideration. In doing so, a five point Likert Scale ranging from strongly disagree to strongly agree (1 to 5) was used. It means, more the value, better the entrepreneurial attitude of the people. The average of psychological traits for the male was 3.36 and that for the female was 3.45. Thus, these descriptive statistics shows that psychologically females are more intended to be entrepreneurs than males. However, for further confirmation, statistical tests were conducted. First the hypothesis (G2) in gender in relation with psychological dimension was tested.

Hypothesis: G2

Null Hypothesis (H_0): Males and females both have equal psychological tendencies to become entrepreneur.

Alternative Hypothesis: Females have better psychological tendencies than of males to become entrepreneur.

Table 11 gives the result of the independent sample *t*- test

Table 11.

Independent Sample t- test of Psychological Aspect with Respect to Gender

Psychological Traits	Levene's Test for		<i>t</i> - test for Equality of Means		
	Equality of Variances		<i>t</i>	df	Sig. (2-tailed)
	F	Sig.			
Equal variances assumed	1.812	0.179	-1.607	283	0.109
Equal variances not assumed			-1.727	165.029	0.086

Table 11 shows that Levene's test for equality of variances is not significant with F-value 1.812 and level of significance 0.179 (>0.05). This signifies that the distribution of the males and the females with their responses in psychological dimensions were equally varied. Table 11 clearly marks that the *t*-value is -1.607 with a degree of freedom of 283 and p-value 0.109. As the level of significance (p-value) is higher than 0.05 of level of significance, the null hypothesis cannot be rejected. This means, there is no significant difference in psychological orientation of the males and the female to become entrepreneurs. The result shows that the males and the females are equally intended to become entrepreneurs.

This result contradicts with the established research findings. Banon and Lloret (2016) said that males and females have distinct roles in society. Due to the roles and responsibility set by the society for the male and the female, the female has lower tendency to become entrepreneurs than male. As society has differentiated the role of the male as bold and risk takers, the male is more likely to have a higher level of aspiration to choose entrepreneurship as a career (Banon & Lloret, 2016). In the same line, Bengtsson, Ola and Sanandaji (2012) focused that the roles of females are limited as care givers (family raring) so they have less tendency to take risks. This lower level of risk taking tendency ultimately degrades the entrepreneurial attitude. Thus, despite established

theories and literature, it can be said that sex does not have a decisive role for people to become entrepreneurs.

Gender and Cultural Dimension

We generally witness that males are grown up to be leaders and successful persons in the society whereas in many cases females have schooled to be better in different household chores chiefly children rearing. The sample of this research were graduate people who had been involved in college education either working as promoters or teachers. The average of the acceptance of the male was 3.27 (tending toward the agreement that culture molds people becoming entrepreneur) and that of females was 3.25(tending toward the agreement culture molds people becoming entrepreneur). These results showed that the males were more culturally oriented towards becoming entrepreneurs than the females. However, to see the statistically significant, hypotheses (G3) is tested by using independent sample *t*- test.

Hypotheses: G3

Null Hypothesis (H_0): Cultural orientation of both males and females are the same to become entrepreneurs.

Alternative Hypothesis (H_A): To become entrepreneur cultural orientations of the males are better than that of the females.

SPSS output using independent sample *t*- test is given by:

Table 12.

Independent Sample t- test of Cultural Aspect with respect to Gender

Cultural Dimension	Levene's Test for Equality of Variances		<i>t</i> - test for Equality of Means		
	F	Sig.	<i>t</i>	Df	Sig. (2-tailed)
Equal variances assumed	5.808	.017	.665	283	.507
Equal variances not assumed			.731	173.880	.466

Table 12 shows that F-value to test Levene's Test for Equality of Variances is 5.808 with the level of significance 0.017 which is less than the level of significance 0.05. This implies that the distribution of males and females with respect to their cultural orientations does not equally vary (i.e. equal variances of both the distribution is false). From the table, *t*-value is 0.731 with the degree of freedom 173.88 and the level of significance (p-value) is 0.466 which is more than 0.05. As the level of significance for *t*-value is more than 0.05, the null hypothesis cannot be rejected. This means that the cultural orientations of males and female are the same. This signifies that there is no difference in cultural orientations of males and females to become entrepreneurs.

This result contrasts with the social beliefs rooted in the selected community that the males have better cultural tendency to become entrepreneurs than the females. Research in the field of culture and entrepreneurship says that females have less risk taking propensity than males because of their cultural orientation. A study conducted by Maysami and Ziemnowicz (2007) concluded that due to cultural stereotype, people believe that women to have less confidence and ability to run an organization. The same research points out that due to culturally biased thinking, women suffer from different barriers to grow up their enterprises. Unlike the Singaporean experience, this research found less or no effect, of culture in the attitude development of males and females towards entrepreneurship.

Gender and Financial Dimension

Many researches consider the financial attribute as the major contributor to a person being an entrepreneur. I also consider the financial factor as the major attributing dynamics towards this. While making discussion with the graduates, they claimed that they were reluctant towards entrepreneurship because of financial barriers. To see the perceptions of the graduates about the role of financial dimension to mold a person as an

entrepreneur, five point Likert scale was used. The mean of perception of financial condition of the country to encourage people to start up their entrepreneurial activities out of 5 for the males was 2.69 (less than neutral i.e. tending towards ‘disagree’) and that for the females was 2.61 (tending towards ‘disagree’). This shows that the males had slightly more perceptual value than female. The mean value less than 3 signifies that both males and females were not much convinced that the financial factor is one of the major contributing factors for them to become entrepreneurs. The *t*- test was used to confirm the significance difference of the males and the female (hypothesis G4) to their perception towards the financial attribute as one of the major factors.

Hypothesis G4:

Null Hypothesis (H_0): The males and the females were equally convinced that the financial attribute is one of the major factors to mold persons becoming entrepreneurs.

Alternative Hypothesis (H_A): The males were more convinced than the females that financial attribute is one of the major factors to mold persons becoming entrepreneurs.

To test the hypothesis, an independent sample *t*- test was used. The test result is shown in Table 13.

Table 13.

Independent Sample t- test of Financial Aspect with respect to Gender

Financial dimension	Levene's Test for Equality of Variances		<i>t</i> - test for Equality of Means		
	F	Sig.	<i>t</i>	df	Sig. (2-tailed)
Equal variances assumed	.228	.633	1.277	283	.203
Equal variances not assumed			1.242	134.032	.216

The test result shows that Levene’s Test for Equality of Variances is not significant (F value= 0.228 and p-value= 0.633) as p-value is more than the level of

significant 0.05. This infers that the distribution of the males and the females regarding their acceptance of the financial dimension is one of major dimensions of entrepreneurship which have nearly equal variance (equal variances cannot assumed).

Further, the result of the *t*- test is also not significant with *t*-value 1.277, *df*= 282 and *p* value= 0.203>0.05. From this, null hypothesis that 'no difference in perception of the males and the females to become entrepreneurs' cannot be rejected. It signifies that the average of perception towards the financial dimension as one of the major dimensions to mold people as entrepreneurs in the males and the females are not different. Statistically there is no significant difference in perception of the males and the females. Thus, it shows that gender does not cause any different for the graduates to become entrepreneur.

This result was similar to the research findings of Lama and Bhandari (2013) that gender does not a play vital role in perception building to become entrepreneur. Lama and Bhandari (2013) chose a sample from University Graduates and found that the perception of males and females regarding entrepreneurial career was nearly the same. However, the research conducted by Maysami and Ziemnowicz (2007) in Singapore found that females have weaker perception than males about the sound financial condition of the country to enhance entrepreneurial activities. This result clearly indicates that the perception of the educated mass in developing countries such as India and Nepal and that in developed countries is different. The educated mass in developing country do not make different perceptions towards entrepreneurship due to their gender difference.

Gender and Government-Policy Dimension

Government-policy is considered as the major contributing external traits to enhance entrepreneurial environment in a country. From the gender perspective, I was interested to see how males and females perceive the entrepreneurial environment in the

country. The averages of both the males and the females were less than 3 (“neither agree nor disagree”). This signifies that the respondents did not accept that Nepal had a favorable condition to grow entrepreneurial activities. The average of the males it was 2.72 and that of the female was obtained 2.80. Thus, a slight difference in terms of perception was noticed. Comparatively, the females were found more convinced than males on the average. To confirm the statistical significance, hypothesis test was made.

Hypotheses G5:

Null Hypothesis (H_0): The males and the females both have similar perception that Nepal has favorable policies to enhance entrepreneurial activities.

Alternative Hypothesis (H_A): The females are more convinced than the males that Nepal has favorable policies to enhance entrepreneurial activities.

To test the hypothesis, an independent sample t - test was tested. The test result is given in the Table 14.

Table 14.

Independent Sample t- test of government policy aspect with respect to Gender

Government Policy	Levene's Test for		t - test for Equality of Means		
	Equality of Variances				
	F	Sig.	t	df	Sig.
Equal variances assumed	.015	.902	-.995	283	.321
Equal variances not assumed			-1.001	143.080	.318

Table 14 shows that Levene’s test for equality of variance is not significant with F-value 0.025 and p-value 0.902. This signifies that the distribution of males and females with respect to their response about entrepreneur-favorable policies existing in country are equally varies.

From the table, it is found that the t - value for the test was -0.995, degree of freedom= 283 and p-value as 0.321 which is more than 0.05. The result of the t - test was not found significant. So, the null hypothesis that the males and the females are equally convinced that Nepal has favorable entrepreneurial policies cannot be rejected. This implies that the males and the females have similar perception towards the entrepreneurial policies. The differences on the averages about the perception towards the existing policies were not significantly different.

The result indicates that the male and the female graduates are both equally convinced that the country does not have favorable policies to favor entrepreneurial activities. This result is contradictory with a result conducted in the US by Manley (2015). According to the study gender played a vital role for the entrepreneurial activities of the people. The same study concluded that the females were limited within family owned business boundaries whereas the males were able to challenge them from the entrepreneurial perspective. As explained somewhere in this dissertation, the respondents of this research were educated people so, due to the capital gained by education, no gender difference was found in entrepreneurial attitudes.

Despite of constitutional supports (right to protect property, right to choose profession) it can be concluded that Nepal lags from creating favorable entrepreneurial policies to motivate graduates choosing entrepreneurship as a career.

Gender and Internal Traits

A closer look at the segregated figures made me realize that gender does not have important role for a person to be an entrepreneur. I was interested to seeing the overall effect of the internal traits (psychological dimensions and cultural dimension) on the entrepreneurial attitude. For the purpose, the independent sample t - test was used. Taking

weighted means of psychological and cultural dimensions, the internal traits of a person was aggregated.

Hypotheses G6:

Null Hypothesis (H_0): Males and females both are equally motivated to become entrepreneurs due to their internal traits of entrepreneurship.

Alternative Hypothesis (H_A): The internal traits of becoming an entrepreneur are different in the males and the females.

Testing the hypothesis, average of the internal traits for the male was found to be 3.32 and that for the female was found to be 3.35. This description shows that both males and females tended to be towards the “agree” side. This means both the males and the females agreed that the internal traits of persons are responsible for choosing entrepreneur as a career. Further, to see who the males or the females had better tendencies the t -test was used. Table 15 is the output for the independent sample t - test.

Table 15.

Independent Sample t- test of Internal Traits with Respect to Gender

Internal Traits	Levene's Test for Equality of Variances		t - test for Equality of Means		
	F	Sig.	t	df	Sig.
Equal variances assumed	8.119	.005	-.793	283	.428
Equal variances not assumed			-.874	175.024	.383

Table 15 shows that Levene’s Test for Equality of Variances is significant with F-value 8.119 and p-value 0.005. This indicates that the distribution of the males and the females are not equally varied. Further, table shows that t -value= -0.874, degree of freedom = 175.024 and p-value is 0.383. The p-value is more than the level of significance 0.05. This implies that difference is not significant. So, null hypothesis that

both males and females have an equal level of influence of internal traits to become entrepreneurs cannot be rejected.

Although we found some difference in perception of the males and the females towards the internal traits of entrepreneurship in the descriptive part, the same is not applicable to the population. This means the difference is not significant. Canizares and Fernando (2013) said that there is no dependency between gender and desirability of enhancing entrepreneurship. Despite the higher percentage of involvement of the males in entrepreneurial works, the desire of being successful and innovative is irrespective of gender. So, it can be concluded that the internal traits of the males and the females are not different for them to choose entrepreneurship as a career. Both male and female agreed that the internal traits play a prominent role making (or not making) a person an entrepreneur.

External Traits and Entrepreneurship

Regarding the external traits, I found that people were not much convinced about the external traits as dominant factors to mold the graduates as entrepreneurs. Out of the five point Likert Scale ranging from strongly disagree (1) to strongly agree (5), the average of the males was 2.71 and that of the females was 2.70. That means both males and females did not agree on the external traits as being determinant about choosing entrepreneurial career because the averages of both were less than 3 (“neutral”).

However, this trait a small difference was found. So, it can be tested by the significance test. For this the hypotheses would be:

Hypotheses G7:

Null Hypothesis (H_0): Both males and females have equal beliefs that the external traits are major contributors to make graduates entrepreneurs.

Alternative Hypothesis (H_A): The females have weaker beliefs than the males that external traits are major contributors to make graduates entrepreneurs. The test result is shown in the Table 16.

Table 16.

Independent Sample t-test of External Traits with respect to Gender

External Traits	Levene's Test for Equality of Variances		<i>t</i> - test for Equality of Means		
	F	Sig.	<i>t</i>	df	Sig. (2-tailed)
Equal variances assumed	.000	.983	.061	283	.951
Equal variances not assumed			.061	141.930	.951

Table 16 shows that Levene's Test of Equality of Variances is not significant with F-value 0.000 and p-value 0.983. This implies that the distributions of both males and females are equally varied (i.e. equal variances of both the distribution can be assumed).

Table 16 further shows that *t*-value is 0.061, degree of freedom as 283 and that of p-value 0.951 which is more than 0.05 (accepted level of significance). The difference is not significant. So, the null hypothesis that both males and females are equally influenced by the external traits to become entrepreneurs cannot be rejected. So, there is no significant difference in attitudes towards external traits between males and females choosing entrepreneurship as a career. It means that both males and females equally perceive the external traits less likely to affect people choosing an entrepreneurial career. So, the hypothesis what was set for *t* external traits did not establish.

Gender and Overall Entrepreneurial Attitude

I investigated the disaggregated results of the effects of gender to choose entrepreneurial career. The overall mean of perception of the males was 3.01 and that of the female was 3.02. This means in an average, both males and females were nearly (neither agree nor disagree) neutral that internal and external traits mold graduate

entrepreneurs. However, a slight difference is observed. So, to confirm the difference of the average of perception, a hypothesis test was made.

Hypotheses G8:

Null Hypothesis (H_0): There is no significant difference in entrepreneurial attitude between the males and the females to choose entrepreneurship as a career.

Alternative Hypothesis (H_A): There is significant difference between the average attitude of males and females choosing entrepreneurship as a career.

Testing the hypothesis, the independent sample t - test was made. The test result is given Table 17.

Table 17.

Independent Sample t- test of Entrepreneurial Attitude with Respect to Gender

Entrepreneurial Attitude	Levene's Test for Equality of Variances		t - test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.027	.870	-.400	283	.689
Equal variances not assumed			-.398	139.501	.691

Table 17 shows that Levene's Test for Equality of Variances is not significant with F-value 0.027 and p-value 0.870. So, the equal variances of the male-distribution and female-distribution can be assumed.

The result shows that t value = -0.400, df= 283 and p- value= 0.689 which is more than the accepted level of significant 0.05. So, the null hypothesis that males and females both have similar attitudes to become entrepreneurs cannot be rejected. This shows that males and females do not have different perception (as p-value more than 0.05) about the effect of internal and external traits on an average to mold graduates as entrepreneurs.

Thus gender does not play vital roles for the choice of entrepreneurship as a career. The males and females do not have significantly different perceptions about the

entrepreneurial career. In this study gender is not significant regarding internal attributes (physiological and cultural dimension) and external dimensions (financial and government policy dimensions) of entrepreneurial career.

Ethnicity and Entrepreneurial Attitude

It can be commonly observed in Nepal that some specific ethnic groups have higher entrepreneurial tendencies than other groups. As mentioned already, the Newars, the Thakalis and the Marwaris are known as born entrepreneurs. Similarly, by examining the small entrepreneurship we see that the Dalits have been considered as entrepreneurs. However, these types of small entrepreneurship have only little contributed to the upliftment of the economic aspects of the nation. Out of 296 respondents, only five of were Dalits whereas 90 were from Janajati ethnicity and 105 were from other ethnic groups. None of the Dalits were found promoters of +2 schools. Using the five point Likert Scale ranging from strongly disagree (1) to strongly agree (5), I investigated the mean scores of different ethnic groups in four different traits including psychological traits, cultural traits, financial traits and policy traits. I also calculated the overall mean value of the internal traits and the external traits and considered the overall value, overall mean value of entrepreneurial traits for different ethnic groups. So, only alternative form hypothesis was applied to the testing of the group difference.

Ethnicity and Psychological Traits

The descriptive analysis shows that psychologically the Dalits have higher tendencies (3.53) than the other ethnic groups the Janajati (3.37) and the Others (3.38). The mean values suggested that each of the ethnic groups has agreed that psychological traits are the major ones to contribute persons to choosing entrepreneurship as a career. The mean value has challenged the previous thinking that the Janajati have higher psychological tendencies than the other ethnic groups.

Hypothesis E1 (H_A): Psychologically the graduates of one ethnic group are more willing to be entrepreneurs than the other groups.

I used Analysis of Variance (*ANOVA*) to test the hypothesis. The test result is shown in Table 18.

Table 18.

ANOVA Test of Psychological Traits with Respect to Ethnic groups

		Sum of		Mean		
		Squares	df	Square	F	Sig.
Average of Psychological Traits	Between Groups	.069	2	.034	.206	.814
	Within Groups	47.266	282	.168		
	Total	47.335	284			

Table 18 shows that F value is 0.206 and level of significance is 0.814. For this research, it was considered p-value 0.05 as the maximum value up to which it could be said that the statement is significant. Thus, the p-value obtained from the *ANOVA* result is more than 0.05, which indicates that the null hypothesis that ‘psychologically graduates of all ethnic group people have equal willingness to become entrepreneurs’ cannot be rejected. That means none of the ethnic group graduates have higher or lower psychological tendencies of becoming entrepreneurs. The result signifies that the perceived idea of the society that some ethnic groups are psychologically more prepared to be entrepreneurs than the others is not valid. This result challenged the pre-assumption that some ethnic groups have better tendencies especially in entrepreneurial works in the +2 education sector.

Ethnicity and Cultural Traits

From the perspective of cultural factors molding people to become entrepreneurs, mean values were calculated first. This indicates that the values of the Likert Scale

ranging from one (strongly disagree) to five (strongly agree) to the response of cultural traits of the Dalit ethnic group was 3.18 and that for the Janajati was 3.23 and 3.38 for the rest. The mean value has challenged that pre-assumption that the Dalits and the Janajatis are culturally grown up to become entrepreneurs. Further, the value above 3 indicates that each ethnic group people believe that culture is also one of the traits that motivates a graduate to choose entrepreneurship as a career option. However, for the confirmation, it can be tested by the significance test of the difference.

Hypothesis E2 (H_A): Culturally the “Others” ethnic group are more oriented to become entrepreneurs.

While testing the hypothesis, *ANOVA* was used. The test result is given below:

Table 19.

ANOVA Test of Cultural Traits with Respect to Ethnic groups

Cultural Dimension	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.182	2	.091	1.119	.328
Within Groups	22.996	282	.082		
Total	23.178	284			

The result shows that the average value among the groups is not significant with F value 1.119 and p-value 0.328 (more than 0.05). So, the null hypothesis that all ethnic groups' are equally motivated to become entrepreneurs due to their cultural traits cannot be rejected. This infers that the difference seen in above descriptive result does not come true of population. So, with the sample of graduates who have been involved in +2 schools in mind, none of the ethnic groups are culturally grown up better to become entrepreneurs than the Other groups. Thus, the claim made in the background part of this study that some ethnic groups are culturally grown up to become entrepreneurs did not retain. The result of the research did not match what was expected. Culture plays some

role (mean more than 3 in Likert Scale) but all the ethnic groups have somehow similar types of cultural orientation.

Ethnicity and Financial Traits

If we look at the national statistics, we find that some of the ethnic groups are financially sounder status than other groups. To investigate orientation towards entrepreneurship of those different groups, I used the Likert Scale and found different values for different ethnic groups. As this research show, the mean score for the “Others” is 2.63; that for the Janajati and Dalits are 2.76 and 2.80 respectively. The average value less than 3 (neutral) signifies that none of the ethnic groups believed that they could easily manage the startup capital for their entrepreneurial functions. Similarly they also denied that they had sufficient capital to start any entrepreneurial works. The descriptive findings of this research show that there is some difference in perception of people towards financial traits due to their ethnicity.

Hypothesis E3 (H_A): The “Others” ethnicity groups are significantly more confident that they can easily manage finances for their entrepreneurial work than other ethnic groups.

The SPSS output of the *ANOVA* for this given in the table 20.

Table 20.

ANOVA Test of Financial Traits with Respect to Ethnic groups

Financial dimension	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.578	2	.789	3.298	.038
Within Groups	67.447	282	.239		
Total	69.024	284			

Table 20 shows that the perceived financial traits among the different ethnic groups are significantly different with F value 3.298 and p-value 0.038 (less than 0.05). This means that the null hypothesis that ‘all ethnic groups have equal confidence to manage financial resources to start their entrepreneurial activities’ cannot be retained.

This indicates that some ethnic groups are more confident about managing finance to become entrepreneurs. Thus, the hypothesis that ‘some ethnic groups have better perception than other ethnic groups in terms of their confidence to manage finance for their entrepreneurial work’ turns true. The segregated figure (Tukey test result) explains that the “Other” ethnic groups are more confident about it the Janajatis and the Janajatis more confident about this than the Dalits. Therefore, this research shows a clear distinction among different ethnic groups in terms of their perception towards the financial attribute as a factor of entrepreneurship.

Ethnicity and Government Policy

Different people may have different perceptions towards the government policy. The average of the “Other” is 2.69 whereas that for the Janajatis and the Dalits are 2.82 and 3.13 respectively. This shows that the “Other” ethnic group and Janajati were not found much convinced that Nepal has a better government policy to enhance entrepreneurial activities whereas the Dalits were found a bit on the “agree” side for the same statement.

Hypothesis E4 (H_A): Dalits and Janajati have a more positive perception towards the favorable government policy than other ethnic groups in average.

For this, ANOVA was used. The result is presented in the table 21.

Table 21.

ANOVA Test of Policy Traits with Respect to Ethnic Groups

Government Policy	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.493	2	1.246	3.895	.021
Within Groups	90.246	282	.320		
Total	92.738	284			

Table 21 shows that the F-value is 3.895 and $p= 0.021$. This indicates that the null hypothesis that ‘all the ethnic groups have similar perception towards favorable

government policy in Nepal to enhance entrepreneurship' cannot be retained. This means, ethnicity-wise different perceptions exist towards entrepreneurship. The Tukey test result shows that among the different ethnic groups, the Dalits and the Janajati have a more positive perception towards the favorable government policy than the "Other" ethnic people. Therefore, the perception towards the government policy about entrepreneurship differs from one ethnic group to another. Moreover, the different ethnic group people understand the government policy differently. This has raised some serious question: 'Does the government foster certain ethnic group people only? Why different people perceive same thing differently'?

Ethnicity and Internal Traits

Bearing in mind the segregated figure of internal traits via the cultural dimension and personal psychological dimension, I did not find any significant difference in perception of choosing entrepreneurship as a career. I have seen an overall effect of both the traits as internal traits.

Hypothesis E6 (H_A): There is significant difference in perceptions among different ethnic groups due to the internal traits to become entrepreneur.

Test result for the test is given in Table 22.

Table 22.

ANOVA Test of Internal Traits with Respect to Ethnic Groups

Internal Traits	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.040	2	.020	.224	.799
Within Groups	25.114	282	.089		
Total	25.154	284			

Table 22 shows that the difference is not significant with the F-value 0.224 and the p-value 0.799 which is more than 0.05 (the accepted level of significance). This indicates that the null hypothesis that 'there is no difference in perception of different

ethnic group people to become entrepreneurs' cannot be rejected. It indicates that the internal traits (combined effects of psychological and cultural traits) do not differ among the graduates due to their ethnicity.

Ethnicity and External Traits

As already discussed, the segregated traits of the external traits (financial traits and policy traits) have significant effects on choosing entrepreneurship as a career due to ethnicity of the graduates. Considering the combined effect of all external traits, the given hypothesis was set.

Hypothesis E7 (H_A): Due to external traits, there is significant difference in perceptions of graduates choosing entrepreneurship as a career because of their ethnicity.

To test the hypothesis, an *ANOVA* was performed. The test result is given in Table 23.

Table 23.

ANOVA Test of External Traits with Respect to Ethnic Groups

External Traits	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.984	2	.992	5.298	.006
Within Groups	52.793	282	.187		
Total	54.777	284			

The results show that the difference among the different ethnic groups is significant with F-value 5.298 and p-value 0.006 which is less than 0.05. This means that the null hypothesis that 'external traits of entrepreneurship do not differ among graduates due to their ethnicity' cannot be retained. This further indicates the overall perception on external traits among different ethnic groups is significantly different. Looking at the disaggregation (Tukey test), the Dalits have a more positive perceptions towards the external traits than the Janajati and 'Other' ethnic groups.

Overall Internal and External Traits and Ethnicity

The research shows that the internal traits are not significant whereas the external traits have significant effects on people to make their perception towards entrepreneurship. To consider the overall effect, given hypothesis was set.

Hypothesis E8 (H_A): There is significant difference in perception on overall internal and external traits of graduates choosing entrepreneurship as a career due to their ethnicity.

To test this hypothesis, SPSS 23 was used to execute *ANOVA*. The test result is given in Table 24.

Table 24.

ANOVA Test of Overall Internal and External Traits with Respect to Ethnic Groups

Overall effect	Sum of Square	df	Mean Square	F	Sig.
Between Groups	.399	2	.200	3.678	.026
Within Groups	15.304	282	.054		
Total	15.703	284			

The result Table 24 shows that the difference is significant with F- value 3.678 and p-value 0.026 (a value less than the accepted level of significance 0.05). This indicates that the null hypothesis of this test i.e. ‘there exists no significant difference in perception of the graduates to become entrepreneurship due to their ethnicity’ cannot be retained. This means there is significant difference in perception of those graduates from different ethnic groups to make their conception about entrepreneurship as a career option.

Age Group and Entrepreneurial Attitude

Many research studies concluded that mid age people can be more successful entrepreneurs than the other ages. However, due to the recent development in information communication and technology (ICT) the age stereotype has been demystified.

Nowadays, we can see many young entrepreneurs. Taking age group as a major factor

which supports the development of entrepreneurial attitude, I was interested in seeing its effect on entrepreneurial attitudes.

From the perspective of this research, an increase in age tended the graduates to become entrepreneur. It is found that segregation of data in respect of age group above 46 years is less than five. So, for the further analysis, I included people whose age is less than 46 years only.

Considering the age group wise mean-difference for internal and external traits, the following results are obtained.

Table 25.

Age-wise Mean Value of Different Traits

Age (years)/ Traits	Less than 25	26- 30	31- 35	36- 40	41- 45
Psychological Traits	3.39	3.42	3.39	3.39	3.34
Cultural Dimension	3.25	3.32	3.28	3.24	3.28
Internal Traits	3.32	3.37	3.33	3.31	3.31
Financial dimension	2.61	2.71	2.65	2.68	2.58
Policy Traits	2.80	2.82	2.68	2.83	2.55
External Traits	2.70	2.76	2.67	2.75	2.56
Overall Entrepreneurial Traits	3.01	3.07	3.00	3.03	2.94

Table 25 shows that different age group graduates believe that the psychological trait is one of the influencing traits for the graduates to choose entrepreneurship as a career. Similar results were obtained from the cultural and the total internal dimensions. However, the graduates did not believe that financial dimensions and policy dimensions are the major contributing factors to choose entrepreneurship as a career. Thus, the overall external traits were also not found in favor of an entrepreneurial career. I found that in some traits age level make much difference and in other cases, some differences

are observed (Table 25). For the significant test of the result let us see the Analysis of Variance (*ANOVA*) test. Table 26 is the SPSS output while conducting *ANOVA*.

Table 26.

ANOVA Test of Entrepreneurial Traits in Respect of Age-group

Traits	Groups	Sum of Squares	Df	Mean Square	F	Sig.
Psychological	Between	.136	4	.034	.210	.933
	Within	41.342	254	.163		
	Total	41.478	258			
Cultural	Between	.231	4	.058	.713	.584
	Within	20.566	254	.081		
	Total	20.797	258			
Internal	Between	.143	4	.036	.407	.804
	Within	22.315	254	.088		
	Total	22.458	258			
Financial	Between	.493	4	.123	.509	.729
	Within	61.457	254	.242		
	Total	61.949	258			
Government	Between	2.510	4	.627	1.956	.102
	Within	81.457	254	.321		
	Total	83.967	258			
External	Between	1.214	4	.304	1.617	.170
	Within	47.670	254	.188		
	Total	48.884	258			
Overall of External and Internal	Between	.456	4	.114	2.287	.061
	Within	12.650	254	.050		
	Total	13.106	258			

Table 26 shows that the test results were not significant in any conditions. This implies that age does not make any significant contributions for people to the choice of entrepreneurship as a career. The result has challenged the pre-conception that mid age people are more intended towards entrepreneurship. Here the test result shows that

whether the person is under 25 years or above, the age of 45 years, his or her thinking toward entrepreneurship is not affected.

Area of Study and Entrepreneurship

Usually it is believed that graduates who completed their study from Management Science have a higher motive to become entrepreneurs than others. In Nepal, most of the universities have provisioned Entrepreneurial Education as a part of their Management Education. Nonetheless, it may not be valid to say that the person having good theoretical knowledge of entrepreneurship can choose entrepreneurial works as his or her career. Thus, to see whether different subjects (areas) of studies make graduates perceptually different to choose entrepreneurial career. Table 27 describes the attitudinal status of teachers and promoters with respect to their areas of study.

Table 27.

Distribution of Respondents in Respect of the Areas of Study and Profession

Area of Study	Teacher		Promoter	
	Number	Percent	Number	Percent
Humanities and Social Sciences	39	24.1%	26	22.8%
Management	63	38.9%	52	45.6%
Science and Technology	34	21.0%	18	15.8%
Education	22	13.6%	17	14.9%
Law	4	2.5%	1	0.9%
Others	0	0.0%	0	0.0%

The test result of table 27 shows that out of all the promoters (entrepreneurs) 45.6% were the Management Science graduates, whereas the count of the promoters who studied Law was only one. The table also clarifies that people who studied Humanities and Social Sciences have also distinct presence in the +2 education sector. Here, the count of Law and Others is less than five. So, for the further analysis purpose, the 'Law' and the 'Other' elements are omitted.

Table 28.

Mean Values of Different Traits in Respect of the Areas of Study

Traits	Humanities and		Science and	
	Social Sciences	Management	Technology	Education
Psychological	3.42	3.35	3.32	3.47
Cultural	3.24	3.27	3.25	3.31
Internal	3.33	3.31	3.29	3.39
Financial	2.68	2.70	2.63	2.67
Government	2.74	2.72	2.68	2.86
External	2.71	2.71	2.65	2.76
Overall	3.02	3.01	2.97	3.08

The results show that the graduates believe that entrepreneurial attitude is more influenced by personal psychological aspect than external traits such as financial dimensions and government policies. Further, overall of internal and external traits is also found aligned towards “agree”. To test significance an ANOVA test was carried out. The test result is shown in Table 29.

Table 29.

ANOVA Test of Entrepreneurial Traits in Respect of the Areas of Study

Traits	Groups	Sum of	Mean			
		Squares	Df	Square	F	Sig.
Psychological	Between	.719	3	.240	1.528	.207
	Within	41.879	267	.157		
	Total	42.598	270			
Cultural	Between	.131	3	.044	.537	.657
	Within	21.695	267	.081		
	Total	21.826	270			
Internal	Between	.258	3	.086	.999	.394
	Within	22.997	267	.086		
	Total	23.255	270			

	Between	.205	3	.068	.273	.845
Financial	Within	66.857	267	.250		
	Total	67.062	270			
	Between	.837	3	.279	.898	.443
Government	Within	82.983	267	.311		
	Total	83.820	270			
	Between	.281	3	.094	.482	.695
External Traits	Within	51.766	267	.194		
	Total	52.046	270			
	Between	.260	3	.087	1.608	.188
Overall	Within	14.397	267	.054		
	Total	14.657	270			

Similar to the age group, the subject of study does make difference in graduates to choose or not to choose an entrepreneurial career. The result does not show the remarkable result for the management graduates, either. Both psychological and cultural aspects have more or less equal contributions to making the graduates entrepreneurs. Since the p-value for each of the dimension and trait was less than 0.05 we can say that the difference seen in the sample (as shown in table 28) was not valid for the population. This has raised a question as to why the management graduates, who have been taught in universities to many theoretical aspects of entrepreneurship, are not much motivated towards entrepreneurship than the other subject graduates.

Family History and Entrepreneurial Attitude

The profession of people is highly guided by the profession of their parents. Looking into the entrepreneurial attitude, I have experienced that all the family members of a business person are oriented towards business itself. Networks and other factors which are vital needs of entrepreneurship can easily transferred in family business. So, attempts were made to see 'does family history of entrepreneurship (entrepreneur parents)

really matter graduates to make their perception of choosing entrepreneurship as a career'? For this perception of people in terms of their psychological, cultural, financial and government policy traits were taken into consideration. Table 30 gives the descriptive figure of people and their responses in regards of family history of entrepreneurship.

Table 30.

Mean Values of Different Traits in Respect of Family History of Business

Traits	Family History	N	Mean	SD (σ)
Psychological	Yes	68	3.3712	.441
	No	213	3.3973	.393
Cultural	Yes	68	3.2440	.286
	No	213	3.2691	.288
Financial	Yes	68	2.6985	.452
	No	213	2.6724	.506
Government Policy	Yes	68	2.9488	.524
	No	213	2.6975	.570
Internal Traits	Yes	68	3.3074	.304
	No	213	3.3332	.295
External Traits	Yes	68	2.8235	.378
	No	213	2.6847	.448
Entrepreneurial Attitude	Yes	68	3.0663	.190
	No	213	3.0086	.245

Table 30 shows that only 68 of the respondents had their family history of entrepreneurship whereas 213 did not have such history. Those respondents who had and those who did not have family history of entrepreneurship both agreed that psychological traits are one of the key factors to mold a person as an entrepreneur. The average of the responses was 3.371 and 3.397 for the people who had and did not have family history of entrepreneurship respectively. The result did not show the remarkable difference in the responses. Similarly, the average for the cultural traits was 3.244 and 3.269 for the people who had and those who did not have family history of entrepreneurship respectively. It

means that both types of graduates accepted that cultural factors are dominant to make graduates entrepreneurs. Looking into the financial dimension, the average was 2.699 and 2.672 respectively. This means, both types of graduates did not accept that financial dimension is one of the major dimensions to choose entrepreneurship as a career. This implies that it has a very small effect on choosing entrepreneurial activities. Further, it also describes that the graduates did not agree that Nepal has favorable financial condition to startup their own venture. Looking into the confidence in the government policy, I found some difference in perception of the graduates. The mean of people who have family history was 2.95 and it was 2.7 for the people who did not have family history of entrepreneurship. These descriptive values indicate that the graduates having family history of entrepreneurship were nearly neutral and that the government of Nepal has favorable policies for entrepreneurial development whereas people who did not have family history were found less confident about the policies.

The mean value of agreement of people who have family history of entrepreneurship in overall external traits was 2.8 and that was 2.7 for those who did not have family history. This implies that the graduates were not much convinced that external traits are prominent to make a person an entrepreneur.

The mean value of people with parental history of entrepreneurship was looked into. The mean values were 3.00 and 3.06 respectively for the people who had and who did not have such history. The figure shows that people neither agreed nor disagreed to consider family history as one of the prominent factors of entrepreneurial attitude.

For the significant test of the above descriptive figures some hypotheses are tested. The hypotheses for the test are given below.

Hypothesis FH1 (H_A): There is significant difference in mean score of agreement that psychological traits are one of the major attributing factors to choose an entrepreneurial career.

Hypothesis FH2 (H_A): There is significant difference in mean score of agreement that cultural traits are one of the major attributing factors to choose an entrepreneurial career due to family history.

Hypothesis FH3 (H_A): There is significant difference in the mean score of agreement that perceived that financial traits are one of the major attributing factors to choose an entrepreneurial career due to family history.

Hypothesis FH4 (H_A): There is significant difference in the mean score of agreement that the government policy is one of the major attributing factors to choose an entrepreneurial career due to family history.

Hypothesis FH5 (H_A): There is significant difference in the mean score of agreement that the internal traits are the major attributing factors to choose an entrepreneurial career due to family history.

Hypothesis FH7 (H_A): There is significant difference in the mean score of agreement that the external traits are the major attributing factors to choose an entrepreneurial career due to family history.

Hypothesis FH8 (H_A): There is significant difference in the mean score of agreement that on the whole the internal and external traits are the major attributing factors to choose an entrepreneurial career due to family history.

To test the hypothesis, independent sample *t*- test was used. The test result is given in Table 31.

Table 31.

t- test of Different Traits Due to Family History

	Equal Variance	Levene's Test for Equality of Variances		<i>t- test for Equality of Means</i>		
		F	Sig.	<i>t</i>	df	Sig.
Psychological	Assumed	2.468	0.117	-.463	279	0.644
	Not assumed			-.436	103.092	0.664
Cultural	Assumed	1.015	0.314	-.629	279	0.530
	Not assumed			-.631	113.637	0.529
Financial	Assumed	1.531	0.217	.380	279	0.704
	Not assumed			.403	124.787	0.688
Policy	Assumed	1.171	0.280	3.225	279	0.001
	Not assumed			3.369	121.705	0.001
Internal Traits	Assumed	0.018	0.893	-.624	279	0.533
	Not assumed			-.614	110.171	0.540
External Traits	Assumed	5.019	0.026	2.305	279	0.022
	Not assumed			2.514	131.997	0.013
Overall	Assumed	3.715	0.050	1.777	279	0.077
	Not assumed			2.020	143.878	0.045

As table 31 indicates, Levene's Test of Equality of Variances for psychological traits is not significant. Similarly, for cultural traits, financial dimension, government policy dimension and overall internal dimensions, Levene's Test was not found significant. However, the Levene's test was found significant for overall external traits and overall entrepreneurship traits.

From the corresponding *t*-tables, *t*-value for psychological traits is -0.463 with df value 269 and p-value 0.664. Therefore, the test is not significant. This implies the family history does not affect graduates to make them psychologically different to think entrepreneurship as a career. Thus, the hypothesis 'family history affects people's psychological thinking about entrepreneurial career' is falsified.

The t -value of cultural traits is also not found significant with t -value 0.380, degree of freedom 279 and p -value 0.530 (>0.05). This signifies culture does not make any difference for people to be entrepreneurs even if their parents are or are not so. Thus hypothesis FH2 is falsified.

Financial traits are not found significant with t -value 0.380, degree of freedom 279 and p -value 0.704 either. This implies that graduates whose family history is or is not entrepreneurial think in the same way that financial matters have very few effects on the graduates' choice of entrepreneurship as a career. Thus, hypothesis FH3 becomes false too.

To observe the government policy, the test value is found significant with t -value 3.225 and degree of freedom 279 and p -value 0.001. Since the p -value is less than 0.05, my hypothesis that 'perceptions of graduates with different family history of entrepreneurship are different' becomes true. This means, graduates whose parents are entrepreneurs think that government policies are less favorable but the graduates whose parents are not entrepreneurs are neutral about it. Therefore, the hypothesis FH4 becomes true.

Now, looking at the effects of the family history of entrepreneurship on overall internal traits again the test is not found significant. It means parental history of entrepreneurship does not affect a persons' choice of entrepreneurship as a career. Hence, the hypothesis FH5 becomes false.

However, while testing the effect of the parental history of entrepreneurship, the test is found significant. This implies that the graduates having and not having parental history of entrepreneurship perceive an entrepreneurial career differently. Consequently, the hypothesis FH1 becomes true.

The test result for the overall traits is found significant with t -value 2.020, df as 143.878 and p value 0.045. This of course, shows that the overall entrepreneurial attitude of the graduates is affected by the family history. Hence, hypothesis FH7 becomes true.

CHAPTER V

CONTRIBUTION OF INTERNAL AND EXTERNAL TRAITS IN BUILDING ENTREPRENEURIAL PERCEPTION

In this chapter, I have analyzed the relationship between entrepreneurial attitude and different traits of entrepreneurship. Regression analysis was conducted to define the intra- relation among the psychological traits with its different dimensions; cultural traits with its dimensions, financial traits with different items and policy traits with its different items. Finally, I have developed the models of entrepreneurial traits relating with four major themes of the research.

Relationship between Psychological Traits with Different Personal Dimensions

I have described the psychological traits by taking seven different personal dimensions, which are need for achievement, freedom, ambiguity tolerance, creativity/ innovation, locus of control and risk taking propensity. All the different dimensions were measured using the five point Likert Scale ranging from strongly disagree (1) to strongly agree (5), taking at least two different items for each dimension. Table 32 is the regression analysis where psychological dimension is the dependent variable whereas need for achievement, ambiguity tolerance, enthusiasm, creativity/ innovation, locus of control and risk taking propensity are the independent variables.

Table 32.

Regression Analysis of Psychological Traits and Different Personal Dimensions

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.001	.002		.902	.368
Need for Achievement	.143	.000	.280	587.748	.000
Freedom	.143	.000	.341	776.383	.000
Ambiguity Tolerance	.143	.000	.338	727.161	.000
Enthusiasm	.143	.000	.293	633.996	.000
Creativity/ Innovation	.143	.000	.231	499.389	.000
Locus of Control	.143	.000	.281	568.533	.000
Risk Taking Propensity	.143	.000	.169	402.968	.000

The constant was not found significant as p-value was 0.368 greater than 0.05, which means, we cannot develop a model which could relate among the independent variables (Table 32). So, at least one of the independent variable should be omitted to get the model. While analyzing, I found that when the need of achievement is omitted, then we would get the best model which could describe the relation among different dimensions with the psychological traits significantly.

The significant model can be defined as:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 + \varepsilon$$

Where,

y = Psychological Traits

β_0 = Constant (Slope of the model line)

β_1 = Coefficient of Ambiguity Tolerance, x_1 = Ambiguity Tolerance

β_2 = Coefficient of Enthusiasm, x_2 = Enthusiasm

β_3 = Coefficient of Creativity/ Innovation, x_3 = Creativity/ Innovation

β_4 = coefficient of Locus of Control, x_4 = Locus of Control

β_5 = coefficient of Risk taking Propensity, x_5 = Risk taking Propensity

β_6 = coefficient of Need of Achievement, x_6 = Need of Achievement

ε = Error Term

To confirm whether the regression is valid analysis or not, first dependent variable i.e. psychological aspects should be normally distributed. For this, histogram with normal curve has been generated and is presented in figure 4.

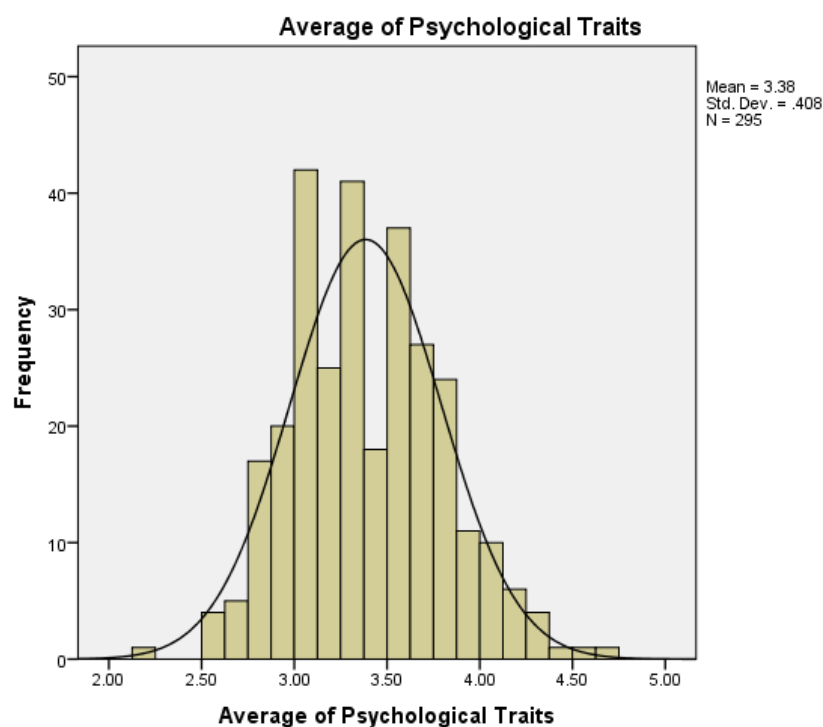


Figure 4. Normality Test of Dependent Variable (Psychological Aspects)

The figure shows that the dependent variable is normally distributed as the value of mean is six times less than the standard deviation. So, we can proceed for the regression analysis. The test results are shown in Table 33.

Table 33.

Model One of Psychological Traits and Different Personal Dimensions

R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
0.948	0.898	0.896	0.13166	1.677

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	44.033	6	7.339	423.367	.000
Residual	4.992	288	.017		
Total	49.026	294			

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.285	.070		4.042	.000		
Need for Achievement	.143	.011	.281	12.867	.000	.743	1.345
Ambiguity Tolerance	.109	.009	.258	12.445	.000	.820	1.220
Enthusiasm	.170	.010	.350	16.713	.000	.808	1.237
Creativity/Innovation	.176	.013	.285	13.596	.000	.806	1.241
Locus of Control	.150	.011	.294	13.038	.000	.694	1.441
Risk Taking Propensity	.157	.016	.186	9.711	.000	.959	1.042

Dependent Variable: Average of Psychological Traits

Normality of Residuals of the Model

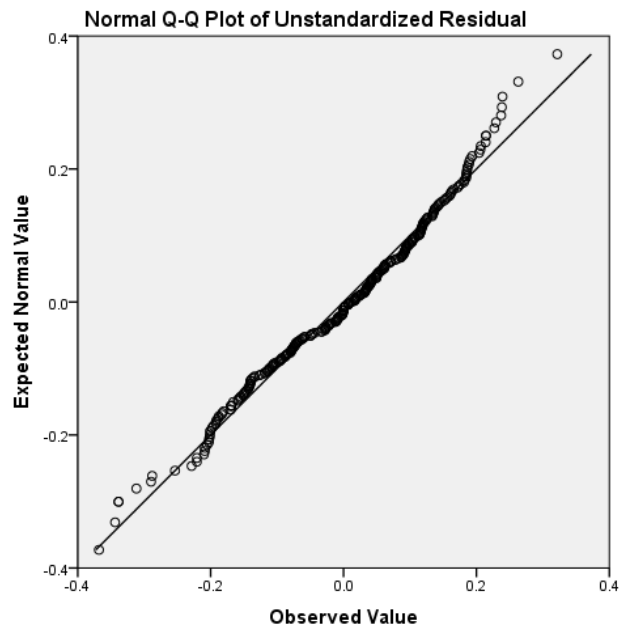


Figure 5. Normality Test (Q-Q Plot) of Residual (Psychological Aspects)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	-1.902E-15	.070			.000	1.000
Need for Achievement	.000	.011	.000		.000	1.000
Ambiguity Tolerance	.000	.009	.000		.000	1.000
Enthusiasm	.000	.010	.000		.000	1.000
Creativity/ Innovation	.000	.013	.000		.000	1.000
Locus of Control	.000	.011	.000		.000	1.000
Risk Taking Propensity	.000	.016	.000		.000	1.000

Dependent Variable: Unstandardized Residual for Psychological Trait

Test of Endogeneity (Table e)

Explanatory Variables	Unstandardized Residual for Psychological Trait		
	R	Sig. (2-tailed)	N
Risk Taking Propensity	0	1	295
Locus of Control	0	1	295
Creativity/ Innovation	0	1	295
Enthusiasm	0	1	295
Ambiguity Tolerance	0	1	295
Need for Achievement	0	1	295

In the model summary, the value of R is 0.948. This indicates that the multiple correlations of all the predictors to the dependent variable is very strong and positive. The R-square value 0.898 indicates that the change in value of the overall psychological traits of entrepreneurship is 89.8% contributed by the change in the values of its predictors. The Durbin Watson value 1.677 lies in the accepted range of 1.5 to 2.5 indicates that there is no autocorrelation in the samples. The ANOVA table indicates that the overall regression model is good for fit for the data as the F (6,288) value is 423.37 and the p-value is 0.000 (<0.05).

The coefficient table shows that the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and the Tolerance Value for each is less than 1, so, we can say that no multi-collinearity among the independent variables exists. This means that all the explanatory variables are significantly independent as the p-value for each corresponding *t*-value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedasticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

Therefore, it can be said that the creativity/ innovation is more influencing (with coefficient 0.176) than the other dimensions whereas ambiguity tolerance (with coefficient 0.109) has the least effect on it. Thus, the model is given by:

$$\text{Psychological Traits} = 0.285 + 0.109 \times (\text{Ambiguity Tolerance}) + 0.107 \times (\text{Enthusiasm}) + 0.176 \times (\text{Creativity/ Innovation}) + 0.150 \times (\text{Locus of Control}) + 0.157 \times (\text{Risk Taking Propensity}) + 0.143 \times (\text{Need of Achievement}),$$

where each of the independent variables ranges from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

This means, unit change in ambiguity tolerance keeping other independent variable constant will change the overall psychological traits by 0.109. Considering regression coefficient values, it can be concluded that the change in creativity/innovation variable can be the largest change in the psychological traits of a person.

Interrelationship between Cultural Traits with Its Different Dimensions

To define the cultural influence in choosing an entrepreneurial career, I used four different dimensions of Cultural Model developed by Hofstede (1993). The dimensions include individualism vs. collectivism; power distance; uncertainty avoidance; and masculinity vs. femininity. To see the interrelationship between the dependent variable (cultural traits) and independent variable (dimensions of cultural traits), multiple regressions were used.

To confirm whether the regression is a valid analysis or not, first the dependent variable i.e. cultural traits should be normally distributed. For this, a histogram with a normal curve has been generated and is presented in figure 5.

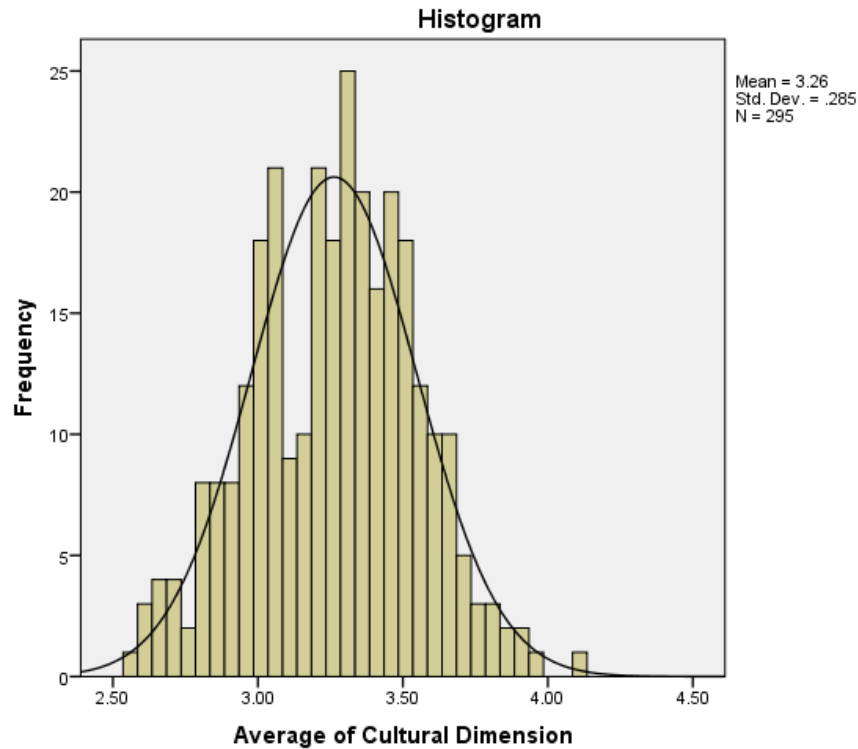


Figure 6. Normality Test of Dependent Variable (Cultural Aspects)

Figure 6 shows that the dependent variable is normally distributed as the value of mean is six times less than the standard deviation. So, we can proceed for the regression analysis.

The test results are shown in Table 34.

Table 34.

Regression Analysis of Cultural Traits and Different Components of Culture

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	-.003	.002		-1.246	.214
Individualism verses Collectivism Dimension	.250	.000	.394	585.391	.000
Power Distance Dimension	.250	.000	.387	587.867	.000
Uncertainty Avoidance Dimension	.250	.000	.449	645.392	.000
Masculinity verses Feminity Dimension	.250	.000	.479	696.639	.000

The table 34 shows that the slope (the constant) of the regression equation taking all four dimensions into consideration is not found significant with p-value 0.214 (>0.05). This signifies that the model cannot not be described on the basis of the four dimensions. While making further analysis, I found that at least one dimension should be removed to get the significant model. Thus, mathematically the model can be described as:

$$y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon,$$

where, y = Cultural Traits

β_0 = Slope of the regression equation (constant)

β_1 to β_3 are either of the coefficients of these dimensions individualism vs. collective dimension, power distance, uncertainty avoidance and masculinity vs. femininity and ε means the error term.

Omitting individualism verses collectivism, the following table was obtained while running regression analysis.

Table 35.

Model One of Cultural Traits and Different Components of Culture

Model Summary (Table a)

R	R ²	Adjusted R ²	Std. Error of the Estimate	Durbin-Watson
.924	.854	.852	.10970	1.977

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.429	3	6.810	565.87	.000
Residual	3.502	291	.012		
Total	23.931	294			

Coefficient (Table c)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.530	.069		7.630	.000		
Power Distance	.272	.015	.420	18.693	.000	.994	1.006
Uncertainty Avoidance	.287	.013	.516	21.924	.000	.908	1.101
Masculinity verses Feminity	.274	.012	.525	22.341	.000	.912	1.096

Normality Test of Residuals of the Model

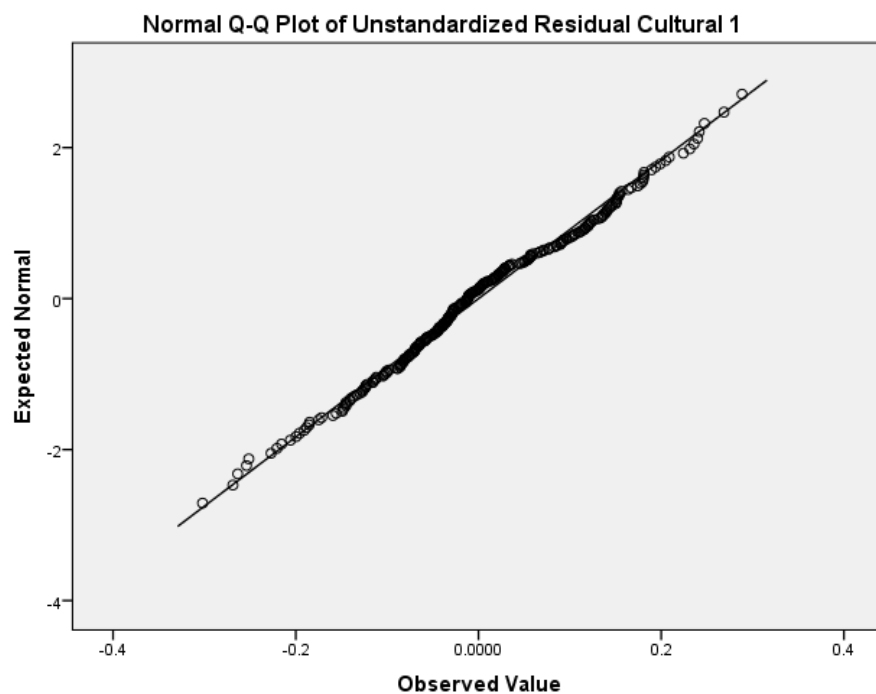


Figure 7. Normality Test (Q-Q Plot) of Residual (Cultural Aspects 1)

Glejser Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	-1.798E-15	.069			.000	1.000
Power Distance	.000	.015	.000		.000	1.000
Uncertainty Avoidance	.000	.013	.000		.000	1.000
Masculinity verses Feminity	.000	.012	.000		.000	1.000

Dependent Variable: Unstandardized Residual Cultural 1

Test of endogeneity (Table d)

Dimensions	Residual		
	Correlation	Sig. (2-tailed)	N
Power Distance	.000	1.000	295
Uncertainty Avoidance	.000	1.000	295
Masculinity verses Feminity	.000	1.000	295

The R-value in the model summary Table 0.924 indicates that very strong and positive multiple correlation among the predictors to the dependent variable exists, The degree of determination (R^2) is equal to 0.854 means change in dependent variable is contributed by 85.4% in change in predictive variables. The Durbin-Watson value 1.077 lying between 1.5 to 2.5 indicates that no autocorrelation in the samples. The ANOVA table indicates that the overall regression model is good for fit for the data as the F (3,291) value is 565.87 and the p-value is 0.000 (<0.05).

The coefficient table that shows the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and the Tolerance Value for each is less than 1, so, it can be said that the multi-collinearity among the independent variables does not exist. This indicates that all the independent variables are significantly independent as the p-value for each corresponding *t*-value which is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

Thus, mathematically the relation can be expressed as the model given below.

Model C1

$$\text{Cultural Traits} = 0.530 + 0.272 \times (\text{Power Distance}) + 0.287 \times (\text{Uncertainty Avoidance}) + 0.274 \times (\text{Masculinity versus Femininity Dimension}),$$

where each of the independent variables is ranged from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

The constant value (slope) of regression is 0.530 (p-value 0.000). Among the three dimensions, the uncertainty avoidance seems to be much influencing dimension as its coefficient which is 0.287. This indicates that the unit change in the perception of people about uncertainty avoidance brings 0.287 times change in the overall cultural influence on a person for becoming an entrepreneur. This means people are grown up to consider many events as their cultural products. In many situations, they cannot avoid the culture as a construct. Those, who are able to avoid uncertainty have better tendency to become entrepreneurs.

Similarly, omitting the power distance dimension from the four dimensions, the significant model is obtained. Comparatively, regression value in this case was more than the previous case.

Table 36.

Model Two of Cultural Traits and Different Components of Culture

Model Summary (Table a)							
R	R Square	Adjusted R Square	Std. Error of the Estimate		Durbin-Watson		
.923	.852	.851	.11016		1.832		

Analysis of Variance (Table b)					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.399	3	6.800	560.296	.000
Residual	3.532	291	.012		
Total	23.931	294			

Coefficients (Table c)							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.744	.063		11.865	.000		
Uncertainty Avoidance	.230	.013	.413	17.308	.000	.890	1.124
Masculinity vs. Femininity	.255	.012	.489	20.597	.000	.901	1.110
Individualism vs. Collectivism	.272	.015	.429	18.549	.000	.948	1.055

Normality Test of Residuals of the Model

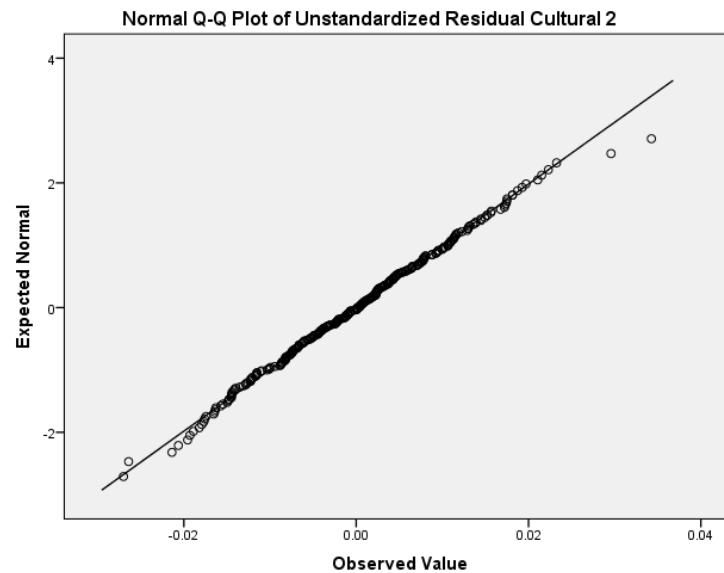


Figure 8. Normality Test (Q-Q Plot) of Residual (Cultural Aspects 2)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	-2.869E-16	.006		.000		1.000
Uncertainty Avoidance Dimension	.000	.001	.000	.000		1.000
Masculinity verses Feminity Dimension	.000	.001	.000	.000		1.000
Individualism verses Collectivism Dimension	.000	.001	.000	.000		1.000

Dependent Variable: Unstandardized Residual Cultural 2

Test of Endogeneity (Table e)

		Uncertainty Avoidance	Masculinity vs. Feminity	Individualism vs. Collectivism
Unstandardized	Correlation	.000	.000	.000
Residual	Sig. (2-tailed)	1.000	1.000	1.000
Cultural 2	N	295	295	295

** . Correlation is significant at the 0.01 level (2-tailed).

The R value 0.923 indicates a very strong and positive correlation between the predictive variables and the dependent variables. Similarly, the R^2 value 0.852 indicates that the contribution of change in the dependent variable due to change in independent variables is 85.2%. Similarly, the Durbin-Watson value 1.832 lying between 1.5 to 2.5 indicates the non-existence of autocorrelation in samples. Similarly, looking the ANOVA table, the model seems to be significant with F value $(3, 291) = 560.30$.

The coefficient table shows that the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and the Tolerance Value for each is less than 1, so, we can say that no multi-collinearity among the independent variables exists. This means that all the explanatory variables are significantly independent as the p-value for each corresponding *t*-value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

In this case, individualism vs. collectivism dimension is comparatively found more influencing to make the graduates agree that cultural traits as the major traits of entrepreneurship. The above table can be expressed mathematically as:

Model C2

$$\text{Cultural Traits} = 0.744 + 0.230 \times (\text{uncertainty avoidance}) + 0.255 \times (\text{masculinity verses femininity}) + 0.272 \times (\text{individualism verses collectivism}),$$

where each of the independent variables ranges from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

The regression coefficient of the variable individualism vs. collectivism is the highest one i.e. 0.272, which means a unit change in opinions of the graduates in this variable brings the 0.272 times change in the overall value of cultural traits of entrepreneurship among the graduates.

Omitting the uncertainty avoidance, the value of the regression coefficient is 0.596 which is a bit less than the previous case.

Table 37.

Model Three of Cultural Traits and Different Components of Culture

Model Summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.907	.822	.820	.12094	1.726

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.675	3	6.558	448.424	.000
Residual	4.256	291	.015		
Total	23.931	294			

Coefficient (Table c)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.596	.076		7.817	.000		
Masculinity verses Feminity	.313	.013	.600	23.942	.000	.973	1.028
Individualism verses Collectivism	.296	.016	.466	18.546	.000	.967	1.034
Power Distance	.226	.016	.350	14.109	.000	.994	1.006

Normality Test of Residuals of the Model

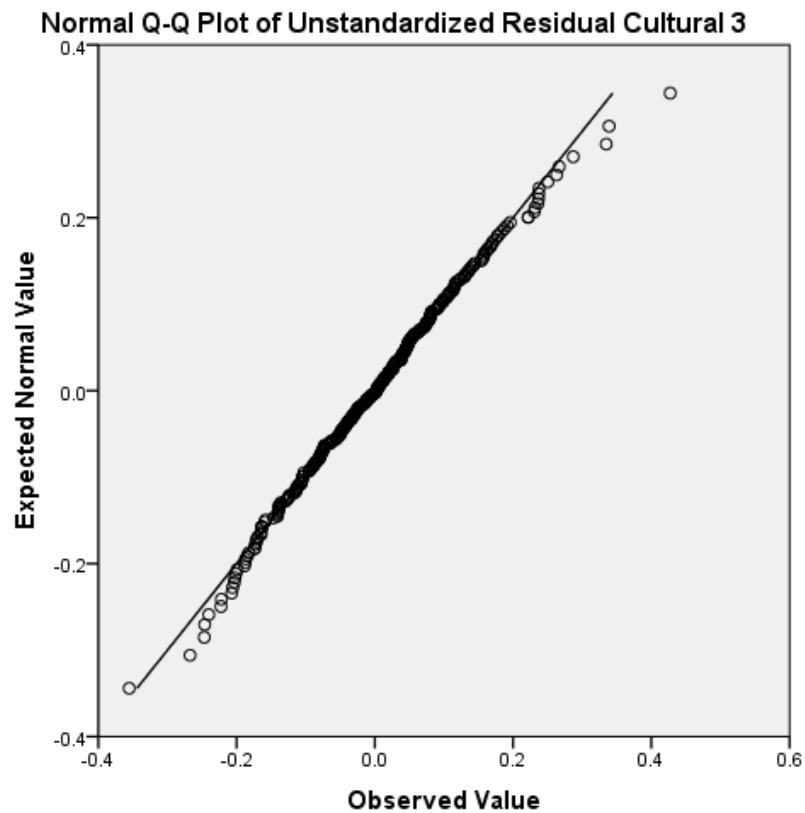


Figure 9. Normality Test (Q-Q Plot) of Residual (Cultural Aspects 3)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	-1.779E-15	.076		.000	1.000
Masculinity verses Feminity Dimension	.000	.013	.000	.000	1.000
Individualism verses Collectivism Dimension	.000	.016	.000	.000	1.000
Power Distance Dimension	.000	.016	.000	.000	1.000

Dependent Variable: Unstandardized Residual Cultural 3

Test of Endogeneity (Table e)

Unstandardized Residual Cultural 3 (Dept.)	Masculinity vs. Femininity	Individualism vs. Collectivism	Power Distance
Pearson Correlation	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000
N	295	295	295

**. Correlation is significant at the 0.01 level (2-tailed).

The R-value which is equal to 0.907 in the model summary table indicates that the existence of a very strong multiple correlation among the predictive variables exists and the dependent variable and the R^2 value 0.822 means the degree of determination of bringing change in dependent variables by 82.2% due to change in independent variables. From the Analysis of Variance Table, it appears that F value with the degree of freedom (3, 291) is 448.424 and the significant value is 0.000 (<0.05). This indicates the existence of the significant regression model which can be described by the given independent variables to the dependent variable. The coefficient table shows the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and Tolerance Value because each is less than 1, so, we can say that the multi-collinearity among the independent variables does not exist. This indicates that all the independent variables are significantly independent as the p-value for each corresponding t -value are less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

The model can be mathematically expressed as:

Model: C3

$$\text{Cultural Traits} = 0.596 + 0.313 \times (\text{Masculinity versus Femininity}) + 0.296 \times (\text{Individualism versus Collectivism}) + 0.226 \times (\text{Power Distance}),$$

where each of the independent variables ranges from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

The ‘masculinity vs. femininity’ dimension is more influencing with regression coefficient 0.313 for the graduates to choose entrepreneurship as a career. Thus, a unit change in this variable will cause 0.313 times change in overall cultural traits of the graduates to choose entrepreneurship as a career.

At last, also by omitting masculinity vs femininity, all the coefficients including regression coefficient were found significant. The test result is shown in table 39.

Table 38.

Model Four of Cultural Traits and Different Components of Culture

Model Summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.890	.793	.791	.13053	1.718

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.973	3	6.324	371.177	.000
Residual	4.958	291	.017		
Total	23.931	294			

Coefficients (Table c)

Model	Unstandardized		Standardized		Collinearity		
	B	Std. Error	Beta	t	Sig.	Statistics	
						Tolerance	VIF
(Constant)	.425	.087		4.880	.000		
Individualism versus Collectivism	.284	.017	.447	16.342	.000	.953	1.050

Power Distance	.257	.017	.397	14.780	.000	.987	1.013
Uncertainty Avoidance	.323	.015	.580	21.232	.000	.954	1.048

Normality Test of Residuals of the Model

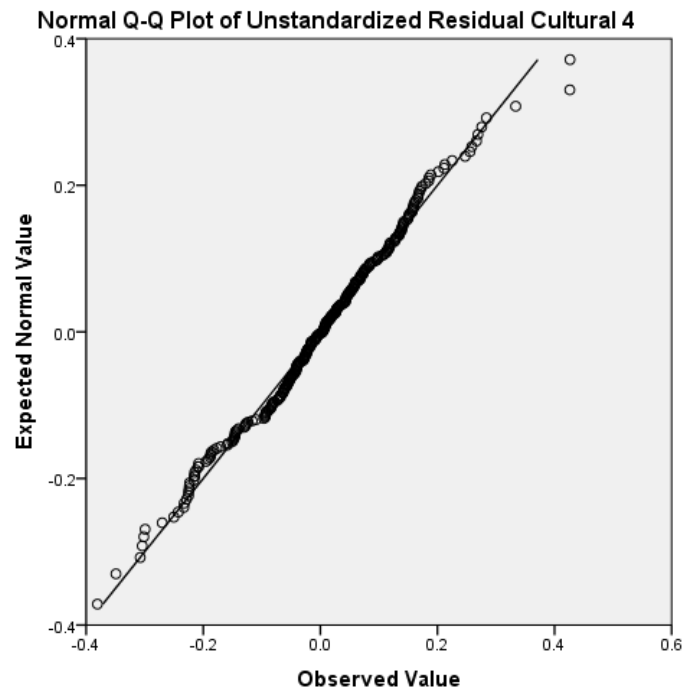


Figure 10. Normality Test (Q-Q Plot) of Residual (Cultural Aspects 4)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-2.021E-15	.087		.000	1.000
Individualism verses Collectivism Dimension	.000	.017	.000	.000	1.000
Power Distance Dimension	.000	.017	.000	.000	1.000
Uncertainty Avoidance Dimension	.000	.015	.000	.000	1.000

Dependent Variable: Unstandardized Residual Cultural 4

Test of Endogeneity (Table e)

Unstandardized Residual Cultural 4 (Dept.)	Individualism vs.		Uncertainty
	Collectivism	Power Distance	Avoidance
Correlation	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000
N	295	295	295

** . Correlation is significant at the 0.01 level (2-tailed).

The R-value in the model summary is 0.890 which indicates that a very strong and positive correlation exists between the predictive variables and the dependent variable. Similarly, the R^2 value 0.793 indicates 78.3% of the contribution in change in dependent variable due to change in the independent variables. The Durbin Watson value 1.718 which lies in the accepted range of 1.5 to 2.5 indicates that there is no autocorrelation in the samples. The ANOVA table indicates that the overall regression model is good for fit for the data. F (3, 292) value 371.18 and p-value 0.000 (<0.05) indicate the existence of regression which can be described in terms of independent variables and the dependent variable. The coefficient table shows the Variance Inflation Factor (VIF) for each regression coefficient which is less than 10 and the Tolerance Value for each is less than 1, so, we can predict that the multi-collinearity among the independent variables do not exist. Which indicates that all the independent variables are significantly independent as p-value for each corresponding t -value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

Thus, the regression model exists and can be expressed as:

$$\text{Cultural Traits} = 0.425 + 0.284 \times (\text{individual verses collectivism}) + \\ 0.257 \times (\text{power distance}) + 0.323 \times (\text{uncertainty avoidance})$$

The coefficient of uncertainty avoidance is found highest (with B value 0.323, p-value 0.000). This means that a unit change in the variable can cause 0.323 times change in the overall cultural traits of entrepreneurship.

Interrelationship between financial dimension and its items

The financial dimension of entrepreneurship was measured using these six different items: startup capital; financial resources management; readiness of financial institutions; economic condition of nation; easy to get money; and material costs. While doing so, I tried to establish a model based on this research. Taking those six different items as independent variable and the financial dimension of entrepreneurship as a dependent variable, my model would be:

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 + \varepsilon,$$

where, β_0 = slope of the regression line

β_1 = coefficient of startup capital and x_1 = startup capital

β_2 = coefficient of management of financial resources and x_2 = management of financial resources

β_3 = coefficient of readiness of financial institutions and x_3 = readiness of financial institutions

β_4 = coefficient of economic condition of country and x_4 = economic condition of country

β_5 = coefficient of easy to money and x_5 = easy to get money

β_6 = coefficient of material costs and x_6 = material costs

ε = error term

To confirm whether the regression is valid analysis or not, first dependent variable i.e financial traits should be normally distributed. For this, histogram with normal curve has been generated and is presented in Figure 11.

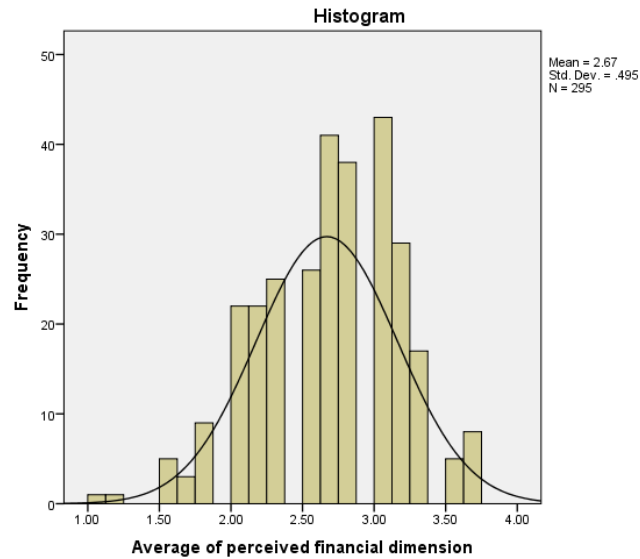


Figure 11. Normality Test of Dependent Variable (Financial Traits)

Figure 11 shows that the dependent variable is normally distributed as the value of mean is six times less than the standard deviation. So, we can proceed for the regression analysis. The test results are shown in Table 39. The table gives the regression model of financial traits with its different components

Table 39.

Model of Financial Traits and its Components

Model summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.848	.720	.714	.26462	1.939

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	51.839	6	8.640	123.381	.000
Residual	20.167	288	.070		
Total	72.006	294			

Coefficient (Table c)

Model	Unstandardized		Standardized		Collinearity		
	Coefficients		Coefficients		Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	.760	.077		9.880	.000		
Startup capital	.150	.016	.339	9.204	.000	.717	1.395
Manage financial resources	.131	.014	.312	9.471	.000	.896	1.116
Readiness of financial institution	.105	.020	.220	5.276	.000	.557	1.794
Economic condition of country	.127	.015	.297	8.642	.000	.826	1.211
Easy to get money	.092	.015	.203	5.986	.000	.848	1.179
Material cost	.124	.016	.288	7.808	.000	.712	1.404

Normality Test of Residuals of the Model

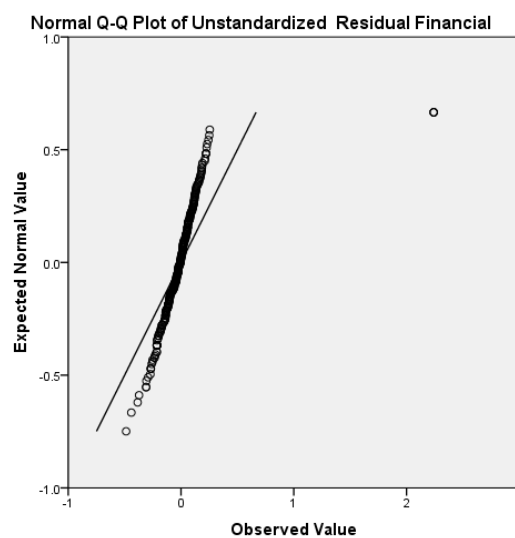


Figure 12. Normality Test (Q-Q Plot) of Residual (Financial Traits)

Glejser Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	7.654E-16	.077			.000	1.000
Startup capital	.000	.016	.000		.000	1.000
Manage financial resources	.000	.014	.000		.000	1.000
Readiness of financial institution	.000	.020	.000		.000	1.000
Economic condition of country	.000	.015	.000		.000	1.000
Easy to get money	.000	.015	.000		.000	1.000
Material cost	.000	.016	.000		.000	1.000

Test of Endogeneity (Table e)

Unstandardized Residual (Dept.)	Startup Financial capital	Manage financial resources	Readiness of financial institution	Economic condition of country	Easy to get money	Material cost
Pearson Correlation	.000	.000	.000	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000	1.000	1.000	1.000
N	295	295	295	295	295	295

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

In the model summary table, the value of $R = 0.848$ indicates the existence of a strong level of the positive multiple relationship of the predictive variables, and dependent variable. Similarly, the value of $R^2 = 0.720$ means 72.0% contribution of independent variable to change the dependent variable. In the same line the Durbin-Watson value 1.939 lying between the accepted ranges of 1.5 to 2.5 suggest the non-existence of autocorrelation in the samples. From the ANOVA table, it is apparent that the value of $F(6, 288) = 123.38$ is significant with p -value 0.000 (< 0.05). This indicates that the regression model among the financial traits with its components can significantly be

explained. The coefficient table shows the Variance Inflation Factor (VIF) for each regression coefficient which is less than 10 and the Tolerance Value for each is less than 1. So, the multi-collinearity among the independent variables does not exist. This suggests that all the independent variables are significantly independent as the p-value for each corresponding *t*-value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

So, the variable can be expressed in a model. The item “obtaining money to run a business is easy in my country” is found to be least influencing to the model as its coefficient is the least (0.092) whereas the variable “I can easily manage financial resources to start my own enterprise” was found most influencing with the coefficient 0.150. Therefore a unit change in the opinion of the respondent about the variable related to the management of financial resources to start his or her own enterprise would make 0.150 times change in overall financial traits of the entrepreneurship. Thus, the model can be expressed as:

Model F1:

$$\text{Financial Dimension} = 0.760 + 0.150 \times (\text{startup capital}) + 0.131 \times (\text{management of financial resources}) + 0.105 \times (\text{readiness of financial institutions}) + 0.127 \times (\text{economic condition of nation}) + 0.092 \times (\text{easy to get money}) + 0.124 \times (\text{material costs}),$$

where each of the independent variables ranges from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

Interrelation between Government Policy and its Items

To define the entrepreneurial attitude of graduates in regards of government policy, six different items were used. They included subsidizing policy, clear procedure, favorable rules, supportive taxation policy, supportive business laws and encouragement of the government were used. To see the effect of these independent variables on government policy, multiple regression analysis was used. In doing so I found the government encouragement factor as the most influencing one. As presented already, most of the graduates believe that financial dimensions and policy dimensions of entrepreneurship in Nepal are weaker than the other dimensions. The observation of the coefficient values, people do not believe that in Nepal the procedures for the establishment of new companies are clear. They thought the procedures are too bureaucratic and unclear so that the graduates cannot easily get what should be done and when. Now, comprising six independent items and policy dimension as a dependent variable my model would be:

$$y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5x_5 + \beta_6x_6 + \varepsilon$$

Where, y = policy dimension

β_0 = regression coefficient

β_1 = coefficient of subsidizing policy and x_1 = subsidizing policy

β_2 = coefficient clear procedure and x_2 = clear procedure

β_3 = coefficient of favorable rules and x_3 = favorable rules

β_4 = coefficient of supportive taxation policy and x_4 = taxation policy

β_5 = coefficient of supportive business laws and x_5 = business laws

β_6 = coefficient of encouragement of government and x_6 = encouragement of government

ε = Error term

To confirm whether the regression is valid analysis or not, first dependent variable i.e. policy aspects should be normally distributed. For this, histogram with normal curve has been generated and is presented in Figure 13.

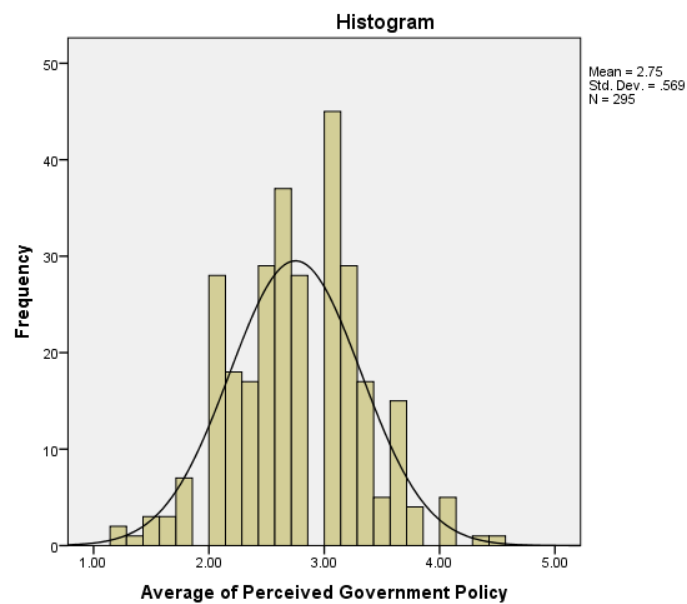


Figure 13. Normality Test of Dependent Variable (Policy Aspects)

Figure 13 shows that the dependent variable is normally distributed as the value of mean is six times less than the standard deviation. So, we can proceed for the regression analysis. The model including the factors is summarized in Table 40.

Table 40.

Model of Government Policy Traits and Its Different Components

Model summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.883	.780	.775	.27005	1.959

Analysis of Variance (Table b)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	74.343	6	12.390	169.906	.000
Residual	21.003	288	.073		
Total	95.345	294			

Coefficients (Table c)

	Unstandardized		Standardized		Collinearity			
	Coefficients		Coefficients		t	Sig.	Statistics	
	B	Std. Error	Beta				Tolerance	VIF
(Constant)	.666	.073			9.070	.000		
Subsidies policy	.116	.015	.234		7.716	.000	.833	1.201
Clear procedures	.107	.020	.184		5.363	.000	.647	1.547
Favorable regulations	.116	.019	.204		6.083	.000	.682	1.466
Clear taxation policy.	.117	.019	.218		6.291	.000	.638	1.567
Supportive business laws	.134	.018	.256		7.247	.000	.612	1.633
Government encouragement	.172	.016	.359		10.601	.000	.666	1.501

Normality Test of Residuals of the Model

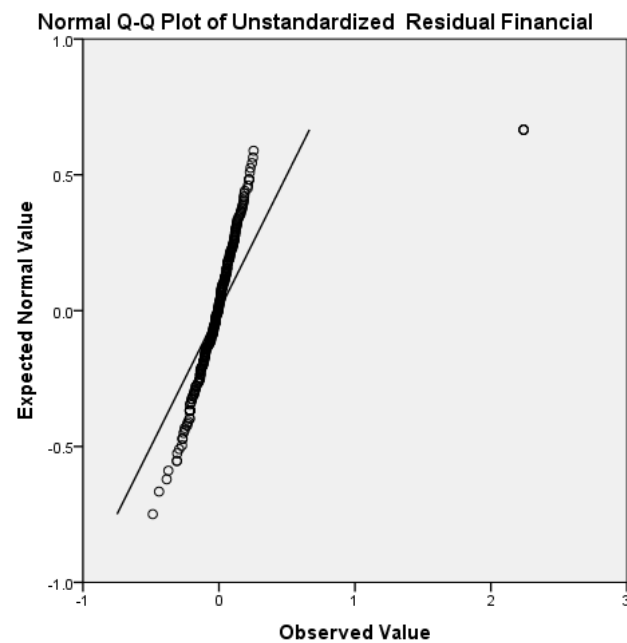


Figure 14. Normality Test (Q-Q Plot) of Residual (Policy Traits)

Glejser Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	-9.360E-16	.073		.000		1.000
Subsidies policy	.000	.015	.000	.000		1.000
Clear procedures	.000	.020	.000	.000		1.000
Favorable regulations	.000	.019	.000	.000		1.000
Clear taxation policy.	.000	.019	.000	.000		1.000
Supportive business laws	.000	.018	.000	.000		1.000
Government encouragement	.000	.016	.000	.000		1.000

Dependent Variable: Unstandardized Residual Policy

Test of Endogeneity (Table e)

Unstandardized Residual Policy (Dept.)	Subsidies policy	Clear procedures	Favorable regulations	Clear taxation policy.	Supportive business laws	Government encouragement
Pearson Correlation	.000	.000	.000	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000	1.000	1.000	1.000
N	295	295	295	295	295	295

**. Correlation is significant at the 0.01 level (2-tailed).

In the model summary table, the value of $R = 0.883$ which indicates the existence of a strong level of positive multiple relationship of the predictive variable i.e. different components of policy traits to the dependent variable. Similarly, the value of $R^2 = 0.780$ says that 78.0% contribution of independent variable to change the dependent variable. In the same line, the Durbin-Watson value 1.959 lying between the accepted ranges of 1.5 to 2.5 explains the non-existence of autocorrelation in the samples. From the ANOVA table, the value of the $F(6, 288) = 169.91$ is significant with the p -value 0.000 (< 0.05). This indicates that the regression model among the policy traits with its components can

significantly be explained. The coefficient table shows the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and the Tolerance Value for each is less than 1, so, we can say multi-collinearity among the independent variables do not exist. Which indicates that all the independent variable are significantly independent as p-value for each corresponding t -value are less than 0.05. Further, The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid. This suggests that the regression model exist and it can be expressed as:

Model G1

$$\text{Government Policy} = 0.666 + 0.116 \times (\text{subsiding policy}) + 0.107 \times (\text{clear procedure}) + 0.116 \times (\text{favorable rules}) + 0.117 \times (\text{supportive taxation policy}) + 0.134 \times (\text{supportive business laws}) + 0.172 \times (\text{encouragement of government}),$$

where each of the independent variables ranges from values one to five: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

The models show that among other predictive variables ‘encouragement of the government’ has the highest regression coefficient i.e. 0.172. Thus, we can establish that a unit change in the response of respondents in this variable can ultimately change the overall policy traits of entrepreneurship by 0.172 times.

Leveling Dynamics of Entrepreneurship

This research helped develop different intra- dimensional models. The dimensions include the internal dimensions (psychological traits and cultural traits) and external

dimensions (financial traits and government policy traits). Now, considering these wider variables as a unit of analysis, I intend to find the model which could easily explain which one of the dynamics has a better leveling value to make a graduate an entrepreneur. Now, taking entrepreneurial attitude of the graduate as a dependent variable and psychological traits, cultural traits, financial traits and policy traits as independent variables, the following model can be proposed.

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \varepsilon,$$

where, y = entrepreneurial trait

β_0 = regression coefficients

β_1 = coefficient of psychological traits, x_1 = psychological traits

β_2 = coefficient of cultural traits, x_2 = cultural traits

β_3 = coefficient of financial traits, x_3 = financial traits

β_4 = coefficient of policy traits, x_4 = policy traits

ε = error term

To confirm whether the regression is valid analysis or not, first dependent variable i.e. overall leveling dynamics should be normally distributed. For this, histogram with normal curve has been generated and is presented in figure 15.

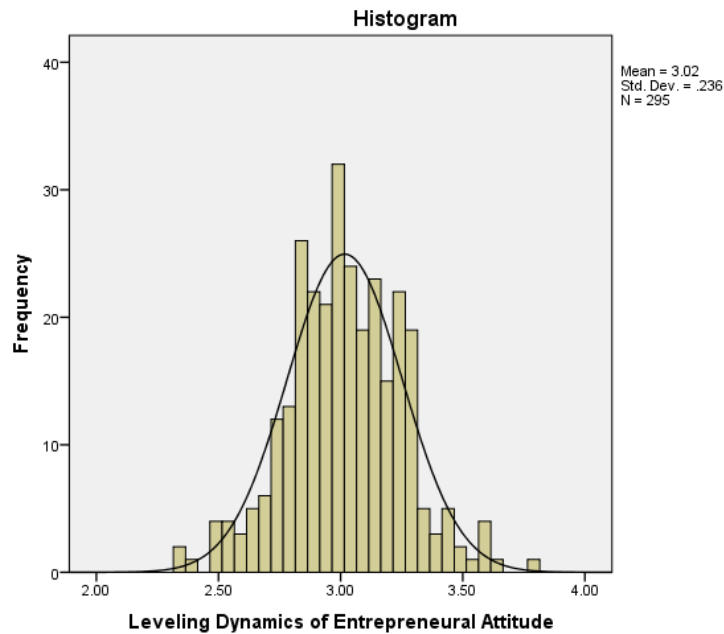


Figure 15. Normality Test of Dependent Variable (Overall Entrepreneurial Attitude)

Figure 15 shows that the dependent variable is normally distributed as the value of mean is six times less than the standard deviation. So, we can proceed for the regression analysis. The test results are shown in Table 41.

Table 41.

Regression Analysis of Level Dynamics of Entrepreneurship

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t-value	Sig.
(Constant)	.001	.003		.253	.800
Psychological Traits	.250	.001	.433	477.818	.000
Cultural Dimension	.249	.001	.302	328.895	.000
Financial dimension	.250	.000	.525	602.972	.000
Government Policy	.250	.000	.604	702.872	.000

The table shows that the regression coefficient of the model is not significant with the B-value 0.001 and the p-value 0.800. This implies that the significant model will not exist by taking all four variables as an independent variable. Further, I found that at least one independent variable must be excluded from the model to make it significant. Below

are the models summarized with each variable at a time and the following model excludes the psychological traits

Table 42.

Model One of Level Dynamics of Entrepreneurship

Model Summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.924	.854	.852	.09068	1.634

Analysis of Variance (Table b)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13.950	3	4.650	565.522	.000
Residual	2.393	291	.008		
Total	16.343	294			

Coefficients (Table c)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.373	.078		4.794	.000		
Average of Cultural	.409	.019	.495	21.439	.000	.944	1.059
Average of financial	.233	.012	.489	20.091	.000	.850	1.176
Average of Policy	.250	.010	.604	25.107	.000	.869	1.151

Normality Test of Residuals of the Model

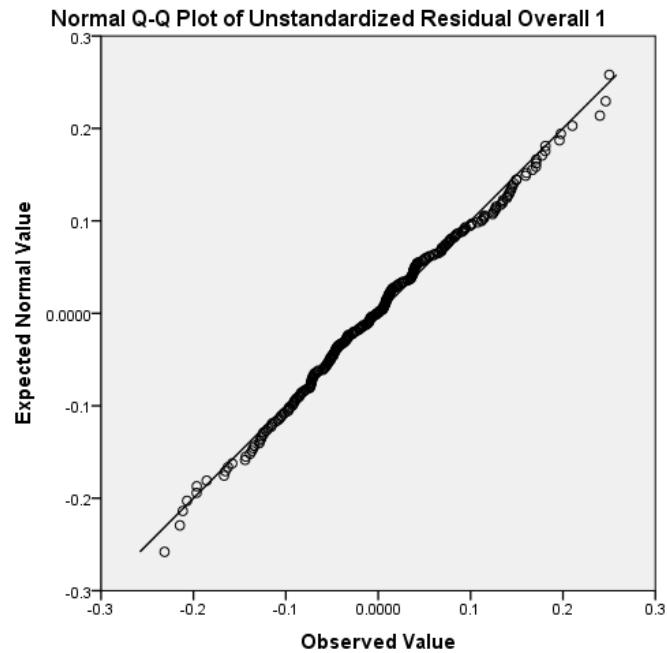


Figure 16. Normality Test (Q-Q Plot) of Residual (Overall Attitude Model 1)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized Coefficients		Standardized	T	Sig.
	B	Std. Error	Beta		
(Constant)	-4.385E-16	.078		.000	1.000
Cultural Dimension	.000	.019	.000	.000	1.000
Financial dimension	.000	.012	.000	.000	1.000
Government Policy	.000	.010	.000	.000	1.000

Dependent Variable: Unstandardized Residual Overall 1

Test of Endogeneity (Table e)

	Cultural Dimension	Financial dimension	Government Policy
Unstandardized Residual Overall 1			
Pearson Correlation	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000
N	295	295	295

**. Correlation is significant at the 0.01 level (2-tailed).

In the model summary table, the value of $R = 0.924$ indicates the existence of strong level of positive multiple relationship of the predictive variables i.e. different leveling dynamics of entrepreneurship to the entrepreneurial attitude. Similarly, the value of $R^2 = 0.845$ signifies that 84.5% contribution of the independent variable to change the dependent variable. In the same line, the Durbin-Watson value 1.634 which lies somewhere between the accepted ranges of 1.5 to 2.5, explains the non-existence of autocorrelation in the samples. The ANOVA table reveals that the value of $F(3, 291) = 565.52$, which is significant with $p\text{-value} = 0.000 (<0.05)$. This indicates the regression model among the overall entrepreneurial traits with its components that can significantly be explained. The coefficient table shows the Variance Inflation Factor (VIF) for each regression coefficient which is less than 10 and the Tolerance Value for each that is less than 1, so, we can claim that the multi-collinearity among the independent variables does not exist. This indicates that all the independent variables are significantly independent as the $p\text{-value}$ for each the corresponding the $t\text{-value}$ are less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

Thus, the model explained by the Table 42 exists and can be expressed as:

Model LD1:

$$\text{Entrepreneurial Traits of Graduates} = 0.373 + 0.409 \times (\text{Cultural Traits}) + 0.233 \times (\text{Financial Traits}) + 0.250 \times (\text{Government Policy}),$$

where each of the independent variable ranges from values one to five: 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

The model describes that if we put the leveling dynamics in the descending order the order would be:

Cultural dimension > Policy Dimension > Financial Dimension

Thus, in this model, the cultural dimension has the highest tendency to level a graduate as an entrepreneur. This implies that the graduate would be an entrepreneur if he or she is culturally grown up to become so.

Now, omitting the cultural dimension for the independent variables, Table 43 was obtained:

Table 43.

Model Two of Level Dynamics of Entrepreneurship

Model Summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.965	.931	.930	.06246	1.929

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15.207	3	5.069	1299.365	.000
Residual	1.135	291	.004		
Total	16.343	294			

Coefficient (Table c)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.627	.042		15.037	.000		
Financial dim.	.234	.008	.492	29.458	.000	.855	1.169
Policy	.240	.007	.579	35.067	.000	.875	1.143
Psychological	.326	.009	.565	35.932	.000	.966	1.035

Normality Test of Residuals of the Model

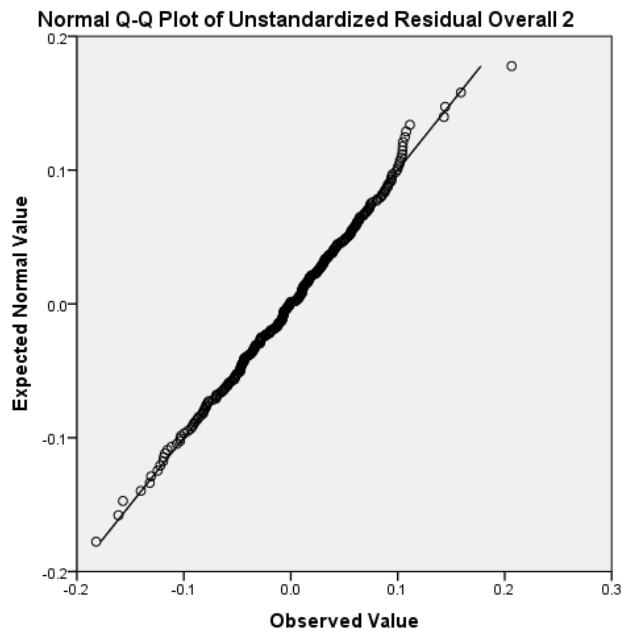


Figure 17. Normality Test (Q-Q Plot) of Residual (Overall Attitude Model 2)

Glejser Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	-1.375E-16	.042			.000	1.000
Financial dimension	.000	.008	.000		.000	1.000
Government Policy	.000	.007	.000		.000	1.000
Psychological Traits	.000	.009	.000		.000	1.000

Dependent Variable: Unstandardized Residual Overall 2

Test of Endogeneity (Table e)

Unstandardized Residual Overall 2 (Dept.)	Psychological Traits	Financial dimension	Government Policy
Pearson Correlation	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000
N	295	295	295

**. Correlation is significant at the 0.01 level (2-tailed).

In the model summary table, the value of $R = 0.965$ indicates the existence of very strong level of a positive multiple relationship of the predictive variables i.e. different leveling dynamics of entrepreneurship to the entrepreneurial attitude. Similarly, the value of $R^2 = 0.931$ suggests that 93.1% contribution of independent variable to change the dependent variable. In the same line, Durbin-Watson value 1.929 lying between the accepted ranges of 1.5 to 2.5 explains the non-existence of autocorrelation in the samples. The ANOVA table establishes that the value of the $F(3, 291) = 1299.37$ is significant with the p -value 0.000 (< 0.05). This indicates that the regression model among the overall entrepreneurial traits with its components can significantly be explained. The coefficient table shows that the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and the Tolerance Value for each is less than 1, so, we have every reason to claim that the multi-collinearity among the independent variables does not exist, which indicates that all the independent variable are significantly independent as the p -values of each corresponding t -value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

Thus, the model without cultural traits is also significant. The model can be expressed as:

Model LD 2:

$$\text{Entrepreneurial Traits of Graduates} = 0.627 + 0.240 \times (\text{Government Policy Traits}) + 0.326 \times (\text{Psychological Traits}) + 0.234 \times (\text{financial dimension}),$$

where each of the independent variables ranges from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree. This model seems more precious than the previous one (LD1) because of the higher value of regression coefficients. Thus, the descending order of the variables which mold a graduate entrepreneur due to the regression coefficients is given by:

Psychological Traits > Government Policy > Financial Dimension

This concludes that psychological traits are most influencing factors for the graduate to choose entrepreneurship as a career.

By omitting the financial dimension the following table is obtained:

Table 44.

Model Three of Level Dynamics of Entrepreneurship

Model Summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.876	.767	.765	.11440	1.657

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.534	3	4.178	319.232	.000
Residual	3.809	291	.013		
Total	16.343	294			

Coefficients (Table c)

Model	Unstandardized		Standardized	T	Sig.	Collinearity	
	Coefficients		Coefficients			Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	.743	.092		8.065	.000		
Average of Perceived Government Policy	.320	.012	.773	26.928	.000	.973	1.028
Average of Psychological Traits	.222	.018	.385	12.059	.000	.784	1.275
Average of Cultural Dimension	.196	.027	.238	7.377	.000	.771	1.297

Normality Test of Residuals of the Model

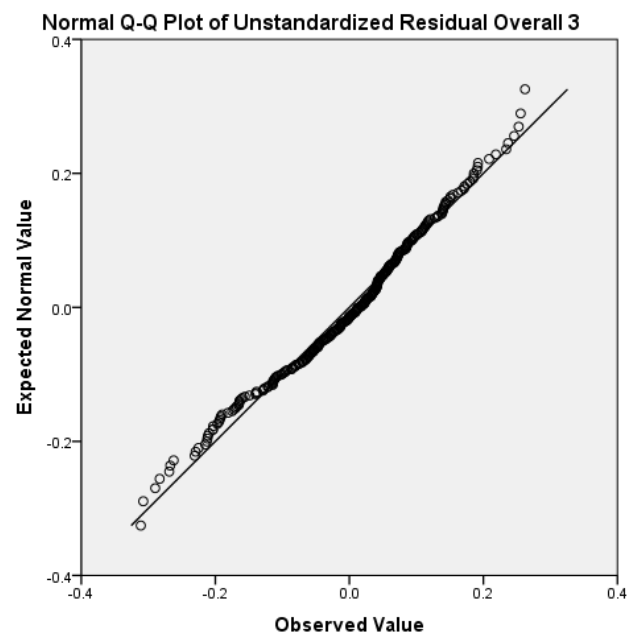


Figure 18. Normality Test (Q-Q Plot) of Residual (Overall Attitude Model 3)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	1.191E-16	.092			.000	1.000
Government Policy	.000	.012	.000		.000	1.000
Psychological Traits	.000	.018	.000		.000	1.000
Cultural Dimension	.000	.027	.000		.000	1.000

Dependent Variable: Unstandardized Residual Overall 3

Test of Endogeneity (Table e)

	Average of	Average of	Average of	Average of
Unstandardized Residual	Psychological Traits	Cultural	Perceived	Government Policy
Overall 3 (Dept.)		Dimension		
Pearson Correlation	.000	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000	1.000
N	295	295	295	295

**. Correlation is significant at the 0.01 level (2-tailed).

In the model summary table, the value of $R = 0.876$ indicates the existence of a strong level of positive multiple relationship of the predictive variables i.e. different leveling dynamics of entrepreneurship to the entrepreneurial attitude. Similarly, the value of $R^2 = 0.765$ indicates that 76.5% contribution of independent variable to change the dependent variable. In the same line, the Durbin-Watson value 1.657 lying between the accepted ranges of 1.5 to 2.5 explains the non-existence of autocorrelation in the samples. From the ANOVA table it can be seen that the value of $F(3, 291) = 319.23$ is significant with the p -value 0.000 (<0.05). This indicates that the regression model among the overall entrepreneurial traits with its components can significantly be explained. The coefficient table shows that the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and Tolerance Value for each is less than 1, so, the multi-

collinearity among the independent variables does not exist. This indicates that all the independent variables are significantly independent as the p-value since each corresponding the t -value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

The model can be expressed as:

Model LD 3:

$$\text{Entrepreneurial Traits of Graduates} = 0.743 + 0.320 \times (\text{Government Policy Traits}) + 0.196 \\ \times (\text{Cultural Traits}) + 0.222 \times (\text{Psychological Dimension}),$$

where each of the independent variables ranges from values one to five, more specifically, 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

This shows that the financial dimension has the least effect on the graduates to choose entrepreneurship as a career. By omitting it, I found the highest value of regression coefficients. Considering the leveling figures in descending order, the following order was obtained.

Policy Traits > Psychological Traits > Cultural Traits

The result suggested that in the absence of the financial traits, the cultural traits had an influence on the graduates choosing entrepreneurship as a career.

Omitting the policy traits, the Table 45 was obtained.

Table 45.

Model Four of Level Dynamics of Entrepreneurship

Model Summary (Table a)

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.827	.683	.680	.13334	1.862

Analysis of Variance (Table b)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.169	3	3.723	209.386	.000
Residual	5.174	291	.018		
Total	16.343	294			

Coefficients (Table c)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.581	.114		5.112	.000		
Psychological Traits	.251	.022	.435	11.623	.000	.778	1.285
Cultural Dimension	.203	.031	.246	6.532	.000	.767	1.304
Financial dimension	.346	.016	.725	21.377	.000	.945	1.058

Normality Test of Residuals of the Model

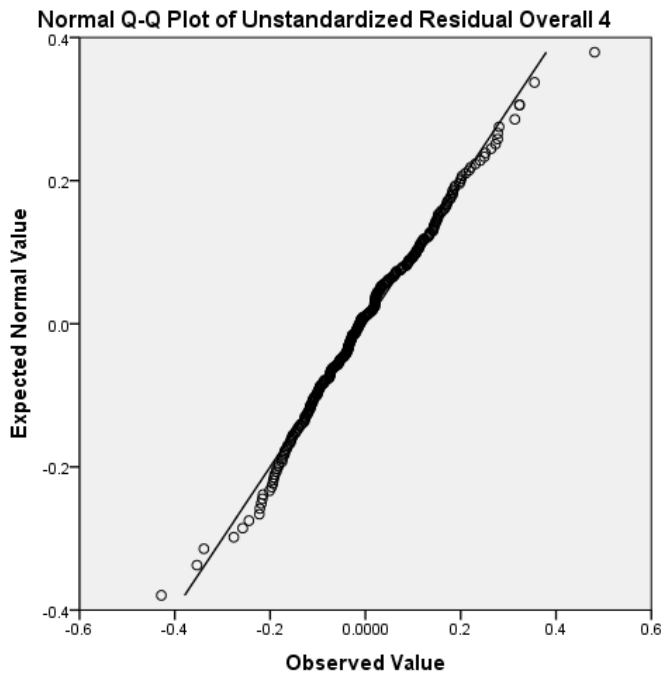


Figure 19. Normality Test (Q-Q Plot) of Residual (Overall Attitude Model 4)

Glejer Test of Heteroscedasticity (Table d)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-2.912E-16	.114		.000	1.000
Financial dimension	.000	.016	.000	.000	1.000
Cultural Dimension	.000	.031	.000	.000	1.000
Psychological Traits	.000	.022	.000	.000	1.000

Dependent Variable: Unstandardized Residual Overall 4

Test of Endogeneity (Table e)

Unstandardized Residual Overall 4 (Dept.)	Psychological Traits	Cultural dimension	Financial dimension
Pearson Correlation	.000	.000	.000
Sig. (2-tailed)	1.000	1.000	1.000
N	295	295	295

**. Correlation is significant at the 0.01 level (2-tailed).

In the model summary table, the value of $R = 0.827$ indicates the existence of a strong level of the positive multiple relationship of the predictive variables i.e. different leveling dynamics of entrepreneurship to the entrepreneurial attitude. Similarly, the value of $R^2 = 0.683$ points out 68.3% contribution of the independent variable to change the dependent variable. Similarly, Durbin-Watson value 1.862 lying between the accepted ranges of 1.5 to 2.5 explains the non-existence of autocorrelation in the samples. The ANOVA table shows that the value of $F(3, 291) = 209.386$ is significant with the p-value 0.000 (<0.05). This indicates that the regression model among the overall entrepreneurial traits with its components can significantly be explained. The coefficient table shows that the Variance Inflation Factor (VIF) for each regression coefficient is less than 10 and the Tolerance Value for each is less than 1, it comes to use that multicollinearity among the independent variables does not exist with an effect that all the independent variables are significantly independent as the p-value because each corresponding the t -value is less than 0.05.

The Q-Q plot of the residual shows that the distribution is the normal. Further, Glejer Test of Heteroscedustaticity shows that none of the explanatory variables significantly define the residual. Further, no significant correlation between residual and the explanatory variables indicate that no issue of endogeneity exists. So, the regression model has met almost all of the conditions valid.

The model can be expressed as:

Model LD 4:

$$\text{Entrepreneurial Traits of Graduates} = 0.581 + 0.251 \times (\text{Psychological Traits}) + 0.203 \times (\text{Cultural Traits}) + 0.346 \times (\text{financial dimension})$$

where each of the independent variable ranges from values one to five as indicated by our Likert Scale.

The model shows that the financial dimension is the most influencing dynamic with a regression coefficient 0.346 for the graduates to choose graduates entrepreneurship as a career. This means a unit change in the financial dimension brings 0.346 times change in the overall entrepreneurial attitude of the graduates. Further, putting the effect of the traits into the descending order:

Financial Dimension > Psychological Dimension > Cultural Dimension

Overall summarizing the models of leveling dynamics of entrepreneurship:

Table 46.

Overall Models of Level Dynamics of Entrepreneurship

Model	Coefficient				
	Regression	Psychological Dimension	Cultural Dimension	Financial Dimension	Policy Dimension
1	0.373		0.409	0.233	0.250
2	0.627	0.326		0.234	0.240
3	0.743	0.320	0.196		0.320
4	0.581	0.252	0.203	0.346	

Table 46 shows that the regression coefficient is the highest for the entrepreneurial attitude of the graduates when we take the psychological, cultural and policy dimension into consideration. This shows that the financial dimension has minimal effects on the choice of a person to take entrepreneur as a career. Comparatively, the lowest value of the regression coefficient was found when the psychological dimension was omitted. This signifies that the psychological dimension is the most prevailing trait of a person to be or not to be an entrepreneur.

CHAPTER VI

FINDINGS AND DISCUSSIONS

This research was mainly focused on finding out the entrepreneurial traits of the graduates who were working as promoters or teachers in higher secondary schools in Lalitpur District of Nepal. Taking psychological and cultural traits as internal traits and financial and policy traits as external traits of entrepreneurship into consideration, I made analysis how the graduates perceive entrepreneurial traits. The study revealed two major findings. First, study found that the Dalits had a significantly a small degree of agreement than other ethnic groups regarding the external trait of entrepreneurship namely the financial dimensions and the policy dimension in Nepal to facilitate entrepreneurial activities. Secondly, second generation (offspring) of entrepreneurs had significantly a smaller amount of belief that Nepal had good policy supports for the entrepreneurial development. Besides these findings, this research found no gender difference in perceiving entrepreneurship as a career. Age difference does not contribute to the perception of entrepreneurship. Similarly, as it found, ethnicity in most of the cases does not make difference. Likewise, family history had no effect on developing the entrepreneurial attitude. Finally, as the result show, the area of specialization in study does not make significant difference to perceive entrepreneurship as a career. Each of the finding is elaborated in the following headings.

Dalits Did Not Believe That There Is Favorable Entrepreneurial Environment

Favorable external traits including policy supports and easily accessibility of financial supports are the major contributors to create entrepreneurial environment in the country. Considering the perspectives of people from different ethnic groups, the Dalits

have significantly a lower degree of belief that Nepal offers a favorable entrepreneurial environment. Despite specific skills such as tailoring; the Dalits did not have strong belief in the existing system. The finding is consistent with many other research studies, for example a study conducted in United Kingdom reported that minority people perceive the financial and policy barrier more strongly than the other ethnic group people (Roper & Scott, 2009). The reason for this situation can be explained from the symbolic interactionism theory as described by Bourdieu (1986), who remarks that people from the minority acquire less social and economic capital than the other groups in the society. According to him, they feel themselves insecure and even do not get support from other people of the society. Other ethnic groups and government institutions have weaker trust on them. Because of this, financial institutions feel insecure of their investment and thus do not grant sufficient loan to the minority.

A study conducted in Norway by Engelschion (2014) also found that financial access of people from the minority ethnic groups were weaker than people from other ethnic groups. The same research highlighted entrepreneurship as a tool of reducing unemployment rates among the minority groups. However, due to the perceived financial and policy barriers, the minority people cannot get advantage to start-up their own business and sustain it.

Further I would like to answer the question: 'why minority people have weaker trust on government's policy' with the help of the system theory suggested by Parson (2005). Minority people (e.g. the Dalits in Nepal) have been historically oppressed from the society. This long run of oppression has limited the thinking and behavior of those people. Due to their structurally controlled behaviors, perceived access to finance and supportive policy of entrepreneurship, the Dalits become weaker than any other ethnic group.

The research study conducted by Roper and Scott (2009) found that there is no direct relation between a perceived financial situation and the entrepreneurial orientation. However, Roper and Scott (2009) established that minority people have a lower level of financial and social capitals. These capitals are ultimately the determining factors for people to choose entrepreneurship as their career.

Therefore, it can be argued that the people of a minority group have weaker levels of capital. This weaker level of capital (e.g. agency) is the product of socially constructed value and belief system that have been existing from long time in the society. Due to this the minority people perceive the government and policy support to start-up their entrepreneurial activities from weaker levels.

Offspring of Entrepreneur Had Less Believe on Existing Policy

Offspring (Sons or daughters) of entrepreneurs have significantly less trust in the existing entrepreneurial policies. In comparison to other people, the respondents who had a family history of entrepreneurship had significantly lower levels of belief that the policies of the government were supportive to enhance entrepreneurial activities. Usually, it is taken for granted that the offspring of entrepreneurs are also aligned towards entrepreneurship. However, in contradiction with the general perception, this research revealed that offspring of entrepreneurs were not adequately aligned towards entrepreneurship due to the lower level of policy support. In many of the situations, both entrepreneurs and non-entrepreneurs were found unaware about the entrepreneurial policies. However, it can be believed that due to regular discussions in the family, the offspring of the entrepreneurs were quite aware about the policies and they had the capacity to assess the existing policy. Despite the constitutional guarantee to perform any type of entrepreneurial activities throughout the country, still many specific acts and regulations related to entrepreneurship are not drafted and implemented.

The concept can be described in terms of the theory of interactionism. According to this theory, due to continuous interaction at home or within the family, sons and daughters of entrepreneurs start to thinking as their parents did as acquired characteristics. In the same line, Manley (2015) found in the United Kingdom that people may acquire their entrepreneurial characteristics from their home environment. According to this theory, how parents talk about different situations and scenarios shapes the ways their offspring perceive things. Therefore, following Manley (2015), how people perceive a system is a by-product of the structure (as defined by Parson). Family interaction is the main driving force for a person to make perception about something. Thus, due to continuous family interactions, people who had family history of entrepreneurship perceive the existing policy differently from other respondents.

Entrepreneurial Perceptions are Irrespective of Gender

This research shows that perception building to become an entrepreneur is irrespective of gender. Having examined the entrepreneurial attitude, the research shows that the entrepreneurial traits of the female are more numerous than those of the males. However, the difference was not significant. This implies that psychologically both men and women have similar level of confidence to choose entrepreneurship as a career. However, many research studies show that males have better tendency to become entrepreneurs than females. For example, Phuong and An (2016) using a case study in China found that males have significantly higher tendency than females to become entrepreneurs. This may reflect that there could be some difference in the perspectives of gender towards entrepreneurship in the developing countries like China. Nonetheless, it is not different in a country like Nepal. Answering the question: 'why there may exist gender difference in perception building', Hofstede (2003) remarks that structural forces of society having distinctly divided roles and responsibility of males and females, are

responsible to make significantly different perception towards entrepreneurial attitudes. This may be the reason why the concern was different in China. In the context, as explained by Hofstede (2003) in his cultural theory of entrepreneurship, males try to prove themselves as bold and risk takers (a major attribute of entrepreneurship). However, for me, education plays the major role. Educated people are conscious in their activities.

The human capital theory assumes that education is one of the major assets of a person and it can be transformable in different forms such as economic capital, cultural capital and educational capital (Bourdieu, 1986). As the respondents of the research were an educated mass, education had significantly contributed them to perceive them the entrepreneurial attitude irrespective of their gender. Education have helped them to enhance their agencies (as described by Bourdieu, 1986) so they could challenge existing the social constructs. It was also against their perception that women should be limited in household chores.

Due to strong capital, the graduates were able to keep themselves distant from the social rules and regulations and were able to use their rational choice while making decisions (Gidden, 1993). Thus, logically education has helped them to challenge the societal barriers. This suggests no difference in perception of the male and female graduates against choosing entrepreneurship as a career.

No Contribution of Subject Specification in Study in Entrepreneurial Development

Entrepreneurship has always become second choice among the graduates. They have used their creativity to become entrepreneurs. We find that educated people have been doing better jobs and attributing to the achievement of organizational goals. However, when they have to start their own business or any kinds of venture, they become reluctant of doing so. With the effect of subject of higher studies in mind, this

research did not find any significant effects of any subject to make a graduate an entrepreneur. I used to believe that management graduates were more aligned towards the entrepreneurial development due to their specialization in entrepreneurial studies and management. Nevertheless, the research result stood against it.

No matter what was the background of the study, the people were more convinced that psychological and cultural dimensions are more prominent than financial and policy dimensions. This research showed no significant differences in the mean of acceptance that the psychological trait is one of prominent dimensions to mold a person an entrepreneur. So, we cannot claim that any of the subjects is more influencing than others. The same situation was found about the cultural dimension where the averages for the students from Arts, Management, Science and Education were still no significantly different. This implies that psychologically also, the area of study does not play a vital role for perception building. However, with the values in mind, the psychological traits get better faith than the cultural traits.

Further, the averages for the financial dimension and policy were also not statistically significantly different. However, the averages in each case was found less than 3 (i.e. people did not accept that financial traits and policy traits of entrepreneurship were supportive enough to establish and run any enterprises). Thus, arguably, the 'area of study' does not make significant difference in the entrepreneurial development. This has raised a crucial concern about the subject in which people had been taught to become entrepreneurs. The validity of the subject specialization has not been justified regarding perception building related to entrepreneurship.

This research did not support training and education as the major source to mold people into entrepreneurs. These findings did not support Hofstede (1993) beliefs. As he defined, socio-culture do's and don'ts are the major cultural factors that help people to

build their conception. Cultural factors are always dominant to formulate perception people's perceptions. Hofstede (2003) claims that training and education could be some of the stimuli that could make people able to challenge the existing cultural norms and values. So, the result of research did not match with Hofstede's claim. This difference in the existing theory and research finding can be described with the support of the structure theory. According to this theory, what people learn from their family and milieu are the major attributes that help them to perceive their career choice. Thus, the graduates' university education was not able to change what they had perceived from their family and society. Cassis and Minoglou (2005) concluded that entrepreneurship is a form of human capital in which people need to relate information to capital. Further, they said that entrepreneurship is not a routine managerial skill to which bureaucracy follows but it is a skill of bringing innovation and invention of the procedures in an organization. Hence, I can point towards the quality of the Nepalese education system which is just making people aware about the procedure of management rather than invent the procedure which is fruitful for them in their further.

No Age Bar to Become Entrepreneurs

Age difference does not make significant difference in choosing entrepreneurship as a career. The graduates of different age groups perceived an entrepreneurial career in a similar way. This research has contradicted to the many research findings which conclude that mid-age people are better entrepreneur than others.

The overall entrepreneurial attitude of the people was not significant. However, from the perspective of the individual traits and dimensions all age group people showed their positive acceptance (average value more than 3) towards the psychological traits and cultural traits whereas their perceptions about financial traits and policy traits for each group people were negative.

The finding has challenged the existing thoughts and ideas. The research conducted by Engelschion (2014) in Norway found that age had positive effects on the entrepreneurial attitude. This research, however, showed that people of age group 25- 35 years had the highest probability of becoming entrepreneurs. Similarly, the same research found that people with higher level of education had higher tendency to becoming entrepreneurs. However, my study did not find the similar results. The overall societal value towards entrepreneurial activities could be the molding factor in a developed country like Norway where mature people have a higher degree of entrepreneurial intension. As the participants of respondents of this research were educated people, it can be believed that education had empowered them irrespective of their age. Following Douglas and Shepherd (2002), education provides capital irrespective of their habitus (as defined by Bourdieu). Our education system has not contributed much to mold the graduates so that they could bear the risk. The entrepreneur converts risks into capital. However, we do not have such favorable condition that people become confident enough that they could easily take risks and make meaningful decisions where and when necessary to become successful entrepreneurs.

Further, applying the structure agency theory, the attitude of a person could be defined as a function of his or her social structure. Understanding gained by society plays vital role in shaping choices and opportunities available to people (Gidden & Sutton, 2014). Our society has never contributed people to get rid from consumerist behavior. We witness that people who do a nine-to-five job are better respected in society than people who are involved in entrepreneurial activities. So, our social construct did not allow us to tend towards entrepreneurship even we gain a lot of experience. Thus, the age factor is irrelevant to entrepreneurial activities because of societal values and constructs.

No Effect of Family History to Become Entrepreneur

This research did not show the significant contribution of family history on graduates to perceive entrepreneurship as a career. Gidden and Sutton (2014) state that family history as a part of social structure helps people to build a social sphere and the social sphere the most significant factor for people to develop their perception. However, this research did not show that such social spheres were very useful to make them a career choice. I did not find that the offspring (sons or daughters) of entrepreneurs have better perception than that people whose parents were not entrepreneurs. Thus, this finding challenged Gidden's thinking that the capital gained from the structures are transferable to generation to generation.

The findings of this research indicate that whether people have family history of entrepreneurship or not, psychological and cultural aspects are dominant traits whereas financial and policy traits are the weaker traits of entrepreneurship. Here, viewing the finding from structure and agency theory, this result shows that structure was less influencing than agency for making choice of a career. Although the graduates who had a family history of entrepreneurship had strong structural support for him or her but, this research found that people were not able to utilize it as a habitus to make a favorable condition for their growth. However, it is the agency which determines a career choice among the graduates. The stronger the agency, thought the better the entrepreneurial orientation.

This research had used the dimensions suggested by Bezzina (2010). Bezzina (2010) suggests seven different dimensions of psychological traits which help people to choose entrepreneurship as a career. The dimensions include need for achievement, freedom, ambiguity tolerance, enthusiasm, creativity, locus of control and risk taking propensity. However, it was found that the psychological traits were the most influencing

traits for the graduates to choose graduates entrepreneurship as a career. It has established that all the ethnic groups and age groups accepted that personal confidence level is the most prominent factor for them to choose an entrepreneurial career. Further, in all the demographic disaggregation, the mean value of acceptance was more than 3, signifying the importance of the psychological factor as one of the most influencing factors.

Luthans et. Al. (2007) as cited in Ziyae, Mobarki and Saeediyoun (2015) said that the psychological factors, the most influencing source of potentiality including higher self-efficacy, better hop, optimism about future, resilience in decision making, searching alternatives are the major characteristics of people that make them choose entrepreneurship as their career.

Similarly, cultural traits are also found influencing to the graduates' choice of entrepreneurship as a career. Measuring the cultural dimensions, I had followed Lee (1999) who has customized the cultural model of Hofstede to measure the entrepreneurial attitude of people. Hofstede (2003) has taken four major areas of cultural dynamics viz. masculinity vs. femininity, power distance; uncertainty avoidance and individualism vs. collectivism. According to this research, the power distance dimension includes the acceptance of the less powerful people in the society. Similarly, individuality vs. collectivity includes the agency perspective and structure perspective. It is the debate of "who is more powerful, an individual or society". The masculinity vs. femininity dimension incorporates the gender role in society and uncertainty avoidance is the degree of anxiety of individuals in any uncertain situation.

Both the psychological and cultural aspects were more dominant than the other aspects. To describe why this happened, let us use the structure agency theory. An individual has the capacity to choose what is right and what is wrong. Particularly, individual willingness and other characteristics are dominant over the person to make

choice about his or her career. In this situation, referring to Giddens (1993), it can be said that an individual being an actor has the capacity to change the existing norms and values of society.

In the same line, it was found that culture was also one of the dominant factors to mold a person (Bhattarai, 2010). Culture is indeed the social forces which provide guidelines for people about what to choose and what not to choose. In the same line, it could be said that both agencies (personal capacities) and structures (social forces) are both equal contributors to make graduates choosing entrepreneurship as a career.

Further, explaining the phenomenon from the interactions perspective which believes that both the structure and agency make continuous interaction between each other and the decision made by graduates choosing to be an entrepreneur or not is the product of both individual and social forces in an aggregate. Omri and Boujelbene (2015) claim that individual characters and behaviors are the assets of people which are further enhanced by their cultural values, create the human capital. Human capitals are transferable into the financial capital too. So, combining of both structure and agency powers, a person can be an entrepreneur.

In contrast with my pre-assumptions, the Dalits were less convinced that cultural factors are the major contributor to make or not to make people entrepreneurs. The mean value of the Dalits was significantly less than that of the other ethnic groups. That means, the Dalits had smaller amount of confidence that they were culturally strong to become entrepreneurs. To examine the results in terms of interactionism, the Dalits have been historically lagged in Nepal. Having a weaker interaction (in terms of power exercise) with the powers of society, they never got opportunities to build up their capital which could be transferable (Bourdieu) into different forms of other capitals. Due to the similar

kinds of family capital among the graduates, their family history did not make significant contribution to molding those people as entrepreneurs.

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

From this study I intended to answer two different research questions. The first question was whether the social demographic differences make difference in graduates to perceive an entrepreneurial career differently and the second questions was about the degree of strength of the internal traits (personal and cultural traits) and external traits (financial and policy traits) affecting graduates to choose entrepreneurship as a career. So, with the purpose of finding entrepreneurial traits that make the graduates (private +2 owners and teachers) entrepreneurs, this research was focused to see if there exist any difference in perception towards the psychological traits, cultural traits, financial traits and policy traits due to different social demographic differences including gender, ethnicity, family history of business, age group and areas of study.

An entrepreneur is the person who can convert risk into the capital. Entrepreneurship is a challenging self. In the Nepalese context, entrepreneurship has always become the second choice among the graduates. The graduates feel more secure to do nine-to-five jobs than challenging self. Many findings show that the creativity or efforts of the educated mass has been drained in vein just to find the better job rather than creating jobs for other people. Such thinking has led to consumerism behaviors which tend to lead the country into the vicious cycle of poverty.

Using the quantitative approach, considering uni-reality as an ontological base and epistemologically considering the objectivity of knowledge i.e. knowledge can be measured by using statistical tools, I performed a survey research using a piloted tested

structured questionnaire (with Alfa value 0.74) in private higher secondary schools of Lalitpur district. This used the random sampling method, out of 64 schools taking five full time teachers and three promoters who have been actively involved in day to day activities of schools. The respondents were 125 promoters and 171 teachers as the sample entrepreneurs and non-entrepreneurs. The data were collected maintaining the higher level of ethical issues.

Using the SPSS 23 software assistance, the data were analyzed and interpreted when and where necessary. Descriptive statistics were used for analyzing the collected data. Further, inferential statistical tools were used for the significance statistical tests and developing models.

Research shows that gender does not make significant different to make perception towards the entrepreneurial career. Both males and females are equally motivated (or not motivated) due to their personal psychological aspect, cultural aspect, perceived financial aspects and perceived policy aspects to choose entrepreneurship as career. Similarly, entrepreneurial attitudes are irresponsive of ethnicity. Ethnicity does not make different on graduate to become entrepreneurs.

Specialization in study is irrespective of making perception towards entrepreneurship. People do not have their different perception due to their age. Neither mid-age people nor young people are found motivated towards entrepreneurship. The social construct that offspring of entrepreneur are motivated to become entrepreneur becomes falsified from this research. Family history does not affect at all to make a person entrepreneur but his or her person perception plays vital role in it.

Among all the traits, psychological trait was found most influencing factor to make a person entrepreneur. Culture has less affect in entrepreneurial attitude formation. However, the Janjatis and the "Other" ethnic group believe that culture plays vital role in

perception building whereas the Dalits people do not believe that culture has influence to make a person entrepreneur. Research revealed that financial condition of Nepal is not appealing to make people entrepreneur. Due to unstable financial policy and situation, graduates have become reluctant to become entrepreneur. Regarding policy issues, different people have different perceptions. People who have entrepreneurial family history do not believe that Nepal has favorable policy support to mold a person entrepreneurial whereas graduates without entrepreneurial family history believe that policy plays lesser role for the development of entrepreneurial attitude.

At last, research shows that external traits of entrepreneurship are weaker than internal traits. People do not agree that Nepal has good economic condition and policy support for the development of entrepreneurial activities.

In conclusion my research have challenged gender and ethnic stereotypical thoughts and found men and women both can equally be entrepreneurs. Research further concluded that people from the any ethnic groups can be successful entrepreneur. Teaching entrepreneurial development in university does not add value for the graduates as there is not different in perception of management graduates and other subject graduates.

Conclusion

With the limitations (methodology, study area, population, sample, analysis of data and meaning making), the findings of this research suggest that the demographic characteristics of a person do not make much contribution to the choice entrepreneurship as a career. The male and the female are both equally motivated to become entrepreneurs. Age difference also does not impact on people's career choice. All the aged group of people have nearly similar entrepreneur intension. The siblings of entrepreneurs are not necessary become entrepreneur. Siblings of both entrepreneurs and non-entrepreneurs

have similar type of thoughts towards entrepreneurship. Family history does not contribute to becoming entrepreneurs. However, family history of entrepreneurship helps people to understand about the different policies of the country related to entrepreneurship. All ethnic and social groups have similar types of thoughts towards entrepreneurship. Nonetheless, the Dalits (who are considered as one of the deprived communities of Nepal) have a lower degree of belief in financial strategies and policy of the country to enhance entrepreneurial activities. The specification of education does not play a vital role. However, experience and personal orientations are more important than classroom based training and formal education.

The internal traits of entrepreneurship which includes personal psychological traits and cultural traits play vital role to mold people entrepreneur behavior. Personal psychological traits including need for achievement, freedom, ambiguity tolerance, enthusiasm, creativity and locus of control are the major personality sub-traits which have higher effect on helping people to make an entrepreneurial career choice. Among the sub-traits, creativity is the most influencing personal trait to help him or her to choose entrepreneurship as a career. Similarly, cultural traits includes cultural practices and distance from power, cultural role of gender, decision making skill during uncertainty, and cultural practices of making decision collectively or individually are also the major contributing factors for a person to choose entrepreneurship as a career. Among them, power distance has less influence than other sub-traits.

External traits including financial and policy traits have less effect on entrepreneurial attitude of the graduates. The financial condition in Nepal is not much favorable to enhance entrepreneurial activities. Financial traits include startup capital for business, management of financial resources, readiness of financial institutions, economic condition of the nations, easy to access money and material costs. Among the different

traits the 'startup capital' is the most influencing sub-traits. People are reluctant to become entrepreneurs because of the unavailability of the startup capital. Besides financial traits, policy traits also play a vital role to make (or not make) a person an entrepreneur. Policy traits include subsidy policy, clear procedure, favorable rules, supportive taxation policy, supportive business laws and encouragement policy of the government such as weaving policy. Among the sub-traits, Nepal has weaker encouragement policy (weaving policy) due to which entrepreneurial activities have not increased as expected.

Therefore, cultural and psychological traits have higher tendencies to make a person an entrepreneur than any other traits. Similarly demographic differences do not affect people to make c (or not make) choices about the entrepreneurial career.

Implication of Research for Policy Makers and Future Researchers

From this research, it is established that the internal traits of entrepreneurship were stronger than the external traits. These findings have demystified some stereotypical thinking and established norms. Some of them are: no difference in perception of males and females regarding entrepreneurship attitude; no ethnic difference in perception to becoming entrepreneurs; the Dalits have different perspectives toward the cultural traits and their beliefs towards cultural influence on people becoming entrepreneurs; financial traits and policy traits are weaker traits than psychological traits and cultural traits; the offspring of entrepreneurs were not motivated to become entrepreneurs.

Based on above findings, this research has opened the door for the future researchers and policy makers to make further investigation and actions.

Implications for Future Researchers

The following are the implication of this research for future researchers.

- a. Despite of the socio-cultural construct that males have higher tendency of becoming entrepreneurs, I found that both males and female have equal tendency to become entrepreneur. Similarly, future researchers can make research into the reason for this. They can find the answer to ‘why males and females both are equally motivated (or not motivated) to become entrepreneurs’.
- b. We have wide socio-economic status of different ethnic group in Nepal. Per capita income, education status and other factors are smaller in some ethnic groups than others. However, this research showed that these socio-economic differences did not make difference in people’s perception building. So, a psychological study can be performed into different ethnic groups to dig out the source of perception building and the role of socio-economic difference.
- c. Because they have specific skills, the Dalits are culturally termed as entrepreneurs. However, this research showed that the cultural belief held by the Dalit towards entrepreneurship was weaker than any other ethnic groups. This has raised the question against the accepted construct. So, this research further demanded research studies to explore the Dalits’ entrepreneurial activities and their perception.
- d. Many of us think that financial traits are the strongest traits to become entrepreneurs. However, this research showed them as the weakest ones. The model developed from this research defined the weaker effects of the financial traits of perception building to become entrepreneurs. So, the door is opened to study into the reasons of personal traits against external traits to become entrepreneurs.

Policy Implications

The following are the policy implications of this research study.

- a. A smaller degree of the confidence of the Dalits towards the entrepreneurial policy could be a beneficial point for the policy makers to bring the policy which could enhance the existing small entrepreneurial works of the Dalits communities in mainstreaming.
- b. Most of the graduates accepted that Nepal lacks a favorable financial situation to enhance entrepreneurship activities. So, I would suggest that the policy makers should make suitable financial policies to enhance entrepreneurship.
- c. This research has revealed that the policies of the nation are not supportive to grow entrepreneurial activities. Thus, I would suggest that the policy makers should amend or enhance the different policies related to entrepreneurial development.

Last but not the least, I would like to suggest future researchers and policy makers that they should find answers to the question “Why is the entrepreneurial attitude in Nepal is declining further”?

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ANNEXES

Annex 1: Professional Choice of Graduates

Career choice of youth of age group 15- 24

Career Options	Bachelor Level	Master Level
Armed Forces	8.54	3.67
Managers	15.19	10.47
Professionals	24.07	13.16
Skilled Technician and Associate Professionals	18.99	8.61
Clerical Support	12.79	5.26
Service and Sales workers	5.84	1.21
Agriculture and Forestry	0.77	0.13
Craft workers	1.76	0.45
Plant Operators	1.63	0.43
Elementary Workers	1.51	0.41

Data Source: CBS (2012)

Annex 2: List of +2 Schools in Lalitpur District

Source: HSEB (2015)

SN	Serial No.	Code No	Name of Institute
1	1167	2501	नेशनलइन्सिच्युटअफसाइन्सउ.मा.वि., पुल्चोक
2	1168	2502	आदर्शकन्यानिकेतनउ.मा.वि., मंगलबजार
3	1169	2503	क्याम्पियनएकाडेमीउ.मा.वि., ल.पु.उ.म.न.पा.-५, लगनखेल
4	1170	2504	माइलस्टोनउ.मा.वि., ल.उ.म.न.पा.-९, बालकुमारी
5	1171	2505	ललितपुरकलेज, कोपुण्डोल
6	1172	2506	सेन्टमेरिजउ.मा.वि., जावलाखेल
7	1173	2509	ज्ञानोदयबालबाटिकाउ.मा.वि., सानेपा
8	1174	2510	ललितशिक्षाक्याम्पस, नःटोल
9	1175	2511	युनाइटेडएकेडेमीउ.मा.वि., कुमारीपाटी
10	1176	2512	लिटिलएञ्जेलसउ.मा.वि., हात्तिवन
11	1177	2513	किटिनीउ.मा.वि., गोदावरी
12	1178	2514	आदर्शसौलयुवकउ.मा.वि., वुगमति
13	1179	2515	युनिकएकेडेमीउ.मा.वि., कुमारीपाटी
14	1180	2516	प्रसादीएकेडेमीउ.मा.वि., तफाल्हो, मानभवन
15	1181	2517	महाँकालउ.मा.वि., गोटीखेल
16	1182	2518	क्याम्पियनभ्यालीउ.मा.वि., कुमारीपाटी
17	1183	2519	पिनाकलएकाडेमीउ.मा.वि., लगनखेल
18	1184	2520	फूलचोकीउ.मा.वि., ठैव
19	1185	2521	नेशनलमल्टीपलउ.मा.वि., सातदोवाटो
20	1186	2522	नागार्जुनएकाडेमीउ.मा.वि., पुल्चोक, हरिहरभवन
21	1187	2523	एसियनकलेजअफहाइयरस्टडिज, ल.उ.म.न.पा.-४, एकान्तकुना
22	1188	2524	एडभान्सएकेडेमीउ.मा.वि., ल.उ.म.न.पा.-५, कुमारपाटी
23	1189	2525	नेपालइन्सिच्युटअफमेनेजमेन्टएण्डसाइन्सउ.मा.वि., लगनखेल
24	1190	2526	क्यारेवियनउ.मा.वि., मानभवन
25	1191	2527	सेन्टजेवियर्सउ.मा.वि., जावलाखेल
26	1192	2528	नाइटिंगलअन्तर्राष्ट्रियआवासीयउ.मा.वि., कोपुण्डोल
27	1193	2529	वेलहम्सकलेजउ.मा.वि., जावलाखेल
28	1194	2530	हिलटपउ.मा.वि., चापागाउँ
29	1195	2531	डी.ए.भी. शुशिलकेडियाविश्वभारतीउ.मा.वि., जावलाखेल
30	1196	2532	एडभान्सइन्टरनेशनलमोडेलउ.मा.वि., लगनखेल
31	1197	2533	नेशनलउ.मा.वि., इमाडोल-५खरिवोट
32	1198	2534	ह्वाइटहाउसउ.मा.वि., खुमलटार
33	1199	2535	ग्रान्डएकेडेमीउ.मा.वि., लगनखेल,
34	1200	2536	ग्लोबलउ.मा.वि., महालक्ष्मीस्थान, लगनखेल
35	1201	2537	सिम्वायोसिसएकाडेमीउ.मा.वि., नखबुरोड
36	1202	2538	आइन्स्टाइनएकाडेमीउ.मा.वि., थसिखेल
37	1203	2539	आदर्शविद्यामन्दिरआवासीयउ.मा.वि., मानभवन
38	1204	2541	नेशनलओपनकलेज, सानेपा

39	1205	2542	महेन्द्रआदर्शविद्याश्रमआवासीयउ.मा.वि., सातदोवाटो
40	1206	2543	श्रमिकशान्तिउ.मा.वि, च्यासल
41	1207	2544	बालदिक्षासदनउ.मा.वि, ग्वार्को
42	1208	2545	त्रिपद्यविद्याश्रमउ.मा.वि., पुलचोक
43	1209	2546	ब्राइटस्टारओर्कसआ.उ.मा.वि., हरिसिद्धि
44	1210	2547	हरिसिद्धिउ.मा.वि., हरिसिद्धि
45	1211	2548	श्रीशान्तिविद्याश्रमउ.मा.वि., लॉल्ह
46	1212	2549	चिल्ड्रेनप्याराडाइजउ.मा.वि., ल.उ.म.न.पा.-५, कुमारीपाटी
47	1213	2550	अक्सत्रिजउ.मा.वि., ल.उ.म.न.पा.-५, महालक्ष्मीस्थान, लगनखेल
48	1214	2551	चेतनाविद्याश्रमउ.मा.वि., लामाटार
49	1215	2552	सिद्धिमंगलउ.मा.वि., सिद्धिपुर
50	1216	2553	ब्लुवर्डउ.मा.वि., कुमारीपाटी
51	1217	2555	रूपकमेमोरियलइन्टरनेशनलउ.मा.वि., कोपण्डोल
52	1218	2556	बाघभैरवउ.मा.वि., कालेश्वर
53	1219	2557	ओमेगाइन्टरनेशनलउ.मा.वि., ललितपुर-५, कुमारीपाटी
54	1220	2558	प्रभातउ.मा.वि., त्यागल
55	1221	2559	डिस्कभरीउ.मा.वि., जावलाखेल
56	1222	2560	महालक्ष्मीक्याम्पसउ.मा.वि., लुभु
67	1223	2561	जनभावनाक्याम्पसउ.मा.वि., चापागाउँ
58	1224	2562	नमूनामच्छिन्द्रक्याम्पसउ.मा.वि., लगनखेल
59	1225	2563	कृष्णउ.मा.वि., धापाखेल
60	1226	2564	सरस्वतीउ.मा.वि., लेले
61	1227	2565	गौरीशंकरई.वो. उ.मा.वि., इमाडोल
62	1228	2566	महालक्ष्मीउ.मा.वि., लुभु
63	1229	2567	महाकालीदेवीउ.मा.वि., भट्टेडाँडा
64	1230	2568	सरस्वतीउ.मा.वि., ठेचो
65	1231	2569	पाटनउ.मा.वि., पाटनढोका
66	1232	2570	मूनलाइटआ.उ.मा.वि. ल.उ.म.न.पा.१९, कुमारीपाटी
67	1233	2571	कालीदेवीउ.मा.वि. प्यूटार
68	1234	2572	बज्रवाराहीउ.मा.वि. चापागाउँ
69	1235	2573	सेन्टपलउ.मा.वि. ठेचो
70	1236	2574	नमूनाआदर्श (आइडियलमोडेल) उ.मा.वि.झमिस्खेल
71	1237	2575	मदनस्मारकउ.मा.वि. पुलचोक
72	1238	2576	बालकुञ्जउ.मा.वि. लुभु
73	1239	2577	दीपकुञ्जईङ्गलिसउ.मा.वि.सैवुं
74	1240	2578	जेम्स (ग्रेडेडइङ्गलिसमिडियम) स्कूलउ.मा.वि. धापाखेल
75	1241	2579	पवनप्रकृतिइङ्गलिसउ.मा.वि., इमाडोल
76	1242	2580	ज्ञानविज्ञानहायरबोर्डिङ्गउ.मा.वि., ल.उ.म.न.पा.-६, नहिटी
77	1243	2581	आइ. जे. पयोनियरउ.मा.वि. हात्तिवन
78	1244	2582	ब्राइटफ्यूचरआ.उ.मा.वि. सातदोवाटो
79	1245	2583	सिस्नेरीउ.मा.वि. सिस्नेरी
80	1246	2584	बालकुमारीउ.मा.वि. सुनाकोठी
81	1247	2585	मगरगाउँउ.मा.वि. शंखु

82	1248	2586	गम्भीरसमुद्रसेतु.मा.वि. इमाडोल-४, धाराचौर
83	1249	2587	प्रगतिशिक्षासदन.मा.वि. ल.उ.म.न.-१०, कुपण्डोल
84	1250	2588	टीकाविद्याश्रम.मा.वि. ल.उ.म.न.-२सानेपा
85	1251	2589	पूर्णचण्डीबो. उ.मा.वि. लपु-१९, पूर्णचण्डी
86	1252	2590	जनजागृती.मा.वि. इकुडोल-५, सानोचिला
87	1253	2591	छम्पीदेवी.मा.वि., छम्पी-२
88	1254	2592	नवप्रभात.मा.वि., ललितपुर-१३, पुलचोक
89	1255	2593	विद्याधिश्वरी.मा.वि. आश्राङ्ग-६, चैनपुर
90	1256	2594	गोठभञ्ज्याङ्ग.मा.वि., दलचोकी-२
91	1257	2595	देवी.मा.वि., देवीचौर-४
92	1258	2596	कालीदेवी.मा.वि., माल्टा-८, किटीनी
93	1259	2597	अरनिकोइन्टरनेशनलएकेडेमी.मा.वि., ललितपुर-१५
94	1260	2598	महेन्द्रआदर्श.मा.वि., इमाडोल-७
95	1261	2599	सगरमाथाआवासीय.मा.वि., ललितपुर-२०
96	3617	8101	युलेन्स.मा.वि., ललितपुर-१५, सितलमार्ग
97	3618	8102	बाणीविलास.मा.वि., चापागाउँ-५,
98	3619	8103	नारायणी.मा.वि., गिम्दी-५, नारायणडाँडा
99	3620	8104	श्री५महेन्द्र.मा.वि., तुला, दुर्लुङ्ग-४, दुर्लुङ्ग
100	3621	8105	बालेश्वरी.मा.वि., भारदेउ-१, आहालडाँडा
101	3622	8106	मेघा.मा.वि., कुमारीपाटी-२०
102	3623	8107	बुद्ध.मा.वि., ठैव-३, बाडेगाउँ
103	3624	8108	लोकस्मृति.मा.वि., ललितपुर-७, ऋवाको
104	3625	8809	लिभिङ्गस्टोनएकेडेमी, नक्खु, ललितपुर

Annex 3: Career choice of youth of age group 15- 24

Career Options	Bachelor Level	Master Level
Armed Forces	8.54	3.67
Managers	15.19	10.47
Professionals	24.07	13.16
Skilled Technician and Associate Professionals	18.99	8.61
Clerical Support	12.79	5.26
Service and Sales workers	5.84	1.21
Agriculture and Forestry	0.77	0.13
Craft workers	1.76	0.45
Plant Operators	1.63	0.43
Elementary Workers	1.51	0.41

Data Source: CBS (2012)

Annex 4: Reliability Analysis of the Tool

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I can reach to the excellence in everything that I do	162.96	258.211	.264	.740
Success and failure both are related to the performance of a person.	163.75	265.809	.002	.751
I prefer being my own boss.	163.48	251.191	.384	.734
I make sole decision of what I do	163.08	248.078	.548	.729
I can work effectively even in stressful situation.	164.12	265.601	.030	.748
I can easily handle difficult situations.	163.75	255.000	.318	.737
For me everything is possible if I believe I can do it.	163.21	259.998	.241	.741
I have confidence to accomplish the task that I take.	163.08	266.333	.030	.747
It is easy for me decide whether or not to launch new project.	164.08	254.461	.300	.737
I am fairly curious and I am continually in search of discovery.	162.75	258.404	.303	.739
I can easily influence one's attitude.	163.85	264.085	.039	.750
The outcome of my actions depends on my own performance.	163.08	246.461	.501	.728
I'm prepared to invest my own capital to take entrepreneurship opportunity	163.17	257.929	.255	.740
I believe that higher risks are worth taking for higher rewards.	163.31	259.964	.184	.742
I know, plan with risk results more benefits.	163.98	270.787	-.108	.754
I regularly take calculated risks to gain potential advantage.	164.44	280.379	-.364	.763
Success is not limited only in promotion	163.19	267.347	-.025	.751
Success is owning my own +2 school/college or any other organization	163.33	257.504	.216	.741
Merit based rewards means equality	164.23	260.734	.142	.744
Organization cannot be responsible health and welfare of employees	164.15	276.425	-.226	.761
Success means being able to control my own time	162.87	257.218	.334	.738

I must cross the border of family legacy to be a successful.	163.79	258.849	.167	.743
Person who has money may come from even non-influential family.	163.75	266.447	.000	.750
Owner bears risk. So, there is no meaning of equal give and take relation between owner and workers	163.27	265.691	.037	.747
Anyone can change his or her social status.	164.15	267.404	-.018	.750
I prefer an authoritarian manger	163.67	260.312	.185	.742
Having rights does not means I have special privilege that others do not have	163.75	268.787	-.057	.750
Power comes when I own my own organization	164.06	273.166	-.180	.755
One should not worry with the disagreement with manager	163.50	257.745	.267	.739
Starting a entrepreneurial work means gaining profit	163.23	250.223	.357	.734
Starting entrepreneurial work means gaining assets	163.83	252.780	.358	.735
starting an entrepreneurial work means investing money to obtain a profit	163.65	255.468	.259	.739
Failure does not mean losing money but it is an opportunity to explore barriers	163.56	248.890	.423	.732
success is not only associated with gaining respect	163.73	257.351	.223	.741
change is for better, without change, there cannot be progress	163.35	245.638	.583	.726
entrepreneur is able to identify resources	163.50	244.851	.663	.725
entrepreneurs produce existing products in a more efficient way	163.77	245.755	.585	.726
Success does not mean having a lot of money	163.62	265.048	.038	.748
Job provides material things but it cannot grant dignity.	164.29	263.488	.098	.745
work does not help to develop social status	163.58	252.887	.403	.734
I work for interest more than wage	163.27	249.095	.513	.730
It is easy to obtain startup capital in Nepal	164.10	258.393	.219	.741
I can easily manage financial resources to start own enterprise	164.21	267.445	-.029	.752
Financial institution are ready to give required finance to start business	163.92	257.270	.284	.739

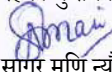
Economic condition of my country is supportive to entrepreneurship development	164.15	251.872	.403	.734
Obtaining money to run a business is easy where I live.	164.25	260.957	.173	.743
Material costs are affordable to start new venture in Nepal	163.83	258.950	.207	.741
Government has subsidies policy to support entrepreneurship in Nepal.	163.92	254.376	.286	.738
The procedures for establishing a new company are clear	164.27	268.755	-.056	.751
Government policy, rule and regulations are favorable to start a company	164.12	259.473	.197	.742
Taxation policy is in Nepal supports entrepreneurship.	163.75	254.021	.338	.736
Business and other laws and regulations support entrepreneurship in Nepal	163.85	254.978	.297	.738
My government encourages entrepreneurship	163.75	258.064	.214	.741

Annex 5: Tool of the Research

सबैमा सादर नमस्ते !

म काठमाडौं विश्वविद्यालय स्कूल अफ एजुकेशन अन्तरगत विकास अध्ययनको एफिल (MPhil) तहको विद्यार्थी हु। म स्नातक वा स्नाकोत्तर उपाधि प्राप्त गरि लतिलपुर जिल्लाका विभिन्न निजी दश जोड दुइ स्कूल/ कलेज (+2 Schools/ Colleges) मा शिक्षक वा प्रवर्धक(Promoter) का रूपमा कार्यरत रहनुभएका ब्यक्तिहरुलाई अन्तरिक र बाह्य वातावरणहरुका विभिन्न कारकहरुले कुन रूपमा उद्यमी बनाउन (अथवा नबनाउन) सहयोग गर्दछ भन्ने विषयमा शोधपत्र तयार गर्दैछु। मेरो अध्ययनको शिर्षक “Entrepreneurial traits of graduates to choose entrepreneurship as career” रहेको छ। अध्ययनका निम्ती मैले निम्नानुसारको प्रश्नावली तयार पारेको छु। यी प्रश्नावली भरेर सहयोग गरिदिनुहुन हार्दिक अनुरोध गर्दछु। यस सर्वेक्षण प्रश्नावलीमा तपाईंले दिनुभएका सूचना तथा धारणाहरु गोप्य राखिने तथा प्राज्ञिक अध्ययनको लागि मात्र उपयोग गरिने व्यहोरा अनुरोध गर्दछु।

सहयोगको निम्ति हार्दिक धन्यवाद ज्ञापन गर्दै यस सम्बन्धी अन्य जानकारी चाहिएमा सोको निम्ती म सधै तत्पर रहेको कुरा निवेदन गर्दछु।


सागर मणि न्यौपाने

मोबाईल नं. ९८४१४६८३४३

बज्रबाराही नगरपालिका वडा नं १२

खण्ड क: बैयक्तिक विवरण

यो खण्डले तपाईंका बैयक्तिक विवरण जस्तै लिङ्ग, जाति, शिक्षा, बाबुआमाको पेशा ईत्यादिको बारेमा जानकारी दिन्छ। कृपया खाली बाकसमा उपयुक्त उत्तर लेखिदिनुहुन अथवा दिइएका विकल्प मध्ये तपाईंलाई लागेको सहि वा सबै भन्दा उपयुक्त उत्तर रहेको बाकसमा ठीक (✓) चिन्ह लगाइदिनुहुन अनुरोध गर्दछु।

१. नाम मोबाईल नः

२. ठेगाना स्थायी अस्थायी

३. कार्यरत वा प्रवर्धित क्याम्पस/ स्कूलको नाम र ठेगाना

४. म

शिक्षक	प्रवर्धक(Promoter)	हुँ।
<input type="checkbox"/>	<input type="checkbox"/>	

५. लिङ्गः

पुरुष	महिला	अन्य
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

६. उमेर समूह (वर्षमा)

२५ भन्दा कम	२६-३०	३१-३५	३६-४०	४१-४५	४६-५०	५१-५५	५६-६०	६१ भन्दा बढि
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

७. जाति

ब्राम्हण/ क्षेत्री	जनजाती	दलित	अन्य
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

८. उच्च शैक्षिक उपाधीको तह

स्नातक	स्नाकोत्तर	एमफिल वा सो भन्दा माथि
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

९. उच्च शैक्षिक उपाधी हासिल गरेको विश्वविद्यालय देश

१० उच्च शैक्षिक उपाधीको क्षेत्र	कला र समाज विज्ञान (Humanities and Social Sciences)	व्यवस्थापन (Management/ Commerce)	विज्ञान तथा प्रविधी (Science and Technology)	शिक्षा (Education)	अन्य (Others) (उल्लेख गर्नहोस्)

११ बाबुको पेशा

१२ आमाको पेशा

१० मेरो पारिवारिक पृष्ठभूमि व्यापार/ व्यवसाय हो।

ठीक	बेठीक
<input type="checkbox"/>	<input type="checkbox"/>

खण्ड ख (उद्यमशीलता मनोवृत्ति)

१. व्यक्तिगत आयाम

तलका कथनहरूले उद्यमशीलता संग सम्बन्धित तपाईंका व्यक्तिगत र मनोगत विवरणलाई प्रष्ट्याउने गर्दछ। तपाईंकोलागि सबैभन्दा उपयुक्त स्थानमा ठीक चिन्ह (✓) लगाइदिनुहुन अनुरोध गर्दछु। कृपया तलका कथनहरू हरेकमा

१ = पूर्ण असहमत, २ = असहमत, ३ = तटस्थ, ४ = सहमत र ५ = पूर्ण सहमत बुझाउने कुरा निवेदन गर्दछु।

कथन (Statement)	१ (पूर्ण असहमत)	२ (असहमत)	३ (तटस्थ)	४ (सहमत)	५ (पूर्ण सहमत)
१.१. मैले शुरू गरेका संपूर्ण काममा उत्कृष्टतामा (Excellence) पुग्न सक्छु।					
१.२. सफलता वा असफलता भाग्यका कुरा हुन्।					
१.३. म आफ्नो मालिक आफै (boss of own) हुने काम मात्र गर्दछु।					
१.४. म आफूले गर्ने सम्पूर्ण कार्यको निर्णय आफै गर्न सक्षम छु।					
१.५. म तनावपूर्ण अवस्था (Stress) मा प्रभावकारी ढंगले काम गर्न सकिदैन।					
१.६. अप्ठ्यारो परिस्थितिमा सम्हालिन मलाई एकदमै गाह्रो हुन्छ।					
१.७. आफूलाई विश्वास लागेको जुनसुकै कुरा पनि गर्न सकिन्छ जस्तो लाग्छ।					
१.८. मलाई आफूले शुरू गरेका जुनसुकै काम पूरा गर्न सक्छु भन्ने लाग्छ।					
१.९. मलाई नयाँ काम शुरू गर्ने/नगर्ने भन्ने दुविधा भैरहन्छ।					
१.१०. म जहिले पनि काममा कसरी नविनता ल्याउने भनेर सोचिरहन्छु।					
१.११. अरुको विचारलाई परिवर्तन गराउन सकिन्छ भन्ने लाग्दैन।					
१.१२. आफ्नो कामको परिणाम (Output) आफ्नै कार्यमा निर्भर गर्दछ।					
१.१३. आफ्नो उद्यमशीलताको विकाश (Entrepreneurship Development) को लागि आफै पूँजी लगानी गर्न तयार हुनुपर्छ।					
१.१४. उच्च जोखिमले नै उच्च प्रतिफल दिन्छ भन्ने लाग्दछ।					
१.१५. मलाई जोखिम कम भएको योजना मनपर्छ।					
१.१६. म सधै फाइदा संगसंगै जोखिमको पनि विचार गर्दछु।					

२. सांस्कृतिक आयाम

तलका कथनहरूले उद्यमशीलता संग सम्बन्धित तपाईंका सांस्कृतिक आयामका विवरणलाई प्रष्ट्याउने गर्दछ। तपाईंकोलागि सबैभन्दा उपयुक्त स्थानमा ठीक चिन्ह (✓) लगाइदिनुहुन अनुरोध गर्दछु। कृपया तलका कथनहरू हरेकमा

१ = पूर्ण असहमत, २ = असहमत, ३ = तटस्थ, ४ = सहमत र ५ = पूर्ण सहमत बुझाउने कुरा निवेदन गर्दछु।

कथन	१ (पूर्ण असहमत)	२ (असहमत)	३ (तटस्थ)	४ (सहमत)	५ (पूर्ण सहमत)
२.१ व्यवसायमा लगानी गरि जोखिम (Risk) मोल्नुभन्दा जागिर खाइ बढुवा (Promotion) हुनु मनपर्छ।					
२.२ जागिर र आफ्नै व्यवसाय मध्ये छान्नु पर्दा म व्यवसाय छान्दछु।					
२.३ कम क्षमता भएका व्यक्तिलाई पनि उत्तिकै मौका पाउनुपर्छ।					

२.४ संस्थाले स्वास्थ्य लगायत अन्य कल्याणकारी कोषको व्यवस्था नगर्दा हुन्छ ।					
२.५ समयलाई चिनेर उद्यम व्यवसायमा लगानी गर्नु सफलताको कारक हो ।					
२.६ परिवारको गरिआएको काम भन्दा फरक काम गर्दा सफल हुन सकिदैन ।					
२.७ लगानी गर्न समृद्ध परिवार (Elite Family) को व्यक्तिले मात्र सक्दछ ।					
२.८ कलेजले शिक्षकहरूलाई उनीहरूको समय लगायत अन्य कुराको लगानी बमोजिम नै तलव र अन्य सुविधा दिन्छ ।					
२.९ जो पायो त्यहि व्यक्तिले आफ्नो प्रतिष्ठा बढाउन सक्दैनन् ।					
२.१० सबै निर्णय गर्ने अधिकार व्यवस्थापक (Manager) मै हुनुपर्छ ।					
२.११ अधिकार पाउनु भनेको कुनै विशेष सुविधा (Privilege) उपभोग गर्नु होइन ।					
२.१२ काममा निपूर्ण व्यक्ति भन्दा लगानी गर्ने व्यक्ति बढि शक्तिवान (Powerful) हुन्छ ।					
२.१३ आफ्नै संस्था चलाउनु भनेको तनाव (Stress)निम्त्याउनु हो ।					
२.१४ आफ्नै संस्था चलाउनु भनेको भए भएको सम्पत्ति सक्ने मेलो हो ।					
२.१५ आफ्नै संस्था स्थापना र संचालन भनेको नाफा कमाउने आधार हो ।					
२.१६ असफलता भन्नाले भएको पैसा गुमाउने भन्ने बुझिन्छ ।					
२.१७ सफलता भनेको नाम कमाउनु मात्र होइन ।					
२.१८ पेशागत परिवर्तन विना प्रगति हुँदैन ।					
२.१९ उद्यमसिल(Entrepreneur) व्यक्तिले विभिन्न श्रोत्र(sources) को पहिचान सजिलै गर्नसक्छ ।					
२.२० उद्यमसिल(Entrepreneur) व्यक्तिले विद्यमान अवस्थालाई केलाएर नविनता (Innovation) ल्याउन सक्छ ।					
२.२१ सफलता भनेको प्रशस्त पैसा हुनु हैन ।					
२.२२ जागिर भन्नाले भौतिक वस्तु (Material Things) प्राप्त गर्ने माध्यम भन्ने बुझिन्छ ।					
२.२३ जागिरले व्यक्तिलाई समाजिक प्रतिष्ठा दिदैन ।					
२.२४ म तलव भन्दा मेरो रुचीका कारण काम गर्दछु ।					
२.२५ उच्च कमाई गर्ने काम भन्दा रोचक र चुनौतीपूर्ण कामगर्नु महत्वपूर्ण हो ।					

३. आर्थिक/ वित्तिय आयम

तलका कथनहरूले उद्यमशिलता संग सम्बन्धित आर्थिक तथा वित्तिय आयमका विवरणलाई प्रष्ट्याउँछ । तपाईंकोलागि सबैभन्दा उपयुक्त स्थानमा ठीक चिन्ह (✓) लगाइदिनुहुन अनुरोध गर्दछु । कृपया तलका कथनहरू हरेकमा

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कथन	१ (पूर्ण असहमत)	२ (असहमत)	३ (तटस्थ)	४ (सहमत)	५ (पूर्ण सहमत)
३.१ नेपालमा काम शुरु गर्नको लागि पुँजी जुटाउन सजिलो छ ।					
३.२ आफ्नो उद्यम/ व्यवसाय शुरु गर्न वित्तिय (Financial) स्रोतहरू सजिलै उपलब्ध हुँदैन ।					
३.३ नेपालका बैंक लगायतका वित्तिय संस्थाहरूले व्यवसायको निम्ती सजिलै लगानि गरिदिन्छन् ।					
३.४ आफ्नै उद्यम/ व्यवसाय शुरु गर्न नेपालको आर्थिक अवस्था ठीक छैन ।					
३.५ नेपालमा उद्यम तथा व्यवसायको लागि भौतिक लागत उच्च छ ।					
३.६ नेपालको ऋण नीति सान्दर्भिक छ ।					

४. नीतिगत आयम

तलका कथनहरूले उद्यमशिलता संग सम्बन्धित विद्यमान नीतिगत आयमका विवरणलाई प्रष्ट्याउँछ । तपाईंकोलागि सबैभन्दा उपयुक्त स्थानमा ठीक चिन्ह (√) लगाइदिनुहुन अनुरोध गर्दछु । कृपया तलका कथनहरू हेरेकमा

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कथन	१ (पूर्ण असहमत)	२ (असहमत)	३ (तटस्थ)	४ (सहमत)	५ (पूर्ण सहमत)
४.१ नेपालमा उद्यम तथा व्यवसायको निम्ति अनुदानको नीति राम्रो छ ।					
४.२ नयाँ उद्यम तथा व्यवसाय गर्नका लागि विद्यमान प्रकृया स्पष्ट छैन ।					
४.३ सरकारी नीति नियमहरू उद्यम/ व्यवसाय सञ्चालनका निम्ति सहयोगी छैनन् ।					
४.४ नेपालमा उद्यम तथा व्यवसाय सम्बन्धी कर नीति प्रभावकारी छ ।					
४.५ नेपालमा व्यवसाय सम्बन्धी अन्य नीति नियमहरू प्रभावकारी छन् ।					
४.६ नेपालमा उद्यम तथा व्यवसाय चलाउन सरकारले प्रोत्साहन गर्दछ ।					

सहयोगको निम्ति हार्दिक धन्यवाद !!!