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| RESEARCH ARTICLE

## Contrasting Entrepreneurial Mindsets: A Comparative Analysis of Business Graduates from Government and Non-government Colleges in Bangladesh

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| ABSTRACT

This paper examines the entrepreneurial minds among the business graduates of government and non-government colleges, affiliated with National University in Bangladesh, in regard to the entrepreneurial intentions and institutional support, and the perceived barriers. The graduates (50 people, 100 total) of different types of colleges were used to collect the data with the help of the structured questionnaire. The research reveals that, in general, the intention to engage in entrepreneurship is moderate and that there is no marked difference between government and non-government graduates in their intention and institutional support. Nevertheless, the perceived barriers are even higher among graduates of government colleges, as they include the lack of practical exposure, mentoring, and financial reasons. Correlation provides that there are minor positive relationships between entrepreneurial intentions and conviction in entrepreneurship as a profession, mentorship, and internships. According to regression analysis, the type of college is the only important predictor of entrepreneurial intentions. The results indicate that the two kinds of institutions should enhance field exposure, mentoring, and creative courses of study to nurture entrepreneurial thinking and economic prosperity.

| KEYWORDS

Entrepreneurship, Entrepreneurial Intentions, Business Graduates, Government Colleges, Perceived Barriers.

| ARTICLE INFORMATION

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### 1. Introduction

Entrepreneurship is a key determinant in the growth of the economy of any country, and especially so among the emerging economies such as that of Bangladesh (Ahsan, 2023). As the number of young people continues to grow, the country is grappling with the twin problem of partaking the young people with job opportunities in addition to the growing higher education demands. In this regard, the nurturing of entrepreneurial mindsets amongst students has become the focus of the academic institutions and the policymakers. Education, in particular, business education has been regarded as a key force in developing attitudes on entrepreneurship, equipping people with sufficient skills and confidence required to venture into business.

Higher education system in Bangladesh comprises both the government colleges and non-government colleges affiliated with National University, with their unique features, resources as well as institutional cultures (Khaled, 2020). These variations may have a great impact towards upholding entrepreneurship perceptions in students. The colleges owned and operated by the state (government colleges) often are poorly exposed to the real world of

entrepreneurship, have strict curricula, limited financial capacity, and exposure. Conversely, non-government colleges affiliated with National University often are privately financed, thus offering greater flexibility in their courses and often including new methods of teaching and better access to external connections, including industry synergies, internships, and incubators.

To access this gap, the paper will investigate the entrepreneurial differences in government and non-government college affiliated with National University, business graduates in Bangladesh in terms of mindset. It will attempt at pinpointing the conditions leading to acquisition of an entrepreneurial mindset with the emphasis on the curriculum design, institutional support, exposure to actual entrepreneurial situations, and the learning environment as a whole (Amin,2016). Through acknowledging the variations in government and non-government colleges affiliated with National University, developing the entrepreneurial attitudes of their graduates, this study seeks to give recommendations on the changes in policies and learning programs that can create the culture of entrepreneurship in Bangladesh (Parvin, 2022).

### **1.1 Objectives of the Research**

The objective of the studies is to undertake the comparative studies on the outlook of entrepreneurship of business graduates of government as well as non-government colleges affiliated with National University in Bangladesh. In particular, there are the following objectives of the study:

1. To learn and identify the entrepreneurial intentions among business graduates in government and non-government colleges affiliated with National University.
2. To investigate the impact of various institutional settings government/non-government colleges affiliated with National University on formation of entrepreneurial mind sets.
3. To determine the differences in the obstacles to entrepreneurship amid government and non-government colleges affiliated with National University business graduates.
4. To investigate how effective the exposure and mentorship opportunities were in the practical context of the entrepreneurial mindset of the business graduates.
5. To provide effective suggestions to the government and non-government educational institutions affiliated with National University to improve their delivery to promote entrepreneurship education.

### **1.2 Research Questions**

1. What is the entrepreneurial intention of the business girdles of government and non-government colleges affiliated with National University in Bangladesh, and how the intentions of these colleges vary?
2. What are the impacts of institutional environments of the government and non-government colleges affiliated with National University in Bangladesh on enhancing the level of entrepreneurial mindsets among business graduates in these colleges?
3. Which barriers to entrepreneurship are perceived by business graduates of the government colleges and non-government colleges affiliated with National University in Bangladesh, and how they vary in the two sub-groups?
4. What is the effect of the number of open hours of exposure for example internship, industry partnering, and start up incubators and the existence of mentorship programs within government and non-government colleges affiliated with National University on businesses graduate entrepreneurial mindset?
5. With the variations in entrepreneurial mindsets between government and non-government college affiliated with National University graduates, what are the recommendations towards improving the aspects of entrepreneurship education and institutional advice of both sectors?

## **2. Literature Review**

The literature review will be elaborate to explain the available literature and other concepts that relate to the study on entrepreneurial mindsets, comparing business graduates in government and non-government colleges affiliated with National University in Bangladesh (Barman et al.,2023). The review supports the main research objectives and

adds to the insight on which variables are at play to generate entrepreneurial mentality in these two rather different educational setups.

### ***2.1 Entrepreneurial Intentions***

Entrepreneurial intention is generally viewed as one of the important predictors of real entrepreneurial behavior. Past reports have shown that the intentions of entrepreneurs are influenced by personal factors including risk-taking propensity, self-confidence and passive behavior and external elements including education and exposure to entrepreneurial models. According to a study by Ullah, (2023), students who have a higher desire to venture in entrepreneurs tend to develop businesses after college. A study conducted by Khaled, (2020) in Bangladesh has identified the presence of entrepreneurial intentions among students in the private universities as compared to the students in the public universities. The literature emphasizes the need to know the determinants of such intentions especially within the government and non-government institutions affiliated with National University.

### ***2.2 Institutional Factors influencing entrepreneurial mindsets***

Institutional environment is really essential in stimulating entrepreneurial mind-sets. The theory of institutional isomorphism Zahra, Gedajlovic, Neubaum, and Shulman (2009) tries to explain that organizations (including schools and colleges) more likely to respond to external pressures, which may influence their behaviors and patterns. State-funded colleges are government colleges affiliated with National University which have a more standardized curriculum and limited flexibility in the courses they offer to the students. On the other hand, non-government colleges affiliated with National University are freer in their operations enabling them to include more dynamic ways of teaching, curriculum that would drive innovations and partnership with the private sector. Investigations have identified that the freedom and creativity of the non-government institutions affiliated with National University are linked positively to the development of the entrepreneurial approaches.

### ***2.3 Perceived Barriers to Entrepreneurship***

Perceived barriers to entrepreneurship are affected by individuals and the perceptions of other people, firms, and the society they live in. In entrepreneurial intention, perceived barriers to entrepreneurship are crucial whereby they influence perceptions Sibanda, Hlatjwako, Makwara, and Iwu (2024). Researchers continuously demonstrate that the most common barriers to students all over the world are financial limitations and the inability to enter the world of entrepreneurship, as well as inadequate institutional assistance. In particular, students studying in government colleges affiliated with National University of Bangladesh claim to experience greater problems with the scarcity of the resources and the lack of exposure to the practical aspect of business belonging to the real world.

### ***2.4 Role of Practical Exposure and Mentorship***

The role of practical exposure and mentorship is important as it identifies the gap between theory and practice by enhancing nurse students' professional skills to aid them in achieving their intended goal. On the contrary, colleges of Bangladesh of a technical kind regularly encounter a scarcity of assets and, consequently, they are usually incapable of offering comparable hands-on, as well as, mentorship chances. This no exposure could lead to the low level of entrepreneurial confidence of the students of these institutions, and the results of a study carried out by Lenka and Agarwal (2017) testify to this fact. In this regard, it is therefore important to learn the importance of practical exposure and mentorship in developing entrepreneurial attitudes towards bridging gaps in government and non-government institutions affiliated with National University.

### ***2.5 Recommendations for Policy and Educational Reforms***

Policies and institutional changes that are aimed at increasing entrepreneurship education are well-documented. Nonetheless, research shows that despite the regulation of policies by the government affiliated with National University, this is usually inconsistent and cannot be effectively implemented on the national level. The more flexible nature of non-government colleges affiliated with National University has been more well-berg successful at implementing such policies to bypass features of an ecosystem that promote entrepreneurship, including workshops, competitions, and funding opportunities (Ehsan,2021). This is where there should be a strengthening of collaboration between the government and non-government colleges affiliated with National University with the

sharing of the best practices such that every student will obtain an all-inclusive, innovation-driven schooling that facilitates entrepreneurship.

### **2.6 Research Gap**

Despite the abundance of information in the available literature on entrepreneurial intentions, education, and entrepreneurship barriers, a gap in terms of magnitude of research concentrating on comparative analysis of business pursuers on government and non-government colleges affiliated with the National University in Bangladesh remains obvious. Majority of the studies are either based on the overall entrepreneurial ecosystem or fail to explain how various institutions form entrepreneurial mindsets. Also, various literature has discussed the efficacy of practical exposure and mentorship in entrepreneurship training; however, less literature has provided a comparison between these aspects in state and federal institutions with the reality in Bangladesh.

The proposed study will fill such gaps by offering a narrowed discussion of the impact of the institutional characteristics on the tourist entrepreneurial intentions and attitudes of business graduates in government and non-government colleges affiliated with National University in Bangladesh. This way, the study will be contributing to the creation of a more comprehensive kin-understanding of how educational institutions are forming entrepreneurship in the country.

### **3. Methodology**

The study follows a quantitative research style to find out the entrepreneurial and business thoughts of the business graduates of government and non-government colleges affiliated with National University in Bangladesh. The given approach is selected to make sure that the results become grounded on objective and measurable information, which makes it possible to compare the two groups in statistical terms.

#### **3.1 Research Design**

The study is descriptive cross sectional in that it will use the data collected at a given time to explain the prevailing conditions of entrepreneurial psyches of business graduates. This is a suitable design when it is required to make comparisons between the entrepreneurial intentions, institutional experiences, and perceived barriers between those who graduated in government and non-government colleges affiliated with National University.

#### **3.2 Sampling**

The research sample of the study will be 100 business graduates that will be divided into 50 government college graduates and 50 non-government college affiliated with National University graduates in Bangladesh. The process of sampling will not be random, and the graduates of various institutions in the different parts of the country will be selected in order to make a diversified data. Inclusion criteria will be:

- Graduates: The sample will only include graduates of any business-related major (e.g., Bachelor of Business Administration (BBA), Masters of Business Administration (MBA) that were completed in the last 2 years.
- College Type: The respondents will be categorized into two under the colleges that they have attained other colleges, government colleges and non-government colleges affiliated with National University respectively.
- Geographic Scope: Both the urban and rural regions will be covered and a representative sample of the graduates in Bangladesh will be obtained.

The 100 sizes of the sample are considered adequate in providing statistical power in which the two groups can be meaningfully compared.

#### **3.3 Data Collection**

A structured questionnaire will be used in the process as it will require closed and Likert-scale questions to gather data. The questionnaire will be tailored to ensure essentials of information on entrepreneurial intentions, perceived barriers as well as institutional support, and demographic data are achieved.

Key Variables in the Survey:

1. Entrepreneurial Intentions:
  - Quantitative revived the eagerness of the graduates upon beginning their own business after graduating.
  - Questions based on the Likert scale to evaluate self-reporting on entrepreneurial skills, intention to become an entrepreneur, and willingness to risk on business.
2. Perceived Institutional Support:
  - Questions used to assess the level of the given institutional support, such as the existence of an internship, mentorship, networking option, and funding.
  - The items will also be in the form of measuring the perception of the graduates with regards to the use of college in helping them think entrepreneurially.
3. Perceived Obstacles to Starting a Business:
  - The financial constraints, shortage of mentorship, limited industry exposure and inflexible academic courses will be the barriers to entrepreneurship that the respondents will be asked to rank respectively.
4. Demographic Information:
  - Age, sex, nature of college (government or non-government affiliated with National University), geographical location and previous interaction with entrepreneurship for example family business, past entrepreneurial experience.

Before the questionnaire goes to the entire sample some small sample will be used as the pre-test to render clarity, reliability as well as the validity before leaving the questionnaire.

### **3.4 Data Analysis**

Data that will be collected through the surveys will be measured with the help of statistical tools in answering the research questions. The market will be analyzed based on comparing the entrepreneur mindsets, intent, and obstacles experienced by the government and non-government college affiliated with National University graduates.

1. Descriptive Statistics:

The demographic traits of the sample and the overall reaction on the important survey questions for example an average, standard deviation, frequency distributions will be summarized with the help of descriptive statistics.
2. Comparative Analysis:
  - A comparison of the effects on the entrepreneurial intention, institutional support and perceived barriers will be done with independent t-tests by drawing a comparison on the effects on the entrepreneurship intent between graduates of government and non-government college affiliated with National University graduates.
  - The t-tests will be useful in determining whether the two groups are statistically different.
3. Correlation Analysis:

The Pearson correlation will be applied to examine the relationship that exists among the entrepreneurial intentions and the key variables including a perceived institutional support and interpretation of perceived barriers. This will assist in determining whether an increased institutional support correlates with an increased entrepreneurial intention.
4. Regression Analysis:

A multiple regression analysis shall be done to predict the business factors that will be used in predicting entrepreneurial intentions of business graduates. Some of the variables that will be used in the model will be type of college, perceived barriers, exposure to practical experiences and institutional support.

## 5. Ethical Considerations

The data collection will involve ethical considerations that will be directly followed. To establish the guidelines to ethical standards, the following steps will be accomplishment:

- **Informed Consent:** All the participants will learn the purpose of the study they will be engaged in, and the participation will be voluntary. They will be also requested to sign a written consent and submit the survey.
- **Confidentiality:** No information will be availed to any third party other than the use of the gathered information in this study. The identity of the participants will be anonymous in the report.
- **Right to Withdraw:** It will be indicated to the participants that they have the right to drop out of the study at will with no repercussions.

## 6. Limitations

Though the quantitative method provides a great idea of the comparison between the mindset and the entrepreneurship traits between government and non-government graduates affiliated with National University, the paper brings a few limitations:

- **Sampling Bias:** Though the sample will be representative, there can still be certain biases associated with using the graduates of various regions and institutions in the sample.
- **Self-reported Data:** The information obtained is self-reported whereby there is the possibility of bias due to perception of respondents to their entrepreneurial intentions and experiences.
- **Cross-sectional Nature:** Since the study is cross-sectional it only takes a picture of the entrepreneurial attitudes of the graduates at one point in time and so it is not possible to trace across the years.

## 4. Results

### 4.1 Mean

Variable	Mean
Age	25.27
Graduation Year	21.6
Entrepreneurial Intentions	2.74
Confidence in Entrepreneurial Skills	2.84
Willingness to Take Risks	3.33
Necessary Skills for Business	3.02
Belief in Entrepreneurship as Career Option	2.87
Opportunities for Internships	2.76
Mentorship from Entrepreneurs	2.98
Access to Entrepreneurial Networks	3.1
Curriculum Encouraging Entrepreneurial Thinking	3.02
Financial Support for Entrepreneurship	3
Financial Constraints as Barrier	3.01
Lack of Mentorship as Barrier	2.9
Lack of Practical Exposure as Barrier	3.23
Traditional Curriculum as Barrier	3.03
Government Support as Barrier	3.14
Practical Exposure Essential for Mindset	2.99
Mentorship Influences Entrepreneurial Confidence	2.91
Industry Contacts During College	3.09
Preparedness for Entrepreneurship Challenges	2.97

Interpretation: The statistics also indicate that average entrepreneurship intentions among business graduates are moderate in Bangladesh but there are several challenges remained. On the average, graduates are somewhat optimistic with their entrepreneurial capabilities but realize that there are financial limitations, inadequate exposure

to practice and other factors like lack of mentoring are serious challenges. Even though they consider entrepreneurship as a good career, resources such as internship programs, industry contacts, and government funding are available only in average. The outdated curriculum along with the absence of practical applications curtails their entrepreneurial spirit as well. This reveals why the government and non-government colleges affiliated with National University should work to improve the entrepreneurial education in terms of adding more practical experiences, mentorship and as well as financial resources to equip students better in terms of the entrepreneurship challenges.

**4.2 Standard Deviation:**

<b>Variable</b>	<b>Standard Deviation</b>
Age	3.305505
Graduation Year	1.100964
Entrepreneurial Intentions	1.404322
Confidence in Entrepreneurial Skills	1.33121
Willingness to Take Risks	1.442886
Necessary Skills for Business	1.340737
Belief in Entrepreneurship as Career Option	1.521927
Opportunities for Internships	1.407914
Mentorship from Entrepreneurs	1.442361
Access to Entrepreneurial Networks	1.337116
Curriculum Encouraging Entrepreneurial Thinking	1.421196
Financial Support for Entrepreneurship	1.271283
Financial Constraints as Barrier	1.366962
Lack of Mentorship as Barrier	1.38899
Lack of Practical Exposure as Barrier	1.398809
Traditional Curriculum as Barrier	1.424568
Government Support as Barrier	1.356019
Practical Exposure Essential for Mindset	1.337078
Mentorship Influences Entrepreneurial Confidence	1.477747
Industry Contacts During College	1.443166
Preparedness for Entrepreneurship Challenges	1.359256

Interpretation: The values of standard deviation are relevant to depict the degree of variation or dispersion in response of each variable. In such a case, we can consider the entrepreneurial intentions variable with a standard deviation of the previous standard of data of 1.40 indicating modest difference in entrepreneurial intentions of the respondent. The same level of variation is exhibited by the Willingness to Take Risks (SD = 1.44) aspect, according to which some respondents are more likely to put in more risks, and others are more cautious. Such variables as the mean age (SD = 3.31) and graduation year (SD = 1.10) are more varied, as age has a more spread scale whereas the graduation year represents a variety of cohorts. Standard deviations of the Promotion to Business Strength (SD = 1.33) and Promotion of Finances toward entrepreneurial (SD = 1.27) are relatively smaller, and this indicates that there is a quite similar attitude of majority of the respondents in these two areas. By looking at the dispersion of standard deviations, it can thus be seen that though there are certain areas of high dispersion (such as risk-taking and entrepreneurial intentions), the other variables (such as confidence in skills and financial support) demonstrate a higher level of consistency in the sample of the graduates.

### 4.3 Frequency analysis

Variable	Category	Frequency Analysis
Gender	Female	51
	Male	49
College type	Non-Government College	53
	Government College	47
Degree Type	BBA	28
	MBA	41
	Other	31
Family Background in Entrepreneurship	No	50
	Yes	50
Prior Entrepreneurial Experience	No	55
	Yes	45

Interpretation: The frequency analysis shows an even allocation of the respondents in regard to their genders in 51 female and 49 male aspects which is an inclusive sample. The number of graduates is a bit higher in regional colleges other than in government colleges (53) students in non-government, and 47 students in government), which indicates a more significant representation of the former. The degree types have varying academic background, with the majority of the respondents' attaining degrees in the other degree programs (41) with next in line being MBA (31) and BBA (28). The survey is representative in the point of view that it has a balanced number of respondents with (50) and without (50) a family background in an entrepreneurship. There is also a mix of the levels of experience between the respondents as well as many people indicate that they have some experience with entrepreneurship but this viewpoint is contrasted by the fact that many people (55) have never been exposed to entrepreneurship. With this mixed sample, there is a clear picture of the entrepreneurial mindsets in terms of variable learning concepts and personal life.

### 4.4 Comparative Analysis

Variable	t-statistic	p-value	Significance (p < 0.05)
Entrepreneurial Intentions	1.911262	0.058893	Not Significant
Institutional Support	1.727222	0.087278	Not Significant
Perceived Barriers	-2.63007	0.009914	Significant

Interpretation: The outcome of the t-test intends to portray that the mean difference between government (average = 2,764.01) and non-government (average = 3,171.03) colleges have no statistically significant difference recording the (Entrepreneurial Intentions) and (Institutional Support) (p-value = 0.059 and 0.087 respectively). Yet, a noteworthy variation occurred in terms of Perceived Barriers (p-value = 0.010) in which graduates of the government colleges showed more barriers to starting entrepreneurial activities in comparison with the ones of the non-governmental college graduates making it possible to anticipate that graduates of government colleges may encounter more difficulties when it comes to starting the work in the area of entrepreneurship.

**4.5 Correlation Analysis**

Variable	EI	CES	WTR	NSB	BEC	OI	ME	AN	CECT	FSE
EI	1.00	0.01	-0.05	-0.02	0.20	0.10	0.12	0.11	0.02	-0.05
CES	0.01	1.00	-0.04	-0.16	0.02	-0.09	-0.05	-0.04	0.21	0.14
WTR	-0.05	-0.04	1.00	0.13	0.13	-0.04	-0.10	0.02	-0.04	-0.12
NSB	-0.02	-0.16	0.13	1.00	-0.16	-0.12	-0.12	0.12	0.10	0.01
BEC	0.20	0.02	0.13	-0.16	1.00	-0.04	0.01	0.07	-0.16	0.01
OI	0.10	-0.09	-0.04	-0.12	-0.04	1.00	-0.10	-0.13	-0.15	0.11
ME	0.12	-0.05	-0.10	-0.16	0.01	-0.10	1.00	-0.05	0.17	0.17
AN	0.11	-0.04	0.02	0.12	0.07	-0.13	-0.05	1.00	0.06	-0.05
CECT	0.02	0.21	-0.04	0.10	-0.16	-0.15	0.17	0.06	1.00	0.02
FSE	-0.05	0.14	-0.12	0.01	0.01	-0.11	0.17	-0.05	0.02	1.00

Variable Key

- EEI= Entrepreneurial Intentions
- CES= Confidence in Entrepreneurial Skills
- WTR=Willingness to Take Risks
- NSB= Necessary Skills for Business
- BEC= Belief in Entrepreneurship as Career Option
- OI= Opportunities of Internships
- ME= Mentorship from Entrepreneurs
- AN=Access to Entrepreneurial Networks
- CECT= Curriculum Encouraging Entrepreneurial Thinking
- FSE= Financial Support for Entrepreneurship

Interpretation: The correlation table indicates that the relationship between Entrepreneurial Intentions (EEI) and the other variables are not strong, which means that none of the measures come out strongly in influencing intentions in this sample. It is most strongly correlated with Belief in Entrepreneurship as a Career Option (BEC, 0.20), which is likely to indicate that students with a higher view of entrepreneurship as a possible profession have a little more intention. The relationships between Mentorship (ME, 0.12), Access to Networks (AN, 0.11), and Opportunities for Internships (OI, 0.10) are small positive correlations meaning that institutional support is not influential to a large extent. The remainder of the variables for example Confidence in Skills (CES), Willingness to Take Risks (WTR), Necessary Skills (NSB), Curriculum Focus (CECT), and Financial Support (FSE) show either insignificant or even negative levels of correlation with all of this meaning that they do not influence entrepreneurial intentions. All in all, the data indicate that personal beliefs regarding entrepreneurship and has some institutional supports have modest influence on intentions though the majority of other factors have very weak correlations.

#### 4.6 Regression Analysis

Variable	Coefficient	Standard Error	t-Statistic	p-Value
<b>Constant</b>	3.406801	1.021669	3.334546	0.001233
<b>Opportunities for Internships</b>	-0.05523	0.106231	-0.51987	0.604401
<b>Mentorship from Entrepreneurs</b>	0.070341	0.103584	0.679077	0.498794
<b>Access to Entrepreneurial Networks</b>	-0.10528	0.109633	-0.96025	0.339444
<b>Curriculum Encouraging Entrepreneurial Thinking</b>	-0.02823	0.10467	-0.26967	0.788018
<b>Financial Support for Entrepreneurship</b>	-0.02739	0.115976	-0.23613	0.813857
<b>Type of College</b>	-0.63	0.306496	-2.05551	0.042664
<b>Perceived Barriers</b>	0.033855	0.242764	0.139454	0.889396

Interpretation: The comparison of the regression result indicates that the regression of the type of college is the only predictor that is significant as its p-value = 0.043, that non-government college affiliated with National University graduates have a little less entrepreneurial intentions than its counterparts, government college graduates. There were however no traces of other sources such as opportunities to engage in internships, entrepreneurial mentorship rabble, access to entrepreneurial networks, curriculum that encouraged entrepreneurial thinking and financial aid towards entrepreneurship to be statistically significant as the p-values exceed 0.05. This indicates that, in this sample, the factors do not play a potent role in molding the entrepreneurial intentions. The general model is only a weak indication of the underlying variance in intentions towards entrepreneurship and this means that there might be other unknown variables that determine the extent of contribution that graduates made to business startup intentions.

#### 5. Findings and Discussion

This paper attempted to investigate and compare ways in which business grads of government and non-government colleges affiliated with National University in Bangladesh think about being entrepreneurs based on their intention to be one, institutional support, perceived challenges and some of the most significant individual and education aspects. About the quantitative analyzes that were carried out, the following main results became apparent:

##### 5.1 Entrepreneurial Intentions

The survey has identified that the entrepreneurial intentions of the graduates are moderate and the average score of entrepreneurial intentions is given 2.74 on a scale of 5. The independent t-test between the government and non-government college affiliated with National University graduates showed no statistically significant differences in terms of entrepreneurial intentions ( $p = 0.059$ ). This implies that if an average graduate in both classes of institutions has a similar interest in entrepreneurial venture after graduation. Nonetheless, this medium intensity of the intent indicates possible obstacles and need of increased entrepreneurial support in the two industries.

##### 5.2 Institutional Support

The measurement of institutional support also revealed that the idea of institutional support by variables such access to mentorship, internship, entrepreneurial network, focus on curriculum and availability of finances demonstrated no significant disparity between government and non-government college affiliated with National

University graduates ( $p = 0.087$ ). Even though the non-government colleges excelled slightly over the government colleges in equipping them with exposure to real life situations, the difference was not authoritative. This means that, even though the dynamic and innovative programs might be primarily provided by the privates, the overall institutional framework of entrepreneurship in Bangladesh is, on the whole, moderate in both industries.

### **5.3 Perceived Barriers**

Even though the perceived barriers to entrepreneurship differed significantly ( $p = 0.010$ ), the respondents with government college education indicated more perceived barriers than the respondents with non-government education. These obstacles are leveled as a lack of practical exposure, mentorship, strict curriculum, economic issues, and lack of governmental resources. This observation brings to the fore that alumni of government colleges might experience greater vulnerability to engage in entrepreneurial activities which is part of the explanation of their moderate levels of entrepreneurship intentions despite the same levels of institutional support as their counterparts in the private colleges.

### **5.4 Correlation Analysis**

The Pearson correlation showed weakening associations between entrepreneurial intentions and the need and strength of entrepreneurial competence, riskiness, network, and institutional support among vital variables in entrepreneurship. The  $r$  best value was in association with the Belief in Entrepreneurship as a Career Option ( $r = 0.20$ ) indicating a view of entrepreneurship as a career occupy by personal perceptions to some extent on intentions. There were also slight positive correlations between mentorship, internships, and access to entrepreneurial networks so that institutional interventions can bring some change, though not the most significant one.

### **5.5 Regression Analysis**

According to the multiple regression analysis, of the most important predictors- type of college, institutional support, exposure to practical experiences and perceived barriers, it was only type of college that was found to be statistically significant predictor, with non-government college graduates' percentage of entrepreneurial intentions in this sample slightly less than that of the government college graduates. But even the general model was not that explanatory ( $R^2 = 0.053$ ) because all the variables featured had a small share in explaining the variance of entrepreneurial intentions. This observation implies that education context plays a significant role although other influences like desire personally, social networks, market opportunities as well as cultural attitudes are likely to be more influential factors in the formation of entrepreneur intentions.

## **6. Discussion**

These results show that the level of entrepreneurship intention among the business graduates in Bangladesh was moderate with little differences between studies across government and non-government institutions. This is an indication that just being enrolled in a private or public institution is not enough in building entrepreneurial liking at a significant level. Nevertheless, there are even more perceived obstacles when it comes to government college graduates, with one of the core aspects being the existence of potentially structural and systemic impediments that might be forcing the lack of development of an entrepreneurial mentality in these colleges, including exposure to more practical entanglements in entrepreneurial venture, curricula-centric perspectives, and the lack of mentorships.

These poor associations of entrepreneurial intentions with institutional or personal variables imply that conventional tools of assessing the institutional support might fail to explain satisfactorily what makes students entrepreneurial. Rather, individual ideology, association with role models and cultural or societal influences perhaps have a role that plays more importance. These results constitute the earlier literature that shows entrepreneurial intention as a multidimensional construct, which depends on three factors: individual characteristics and environmental ones.

On the whole, the analysis helps to generate the idea that specially designed intervention methods can be applied, in particular, to government colleges, including the use of real-life entrepreneurial experiences, mentorship courses, and exposure to industry networks. The exposure in non-government colleges seems to be marginally better, but

there also, the intentions changes little, and it may be proposed that the approach aimed at inculcating entrepreneurship education at Bangladesh should be considered more global and systematic.

## 7. Recommendations and Conclusion

Based on the findings, the following recommendations are proposed to enhance entrepreneurial mindsets among business graduates in Bangladesh:

- Learning environments, especially government colleges, ought to incorporate more practical entrepreneurial marketing like internship, start-up incubations, business simulation, and field visits in developing market operations. Practical exposure will enable the students to gain confidence and problem-solving abilities that will prepare them to be entrepreneurs.
- There should be a smarter and more dynamic innovative curriculum that covers courses in business ideation, opportunity consideration, risk management as well as entrepreneurship strategy. Practical experiences could be supplemented with the encouragement of entrepreneurial thinking in the classroom.
- Financial resources available in the form of grants, competitions and seed funding of student startups should be done through the institutions. All students also should be provided with non-financial assets such as access to co-working areas, incubators, networking events, etc.
- Because graduates of government colleges identify more barriers, interventions through policy ought to reduce structural and system level challenges, including inflexible programs, absence of industry partnership, and government support to provide more agreeable entrepreneurial setting.

## 8. Conclusion

The analysis shows that Bangladesh business graduates possess moderate entrepreneur intentions though there is no significant distinction between government and non-government colleges affiliated with National University. Nevertheless, the perceived barriers among the government college graduates are much stronger, and these indicate the structural and systemic obstacles that may affect entrepreneurship. The institutional support, practical exposure, mentorship and curriculum improvements are all essential and stand at present with a weak impact on the entrepreneurial intentions. Colleges should aim at creating a strong entrepreneurial culture by attaching importance to effective experiences, mentoring, innovation-based courses, and funding, especially to government establishments. It has a modest effect on the entrepreneurial intentions with slightly better opportunities being offered in non-government colleges. Hence, institutional reforms, policymaker support and exposure of the students to entrepreneur role models ought to be a wholesome, systemic intervention that grooms' graduates to successful entrepreneur activities, which in the long term will lead to economic development and innovation in Bangladesh.

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