





## Factors affecting women's entrepreneurial intention: An empirical examination of Nepalese perspective

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### ABSTRACT

*This paper aims to investigate the perceived social norms, entrepreneurial motivation, and entrepreneurial education on entrepreneurial intention. The study adopted a descriptive and causal relational research approach. The survey was based on a structured questionnaire and cross-sectional data for primary sources of information. A total of 525 questionnaires were distributed among the targeted respondents during October-December (2023) and received only 231 (44 percent) usable responses of youth women. The study utilized descriptive statistics, correlation, and regression analysis for analysis of demographic information, to assess the association and for testing the hypotheses. The findings of the study revealed that Entrepreneurial Education (EE), Perceived Social Norms (PSN), and Entrepreneurial Motivation (EM) have a strong and positive correlation with Entrepreneurial Intention (EI) among youth women who are pursuing entrepreneurship. The data demonstrates that the intention of women to engage in entrepreneurship is influenced by independent variables. This discovery significantly enhances the current body of work on the characteristics that influence entrepreneurial activity among youth women with entrepreneurial intentions in Nepal. The study's findings will assist planners, local governments, the federal government, educational institutions, economists, and social welfare agencies in implementing effective measures to promote entrepreneurship and formulating suitable strategies, rules, and regulations within the Nepalese business landscape.*

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## Introduction

The fascinating phenomenon of researching entrepreneurial purpose has received a lot of attention in the previous few decades' worth of entrepreneurship literature (Santika, et al., 2022). The majority of people concur that long-term financial success depends on entrepreneurship. Economic growth, which is mostly based on entrepreneurship education, depends on the expansion of entrepreneurship. Entrepreneurial conduct is enhanced by entrepreneurship education. Higher-ranking government officials as well as those in other developing countries should prioritize entrepreneurship education. University graduates of both genders ought to be able to launch their own firms (Ramadani, et al., 2022).

Female entrepreneurship development is a distinct area of focus within the realm of economic development and job creation. It has the potential to alleviate the declining global economic growth (Greene et al., 2003; McAdam, 2013). The level of women's entrepreneurship has been greatly impacted by internal factors such as human capital, education, and experience. These factors affect the stage of identifying opportunities in the entrepreneurial process. Additionally, at the microenvironment level, access to finance, opportunities, and social recognition also play a role in influencing women's entrepreneurship (Cabrera, 2017). Entrepreneurship has emerged as a key catalyst for economic growth and development (Meyer, 2018). Female entrepreneurship is recognized as a catalyst for rapid economic growth (Ambrish, 2014; Meyer, 2017).

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The empowerment of women is essential for attaining sustainable development. Succeeding in this endeavor can boost economic efficiency, which can only be accomplished through women's entrepreneurship (WB, 2015). An individual's inclination towards entrepreneurship is influenced by the perceived desirability of the action, including the appeal of becoming an entrepreneur, as well as their level of confidence. Additionally, the intention to pursue entrepreneurship can be shaped by an individual's aptitude for making business decisions (Solesvik, 2014).

Entrepreneurial intention refers to the deliberate choice to initiate a new business venture in the future, driven by one's own recognized conviction (Thompson, 2009). Luthje and Frankle (2003) conducted a study on the desire to initiate a business. The researchers discovered a positive correlation between attitudes towards self-employment and internal factors such as motivation, external factors such as perceived support, and traits associated to entrepreneurial education.

Few scholars have concentrated on the direct effects of entrepreneurial development on employment creation and women's empowerment, despite the important advancements in studies on family risky financial activities and entrepreneurship (Rakhal, 2015), self-employment, innovation (Gürol & Atsan, 2006) income generation, and economic growth and factors affecting youths' entrepreneurial intention (Nazri, 2016; Villarino, 2015).

The inconsistent and multi-directional consequences of the study findings relating to certain entrepreneurial intentions including ownership of risky financial assets, considering factors such as income volatility, propensity to save, innovative endeavors, business startups, and the entrepreneurial ecosystem existed. However, there is a gap in studies examining the influence of visible social norms and incentives on entrepreneurial intention. These studies began incorporating more variables to expand the range of characteristics that impact entrepreneurial intention. This study aims to investigate the impact of Entrepreneurial Motivations (EM), Perceived Social Norms (PSN), and Entrepreneurial Education (EE) on the Entrepreneurial Intention (EI) of Nepalese youths women in Kathmandu.

Thus, this study examines three hypotheses; a significant positive relationship between entrepreneurial motivation and entrepreneurial intention, a significant positive relationship between entrepreneurial motivation and entrepreneurial intention, and a significant positive relationship between entrepreneurial education and entrepreneurial intention. Further, the remainder of the study; section two includes a literature review followed by a theoretical and empirical review. Section three comprises research and methodology. Similarly, section four of this paper includes findings and discussion followed by a conclusion.

## **Literature Review**

This study aims to investigate the perceived social norms, entrepreneurial motivation, and entrepreneurial education on entrepreneurial intention. Thus, it adopted theoretical and empirical review to explore the previous state of theory and findings.

### **Theoretical and Conceptual Background**

#### **The Theory of Entrepreneurship**

Mishra and Zachary (2014) formulated the Theory of Entrepreneurship, which provides guidance and enhances the progress of entrepreneurship development and research in the future. The core essence of this theory is the entrepreneurial process, which involves the establishment of an entrepreneurial enterprise, its initiation, and the subsequent rewards. This theory places significant emphasis on the concept of entrepreneurial value creation. This theory, also referred to as the entrepreneurial value creation theory, provides a comprehensive explanation of the entrepreneurial experience. It encompasses various aspects such as entrepreneurial intention, opportunity discovery, development of entrepreneurial skills, and the attainment of entrepreneurial rewards. According to this method, the entrepreneurial process mainly involves the entrepreneur identifying an external opportunity, aligning existing resources with the opportunity to demonstrate entrepreneurial skills, and acquiring external resources for potential future success.

#### **Economic-Outcome-Based Entrepreneurship Theory**

The economic outcome-based theory of entrepreneurship known as "entrepreneurship as innovation" was created by Schumpeter (2000). This idea states that an entrepreneur adds value by bringing new elements to the front, such as task-related drive, knowledge, the expectation of personal gain, and a cultivation environment.

### **Empirical Review and Hypothesis Development**

#### **Perceived Social Norms**

Entrepreneurship has a crucial role in the economic development of countries around the world, particularly in fostering growth in less-developed nations. Female entrepreneurship is influenced by religion, social segregation, and rules of access to networks (De Vita, 2014). The development of one's startup firm is influenced by socio-cultural values, attitudes, and understanding of entrepreneurial activity (Valliant, 2007). Perceived structural support is primarily shaped by the economic and political mechanisms that create both opportunities and obstacles for entrepreneurs in starting a business. This includes factors such as access to finance, state laws, and the level of encouragement provided by public, private, and non-governmental organizations that influence entrepreneurship among youth women (Turker & Selcuk, 2009; schoof, 2006). The economic and political systems that influence entrepreneurs have a significant effect on the perceived level of support provided by the overall structure. These components consist

of the opportunity to establish a company, the accessibility of finance, state restrictions, and support from public, private, and non-governmental organizations (Turker and Selcuk (2009).

Studies were conducted by Schoof (2006) to ascertain the impact of youth entrepreneurship on perceived structural support. The findings revealed that barriers to starting one's own business encompass challenges related to obtaining funding, administrative assistance, legal regulations, and business support. The attitudes of youth individuals towards self-employment are significantly shaped by the support and incentives provided by the government and the state of the economy. The government's favorable support for financial access and regulatory environment would enhance economic development and youth entrepreneurship.

Engle, et al., (2011) examined the impact of cultural conventions in fourteen distinct countries on individuals' motivations to initiate entrepreneurial endeavors. The study's findings suggest that three key social factors - family, friends, and role models - positively influence the inclination to initiate a commercial venture. The study also focused on the level of support provided by different social groups and the extent to which their perspectives influenced the decision to start one's own business.

Based on the theories and previous empirical findings, the study proposes the following research hypothesis.

*H1: There is a significant positive relationship between social norms and entrepreneurial intention.*

### **Entrepreneur Motivation**

The behavior of entrepreneurs is directly impacted by the qualities, performance, and challenges of women in entrepreneurship, as well as their motivation in business, which is driven by recognition (Hisrich, 1999).

The success of women's entrepreneurship mostly hinges on the most compelling motives that drive women to initiate and manage their firms. The influence of family in encouraging women entrepreneurs can be significant, as they provide financial resources and entrepreneurial encouragement (Poggesi, 2016). According to Meyer (2018), small businesses and entrepreneurship are novel endeavors in the fields of generating income and creating jobs, and the government or other stakeholders must offer funding opportunities to encourage and support female entrepreneurs.

According to ADB (2007), Women in Asia make substantial contributions to economic development, but they have distinct obstacles such as limited access to training, education, and business possibilities compared to their male counterparts. The study found a strong correlation between being inventive and having entrepreneurial motivations among youth entrepreneurs (Nazri, 2016). The driving forces behind entrepreneurship are referred to as "pull" and "push" aspects (Eijdenberg & Masurel, 2013). "Pulled" entrepreneurs are those who launch their own companies as a result of uncontrollably strong personal impulses.

Based on the theories and previous empirical findings, the study proposes the following research hypothesis.

*H2: There is a significant positive relationship between entrepreneurial motivation and entrepreneurial intention.*

### **Entrepreneurial Education**

The primary determinants of entrepreneurial activity are the educational background and managerial abilities of women business owners (Huang, 2012). Universities and educational institutes have included business education in their curriculums with the goal of promoting entrepreneurship and enhancing students' business acumen, innovation, imagination, and mentality. This is intended to foster self-employment and facilitate the growth of entrepreneurship (Frank, 2007).

Entrepreneurship development is vital for economic growth, and it relies on the acquisition of entrepreneurship education. Entrepreneurship behavior is strengthened by the provision of entrepreneurship education (Ramadani et al., 2022).

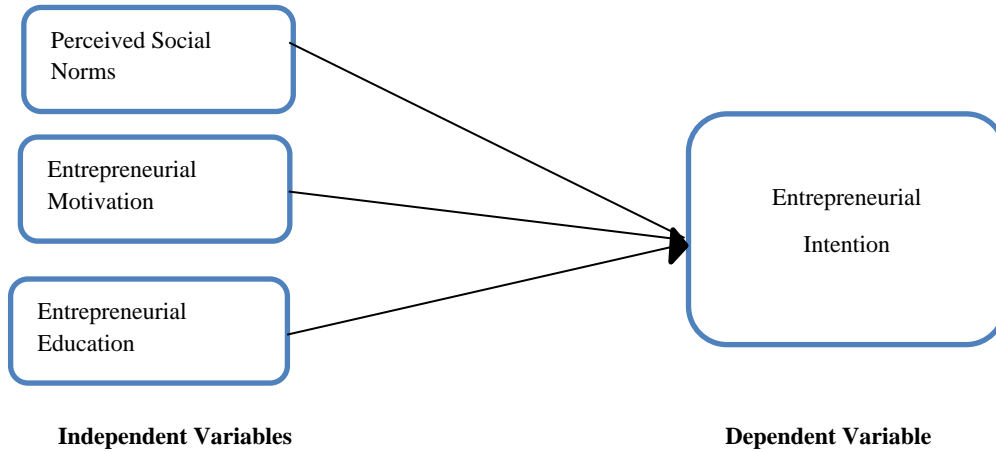
According to research by Wang and Wong (2004), a significant obstacle for several students in starting their firms is the inadequate provision of entrepreneurship education by academic institutions. The influence of entrepreneurial education on culture, abilities, and attitudes is significant (WEF, 2009). Therefore, it is crucial to instill certain attitudes and actions in individuals from a youth age until they reach adulthood to foster entrepreneurial development. Entrepreneurial orientations, which encompass a collection of talents and assets, provide a company with a distinct advantage over its competitors and yield exceptional operational outcomes. An entrepreneurial strategy has a big and positive impact on the company's innovation and manufacturing performance (Prameshti & Gusti, 2016).

Based on the theories and previous empirical findings, the study proposes the following research hypothesis.

*H3: There is a significant positive relationship between entrepreneurial education and entrepreneurial intention.*

### **Conceptual Framework**

An extensive analysis of the literature indicates a lack of empirical studies on the effects of perceived societal norms, entrepreneurial motivation, and entrepreneurial education on the intention of youth women in Nepal to engage in entrepreneurship. The conceptual framework presented here is based on a thorough analysis of relevant theoretical literature and actual research.



**Figure 1:** Proposed Model for Entrepreneurial Intention; *Source:* (Nazri, 2016)

**Reliability and Validity**

The given independent variables are acceptable to describe about entrepreneurial intention (EI) of women as the overall value of Cronbach's alpha is 0.717. Thus, the independent variables taken in the study are reliable.

**Research and Methodology**

To address the research issue, and research objectives and to test the hypothesis, the researcher employed a descriptive and casual relational research approach. A total of 525 questionnaires were distributed to the respondents during October-December (2023) and received only 231 (44 percent) useful questionnaires. The cross-sectional and primary sources of data were structured questionnaires collected for the study. This study used five five-point Likert scales, which consist of the response options strongly disagree, disagree, neutral, agree, and strongly agree, to fulfill the research objectives. The values allocated to strongly disagree, disagree, neutral, agree, and strongly agree are one, two, three, four, and five, respectively.

**Model Specification**

$$EI = \alpha + \beta_1PSN + \beta_2EM + \beta_3EE + e_i$$

In the above model, the dependent variable is entrepreneurial behavior, and the independent variables PSN, EM, and EE are tested.

Where,

- EI = Entrepreneurial intention
- PSN = Perceived social norms
- EM = Entrepreneurial motivation
- EE = Entrepreneurial education
- $\alpha$  = Constant or value of EI which is unaffected due to change in the independent variable used.
- $\beta_1$  = Rate of change in EI concerning unit change in PSN
- $\beta_2$  = Rate of change in EI concerning unit change in EM.
- $\beta_3$  = Rate of change in EI concerning unit change in EE.

$e_i$  is the error term which is an identically independently distributed random term whose expected value is zero with variance  $\sigma^2$

**Table 1:** Summary of Literature Review

Author (Date)	Subject	Variables	Methods	Findings
<b>Hisrich, (1999).</b>	Women and entrepreneurship	Qualities, performance, and challenges of women in entrepreneurship.	Quantitative	The behavior of entrepreneurs is directly impacted by the qualities, performance, and challenges of women in entrepreneurship, as well as their motivation in business, which is driven by recognition
<b>Wang and Wong (2004)</b>	Entrepreneurship	Entrepreneurship education and business start-up	Empirical	A significant obstacle for several students in starting their firms is the inadequate provision of entrepreneurship education by academic institutions.
<b>schoof, (2006); Turker &amp; Selcuk, (2009)</b>	Entrepreneurship	Economic and political mechanisms, access to finance, state laws, and the level of encouragement.	Cross-sectional	Perceived structural support is primarily shaped by the economic and political mechanisms that create both opportunities and obstacles for entrepreneurs in starting a business. This includes factors such as access to finance, state laws, and the level of encouragement provided by public, private, and non-governmental organizations that influence entrepreneurship among youth women
<b>Schoof (2006)</b>	Economic development and entrepreneurship	Financial access and regulatory environment, economic development and youth entrepreneurship.	Investigation	The findings revealed that barriers to starting one's own business encompass challenges related to obtaining funding, administrative assistance, legal regulations, and business support. The attitudes of youth individuals towards self-employment are significantly shaped by the support and incentives provided by the government and the state of the economy. The government's favorable support for financial access and regulatory environment would enhance economic development and youth entrepreneurship.
<b>Valliant, (2007)</b>	Entrepreneurship	Socio-cultural values, attitudes, and entrepreneurial activity.	Empirical	The development of one's startup firm is influenced by socio-cultural values, attitudes, and understanding of entrepreneurial activity.
<b>Frank, (2007)</b>	Entrepreneurship and enterprise	Education, innovation, self-employment	Cross-sectional data analysis	Universities and educational institutes have included business education in their curriculums to promote entrepreneurship and enhance students' business acumen, innovation, imagination, and mentality. This is intended to foster self-employment and facilitate the growth of entrepreneurship
<b>Turker and Selcuk (2009).</b>	Factors affect entrepreneurial intention	Economic and political systems, perceived level of support.	Quantitative	The economic and political systems that influence entrepreneurs have a significant effect on the perceived level of support provided by the overall structure. These components consist of the opportunity to establish a company, the accessibility of finance, state restrictions, and support from public, private, and non-governmental organizations
<b>Huang, (2012)</b>	Factors affecting the success of women enterprises	Entrepreneurial education, entrepreneurial background, and managerial abilities.	Quantitative	The primary determinants of entrepreneurial activity are the educational background and managerial abilities of women in business
<b>Vita, (2014)</b>	Entrepreneurship	Religion, social segregation, and rules of access to networks.	Cross-sectional data analysis	Female entrepreneurship is influenced by religion, social segregation, and rules of access to networks.
<b>Nazri, (2016)</b>	Entrepreneurship	Inventive and entrepreneurial motivations.	Quantitative	The study found a strong correlation between being inventive and having entrepreneurial motivations among youth entrepreneurs
<b>Pramesti &amp; Gusti, (2016).</b>	Business and entrepreneurship	Entrepreneurial orientations, entrepreneurial strategy, innovation, and manufacturing performance	Quantitative Analysis	Entrepreneurial orientations, which encompass a collection of talents and assets, provide a company with a distinct advantage over its competitors and yield exceptional operational outcomes. An entrepreneurial strategy has a big and positive impact on the company's innovation and manufacturing performance
<b>Poggesi, (2016).</b>	women's entrepreneurship	Entrepreneurial motives, initiative, and managerial knowledge.	Quantitative	The success of women's entrepreneurship mostly hinges on the most compelling motives that drive women to initiate and manage their firms. The influence of family in encouraging women entrepreneurs can be significant, as they provide financial resources and entrepreneurial encouragement
<b>Meyer (2018)</b>	small businesses and entrepreneurship	Income and job creation and financial support.	Quantitative	Small businesses and entrepreneurship were novel endeavors in the fields of generating income and creating jobs, and the government or other stakeholders must offer funding opportunities to encourage and support female entrepreneurs.
<b>Ramadani, et al., (2022)</b>	Entrepreneurial education	Entrepreneurship education and entrepreneurship behavior.	Quantitative	Entrepreneurship development is vital for economic growth, and it relies on the acquisition of entrepreneurship education. Entrepreneurship behavior is strengthened by the provision of entrepreneurship education

## Findings and Discussion

### Findings

#### Descriptive Analysis

Table 2 shows the summary of demographic characteristics of a sample taken under study, which shows that the majority of respondents are from the age group 21-23 which consists of 54.5 percent of total respondents. Likewise, respondents of the age below 20 age group consist of 31.6 percent. Similarly, respondents from the age group 24-27 are 9.5 percent, and the rest 4.3 percent belong to the age group 27 and above. In addition, the majority of respondents are affiliated with management discipline which consists of 94.4 percent, 4.3 percent of respondents are from a science background, and the rest of the respondents i.e. 1.3 percent are from the humanities stream. Moreover, the majority of participant respondents are from Bagmati province which consists of 39.4 percent and 22.1 percent i.e. 51 respondents represented from Gandaki Province. Likewise, 10.8 percent are represented from Lumbini, 8.2 percent are from Madhesh Province, 6.5 are from Sudurpaschim Province and the rest of the respondents are from Karnali Province which consists of 2.6 percent.

**Table 2:** Summary of Demographic Information of Respondents

Demographics Variables	Characteristics	Frequency	Percent
Age	Below 20	73	31.6
	21-23	126	54.5
	24-26	22	9.5
	27 Above	10	4.3
Education	Management	218	94.4
	Science	10	4.3
	Humanities	3	1.3
Province	Koshi Province	24	10.4
	Madhesh Province	19	8.2
	Bagmati Province	91	39.4
	Gandaki Province	51	22.1
	Karnali Province	6	2.6
	Lumbini Province	25	10.8
	Sudurpaschim Province	15	6.5
	Total	231	100.0

#### Correlation

Table 3 shows that there is a positive and significant relationship between entrepreneurial motivation (EM) and perceived social norms (PSN) ( $r = 0.324$ ). Similarly, there is also a positive and significant relationship between entrepreneurial education (EE) and perceived social norms (PSN) ( $r = 0.326$ ). Likewise, the relationship between entrepreneurial intention (EI) and perceived social norms is also positive and significant ( $r = 0.309$ ). Moreover, a positive and significant relationship exists between EE and EM ( $r = 0.429$ ). Similarly, there exists a positive and significant relationship between EI and EM ( $r = 0.578$ ). In addition, it is found that there is also a positive and significant relationship between EI and EE ( $r = 0.359$ ). From the above Table, we can say that variables are related pairwise positively and significantly.

**Table 3:** Pearson's Correlation

Variables	Mean	Std. Deviation	PSN	EM	EE	EI
PSN	3.7212	.49187	1.00			
EM	3.9082	.64651	.324**	1.00		
EE	3.8857	.51017	.326**	.429**	1.00	
EI	3.9948	.71988	.309**	.578**	.359**	1.00

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

**Regression Analysis**

Table 4, shows that all the independent variables used are found significant as p value is 0.000. Thus, the impact of independent variables on dependent variables is direct and has a significant effect through the test of linear regression. Therefore, it indicates that the rate of change in EI concerning PSN is 0.453, the rate of change in EI concerning EM is 0.643 and the rate of change in EI concerning EE is 0.506.

Here, the value of the beta coefficient of multiple determination is 0.360 which means 36 percent of the total variation of EI is due to variations of independent variables used. In addition, the fitted model is significant as the p-value for the overall model is 0.000.

**Table 4: Coefficients Table**

Model	Variables	Unstandardized	Standardized		t	Sig.	Collinearity		R Square	F	P-Value
		Coefficients	Coefficients	Std.			Beta	Tolerance			
		B	Error	Beta							
1	(Constant)	.626	.366		1.709	.089			.360	42.533	.000
	PSN	.453	.092	.309	4.921	.000	.852	1.173			
	EM	.643	.060	.578	10.713	.000	.778	1.286			
	EE	.506	.087	.359	5.816	.000	.777	1.288			

a. Dependent Variable: EI

The table shows the model using computed regression coefficients:

$$EI = 0.626 + 0.453 \times PSN + 0.643 \times EM + 0.506 \times EE$$

**Hypotheses Testing**

Hypothesis testing can be used to conjure up the result of a hypothesis performed on sample data from a larger population.

**Table 5: Summarized Hypothesis Result**

Hypothesis	Conclusion
1. There is a significant positive relationship between social norms and entrepreneurial intention	Associated
2. There is a significant positive relationship between entrepreneurial motivation and entrepreneurial behavior.	Associated
3. There is a significant positive relationship between entrepreneurial education and entrepreneurial behavior.	Associated

Dependent variable: EI

Table 5 shows that the assumption of perceived social norms has a positive and significant relationship with entrepreneurial intention has been accepted. Similarly, the assumption that entrepreneurial motivation has a positive and significant relationship with entrepreneurial intention has been accepted. Likewise, the assumption that entrepreneurial education has a positive and significant relationship with entrepreneurial intention has been accepted (p-value = 0.000).

**Discussion**

The study aims to examine the effect of perceived social norms, entrepreneurial education, and entrepreneurial motivation on entrepreneurial intention among the youth women in Kathmandu. The findings showed that perceived social norms were found positive and significant with entrepreneurial intention among the youth women entrepreneurs in Kathmandu. This finding is consistent with (De Vita, 2014; Valliant, 2007; Turker & Selcuk (2009). Similarly, an association between entrepreneurial education and entrepreneurial intention was found positive and significant. It means that an increase in the level of entrepreneurial education leads to an increase in the entrepreneurial intention among the youth women entrepreneurs in Kathmandu. This finding is in line with (Frank, 2007; WEF, 2009; Pramesti & Gusti, 2016). Finally, the relationship between entrepreneurial motivation and entrepreneurial intention is found positive and significant indicating that enhancement in the level of motivation increases the entrepreneurial intention for the commencement and operation of the business. This finding is consistent with (Hisrich, 1999; Poggesi, 2016; Meyer, 2018). The theoretical foundation also depicted that the entrepreneurial process, encompassing the realization of an entrepreneurial venture, startup, and reward, is the key aspect, which is emphasized in the theory of entrepreneurial value creation which is also found linked with entrepreneurial motivation and entrepreneurship development.

**Conclusions**

The study aimed to investigate the influence of perceived social norms, entrepreneurial education, and entrepreneurial motivation on the entrepreneurial intention of young entrepreneurs in Nepal. The results indicated that each variable examined in the study including perceived social norms, entrepreneurial education, and entrepreneurial motivation for entrepreneurial intention was found positive

and significant. It can be concluded that each research variable has a positive impact on entrepreneurial intention depicting that entrepreneurial intention depends on social norms, entrepreneurial education, and entrepreneurial motivation in the context of Nepalese women in Kathmandu. Thus, the findings from the study can be concluded that women's entrepreneurial intention is strongly influenced by perceived social standards, entrepreneurship education, and ambition to start and run entrepreneurial activities.

Social norms exert a substantial influence on entrepreneurial intention by shaping individuals' perceptions of entrepreneurship, affecting their inclination to take risks, offering examples to emulate and social networks for support, and establishing societal standards for success and failure. Gaining insight into and effectively dealing with the influence of social norms on entrepreneurial intention is crucial for creating conducive environments that foster entrepreneurial aspirations and opportunities for individuals from diverse backgrounds. The study's findings indicate that when young women in Kathmandu perceive a rise in social standards, it results in the development of good aspirations towards entrepreneurship.

Women's entrepreneurial ambitions can be significantly impacted by entrepreneurial motivation, which can change their attitudes, aspirations, and willingness to take on new ventures. It is essential to comprehend the different motivations behind women's entrepreneurial aspirations to create effective laws, programs, and support systems that encourage female entrepreneurship and economic empowerment. Additionally, research suggests that among youth women entrepreneurs in Kathmandu, an increase in entrepreneurial motivation points in the direction of entrepreneurial intention.

Entrepreneurship education can have a beneficial effect on entrepreneurial intention by improving knowledge and skills, raising perceptions of attractiveness and feasibility, and enhancing confidence and self-efficacy in future entrepreneurs. However, several factors, such as individual differences in motivation and prior experiences, curriculum relevance, and educational quality, can affect how successful entrepreneurial education is. The study's findings provided evidence that among youth entrepreneurs in Kathmandu, higher levels of motivation are correlated with higher levels of entrepreneurial ambition.

The study's conclusions might be very helpful to analysts, regulators, educators, social welfare organizations, and legislators. Youth people with backgrounds in both business and management were included in the sample of youth female entrepreneurs from Kathmandu that were used for this study. Further research can be carried out by including other variables with various educational disciplines, as well as more contextual and motivating aspects with greater observation. It is recommended that additional cross-national research can be carried out in the future, utilizing various female groups, cast groups, or samples. However, to gain a thorough grasp of the issue under investigation and the attitudes of the participants, future research could include the use of qualitative methodologies as well (such as focus groups, interviews, and corporate house observation).

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**Conflict of Interest:** The authors declare that there is no conflict of interest.

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