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Business Establishment among BBS Graduation: A Case Study in Pokhara Valley

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Abstract

Owning a business, whether large or small, has become a trend especially among youths including those in Nepal. Student life is considered the most crucial stage in an individual's life, as it is the period when individuals choose the path they wish to pursue. This study aims to examine the extent to which Bachelor of Business Studies (BBS) students in Pokhara Valley are fascinated in establishing their own business. This study focuses on describing students' aspirations toward business ownership and provides suggestions for addressing unemployment, one among major problems in Nepal.

A qualitative primary survey was performed to collect primary data from 110 bachelor-level students through self-administered questionnaires. The focus of research is in Janaprakash Multiple Campus and Triveni International College, Pokhara. Total 20 different questions, including demographic variables, have been developed for data collection. And, reviewed, organized and then presented in a tabular and diagrammatic form. The findings revealed that the majority of the participants expressed interest in owning a business while only a small percentage of participants did not agree and preferred stable salaried employment. Many respondents believe in their entrepreneurial skills and knowledge and have confidence in themselves to operate a business. However, lack of investment, limited family support, and insufficient government assistance are identified as major challenges ahead.

Keywords: *Business challenges, consumer, entrepreneurship, investment, startup*

Introduction

Interest in the establishment of business among BBS students refers to their passion and ambitions who aim to be entrepreneurs, converting their ideas into reality and building a career in the field of business. Therefore, business is a commercial activity aiming to generate profit. Ferrell et al. (2013) stated that business is the organized effort of individuals to produce and sell, for a profit, the goods and services that satisfy society's needs. This suggests that business is an organization that aims for profit maximization by producing goods and services. Nickels et al. (2016) business is any activity that seeks to provide goods and services to others while operating at a profit. The goal of any business is to make profit while producing and distributing quality goods and services. Business plays a vital role in a nation's economy by generating job opportunities and contributing to the development of society. To succeed an entrepreneur must understand their target consumer, produce quality goods and services that meet their demand, implement effective marketing strategies and adapt to the dynamic of the changing business environment.

Starting a business as a college student may seem challenging, but it is very possible to do so. In fact, it serves as a great opportunity to develop a vision for future success. Many students are actively searching for opportunities where they can turn their entrepreneurial vision into life with the fast progression of the business environment in Nepal Sharma, (2024). Students are increasingly motivated to explore new business ideas, tackle challenges, and develop skills that will guide them to navigate obstacles when they are on their journey of entrepreneurship. This study explores the entrepreneurial interest of BBS students and their perspective to business, their aspiration to start their business, challenges and attitudes.

The research's primary goal is to investigate the interest of BBS students in establishing their own. It was found that students' surroundings, lack of training and other additional challenges such as funding and policies relate negatively to entrepreneurial intentions and force students to learn toward stable 9-5 jobs. Thapaliya and Adhikari, (2024) shows both institutional efforts and students' motivation shapes entrepreneurial attitudes which is very relevant in the context of Nepal's growing economic opportunities and youth's engagement in business. The researchers suggest that universities should provide effective education to stimulate students as entrepreneurs Shrestha, (2024). Rai, (2021) argues that the reason for students to choose the path of entrepreneurship is to earn money and thus fear risking and losing investment which results in students learning toward stable jobs since there is low level of risk. Entrepreneurs, especially freshly graduated or still students, have a hard time finding

an investor and even if they find one, they have limited access. Sitoula, (2015) gives a realistic view of what it takes for youth to sustain entrepreneurship in an urban Nepali context and emphasizes the need for supportive infrastructures and policies to help young youths.

Kafle, (2024) stated that training helps youth challenge the limited fund and market competition and underling the vital role of structured support in enhancing the success of Nepali startups. Commencing a business is difficult for any beginner. Confidence and a positive mindset are key drives for students to pursue entrepreneurship Niroula, (2019). Personal attitudes, subjective norms and entrepreneurial education affect an entrepreneur's intention both positively and negatively, Shrestha, (2023). Similarly, Dhungana, (2024) exposes although behavior, subjective norms and locus of control influence entrepreneurial intention among Nepal's university students, perceived behavior and need for achievement have a significant relationship. Lamichhane, (2023) studies that factors such as ambition and confidence, these are the forces that drive students towards entrepreneur's path. Wagle, Adhikari and Shah, (2024) explore the effect of emotional competence and businessman's self-efficiency on entrepreneurial intention among business students in Pokhara valley. Bakheet, (2018) explores student's perceptions on business opportunities and barriers for startups in practical life. The study reveals the students as optimistic toward entrepreneurship but later focus on the challenges such as lack of confidence, low self-esteem and lack of security which results in the students choosing the path of a stable nine to five jobs.

The solution to these challenges is to have a suitable environment for students to learn and grow. Bhandari and Subedi, (2024) studies that university curriculum activities and teaching methods positively influence students to establish their own business. If a student is surrounded with a supportive environment such as academic support, then, they will have less pressure and stress to help in improving the entrepreneurs into a successful businessman Johnson and Tee, (2024). Karki, Joshi and Subedi, (2023) reveal that if a university has a good academic environment and gives students practical lessons and pushes them toward developing skills then the students have positive entrepreneurship intentions. Prajapati, (2019) reveals the relationship between entrepreneurship education and intention among business students of Nepal is positive, it is still insignificant because there are obstacles such as lack of resources, cultural business and traditional thoughts. These challenges do not only exist in Nepal but worldwide. Shombre, (2017) explores the barriers faced by the students of South Africa while starting their own business. This research highlights the problems such as lack of investment, family support, and policies that occur while starting their own business. Academic curriculum

is a challenge to be faced but they are insignificant among all the other obstacles. Petrescu and Suci, (2024) research reveals that the graduate students at business colleges face challenges such as lack of resources, cultural biasness, unsupported family and so on. Even after choosing entrepreneurship as a career path. This article highlights all the obstacles one faces while starting their own business in the context of Nepal.

Although there has been growing interest in understanding entrepreneurial intentions among university students, most exciting research focuses on broader factors such as functioning, policies and startup ecosystem. There are limited explorations of how micro factors such as the education environment; especially in a developing country like Nepal, career preference or choice between starting a business locally or abroad, shape students' motivation and confidence in the faith of entrepreneurship. BBS students, in particular, who are trained in business but still lack skills, inspiration and confidence due to various underlying reasons such as lack of institutional or government support, lack of practicality, fear of risk of failure, lack of successful role model, uncertainty in the job market and so on. The initial findings from this research suggest that while many BBS students express interest in starting a business, they are equally open to stable jobs as well, which could possibly be because of the discouragement from the unstable government, lack of opportunities as well as lack of resources and networking. This trend indicates a concern for lack of passion or belief in entrepreneurship as a practical path among youth. Therefore, this study aims to examine the entrepreneurial aspirations of BBS students by analyzing their preferences and motivation, along with the underlying factors- educational, environmental and psychological that influence their entrepreneurial mindset through the questionnaire distributed to 110 BBS students. This study main objective is to find out how many BBS students are truly interested in starting their own business and how serious or committed they are to achieve their goal and also looks at the challenges and barriers that are stopping students from becoming entrepreneurs, such as lack of investment, fear of failure, limited support, or not enough business knowledge.

Methods of Data Collection and Analysis

This study was based on the positivist research paradigm, which assumes that social behavior can be measured objectively through numerical data. A cross-sectional quantitative research design was used to examine the entrepreneurial interest of BBS students and to identify the challenges they face in pursuing business opportunities. The study relied on primary data collected directly from respondents using a structured questionnaire, while secondary sources

such as books, articles and thesis reports were consulted only to support the introduction and literature review. The population of the study included all BBS students from first to third year studying in two colleges in Pokhara. From this population, a sample of 110 students was selected, with 69 students from Triveni International College and 41 from Janaprakash Multiple Campus. A convenience sampling technique was employed due to practical considerations, such as accessibility, time limitation, and respondent's willingness to participate. Before collecting the responses, students were informed about the responses, students were informed about the purpose of the study, assured of confidentiality and included only after providing voluntary consent. The questionnaires were distributed personally during class sessions, allowing each respondent sufficient time to complete the form independently.

The primary data collection tool was a self-developed structured questionnaire prepared by the researcher after reviewing relevant literature on entrepreneurship and entrepreneurial intention. The instrument included 20 items designed to measure students' interest, motivation, risk-taking attitude and general attitude toward starting a business. All items were arranged on a five-point Likert scale ranging from 1=strongly agree, 2=agree, 3=neutral, 4=disagree and 5=strongly disagree. Since the questionnaire was self-developed, its face and content validity were ensured through a small pilot interaction with a few students, which refined questions clarity and relevance. After collecting the completed questionnaire, the responses were checked, coded and organized for analysis. Descriptive statistical techniques, including frequency counts, percentages, and the tabulation, were applied to summarize the data and identify patterns in students' entrepreneurial interest and challenges. Throughout the study, ethical considerations were strictly maintained by ensuring voluntary participation, informed consent and academic-only use of the collected data. This structured methodology approach ensured the collection of reliable, meaningful and interpret-able data, providing clear understanding of the entrepreneurial orientation of BBS students.

Results and discussion

The survey includes 20 questions measured on a Likert scale. Based on the collected raw data, this table presents the result of 20 questions related to students' interest in starting a business. The answers from all students have been added together for each question, and then the average response has been calculated. This table gives an overall picture of how students feel and what they think about starting their own business.

Table 1

Data of responses of respondents to 20 questions.

Questions	Sum	Average
1. Do you want to start your own business.?	211	1.91
2. Do you think the BBS students can be engaged in any business.?	188	1.7
3. Would you prefer to go abroad for further studies about business.?	231	2.1
4. Are you satisfied with the current BBS course to develop entrepreneurship.?	296	2.69
5. Can you manage your studies together with your business.?	265	2.4
6. Would you like to have a student business club in your college.?	220	2
7. Are you confident in your abilities to establish a business.?	195	1.77
8. Do you want to learn about marketing strategies.?	185	1.68
9. Are you interested in online based business.?	221	2
10. Do you have any business plan for future.?	243	2.2
11. Would you like to run your family business.?	317	2.88
12. Do you ever attend any business-related seminar.?	357	3.24
13. Are you interested in a business that is based on local products.?	257	2.33
14. Do you prefer to start a business in Nepal.?	230	2.09
15. Do you see any business possibilities in Nepal.?	240	2.18
16. The local government is supportive to the students to establish a business.?	340	3.09
17. Are you satisfied with the business condition in Pokhara.?	310	2.81
18. Do you like to start a business with a partner rather than solo.?	276	2.5
19. Would you prefer to do job instead of becoming an entrepreneur.?	304	2.76
20. Do you think investment is the main barrier to start a business.?	204	1.85

Note: Questionnaire survey, Poush 2025

This study presents data using a table, pie chart, and bar diagram. The table shows survey responses based on a Likert scale, while the pie chart and bar diagram illustrate the demographic characteristics of the surveyed respondents of BBS students. Here we present respondents' demographic status as:

Figure 1

Gender Distribution

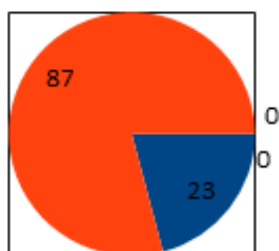


Figure 2

Academic Qualifications

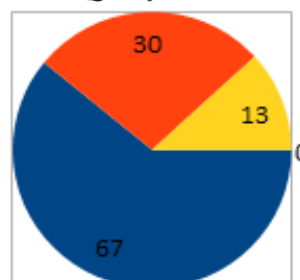


Figure 1 shows the gender breakdown of the respondents. It is clear from the figure that there are more female (87 students, 79.1%) than male (23 student, 20.9%). For validity, the data were collected from coeducational or mixed college. This suggests that a greater number of females are currently involved in higher education. It may also reflect a growing interest and participation of females in academic advancement compared to males.

Figure 2 shows the year-wise distribution of BBS respondents. The total number of respondents is 110, the majority were from the first year (67 students, 60.9%), followed by the second year (30 students, 27.3%) and the third year (13 students, 11.8%).

Figure 3

Age Group of Respondents

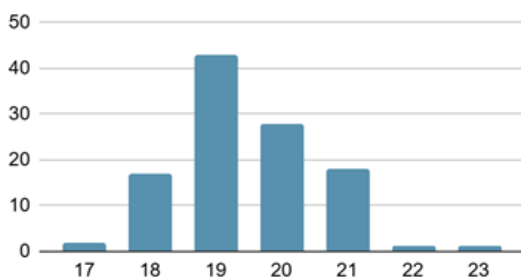


Figure 3 illustrates the age distribution of the respondents. The majority of respondents were 19 years old (43 students, 39.1%), followed by 20 years (28 students, 25.5%), and 21 years (18 students, 16.4%). Seventeen students were 18 years old (15.5%), while only 2 students were 17 years old (1.8%), and 1 student each was 22 and 23 years old (0.9%).

Figure 4

Respondents' Academic Institutions

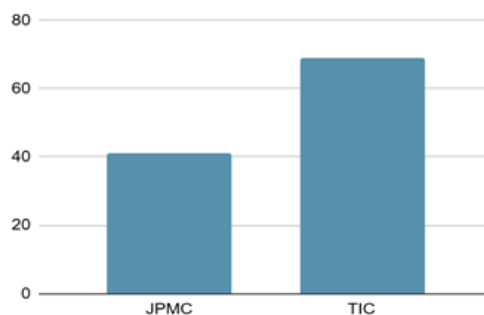


Figure 4 presents the campus wise distribution of respondents. Data was collected from two different colleges: Jana Prakash Multiple Campus (JPMC) and Triveni International College (TIC). There are 41 (37.3%) respondents from JPMC and 69 (62.7%) respondents from TIC.

Discussion

As shown in table 1, concerning the 1st question, respondents have agreed that they want to start their own business. The data shows that the average value of 1.91 and Likert scale defines the average value 1.91 for agreement. Among 110 students, 25 respondents extremely agreed, 70 respondents agreed, and 14 respondents were neutral and the rest of them extremely

disagreed. Hence, BBS students show positive response for establishing their own business in future.

On the other hand, the 2nd question is to identify that the BBS students can be engaged in any business, and the average score is 1.70 which means respondents agree with the statement. Likewise, the 3rd question is to know if they would prefer to go abroad for further studies about business, and its average score is 2.10 which is near to the 'agreed' option. It means respondents prefer to go abroad for further studies in business. Similarly, the 4th statement deals with an average value of 2.69 that shows the respondents agreed to the given statement. It means BBS course work effectively that helps students to develop entrepreneurship skills.

The response to the questionnaire shows agreement regarding the statement of fifth inquiry. The 5th question is concerned with can students manage their studies together with their business and the response for the statement is 'agreed' scoring 2.40 average value in the Likert scale. Therefore, it analyzed the students' can-do part-time business along with their studies.

Following statement number 6th, would they like to have a student business club in their college, the average value is 2, it signifies those respondents agreed with the given statement. Analogously, in statement number 7th, the average value is 1.77. It shows the students are confident in their abilities and skills to run a business statement. 8th relates to learning about marketing strategies with average value of 1.68, near to extremely agreed in Likert scale.

Additionally, the response of the 9th statement is they are interested in online based business. Average value is 2 which is 'agreed' in Likert scale meaning respondents are interested in online based business. Nevertheless, the 10th question was to know about the future business plan of the respondents and the average score is 2.20. It is near to the 'agreed' option which means students are serious about their entrepreneurial career and build their own business. Likewise, statement 11th refers to would they like to run their family business, and the average score is 2.88 which is close to the "neutral" option.

Furthermore, the 12th inquiry concerned with did they ever attend any business-related seminar with the average is 3.24 which means neutral which shows that maximum respondents never attend any business-related seminar. The 13th statement deals with interest in a business that is based on local products, the respondents are with 'agreed' scale having 2.33 average value in Likert-scale that is near to value 2. Concerning to preference of starting a business in Nepal the average is 2.09 which refers to 'agreed' in statement 14th. Thus, they want to start their own business in Nepal.

The 15th statement is related to the business possibilities in Nepal. Respondents are highly agreed with statements with an average of 2.18. They see many business possibilities in the present economic condition of Nepal. The 16th question is concerned about whether the local government is supportive to the students to start a business or not and the average score is 3.09 which is close to 'neutral' response. The students expressed a mixed or uncertain opinion. This suggests that students neither strongly agree nor disagree with the level of support provided.

Moreover, the 17th statement concerns the satisfaction of business infrastructure with the average of 2.81 which is close to 'neutral' response then agree but not quite neutral. Lack of business infrastructure also causes slow growth of business. The 18th question related to preference to start a business with a partner rather than solo with an average score of 2.50, which suggests that students are somewhat in favor of starting a business with a partner. Their view is between agreeing and being neutral. This means they are open to the idea but are not fully sure. In addition, the 19th statement is to identify the preference of respondents to do a job instead of becoming an entrepreneur with the average score of 2.76, which is slightly close toward 'neutral' response, this suggests that while some students prefer doing a job over starting their own business, many are still undecided. Overall, they are not strongly in favor of choosing a job over business. The 20th statement concerning investment is the main barrier to starting a business. Respondents are highly in agreement with the statement with an average score of 1.85. Investment plays a significant role while building a business and lack of investment is the main barrier for the student. The insight of the study is potentially beneficial for the policy making for encouragement of new startups. This study gives a clear picture of what students need to become entrepreneurs, which can help the government for practical policy making that can support youth entrepreneurship and economic development.

The findings shows that most BBS students are truly interested in starting their own business. This is reflected in a high level of agreement, with a total score of 211 and mean 1.91, which is close to strongly agreement. Students also appear confident in their abilities to establish a business, as shown by sum of 195 and a mean value of 1.77. Many respondents have already thought about their future business plan, with a total score of 243 and an average of 2.20, indicating that entrepreneurship is taken seriously by a large number of students. One of the major reasons behind student hesitation is lack of government support, which recorded a higher average score of 3.09 and a total of 340. In addition, lack of investment capital was

identified as the most significant barrier with a sum of 204 and a mean of 1.85 showing that financial limitations strongly affect students' ability to start their own businesses.

Sharma (2024) reported that a large proportion of students are actively searching for opportunities to establish their own businesses. This finding closely similar with the results of the present study, which also reveals that many students are highly motivated to pursue entrepreneurial ventures and are continuously exploring potential business ideas. The consistency between Sharma's work and the current study suggest that the trend of opportunity-seeking behavior among students is becoming stronger over time. Likewise, Bakheet (2018) found that although students initially expressed optimism toward entrepreneurship, many eventually shifted their preference toward stable nine-to-five jobs due to challenges such as lack of confidence and low self-esteem. In contrast, the findings of the present study indicate that student not only show strong interest in entrepreneurial activities but also demonstrate a high level of confidence in their abilities to establish and manage a business. Furthermore, Shombre (2017) study reveals that, student in South Africa struggle to start businesses due to limited funding, weak government policies and poor supportive environment. Present study reflects the same situation as student here also face similar external barriers despite having strong interest in entrepreneurship.

Conclusion

The study clearly shows that most BBS students in Pokhara are interested in starting their own business. Many respondents agreed that they want to become entrepreneurs and believe that the BBS course helps them gain the necessary knowledge and skills. In addition, students showed interest in different business types such as family run and online based. Some students even plan to go abroad to learn more before starting their own startups. However, along with these positive findings, this study also found some significant challenges. Many students pointed out that lack of investment and support from the government are the main obstacles they are facing right now. Because of these challenges students prefer to do so for a stable and secure future. This study shows that even if students have ideas and interest, they are not fully confident to act and risk. Therefore, this study recommends that more support is required to strengthen students to become successful entrepreneurs. More efforts should be made to provide them with investment opportunities, proper training and encouragement from the government. This will not only help the students but also contribute to the students but also contribute to the economic development of the country.

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