



Influence of socio-cultural factors on employability intentions among female students of management in Nepal

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ABSTRACT

The growing employability and wider reach of management education have increased the enrollment of female students in business programs in Nepal. Although female participation in professional roles has increased in recent years, socio-cultural factors remain inherent in shaping career aspirations in the Nepalese context. This paper attempts to examine the socio-cultural factors influencing the employability intentions of female management students in Nepal. Guided by Social Cognitive Career Theory (SCCT) and Theory of Planned Behavior, a descriptive study was conducted among 162 female students studying a management program in the Bhadrapur region of Nepal. The responses of students studying Bachelor of Business Administration [BBA], Bachelor of Business Studies [BBS], and Master of Business Studies [MBS] were collected through a structured questionnaire. Statistical Package for the Social Sciences [SPSS] is used for analyzing the collected data. Descriptive statistics are used to analyze respondents' demographic characteristics, and Chi-Square analysis is performed to examine the significant association of socio-cultural factors with career choice. The majority of students desired to work as employees after completing a bachelor's-level education. Banks, financial institutions, and government organizations were among the most sought-after fields for employment. The majority of female students opted to complete a Master's level as the highest level of educational achievement. Personal interest, salary, job security, and work-life balance were among the primary considerations while choosing employment. This study concluded that parents, friends, and teachers were significantly influential in the career choices of female students. The findings of the study offer important updates for higher education's service providers and policymakers to develop institutional support and educational competencies for promoting sustainable employment opportunities among female graduates. This study recommended that universities, government, and policymakers should motivate female students to explore other sectors for employment beyond banking and financial institutions.

Keywords: Employment, Entrepreneurial, Higher Education, Socio-Cultural, University Students

I. INTRODUCTION

Female students' enrollment in tertiary education is on an increasing trend in Nepali universities, with TU holding the majority of the students (Trital et al., 2023). Wide availability, affordability, and industry orientation of management degrees have attracted a larger number of students to Higher Education Institutions in Nepal. Individual students' employment choices are influenced by the entrepreneurship and business-oriented courses offered at the university, where the role of media is also influential in shaping the decisions (Islam et al., 2018). Earlier investigations in career development reveal that social and cultural factors strongly influence students' professional aspirations. Family influences, Personal choices, and educational and socio-economic context are influential in developing students' careers (Akinlolu et al., 2023). Career aspirations of female students are significantly associated with factors such as gender, role models, family business background, stress resistance, and perceived prestige and high income (Golik, 2024). According to Joshi and Rawat (2025), there is a positive impact of family influence, future job opportunities, personal interest, financial outcomes, and peer influence on career choice.

In another study conducted by Malik and Al-Emran (2018), it was concluded that when personal interest and individual abilities were most influential in making career decisions, teachers and counselors were least influential in decision-making. Psychological and demographic variables significantly contribute to the entrepreneurial intentions among females (Badghish et al., 2022). Zhang et al. (2023) highlighted that college students' entrepreneurial intentions are positively influenced by career adaptability, while the role of gender is weaker in moderating such a relationship.



Sanchez-Teba et al. (2025) concluded that family and friends' support is influential for female students to start entrepreneurial ventures.

McNally and Winkel (2023) identified that societal transformation has shifted career intentions of female students away from traditional norms to nontraditional corporate careers. Abu et al. (2023) highlighted that socio-cultural factors such as gender, social status, parents' occupation, personal interests, teachers' guidance, and financial rewards have a significant influence on career shaping. The study also highlighted that financial institutions and the professional working environment were influencing their study choice for career development. There is also a statistically significant relationship between students' perception of future employability and career aspiration with their career exploration (Puspitasari & Widyowati, 2025). The educational institutions should integrate academic programs with competence-enhancing activities, identifying employment opportunities and targeted support to foster entrepreneurship among female students (Antohi et al., 2025). Raty et al. (2019) conducted a study to examine university students' entrepreneurial intentions based on their perceived abilities. According to Saadun et al. (2025), entrepreneurial intentions have a strong and encouraging influence on employability among business students.

Social and cultural factors have a significant influence on career growth in Nepal (Sapkota, 2022). Nepalese higher education students' career choices are significantly influenced by parental support, older siblings, peer influence, and teachers (Lamichhane et al., 2022). The socio-cultural environment in Nepal has a greater influence on shaping students' higher education aspirations, as academic achievements are directly linked with the employability of the graduates. Socio-economic conditions play a significant role in determining students' higher education and selecting streams of education and subjects (Khanal, 2021). In the Nepalese society, the selection of subjects and academic achievements are closely related to advice and promoting behavior of parents, relatives, and friends (Basnet, 2022). There is remarkable progress in female education, but their educational pathways are influenced by family norms, limiting their career aspirations and occupational choices. The employability intentions of students depend upon educational status, economic condition of the family, and personal interest and behavior (Sharma, 2023; Ghimire et al, 2025). In this context, this paper attempts to analyze the female students' career aspirations in terms of higher academic achievements and employability after graduating from a management program.

1.1 Statement of the Problem

In this study, the impact of socio-economic factors on employability intentions among female students of the Faculty of Management is navigated. The employability intentions among female students have become an important issue in Nepal because campus-level education is expected to improve and open the door to career opportunities. Improvement in decision-making capacity, economic independence, and improvement in social status and dignity are the other expectations of higher education in Nepal. The enrollment of female students in the management stream has increased. But still face many socio-cultural influences that shape their career aspirations and employment decisions. Expectations of the family, traditionally accepted gender roles, marriage-related responsibilities, social norms, community perceptions, and cultural values compelled female students to seek employment immediately after graduation. Not only that, but they also prefer employment for further higher education and to fulfill family obligations. In some cases, socio-cultural factors may either encourage or discourage pursuing employment.

Previous studies conducted in Nepal (Khanal, 2021; Krishna & Agrawal, 2026; Saadun et al., 2025) mainly focused on the problem of female education, parents' intentions regarding daughters' education, and classroom-related problems. But limited research has been found on how socio-cultural factors influence the employability intentions of female students in the management stream. There is a lack of sufficient empirical evidence to increase the desire for early employment intentions of female students. There is insufficient research and explanations of how parental education, behavior of the friend circle, economic expectation, cultural belief, gender norms, and other social and economic factors affect female students' entry into the workforce. Therefore, this study aims to fill the gap by addressing the factors influencing the employability intentions of female students among management students. The findings of the study may be useful for educational institutions, families, policymakers, and employers to develop strategies. It further helps to identify the socio-cultural factors that significantly influence female students' intentions to seek employment after graduation. A more important aspect is also that its findings may be applicable to the other wings of higher education.

1.2 Research Objectives

- i. To identify the higher academic and sectoral interest for employability of female students studying management.
- ii. To analyze the influence of socio-cultural factors (Parents, Siblings, Friends, Teachers) on the employability intentions of female students studying management.



II. LITERATURE REVIEW

2.1 Theoretical Review

Lent et al. (2002) developed Social Cognitive Career Theory (SCCT), providing an inclusive framework integrating individuals' career interests, educational and career choices, and success in academic and professional outcomes. The theory provides a dynamic framework combining cognitive, emotional, biological, and environmental factors, as well as personal values and abilities, influencing career development. SCCT offers a comprehensive framework to understand complex career behavior in the contemporary professional context. SCCT theory suggests that the continuous interaction between individual factors, environmental influences, and behavior defines human behavior. The theory has particularly emphasized self-efficacy, outcome expectations, and personal goals as primary influencers in decision-making for career development.

According to Ajzen (2011), the Theory of Planned Behavior explains that three major factors primarily influence human behavior: individual evaluation of behavior (attitude), perceived social expectations (subjective norms), and perceived competencies to perform the behavior. These factors are interconnected and collectively determine individual intentions to display certain behavior. The theory suggests that subjective norms are determined by personal beliefs about whether a significant reference group, such as family members, friends, peer group and supervisors, demonstrates a favorable or unfavorable response to an individual's particular behavior. The level of influence of the referent groups is largely determined by individual willingness to comply with the social expectations of these groups.

2.2 Empirical Review

Sánchez-Teba et al. (2025) analyzed the influence of environmental and cognitive factors on the entrepreneurial intentions of female students using both the theory of planned behavior and social cognitive theory to explore the mental and environmental factors motivating female students towards entrepreneurship in Spain. For the study, the researchers used a quantitative, cross-sectional survey in 2022, collecting responses from 118 female students. The findings revealed that a positive attitude and strong perceived behavior are primary driving factors for entrepreneurial intentions. The study showed that students who receive support from family and friends for entrepreneurial activities are more determined to pursue self-employment and are more confident in their ability to succeed.

Efendi and Tantri (2025) examined how entrepreneurial education interacts with self-efficacy in pursuing female students' entrepreneurial intentions in Indonesia. An explanatory survey was used to collect data from 315 female students selected through proportional random sampling. The data were analyzed using path analysis within the IBM SPSS Amos 23 application. The study revealed that both entrepreneurial knowledge and self-efficacy significantly encourage entrepreneurial intentions. Entrepreneurial knowledge through self-efficacy positively influenced female students' entrepreneurial intentions.

Hasnat et al. (2025) examined the role of business education in creating entrepreneurial intention in public and private universities of Bangladesh. A quantitative, causal research design was used to gather responses from 205 undergraduate and graduate students across six universities using a structured questionnaire. The collected data were analyzed using t-test, ANOVA, correlation, and regression. The findings discovered that while teachers, curriculum, peers, and seniors were influential in developing entrepreneurial intentions, the effect of entrepreneurial education was not experienced.

Ncube and Matlala (2025) examined the impact of entrepreneurship education on enhancing entrepreneurial competencies and encouraging entrepreneurship among South African students. Quantitative research was used to conduct the study, where 136 final-year students were surveyed through a non-probability purposive sampling technique. Likert scale questionnaires were deployed to collect the responses from the students, and statistical analysis of the collected data was done using the Chi-square test. The study concluded that students' entrepreneurial abilities are enhanced by entrepreneurship education, further strengthening a positive attitude towards self-employment. Proper academic guidance and effective execution of entrepreneurship curricula in higher education institutions foster students' entrepreneurial aspirations.

Diao and Yao (2025) explored how family support shapes college students' slow employment intentions, providing a clear roadmap of its underlying psychological mechanisms. The study used social cognitive occupational theory to examine the effect of family support on college students' slow employment intention. 605 students studying in different educational institutions and at different education levels responded to the study through an online survey. Linear regression analysis was used for data analysis. The result showed that family support was crucial in influencing the intention to delay employment, both directly and indirectly by boosting resilience and confidence in career decision-making. Iwu et al. (2025) explored how individual abilities, cultural values, and perceived success expectations shape the entrepreneurial intentions of Nigerian university students. The study adopted a structural equation modeling approach. Quantitative data from 147 students with business knowledge were collected through a structured questionnaire using a purposive sampling technique. The study concluded that students' entrepreneurial intentions are positively empowered by their personal abilities, cultural values, and optimistic business outcomes.



Wang and Wang (2026) investigated how perceived social support influenced the mechanism that shaped Chinese university students' employability. The stratified cluster sampling method was introduced to conduct a cross-sectional survey, where 534 valid responses were analyzed using descriptive statistics, correlation analysis, and hierarchical regression analysis utilizing SPSS 26.0. The study found that perceived social support increased employability as it boosted students' confidence in their career abilities and personal branding. Gandasari et.al. (2026) conducted a study applying Social Cognitive Career Theory to explore female leadership aspirations in Indonesia. A non-probability convenience sampling method was employed to collect the responses from 400 adult women, and for data analysis, Structural Equation Modeling (SEM) was used. The findings significantly highlighted the role of parents, sense of personal mastery, and self-efficacy as major factors in shaping young women's leadership aspirations.

Krishna and Agrawal (2026) investigated how perceived university educational support shaped university students' entrepreneurial intentions using the Theory of Planned Behavior. Structural equation modeling was deployed to analyze the data of 734 undergraduate students studying across different universities in India and China. A convenience sampling technique was used to collect the responses through an online questionnaire. The study concluded that while educational support positively influences entrepreneurial attitude, the entrepreneurial intentions are significantly shaped by gender and regional culture. Yean and Chin (2026) examined the influence of parents, teachers, and peers on the career choice of university students. For the study, data from 523 final-year students were collected through a standardized questionnaire, and data analysis was conducted using partial least squares path modeling utilizing SmartPLS3.0. The findings of the study supported the underlying principle of Social Cognitive Career Theory that the continuous guidance, information sharing, and motivation from parents, teachers, and peers are fundamental in defining university students' career intentions.

III. METHODOLOGY

3.1 Research Design

A descriptive research design is adopted to conduct the research, where responses from students studying BBA, BBS, and MBS at government and community colleges of Bhadrapur are collected. The employability intentions of female students of management stem from the basis of social-influence factors, which are described by using percentages, graphs, facts, and chi-square.

3.2 Data Collection and Processing

This study is based on primary data. A structured questionnaire was used to collect responses from 162 female students studying management using a convenience sampling technique. Only 162 students of the management stream are included in this study. It is assumed that the sample size can represent the trend of students' employability intentions among female students. The collected information is arranged on the basis of the researchers' desired form. Quantitative analysis of the collected data is performed using the Statistical Package for Social Sciences (SPSS, V23).

3.3 Data Analysis

Employability is taken as the dependent variable, and social influencing factors on their decision, like parents, siblings, friends, and teachers, are taken as independent variables. It is assumed that the advice or activities of parents, siblings, friends, and teachers determine the employability intentions of female students. For statistical analysis, cross tabulation, figures, bar diagrams, percentages, and the Chi-Square Test are employed to analyze the association between the variables under study. The model specification is specified as:

$$\text{Employability Intentions} = f(\text{parents, siblings, friends, teachers}) \quad (1)$$

3.4 Reliability and Validity

The collection designed for the data collection went through the pilot testing phase to identify any limitations that may affect the achievement of the research objective. Cronbach's alpha analysis was conducted to determine the reliability and validity of the collected data. The alpha coefficient for responses analyzed for hypothesis testing is 0.827, indicating high consistency of data. An alpha coefficient value of 0.7 or greater is considered acceptable in social science research.

IV. FINDINGS & DISCUSSIONS

4.1 Demographic and Academic Factors

The collected data are prepared for demographic analysis considering female students' academic engagements and aspirations. Cross-tabulation of current academic involvement with the demographic variables highlighted by the frequencies and percentages shows the composition of variables under study. The responses of demographic variables of 162 female students studying BBA, BBS, and MBS are summarized in Table 1.



Table 1 depicts the composition of female students enrolled in the BBA, BBS, and MBS programs in the Bhadrapur region. Out of the total 162 respondents, about 44 Percent are studying BBS, whereas about 31 Percent and 24 percent of students are studying BBA and MBS, respectively. The table highlights that about 83Percent of students studying the BBS and BBA programs are in the age group 20-22 and 23-25. In the case of students enrolled in the MBS program, more than 90 percent of students are in the age group 23-25 and above 25. The figures suggest that about 80 percent of students will have completed the undergraduate level (i.e., BBA and BBS) by the age of 25. As shown in the table, about 41Percent of the total respondents studying management programs have studied in community/government schools during high school. The students coming from private institutions are significantly larger, with about 59Percent of the total respondents.

Table 1
Demographic Variables and Academic Aspirations

Variables	BBA		BBS		MBS		Total	
	N	%	N	%	N	%	N	%
Female Students	51	31.5	72	44.4	39	24.1	162	100
Age								
Below 20	7	13.7	9	12.5	0	0	16	9.9
20-22	36	70.6	35	34.7	0	0	71	43.8
23-25	7	13.7	25	48.6	22	56.4	54	33.3
Above 25	1	2.0	3	4.2	17	43.6	21	13.0
High School								
Community/Govt	20	39.2	33	45.8	13	33.3	66	40.7
Private	31	60.8	39	54.2	26	66.7	96	59.3
ParentsEdu.								
Primary	9	17.6	24	33.3	18	46.2	51	31.5
High School	21	41.2	26	36.1	5	12.8	52	32.1
Bachelor	12	23.5	21	29.2	2	5.1	35	21.6
Master	9	17.6	1	1.4	14	35.9	24	14.8
Edu.Desire								
Bachelor	2	3.9	6	8.3	0	0.0	8	4.9
Masters	27	52.9	43	59.7	19	48.7	89	54.9
Mphil	2	3.9	1	1.4	0	0.0	3	1.9
Ph.D	20	39.2	18	25.0	20	51.3	58	35.8
Post Doc	0	0	4	5.6	0	0.0	4	2.5
Career								
After Bachelor's	40	78.4	66	91.7	10	25.6	116	71.6
After Master	11	21.6	6	8.3	29	74.4	46	28.4

Table 1 illustrates that overall, about 63 percent of the parents have an educational level of high school or less. However, significant differences can be seen in students studying BBA, BBS, and MBS, while relating to the parents' education who have completed a Master's level. In the case of students studying MBS, almost 36 percent of students' parents hold a Master's degree. Similarly, for students studying BBA, about 18Percent of students' parent hold a Master's degree. At the same time, the number is significantly low at below 2 percent, considering BBS students' parental education who have a Master's level as their educational achievement. Table 1 displays that the majority of students (i.e., about 55 percent) are willing to complete a Master's level as their highest level of academic achievement. A significant proportion, i.e., about 36 percent, have also opted for a PhD as their future academic aspirations. As highlighted in Table 1, about 92 percent of students studying BBS wish to start their professional career immediately after completing their Bachelor's. However, there is a slightly different scenario with students studying BBA and MBS. When about 78 percent of students studying BBA are willing to start their job after graduation, nearly 75 percent of students studying MBS wish to opt for professional engagement after post-graduation.

4.1.1 Employability Intentions

The responses of female students studying management regarding their employment intentions are discussed in this section. A certain questionnaire was designed to collect responses regarding their entrepreneurial intentions and career choices for professional engagements.

Table 2
Employability Intentions of Female Students

Employability	BBA		BBS		MBS		Total	
	N	%	N	%	N	%	N	%
Start Business	15	29.4	18	25.0	13	33.3	46	28.4
As Employee	36	70.6	54	75.0	26	66.7	116	71.6



Table 2 highlights the figure relating to entrepreneurial intentions of female business students. About 72 percent of total students wish to work as employees for their professional advancement. Only about 28% of the female students opted for the entrepreneurial journey.

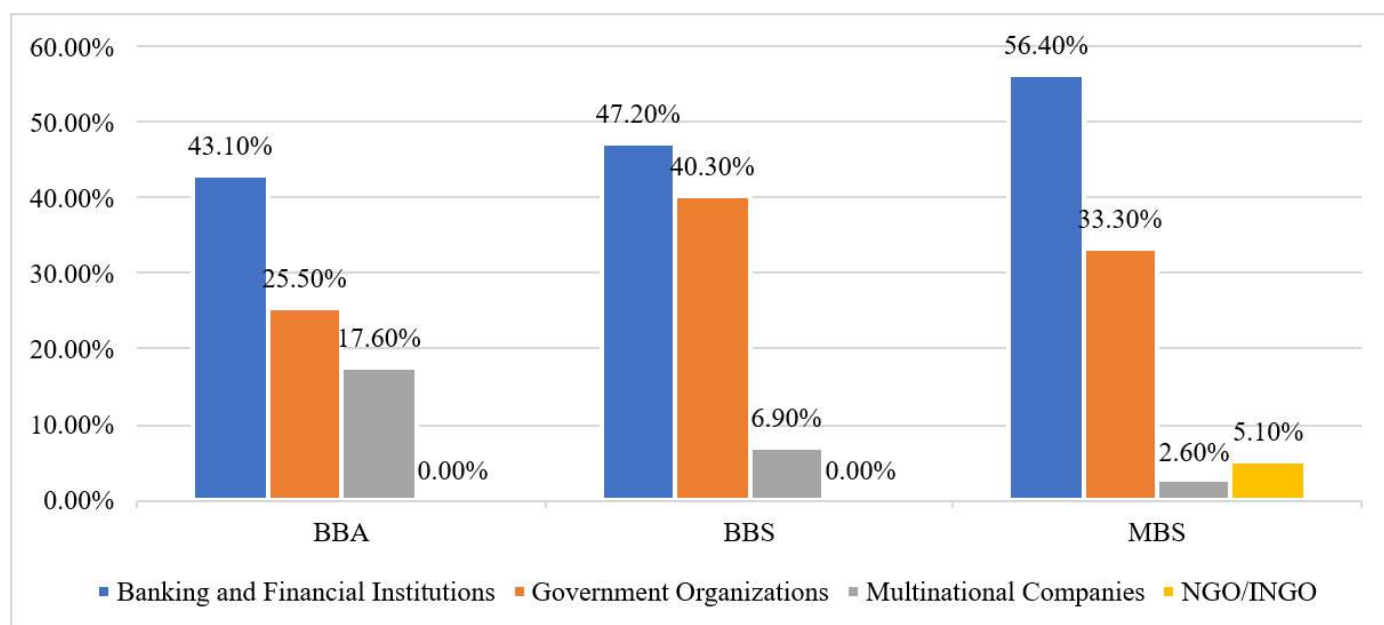


Figure 1
Desired Sector for Employment

Figure 2 displays the priority sectors of students' willingness to join to build their professional career. The figure clearly demonstrates that the majority of the female students wish to have a job in Banking and Financial Institutions, with about 43 percent, 47 percent, and 56 percent of students studying BBA, BBS, and MBS, respectively. Regarding government organization jobs, BBS and MBS students display more willingness compared to BBA students. When 17.6 percent of BBA students opted for Multinational Companies, the percentage is below 7 percent in the case of BBS and MBS students. When no BBA and BBS students show their desire to joint NGO/INGs, about 5 percent of MBS students have displayed their desire in the particular sector.

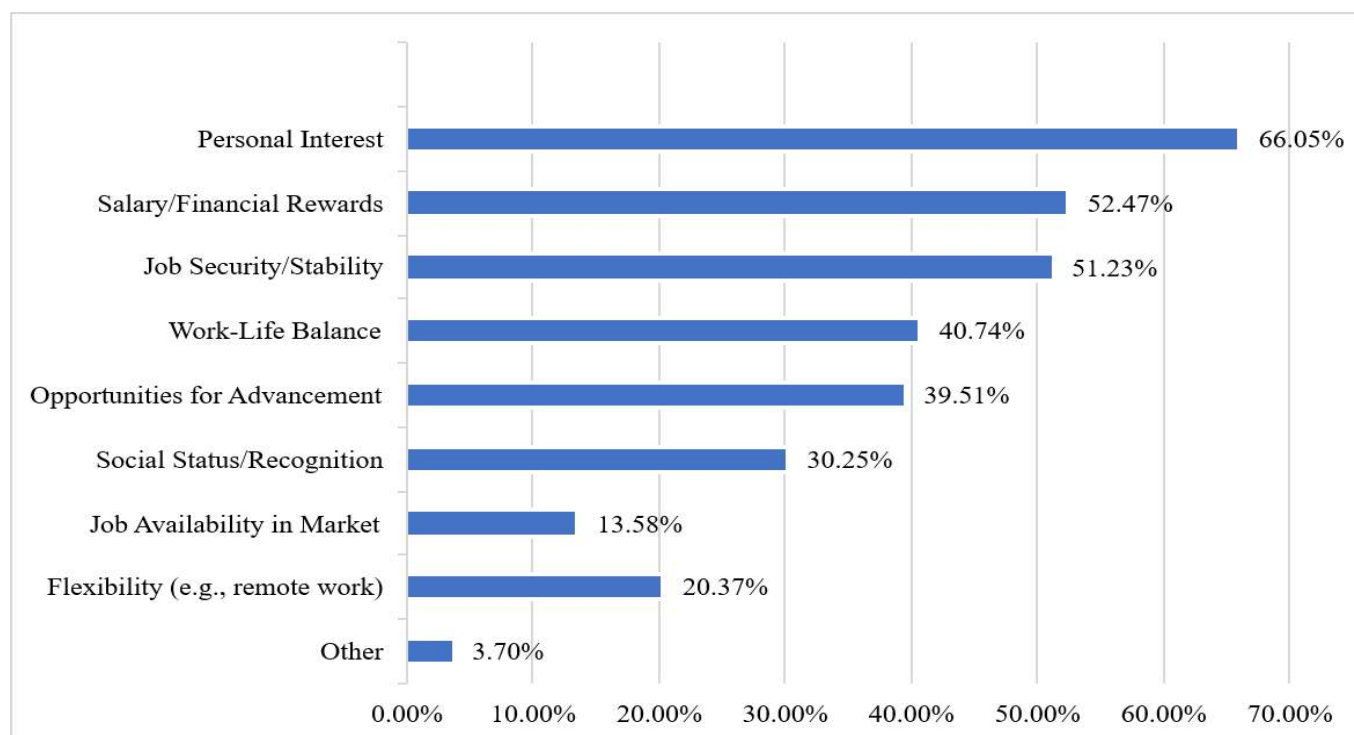


Figure 2



Female Students' Primary Consideration for Employment

Figure 3 explains the primary considerations for the employment of female students studying management. The diagram displays a descriptive representation of the multiple responses on the employment considerations prioritized by female students. Where 66 percent of the total respondents are motivated by personal interest, salary, and job security, these were prioritized by more than 50 percent of students. Compared to social status and recognition associated with the job, work-life balance was more valued by the female students.

4.1.2 Hypothesis Testing of Socio-cultural Variables and Employability Decisions

For this research, parents, siblings, friends, and teachers are the socio-cultural factors considered as independent variables influencing the employability intentions of female business students. Chi-square test was employed as inferential statistics to check the association, as both the variables are nominal and ordinal.

Table 3

Hypothesis Testing

Null Hypothesis	Chi-Square	P -Value	Result
H ₀₁ : Parental influence has no significant association with female students' employability decisions.	17.254	.028	Rejected
H ₀₂ : Siblings' influence has no significant association with female students' employability decisions.	13.838	.086	Accepted
H ₀₃ : Friends' influence has no significant association with female students' employability decisions.	21.501	.006	Rejected
H ₀₄ : Teachers' influence has no significant association with female students' employability decisions.	16.467	.036	Rejected

Table 3 depicts the statistical information concerning the hypothesis testing. The table shows that the null hypothesis concerning parents, friends, and teachers' influence on the employability decision of female students is rejected as the P-values are less than 0.05. Since the P-values of these variables are less than 0.05, the results are statistically significant at the 5% significance level. The null hypothesis related to siblings' influence is accepted as the P-value 0.086 is greater than 0.05.

4.2 Discussion

The findings of the study show that the majority of female students have completed their high school from private educational institutions. The study highlights that the majority of parents have completed high school-level education. Where the majority of the students are willing to pursue a Master's degree, a significant proportion of students are still interested in a PhD degree. About 72 percent of students are planning to start a career immediately after completing their Bachelor's level education in management. There are many cases where Nepalese female students join the workforce as soon as they complete their bachelor's degree to become financially independent and earn money for themselves as well as for their families. There are various pressures from society and family that compel this female to take up jobs to become economically independent right from the early part of their careers.

The employability intentions of the female students were measured in terms of their willingness to start their own business or work as an employee. The majority of students selected employment prospects as an employee and have comparatively low entrepreneurial intentions (Raty, et.al .2019; Badgish et al., 2023). Many female students choose to work after their bachelor's degree due to family expectations and the need for financial responsibility. They are also driven by a desire for career growth and economic independence. Employment offers them social prestige, dignity, and the opportunity to use their skills and knowledge. Having a stable job before marriage can boost confidence and enhance prospects for a suitable life partner. Overall, working after graduation is viewed as a path to financial security, career advancement, and a stable future. Bank and financial institutions were highly considered for employment by female management students. The findings agree with the arguments of Abu et al. (2023) that financial institutions and professional work exposure are highly influential in career decisions.

Students mostly considered individual interest, salary, job security, work-life balance, and opportunities for advancement for employment decisions (Malik & Imran, 2018; Golik, 2024; Puspitasari & Widyowati, 2025). The results indicate that the roles of parents, friends, and teachers are statistically significant in the employability intention of female management students (Abu et al. 2023; Sanchez-Teba et al. 2025). The study also indicates that there is no significant association of siblings' influence on the employability intentions of students.



V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This study outlines some of the preferential factors associated with female students' employability intentions. The result demonstrates female students' willingness to continue their education even beyond a Master's degree. Academic achievements and career linkages is strongly reflected by the output of the study. The students are willing to complete the Phd level of education demonstrating strong determination and clarity about higher education possibilities and opportunities. Relating job prospects, however, majority of the students are willing the start their career immediately after completing their bachelor level education. Female students' inclination towards the organized sector, like banks and government organizations, shows that stability and a professional working environment are primary considerations for employment.

Though the result suggests that several influential factors for career choices among female students, their personal interest weigh far ahead than financial rewards, job security and work life balance. While the percentage of students willing to start their own business is slightly higher among students studying Master's, overall, majority of students are willing to work as an employee displaying lack of entrepreneurial attitudes in female students.

The study highlights parental educational level signaling their constructive input in decision making of their children's academic and career interest. Significant proportion of the student's parents have completed high school and bachelor level education. The result of the study also revealed that the parental influence is significantly associated with student's employment decision. The study has also highlighted the influential role that peer group and mentors play in decision making regarding career. While the role of friends and teachers was found to be statistically significant regarding employment decision of female students, sibling was found to be statistically insignificant. This study emphasizes the fact that the socio-cultural environment has a substantial impact on female students' professional ambitions. While the job prospects are still limited to certain sector offering limited opportunities for female students, the educational framework should offer more structural pathway and motivation for entrepreneurial opportunities.

5.2 Recommendations

The universities, government, and policymakers should motivate female students to explore other sectors for employment beyond banking and financial institutions. Professional linkages with other industries and a targeted training and development program can be productive in increasing employment prospects. Higher education should provide more attention to developing entrepreneurial skills and attitudes, considering different aspects of entrepreneurship in the curriculum. Despite rigorous execution, this research has certain limitations which can provide a pathway for future research. The study exclusively focused on management students studying in community and constituent campus of Bhadrapur. Future study can be conducted by expanding the student base from different regions including private campus offering similar degrees. Methodologically, for this study, cross sectional survey was done to collect the response of the students employing convenience sampling method. Longitudinal studies can be conducted in future to analyze the changes in entrepreneurial intentions among respondents over time. Moreover, the future research can increase the sample size to overcome possible biasness and limitations regarding generalizability of the findings.

Though this study has highlighted the influence of parents, siblings, friends, and teachers, there are other variables that can directly influence decision-making in terms of employment and education aspirations. The marital status of a female student is one factor that can be influential. Further study can be conducted considering a broader segment of society. Future studies can be conducted by incorporating students of other academic backgrounds and cultural contexts. Additionally, extensive research can be carried out on the similar framework by deploying mixed method approach to analyze qualitative aspects along with quantitative measures of the variables.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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