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Factors Influencing Technopreneurial Intention: A study among Management Students in Noida Region

Ms. Bhawna Gupta
Assistant Professor, R.S.D. Academy, College of Management & Technology, Moradabad

Ms. Nida Parveen
Assistant Professor, R.S.D. Academy, College of Management & Technology, Moradabad

Mr. Mukul Saxena
Assistant Professor, R.S.D. Academy, College of Management & Technology, Moradabad

Ms. Adeeba Bi
Assistant Professor, R.S.D. Academy, College of Management & Technology, Moradabad

Abstract

Technopreneurship can be understood as entrepreneurship within a technology-intensive context—a process that merges technological capabilities with entrepreneurial talent and managerial skills. It is an emerging concept in contemporary business development, particularly in developing countries, where it facilitates the adoption of advanced technologies to achieve sustainable growth. It is a

process of merging technological powers with entrepreneurial talents and skills . This study is an attempt to identify various factors that influence MBA students intention towards technopreneurship. Convenient sampling was used to collect necessary data from 135 MBA students from selected colleges in Noida. Prior studies have highlighted several factors influencing technopreneurial behavior, including computer ability, internet literacy, entrepreneurial orientation, prior entrepreneurial experience, and access to capital. The study looks whether these factors have a significant relationship with technopreneurial intentions of MBA students or not. Primary data is collected using 5-point Likert scale questionnaire. Out of 135 forms, only 115 responses were found complete. The response rate was 85.18%. Data obtained were analyzed through statistical techniques such as Correlation, Regression and ANOVA with the use of MS-Excel. The findings indicate that the correlations between all independent variables were moderately positive and significant. The findings revealed that the proposed regression model was highly significant, explaining nearly 88% of the variance in technopreneurial intention. Overall, the findings suggest that Computer Ability, Entrepreneurial Experience, and Access to Capital are the most influential factors of technopreneurial intention, while internet literacy and entrepreneurial orientation traits did not show measurable effects in this sample.

It is recommended that future research must be done in multidisciplinary institutions to provide support for these findings and to determine the effects of these factors on technopreneurial intentions.

Key Words: Entrepreneurial

Experience, Entrepreneurial Orientation. Management Students, Technology, Technopreneurship,.

INTRODUCTION

In the present business environment technology has become one of the dominant forces and has transformed traditional business practices into technology-driven enterprises. Today's rapidly evolving business landscape includes technologydriven entrepreneurship—commonly referred to as *technopreneurship*—has emerged as a critical driver of innovation, competitiveness, and economic growth. *Technopreneurship* can be understood as entrepreneurship within a technology-intensive context—a process that merges technological capabilities with entrepreneurial talent and managerial skills. It is an emerging concept in contemporary business development, particularly in developing countries, where it facilitates the adoption of advanced technologies to achieve sustainable growth. Unlike traditional entrepreneurship, technopreneurship integrates technological expertise with entrepreneurial skills, enabling individuals to create ventures that leverage digital tools, advanced analytics, and disruptive innovations.

A **technopreneur** may be simply defined as someone who "thinks like an engineer and acts like an entrepreneur"[1]. While the term is relatively new in India, it has long been established in countries such as the United States and the United Kingdom, where technopreneurship gained traction in the 20th century. These nations provided early opportunities and institutional support for technopreneurs. In contrast, countries like Malaysia, Singapore and Philippines have gone further by offering academic degree programs in technopreneurship. India is only in beginning to embrace this concept, with government ministries promoting awareness campaigns to encourage entrepreneurs to adopt technology-driven ventures.

A technopreneur disrupts existing economic structures by introducing new products, services, organizational forms, or by exploiting novel resources. They identify opportunities and establish ventures to pursue them, often in technology-intensive

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industries such as IT and ITeS. Technopreneurs can be broadly defined as individuals who integrate innovation and creativity into their business processes, leveraging their technical expertise.

Technopreneurs, in particular, excel in applied creativity, thrive under challenges, and pursue unconventional solutions. They envision opportunities, articulate strategies, and act decisively to implement them. Technology-based startups are increasingly viewed as engines of inclusive growth, making technopreneurship essential for sustaining economic development. This new breed of entrepreneurs is expected to reshape entrepreneurial ventures in the digital economy.

For MBA students, who are trained to combine managerial acumen with strategic foresight, technopreneurship represents both a career opportunity and a pathway to contribute meaningfully to the knowledge economy.

LITERATURE REVIEW

Technopreneurship has emerged as a critical driver of innovation and economic growth in the digital era, blending entrepreneurial orientation with technological competencies. Early studies emphasized the role of computer ability and internet literacy as foundational skills enabling individuals to recognize and exploit digital opportunities [2], [3]. Entrepreneurial intention—shaped by traits such as innovativeness, proactiveness, and risk-taking—was identified as a psychological determinant of technopreneurial behavior [4], [11]. Prior exposure and structured entrepreneurship programs enhance adaptability and opportunity recognition [5], [12]. Access to capital and institutional support has consistently been linked to venture survival and growth, underscoring the structural enablers of technopreneurship [6].

Recent reviews expand these determinants to include innovation, creativity, and ecosystem readiness, stressing the role of incubators, accelerators, and government policies in shaping technopreneurial pathways [7], [8], [13]. Politis [5] provided a conceptual framework for entrepreneurial learning, emphasizing how prior work experience and education shape entrepreneurial pathways. Ong and Lai [3] extended this perspective by examining internet ability and ICT competence, showing how digital literacy influences entrepreneurial adoption. Yurtkoru, Acar, and Teraman [4] applied the Theory of Planned Behavior to entrepreneurial intention, while Koe [11] linked individual entrepreneurial orientation—innovativeness, proactiveness, and risk-taking—to technopreneurial intention. Structural determinants such as access to capital were highlighted by Aragon-Sanchez et al. [6], while Alias et al. [14] consolidated these insights into a tested model integrating computer ability, internet ability, entrepreneurial orientation, and access to resources.

Building on these foundations, Annastasya and Siregar [8] conducted a systematic literature review of technology innovation-based technopreneurship, identifying digital innovation, entrepreneurial capability development, startup ecosystem collaboration, and sustainability as dominant themes. Rumangkit, Hadi, and Osman [7] performed a bibliometric review of Scopus-indexed journals, mapping thematic clusters including AI in education, digital transformation, sustainability, Education 4.0, and technopreneurial self-efficacy. Sakila, Elango, and Prabahar [13] examined technopreneurs' roles in value creation, clustering findings around hybrid competencies, innovation pathways, ecosystem financing, digital transformation impacts, and sustainability. Their integrative framework combined the Resource-Based View, Entrepreneurial Orientation, and Ecosystem Theory, offering actionable insights for scholars and policymakers.

Together, these studies illustrate that technopreneurial intention is influenced by a dynamic interplay of digital competencies, psychological drivers, experiential learning, financial resources, and ecosystem readiness. The literature shows continuity from early models emphasizing skills and intention to recent reviews highlighting sustainability, innovation, and ecosystem collaboration, thereby providing a comprehensive understanding of the determinants shaping technopreneurship in diverse contexts.

Research studies have highlighted several factors influencing technopreneurial behavior, including computer ability, internet literacy, entrepreneurial orientation, prior entrepreneurial experience, and access to capital [14]. These variables, rooted in theories of entrepreneurial intention and self-efficacy, provide a framework for understanding how MBA students perceive and pursue technopreneurial opportunities.

A. Computer Ability

Computer literacy remains a cornerstone of technopreneurship. It enables technopreneurs to harness digital tools for innovation, problem-solving, and venture creation. Fairlie [2] demonstrated that computer literacy reduces barriers to entrepreneurship by improving access to information, enhancing productivity, and lowering transaction costs. Buckley and Montes [15] found that computer proficiency significantly influences entrepreneurial success, equipping individuals with the technical competence needed to manage business processes, adapt to technological change, and sustain competitive advantage. Rumangkit [7] identified ICT and digital competencies as central clusters driving technopreneurial success, while Basly and Hammouda [16] highlighted that digital adoption in family businesses depends heavily on computer proficiency. These findings reinforce that computer ability is not only a technical skill but a prerequisite for innovation and competitiveness in technology-based ventures.

B. Internet Literacy

Internet literacy plays a pivotal role in shaping technopreneurial intention because technology-driven ventures rely heavily on digital competence. Aesaert [17] emphasized that ICT competence involves retrieving information, communicating effectively, and using online resources responsibly—skills essential for identifying opportunities and managing ventures in a digital economy. Courtois [18] highlighted online literacy, including privacy management and critical evaluation of content, which strengthens entrepreneurs' ability to navigate risks and make informed decisions. Ong and Lai [3] demonstrated that internet self-efficacy influences technology adoption, suggesting that confidence in online skills directly enhances the likelihood of engaging in technopreneurial activities. Sakila [13] found that internet-enabled ecosystems such as incubators, accelerators, and digital platforms significantly enhance value creation for technopreneurs.

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Alzamel [19] further demonstrated that resilient digital entrepreneurship landscapes rely on strong internet competencies to navigate socio-economic and technological disruptions. Together, these studies show that internet ability equips entrepreneurs with the connectivity and adaptability needed to thrive in dynamic markets.

C. Entrepreneurial Orientation

Entrepreneurial intention continues to be a strong predictor of venture creation. Bolton

[20] emphasized that individual entrepreneurial orientation (EO) can be extended to the collective level, encompassing resourcefulness, dynamism, and courage, which directly influence students' entrepreneurial intent. The three components of EO—innovativeness, proactiveness, and risk-taking—have consistently been linked to entrepreneurial ambition, with studies showing that a person's willingness and tolerance for risk significantly affect entrepreneurial pursuits [4]. Empirical evidence from Malaysia revealed that students' inclination toward risk-taking was positively associated with their desire to engage in entrepreneurial activity [21]. Abdulgani [22] identified personal attributes such as enthusiasm, entrepreneurial skills, and opportunity recognition as critical factors shaping technopreneurship.

Complementing these psychological determinants, entrepreneurial experience has also been shown to play a vital role. Kautonen et al. [23] and Zapkau et al. [24] demonstrated that work experience and educational background significantly influence entrepreneurial intention, while Politis [5] argued that such experiences translate into knowledge through entrepreneurial learning. Miralles et al. [25] further confirmed that experiential learning and diverse educational exposure enhance adaptability and opportunity recognition, thereby strengthening entrepreneurial intention. Ali, Jabeen, and Burhan [26] revealed that self-efficacy and digital literacy mediate entrepreneurial intention across genders in India, underscoring the psychological and technological dimensions of intention. Caliendo et al. [27] confirmed that entrepreneurial self-efficacy directly predicts startup performance, reinforcing intention as a psychological driver. Annastasya and Siregar [8] added that entrepreneurial capability development and ecosystem collaboration are essential for fostering technopreneurial intention.

D. Entrepreneurial Experience

Entrepreneurial experience remains vital in shaping entrepreneurial pathways. Raghavendra and Vinyas [28] showed that entrepreneurship education enhances intention through experiential learning, digital literacy, and self-efficacy. Akram and Hye [29] found that education moderates attitudes, norms, and perceived control in shaping entrepreneurial intention, consistent with the

Theory of Planned Behavior. Zhang, Marzocchi, and Breznitz [30] demonstrated that educational diversity and varied career paths influence entrepreneurial outcomes, highlighting the importance of both theoretical and experiential learning in technopreneurship.

E. Access to Capital

Access to financial resources remains a structural enabler of technopreneurship. Bernardus et al. [31] showed that government policies, incubators, and sustainable structures are critical for capital access in Indonesian startups. Subramaniam and Sambasivan [32] found that funding, human capital, and institutional support decisively influence whether entrepreneurs launch digital or non-digital ventures. Sakila et al. [13] identified financing mechanisms such as venture capital, incubators, and accelerators as ecosystem enablers for technopreneurship. These studies confirm that capital availability reduces risk and supports scaling of technology-based businesses.

RESEARCH GAP

From the literature review, here are the clear research gaps that emerge:

Most prior studies on technopreneurship were conducted in countries like Malaysia, Singapore, and the Philippines, where formal academic programs and institutional support exist.

In India, technopreneurship is still emerging, and there is limited empirical evidence on how MBA students perceive and pursue technology-driven ventures.

This study will attempt to addresses this gap by focusing on management students in Noida.

RESEARCH METHODOLOGY

A structured questionnaire was employed to collect primary data. The instrument used a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), allowing respondents to indicate their level of agreement with each item. To ensure credibility and validity, the items were adopted from established studies [9], [10], [33], [34].

The questionnaire consisted of two parts:

- **Part I:** Demographic profile of respondents.
- **Part II:** Items grouped into six constructs:
  - o Computer Ability (CA) o Internet Literacy (IL) o Entrepreneurial Orientation (EO) o Entrepreneurial Experience (EE) o Access to Capital (AC) o Technopreneurial Intention (TI)

The sampling method employed was convenience sampling. A total of 135 questionnaires were distributed, of which 115 were complete and valid, yielding a response rate of 85.18%.

Conceptual Framework of the Study

The research framework of this study was adapted from Alias, Arham, Koe, Krishnan, and Mahphoth [14], who examined factors influencing technopreneurial intention. Building on their tested model, the present framework integrates insights from the literature review and is structured as follows:

- Independent Variables (Predictors):

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o Computer Ability (CA): Foundational digital literacy enabling innovation and venture creation [2], [15]. o Internet Literacy (IL): Online competence for opportunity recognition, communication, and digital adoption [3], [17]. o Entrepreneurial Orientation (EO): Traits such as innovativeness, proactiveness, and risk-taking that drive entrepreneurial behavior [4], [20]. o Entrepreneurial Experience (EE): Prior exposure, work history, and education that enhance adaptability and opportunity recognition [5], [23], [25]. o Access to Capital (AC): Financial resources that reduce risk and enable scaling of technology-based ventures [6], [31], [32].

- Dependent Variable (Outcome): o Technopreneurial Intention (TI): The motivational foundation driving MBA students to pursue technology-driven ventures [14].

This framework positions skills (CA, IL), psychological drivers (EO), experiential factors (EE), and structural enablers (AC) as predictors of technopreneurial intention (TI).

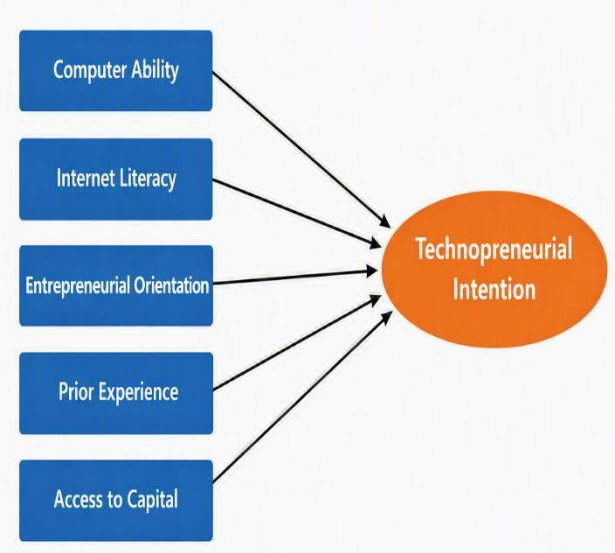


Figure 1. Research Model

Hypothesis

Utilizing the theoretical framework presented in this study, the following hypotheses were formulated:

- H1a: There is a significant relationship between Computer Ability (CA) and Technopreneurial Intention (TI).

  H0a: There is no significant relationship between Computer Ability (CA) and Technopreneurial Intention (TI).

- H1b: There is a significant relationship between Internet Literacy (IL) and Technopreneurial Intention (TI).

  H0b: There is no significant relationship between Internet Literacy (IL) and Technopreneurial Intention (TI).

- H1c: There is a significant relationship between Entrepreneurial Orientation (EO) and Technopreneurial Intention

  (TI).

  H0c: There is no significant relationship between Entrepreneurial Orientation (EO) and Technopreneurial Intention (TI).

- H1d: There is a significant relationship between Entrepreneurial Experience (EE) and Technopreneurial Intention (TI).

  H0d: There is no significant relationship between Entrepreneurial Experience (EE) and Technopreneurial Intention (TI).

- H1e: There is a significant relationship between Access to Capital (AC) and Technopreneurial Intention (TI).

  H0e: There is no significant relationship between Access to Capital (AC) and Technopreneurial Intention (TI).

ANALYSIS AND INTERPRETATION

Respondent's Demographic Profile

Table I presents the demographic distribution of respondents. The majority were male (60.86%), aged between 21–23 years (66.08%), with Marketing specialization (43.47%).

Table I – Demographic Details of Respondents

Demographic Parameters	Frequency	Percentage
Gender		
Male	70	60.86
Female	45	39.13
Age Group		
21 to 23 Years	76	66.086
24 to 26 Years	36	31.30
More than 26 Years	3	2.60
Specialization		
Finance	28	24.34
Marketing	50	43.47
Operations	20	17.39
HR	17	14.78

From the Table 1 It is found out that most of the respondents are Males (60.86%; n=70) and

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Females (39.13%; n=45). it is interpreted that in terms of age, most of the respondents aged from 21 - 23 (66.08%; n=76), second were ages 24-26 (31.3%; n=36), and lastly ages more than 26 (2.6%; n=3). . Moreover, majority the students are Marketing specialization students (43.47%; n=50), second are Finance Specialization students

(24.34%; n=28), third are Operations specialization students (17.39 %; n= 20) , fourth are Human Resource specialization students (14.78%; n= 17).

Pearson Correlation Analysis

From the results of Pearson Correlation Analysis, the correlations between all independent variables were moderately positive and significant. Cronbach's Alpha values ranging from .794 to .942, indicating good to excellent internal consistency.

Correlation analysis revealed strong positive associations among all variables (r = .81 to .94). Entrepreneurial experience (r = .92) and access to capital (r = .90) showed the strongest correlations with technopreneurial intention, while computer ability (r = .87), internet ability (r = .87), and entrepreneurial orientation (r = .88) were also significant. High inter-correlations between computer ability and internet ability (r = .94), and between entrepreneurial experience and access to capital (r = .94), suggest potential multicollinearity.

Table II – Correlation Matrix of Study Variables

	CA	*IL*	*EO*	*EE*	*AC*	*TI*
CA	1					
IL	0.940854	1				
EO	0.904415	0.917386	1			
EE	0.845096	0.868219	0.913444	1		
AC	0.810218	0.806465	0.835511	0.935954	1	
TI	0.866372	0.8665	0.875779	0.915026	0.897018	1

All correlations are significant at $p < .001$.

All correlations among the study variables were statistically significant at the 0.001 level (r = .81 to .94, p < .001), exceeding the critical value of r = .28 for df = 113."

Multiple Regression Analysis

Multiple regression analysis produced a strong model fit (R = 0.937, R^2 = 0.878, Adjusted R^2 = 0.873). This indicates that approximately 88% of the variance in TI is explained by the predictors.

Table III – Regression Model Summary

SUMMARY OUTPUT	
Regression Statistics	
Multiple R	0.937214
R Square	0.87837
Adjusted R Square	0.872791
Standard Error	0.257046
Observations	115

Multiple Regression Analysis was used to test the five hypotheses to determine which predictors are significant to the technopreneurial intentions of MBA students, and the results are indicated in Table 3.

The regression analysis produced a **Multiple R** of **0.937**, indicating a strong positive relationship between the predictors and the dependent variable. The **R^2 value of 0.878** shows that approximately **87.8% of the variance** in *Technopreneurial Intention (TI)* is explained by the five independent variables — *Computer Ability (CA)*, *Internet Literacy (IL)*, *Entrepreneurial Orientation (EO)*, *Entrepreneurial Experience (EE)*, and *Access to Capital (AC)*. The **Adjusted R^2 of 0.873** confirms that the model remains robust even after adjusting for the number of predictors. The **Standard Error of 0.257** suggests that the average deviation of predicted values from actual observations is relatively small, indicating good model fit. With **115 observations**, the sample size is adequate for reliable estimation.

Table IV Multiple Regression Results

	Coefficients	*Standard Error*	*t Stat*	*P-value*
Intercept	0.267363	0.162403	1.646289	0.102585
CA	0.234096	0.114547	2.043658	0.043399
IA	0.098814	0.107374	0.920282	0.359458
EO	0.023239	0.110062	0.21115	0.833164
EE	0.31057	0.122804	2.528985	0.01287
AC	0.29323	0.09631	3.044661	0.002921

ANOVA

The ANOVA results confirmed that the regression model was statistically significant, F(5,109)=157.43,p<.001.

The **Regression Sum of Squares (SS = 52.01)** accounted for most of the total variation in technopreneurial intention, compared to the **Residual SS (7.20)**.

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The **Mean Square for Regression (MS =10.40)** divided by the **Mean Square for**

Residual (MS = 0.066) yielded a large F-statistic, indicating that the set of predictors collectively explained a substantial proportion of variance in the dependent variable

The **R^2 value of .878** and **Adjusted R^2 of**

.873 further demonstrate that approximately **88% of the variance** in technopreneurial intention was explained by the five predictors — *Computer*

Ability, *Internet Ability*, *Entrepreneurial Orientation*, *Entrepreneurial Experience*, and *Access to Capital*. The

(β=.02, t=0.21, p=.83) were not

Table V: ANOVA

					Significance F
	df	*SS*	*MS*	*F*	
Regression	5	52.0099	10.40198	157.4323	3.53E-48
Residual	109	7.201928	0.066073		
Total	114	59.21183			

Overall, the findings suggest that practical skills (Computer Ability), experiential learning (Entrepreneurial Experience), and financial resources (Access to Capital) are the most influential drivers of technopreneurial intention, while general internet Literacy and entrepreneurial orientation traits did not show measurable effects in this sample.

Multiple R (.94) reflects a strong overall correlation between observed and predicted values, while the **Standard Error (.26)** indicates minimal deviation of predicted scores from actual observations.

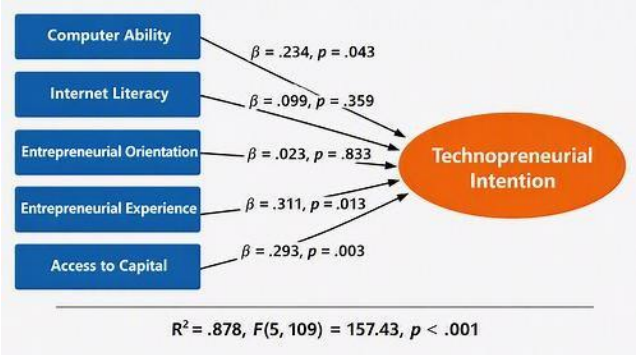
Summary

Examining individual predictors, **Computer Ability** (β=.23, t=2.04, p=.043), **Entrepreneurial Experience** (β=.31, t=2.53, p=.013), and **Access to Capital** (β=.29, t=3.04, p=.003) were significant positive contributors to technopreneurial intention. In contrast, **Internet Ability** (β=.10, t=0.92, p=.36) and **Entrepreneurial Orientation**

statistically significant in this model. The intercept was also non-significant (β=.27, p=.10), indicating that baseline intention without predictors was negligible.

Table VI – Regression Coefficients Discussion of Findings

Predictor	Coefficient (β)	t-value	p-value	Significance
Computer Ability (CA)	0.234	2.04	0.043	Significant (p < .05)
Internet Literacy (IA)	0.099	0.92	0.359	Not Significant
Entrepreneurial Orientation (EO)	0.023	0.21	0.833	Not Significant
Entrepreneurial Experience (EE)	0.311	2.53	0.013	Significant (p < .05)
Access to Capital (AC)	0.293	3.04	0.003	Significant (p < .01)



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The regression analysis revealed that

Computer Ability (CA), Entrepreneurial Experience (EE), and Access to Capital (AC) were significant predictors of Technopreneurial Intention (TI), while **Internet Literacy (IL) and Entrepreneurial Orientation (EO)** were not statistically significant.

- The significance of **Computer Ability** supports Alias et al. [14], who emphasized that digital proficiency enhances students' capacity to innovate and pursue entrepreneurial ventures.
- The importance of **Entrepreneurial Experience** aligns with Politis [5] and Miralles et al. [25], reinforcing that experiential learning and diverse educational exposure strengthen adaptability and opportunity recognition.
- The role of **Access to Capital** corroborates Aragon-Sanchez et al. [6] and Sakila et al. [13], confirming that financial resources reduce risk and enable scaling of technology-based ventures.

In contrast, **Internet Literacy** and **Entrepreneurial Orientation**, though theoretically important, did not exhibit measurable effects in this sample. This suggests that practical competencies and tangible resources may outweigh general digital skills or psychological traits in shaping entrepreneurial ambition among MBA students.

Practical Implications

The findings of this study carry important implications for universities, policymakers, and entrepreneurial support organizations.

First, the significance of **Computer Ability** highlights the need for higher education institutions to integrate advanced digital literacy and applied ICT training into entrepreneurship curricula. Strengthening students' technical proficiency can directly enhance their readiness for technopreneurship.

Second, the role of **Entrepreneurial Experience** suggests that experiential learning opportunities—such as internships, business simulations, and startup incubators—should be expanded to provide students with real-world exposure. These experiences foster confidence, opportunity recognition, and resilience in entrepreneurial pursuits.

Third, the importance of **Access to Capital** underscores the necessity of supportive financial ecosystems. Policymakers and incubators should prioritize funding mechanisms, seed capital programs, and microfinance initiatives to reduce barriers for aspiring technopreneurs.

Conversely, the non-significance of **Internet Literacy** and **Entrepreneurial Orientation** indicates that basic digital skills and personality traits may no longer be sufficient differentiators in modern entrepreneurial contexts. Instead, practical competencies and tangible resources appear to be more decisive. This shift suggests that support programs should focus less on generic skill-building and more on equipping students with advanced technical expertise, experiential learning opportunities, and financial access.

Collectively, these measures can strengthen the pipeline of technopreneurs and contribute to sustainable innovationdriven economic growth.

CONCLUSION

The study examined the influence of Computer Ability, Internet Literacy, Entrepreneurial Orientation,

Entrepreneurial Experience, and Access to Capital on Technopreneurial Intention among respondents. The findings revealed that the proposed regression model was highly significant, explaining nearly **88% of the variance** in technopreneurial intention ($R2=.878$, $p<.001$). Among the five predictors, **Computer Ability**, **Entrepreneurial Experience**, and **Access to Capital** emerged as significant contributors, confirming hypotheses H1, H3, and H5. Conversely, **Internet Literacy** and **Entrepreneurial Orientation** were not significant, leading to the rejection of H2 and H4.

The results underscore that **practical digital skills, experiential learning, and financial accessibility** are the most decisive factors shaping technopreneurial intention. This suggests that technopreneurship is increasingly driven by applied competencies and resource availability rather than general internet proficiency or personality traits. The correlation and reliability analyses further validated the robustness of the measurement instruments, with all constructs showing moderate positive relationships and Cronbach's Alpha values ranging from .794 to .942, indicating good to excellent internal consistency.

Overall, the study contributes to the growing body of literature on digital entrepreneurship by highlighting the importance of skill-based and resourcedriven determinants of technopreneurial behavior.

LIMITATIONS

Although the study provides valuable insights into factors influencing technopreneurial intention among MBA students, its findings are limited by sample scope, convenience sampling, cross-sectional design, reliance on selfreported data, and exclusion of broader ecosystem variables. Future research should address these limitations through larger, more diverse samples, longitudinal designs, and advanced statistical modeling."

FUTURE SCOPE OF RESEARCH

Future research may extend this model by incorporating **institutional support, innovation climate, and digital ecosystem readiness** to explore broader contextual influences. Strengthening these dimensions can help educational institutions and policymakers cultivate a more vibrant technopreneurial culture that supports sustainable innovation and economic growth.

future research can broaden the scope by including institutional support, innovation climate, and digital ecosystem readiness as additional predictors. Longitudinal studies could provide deeper insights into how technopreneurial intention evolves over time, while cross-cultural comparisons may reveal contextual differences across regions and industries. Moreover, emerging digital competencies such as artificial intelligence literacy, blockchain awareness, and digital innovation capability should be explored to understand their growing relevance in technopreneurship.

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