For your poster presentation on Tuesday, you should be prepared to answer a variety of questions about your research. Here are some potential questions and suggested answers based on your research proposal:

1. Q: What is the main objective of your research?

A: Our main objective is to develop a comprehensive conceptual framework that captures the key factors influencing technopreneurial intentions among undergraduates and alumni of the Computer Science and Informatics (CSI) department at Uva Wellassa University.

2. Q: Why is this research important?

A: This research is crucial because it addresses a significant gap in understanding technopreneurial intentions specifically among CSI students. It will provide insights to help tailor educational programs and support systems to foster technopreneurship, contributing to innovation, job creation, and economic growth.

3. Q: What theoretical framework are you using for this study?

A: We're basing our research on the Theory of Planned Behavior (TPB) and Social Cognitive Theory (SCT). These theories help us examine factors like attitudes, social norms, perceived behavioral control, and self-efficacy in relation to technopreneurial intentions.

4. Q: How are you collecting your data?

A: We're using a mixed-methods approach. This includes a quantitative survey of about 200 current students and alumni, qualitative interviews with 20 alumni, curriculum analysis, and an environmental scan of technopreneurship trends in Sri Lanka.

5. Q: What are the key variables you're measuring?

A: We're focusing on Technopreneurial Intention (TE), Technopreneurial-Related Activities (TRAs), Technopreneurial Self-Efficacy (TSE), and Technopreneurial Motivation (TM).

6. Q: How do you plan to analyze your data?

A: We'll use statistical methods like descriptive statistics, correlation analysis, and regression analysis for quantitative data. For qualitative data, we'll employ thematic analysis to identify common themes and insights.

7. Q: What challenges do you anticipate in your research?

A: Some challenges include potential response bias, the geographical limitation to one university, and the reliance on self-reported data. We're addressing these through anonymity, contextualization of findings, and data triangulation.

8. Q: How do you expect your research to impact curriculum development?

A: We anticipate our findings will provide actionable insights for enhancing the curriculum to better support technopreneurial skill development, potentially leading to revisions in educational policy and practice.

9. Q: How are you considering the specific context of Sri Lanka in your research?

A: We're conducting an environmental scan of technopreneurship trends in Sri Lanka and considering local market opportunities and challenges. This will help contextualize our findings within the Sri Lankan tech ecosystem.

10. Q: What are the potential implications of your research?

A: Our research could inform educational policy, foster industry-academia collaboration, guide student development programs, and ultimately contribute to economic growth through increased innovation and competitiveness in digital markets.

11. Q: How are you ensuring the validity and reliability of your research?

A: We're using well-established theories, pilot testing our instruments, employing a representative sample, using standardized instruments, and triangulating data sources to enhance validity and reliability.

12. Q: How do you plan to disseminate your findings?

A: We plan to share our findings through academic publications, presentations at relevant conferences, and reports to the university administration and local tech industry stakeholders.

**Research Gap:**

1. Limited focus on technopreneurial intentions among CSI students:

"Most existing research addresses general entrepreneurship or focuses on non-technical fields, neglecting the unique factors influencing Computer Science and ICT-oriented students."

2. Underexplored role of specific educational programs:

"The impact of curriculum content, practical experiences, and mentorship on technopreneurial intentions among CSI students remains underexplored."

3. Lack of comprehensive studies in the Sri Lankan context:

"There's a significant gap in research focusing on technopreneurial intentions of undergraduates in the ICT sector within Sri Lanka."

4. Limited understanding of the interplay between education and local tech ecosystem:

"The relationship between educational practices and the evolving technopreneurial landscape in Sri Lanka is not well understood."

5. Absence of a tailored conceptual framework:

"There's a lack of a comprehensive framework that encapsulates the unique factors influencing technopreneurial intentions among CSI students in Sri Lanka."

**When discussing the research gap during your presentation, you could say:**

"Our study addresses several key gaps in the current literature. Firstly, while there's substantial research on general entrepreneurship, there's limited focus on technopreneurial intentions specifically among Computer Science and Informatics students. Secondly, the role of specific educational programs in fostering technopreneurship among these students is underexplored. Additionally, there's a lack of comprehensive studies examining this topic within the Sri Lankan context, particularly considering the interplay between education and the local tech ecosystem. Lastly, there's an absence of a tailored conceptual framework that captures the unique factors influencing technopreneurial intentions among CSI students in Sri Lanka. Our research aims to fill these gaps, providing valuable insights for both academia and industry."

**data collection approach that aligns with your conceptual framework and research objectives.**

1. Quantitative Data Collection (Survey):

Target: Current CSI students and recent alumni

Sample size: Approximately 200 participants

Method: Online questionnaire

Key areas to measure:

- Technopreneurial Intention (TE)

- Technopreneurial-Related Activities (TRAs)

- Technopreneurial Self-Efficacy (TSE)

- Technopreneurial Motivation (TM)

- Perceived effectiveness of curriculum in developing technopreneurial skills

- Engagement with the Sri Lankan tech ecosystem

Use validated scales where possible, such as:

- Liñán and Chen's (2009) Entrepreneurial Intention Questionnaire

- McGee et al.'s (2009) Entrepreneurial Self-Efficacy scale

- Adapt existing scales for TRAs and TM to fit the technopreneurial context

2. Qualitative Data Collection (Interviews):

Target: CSI alumni who have expressed entrepreneurial intentions

Sample size: 20 participants

Method: Semi-structured interviews (in-person or virtual)

Key areas to explore:

- Educational experiences that influenced technopreneurial intentions

- Perceived impact of curriculum on technopreneurial skills development

- Challenges and opportunities in the Sri Lankan tech ecosystem

- Personal motivations and self-efficacy beliefs

- Influence of university support and activities on technopreneurial intentions

3. Curriculum Analysis:

Method: Document analysis

Materials: Course syllabi, project descriptions, and other relevant curriculum documents

Focus areas:

- Identify courses and activities related to technopreneurship

- Assess the integration of technopreneurial skills across the curriculum

- Evaluate the balance between theoretical and practical components

4. Environmental Scan:

Method: Secondary data analysis and expert interviews

Sources: Industry reports, government publications, interviews with local tech entrepreneurs and industry leaders

Focus areas:

- Current trends in technopreneurship in Sri Lanka

- Support infrastructure for tech startups

- Market opportunities and challenges for technopreneurs

Data Collection Timeline:

Week 1-2: Finalize and pilot test survey instrument

Week 3-6: Administer online survey to students and alumni

Week 7-10: Conduct interviews with alumni

Week 11-12: Perform curriculum analysis

Week 13-14: Conduct environmental scan and expert interviews

Week 15-16: Data cleaning and preliminary analysis

Ethical Considerations:

- Obtain informed consent from all participants

- Ensure confidentiality and anonymity in data collection and reporting

- Secure approval from the university's ethics committee before commencing data collection

The mix of quantitative and qualitative methods will provide both breadth and depth to your analysis of technopreneurial intentions among CSI students and alumni at Uva Wellassa University.

**conceptual framework that aligns with your specific objectives and focus on assessing the technopreneurial intention of undergraduates in the Department of Computer Science and Informatics at Uva Wellassa University. Here's a conceptual framework tailored to your research:**

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[Personal Factors]

- Technopreneurial Self-Efficacy (TSE)

- Innovative Mindset

- Risk-Taking Propensity

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[Educational Factors]

- Curriculum Content

- Technopreneurial-Related Activities (TRAs)

- Practical Projects

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[Environmental Factors] [Technopreneurial Intention (TE)]

- University Support of CSI Undergraduates and Alumni

- Sri Lankan Tech Ecosystem ---> at Uva Wellassa University

- Market Opportunities

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[Motivational Factors]

- Technopreneurial Motivation (TM)

- Intrinsic Motivation

- Extrinsic Motivation

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This framework incorporates key elements from your research proposal:

1. It focuses on the specific context of CSI undergraduates and alumni at Uva Wellassa University.

2. It includes the key variables you mentioned: Technopreneurial Intention (TE), Technopreneurial-Related Activities (TRAs), Technopreneurial Self-Efficacy (TSE), and Technopreneurial Motivation (TM).

3. It reflects your research objectives, including assessing current students' intentions, alumni experiences, curriculum effectiveness, and Sri Lankan technopreneurship trends.

4. The framework is based on the theoretical background you mentioned, incorporating elements from the Theory of Planned Behavior and Social Cognitive Theory.

5. It allows for the examination of both current students and alumni, as specified in your research questions.

6. The environmental factors include the Sri Lankan tech ecosystem, aligning with your objective to assess technopreneurship trends and practices in Sri Lanka.

This conceptual framework provides a structured approach to examining the various factors influencing technopreneurial intentions among CSI students and alumni at Uva Wellassa University. It can guide your data collection and analysis processes, helping you address your research questions and objectives effectively.

**Based on your research proposal, here's a summary of the methodology you're using:**

**Methodology:**

1. Research Approach: Mixed Methods

- Combines both qualitative and quantitative methods to provide a comprehensive analysis of technopreneurial intentions.

2. Data Collection Methods:

a) Quantitative:

- Survey of approximately 200 current CSI students and alumni

- Measures: Technopreneurial Intention (TE), Technopreneurial-Related Activities (TRAs), Technopreneurial Self-Efficacy (TSE), and Technopreneurial Motivation (TM)

b) Qualitative:

- Semi-structured interviews with 20 CSI alumni who have expressed entrepreneurial intentions

- Focus: In-depth insights into experiences, motivations, and perceptions

c) Curriculum Analysis:

- Document analysis of course syllabi and project descriptions

- Assesses the integration of technopreneurial skills in the curriculum

d) Environmental Scan:

- Secondary data analysis and expert interviews

- Examines technopreneurship trends and practices in Sri Lanka

3. Sampling Strategy:

- Purposive sampling targeting undergraduates and alumni from the Department of Computer Science and Informatics at Uva Wellassa University

4. Data Analysis Techniques:

- Quantitative: Descriptive statistics, correlation analysis, and regression analysis

- Qualitative: Thematic analysis to identify common themes and insights

5. Theoretical Framework:

- Based on the Theory of Planned Behavior (TPB) and Social Cognitive Theory (SCT)

6. Ethical Considerations:

- Informed consent, confidentiality, and privacy protection for all participants

7. Validity and Reliability Measures:

- Pilot testing of instruments

- Use of standardized measures where possible

- Triangulation of data sources

When presenting this methodology, you could say:

"Our study employs a mixed-methods approach, combining quantitative surveys with qualitative interviews to provide a comprehensive understanding of technopreneurial intentions among CSI students and alumni. We're conducting a survey of 200 participants to measure key variables like technopreneurial intention and self-efficacy, complemented by in-depth interviews with 20 alumni. We're also analyzing the curriculum and conducting an environmental scan of technopreneurship trends in Sri Lanka. This multi-faceted approach, grounded in established theories like the Theory of Planned Behavior, allows us to capture both broad patterns and rich, contextual insights, enhancing the validity and reliability of our findings."

**Research Questions:**

1. Impact of TRAs, TSE, and TM on TE:

"What is the impact of technopreneurial-related activities (TRAs), technopreneurial self-efficacy (TSE), and technopreneurial motivation (TM) on the technopreneurial intention (TE) of CSI students?"

Method: Quantitative survey of current CSI students

Analysis: Correlation and regression analysis

2. Alumni Technopreneurial Intentions:

"What are the technopreneurial intentions of undergraduate alumni from the CSI department, and how do their experiences compare with current students?"

Method: Qualitative interviews with alumni and comparison with survey data from current students

Analysis: Thematic analysis of interviews and comparative analysis with current student data

3. Curriculum Effectiveness:

"How effectively does the current curriculum support the development of technopreneurial skills and mindsets among CSI students?"

Method: Curriculum analysis and student/alumni perceptions from surveys and interviews

Analysis: Document analysis of curriculum materials, integration with survey and interview data

4. Technopreneurship Trends in Sri Lanka:

"What are the current trends and practices in technopreneurship in Sri Lanka, and how do they influence the technopreneurial landscape for CSI students and alumni?"

Method: Environmental scan, including secondary data analysis and expert interviews

Analysis: Thematic analysis of trends and integration with student/alumni data

When presenting these research questions, you could say:

"Our study addresses four key research questions. First, we're examining how technopreneurial-related activities, self-efficacy, and motivation impact students' technopreneurial intentions. Second, we're investigating the technopreneurial intentions of our alumni and comparing their experiences with current students. Third, we're assessing the effectiveness of our current curriculum in developing technopreneurial skills. Finally, we're exploring technopreneurship trends in Sri Lanka and their influence on our students and alumni. These questions are designed to provide a comprehensive understanding of the factors shaping technopreneurial intentions in our specific context."

This explanation clearly outlines your research questions and how they tie into different aspects of your methodology, demonstrating the comprehensive nature of your study.