



# Influence of University's Role, Curriculum, and Teaching Methodologies in Promoting Entrepreneurship Intention

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## Abstract

*Entrepreneurship is acknowledged as a powerful force that drives innovation, job creation, and the establishment of new markets, making it critical for long-term growth and economic advancement. Entrepreneurial intention plays a crucial role before initiating a business venture. The study investigated the educational process by examining university culture, curriculum development, and teaching methodologies to predict student motivation levels. The study examined how a university's role, curriculum, and teaching methods affect students' entrepreneurial intentions. The study used a causal-comparative technique to explore the causal links between these characteristics and the intention to pursue entrepreneurship. Convenience sampling was utilized to collect data from 384 university students in Nepal. Correlation and regression methods revealed strong positive relationships between the entrepreneurship curriculum, the university's involvement, teaching methodologies, and entrepreneurial intent. The study emphasized the significance of a comprehensive approach to entrepreneurship education, focusing on practical teaching methods and a supportive academic atmosphere. The study highlighted teaching approaches as influential factors in shaping students' entrepreneurial intentions. The findings gave valuable insights for curriculum developers and government officials, allowing education to better address the expanding demand for entrepreneurship. The study addressed the need for curriculum modifications to enhance entrepreneurial skills and initiatives to align education more effectively with industry requirements.*

## Introduction

Entrepreneurship is now regarded as the most risky and inventive of all vocations. Contemporary context about entrepreneurship education is recognized as an efficient technique to provide people with skills that can be used in a wide range of aspects of their lives. In this setting, people upgrade their ideas by putting them into action using their entrepreneurial talents. Entrepreneurship entails inventing, taking calculated risks, moving forward, and managing projects properly. Promoting entrepreneurial intention by exploring the relationship between the university's aim, curricular structure, and instructional approaches is critical in developing nations. These elements combine harmoniously to shape the development of entrepreneurial aspirations. Entrepreneurship is a



vibrant process of envisioning, adapting, and innovating (Kuratko & Audretsch, 2009; Shrestha et al., 2023). Students who become comfortable blending academic knowledge with actual implementation find it easier to acquire entrepreneurial aspirations. A critical factor in every country's economic growth is entrepreneurialism. Creation of jobs, encouragement of innovation, and improvement of competitiveness in the market for human capital are all significantly impacted by entrepreneurialism (Barba-Sánchez et al., 2022; Cardella et al., 2020; Dahal, 2022; Li et al., 2020). Employment creation has traditionally received support from both the public and private sectors through establishing entrepreneurial startups (Neneh, 2019; Sánchez-García et al., 2018). In this way, commercial firms and the government should work together to establish an atmosphere in which investors can invest in a new venture or startup. This will help to strengthen an individual's intention to pursue entrepreneurial activity.

Prior research has demonstrated the critical role that entrepreneurship education plays in creating entrepreneurial mindsets in those who want to start their own business or are just beginning their journey (Linan et al., 2010). Through entrepreneurship/business education, an entrepreneurial spirit can be developed and sustained (Wang & Verzat, 2011). Goetz et al. (2012) found that an entrepreneur significantly affects a nation's gross domestic product, its ability to reduce poverty, and its per capita income (Karki et al., 2023). According to Mapfai and Setibi (2014), the importance of entrepreneurship education in helping students develop an entrepreneurial mindset by assisting them in launching and running a business is heavily emphasized. Universities should strive to become a center of entrepreneurship, playing a vital role in fostering an environment supporting the growth of entrepreneurial ventures (Gnyawali & Fogel, 1994; Joshi et al., 2023). The favorable learning environment enables individuals to develop the mindset to become entrepreneurs. Yet, universities should foster a creative and inventive atmosphere for students by providing improved teaching methods and a specialized curriculum to generate future entrepreneurs.

Entrepreneurial Intentions (EI) is a mindset that drives and influences an individual's actions toward creating and executing a new business idea (Bird, 1988). EI is the desire to start a new business and pursue a unique career path different from the available options (Yi, 2021; Ward et al., 2019). Recent studies have underscored that the inclination to participate in entrepreneurial activities is a significant determinant (Ajzen & Sheikh, 2013; Fitzsimmons & Douglas, 2011; Ghimire et al., 2023). Numerous scholars have highlighted the correlation between entrepreneurial behaviour and individuals with strong entrepreneurial intentions (Kautonen et al., 2015). Existing literature indicates that entrepreneurial education has a positive effect on business performance by facilitating the acquisition of resources. Exploring the factors that influence entrepreneurial behaviour has captivated the attention of scholars for quite some time. Entrepreneurial Intention (EI) has been established by Kickul et al. (2018) to be an incredibly accurate predictor of entrepreneurial behaviour. Since entrepreneurship has such a significant impact on the economic growth of a country, it should be included throughout every program. It is essential to the creation of jobs, the encouragement of creativity and innovation, and the advancement of society (Riaz et al., 2017; Farrukh et al., 2019). As stated by Anjum et al. (2018), entrepreneurship is a dynamic force that stimulates innovation, creates job opportunities, and motivates the emergence of new markets. A key component in advancing sustainable development is entrepreneurship. It creates jobs in small and medium-sized businesses, which frequently need more resources.

In addition to improving social conditions and assisting in addressing economic and environmental issues like the uncertainties surrounding the food, energy, and financial crises, entrepreneurship promotes inclusive economic growth and stimulates innovation (Johnson & Horisch, 2021). EE is necessary, particularly in developing and intermediate contexts (Criado et al., 2022). To succeed in today's competitive business environment, many academics believe that universities should embrace an "entrepreneurial" mentality (Baporikar, 2022; Corso, 2020; Della Volpe, 2018; Guerrero & Urbano, 2021; Sidrat & Frikha, 2018) underlined the criticality of universities adopting an entrepreneurial mindset to survive during an exceedingly competitive international environment. Significant contributions are made by entrepreneurial universities to technological advancement, social progress, and the dissemination of new and unique concepts. Indeed, the university significantly impacts society by fostering innovation within its ecosystem (Sam & van der Sijde, 2014). Developing strategies that promote our planet's global sustainability is an essential responsibility of higher education. This indicates that there should

be substantial adjustments made to the degree curriculum, assessment methods, competencies, and training for teachers. A positive mindset towards entrepreneurship, including optimistic beliefs, values, and perceptions, can encourage students to develop entrepreneurial aspirations (Chiengkul et al., 2023; Dahal, 2018). In contrast to traditional education, which places a strong emphasis on teachers conveying standardised knowledge to students, education in entrepreneurship places emphasis on the abilities of pupils to think critically and entrepreneurial intentions, as well as their experiential learning. It is an issue that many recent graduates need help with finding work. Students appear to be eager for a business education that will provide them with the entrepreneurial know-how and skills they need to succeed in managing businesses or securing jobs by capitalizing on current entrepreneurial possibilities.

Prajapati (2019) highlighted the increasing unemployment rate among higher education graduates in Nepal. It is projected to escalate further in the upcoming years due to the disparity between graduates' skills and employers' requirements. Many higher education graduates in Nepal either sign up for employment or remain unemployed while searching for a suitable job. Students are encouraged to develop an entrepreneurial drive in university. Investigating how educational institutions affect students' aspirations to start their businesses is vital, as underlined by Fallatah and Ayed (2023) and Sulaiman et al. (2023). Therefore, the current study has aimed to analyse the importance of the university's role, curriculum, course, and teaching methodologies to promote entrepreneurial intentions among university students. It is critical to acknowledge the importance of entrepreneurship in addressing social, environmental, and economic issues to effectively achieve the Sustainable Development Goals (Gyimah et al., 2023). Research evidence shows that the current migration of Nepalese citizens to other countries in search of a better career and learning platform is one of the most pressing concerns in human capital retention. This human capital should be lectured as a contribution from universities and lecturers to the development of human capital to achieve sustainable development goals.

Information regarding the differences in people's production and consumption habits is now more accessible than before. As a result, new production practices are constantly emerging, as Moore and Hawarden (2020) highlighted. Throughout this process, the cultivation of one's capacity to identify opportunities for critical thinking and experiential learning emerged as a crucial factor (Barnardo et al., 2021). Entrepreneurship is known for its emphasis on the social environment, careful analysis of needs, keen recognition of opportunities, and generation of fresh ideas through calculated risks (Ahmad et al., 2022). Similarly, entrepreneurs must understand these capabilities to be prepared for long-lasting innovation (Dodd et al., 2022). Thus, it is crucial to thoroughly assess the correlation between sustainability and entrepreneurship (Vaduva et al., 2022). Teaching the principles of sustainability and entrepreneurship to the next generation is crucial. Investing in people to boost economic growth is emphasised by the stronger correlation between productivity and outstanding knowledge and abilities (Johnson & Horisch, 2021). Therefore, education involves fostering the ability to grow by assisting aspiring entrepreneurs in recognising the significance of sustainability.

The research question that drives this study is: How do university role, curriculum, and teaching methods influence students' entrepreneurial intent? The study intended to examine and assess the influence of a university's role, curriculum, and teaching methodologies on developing and enhancing entrepreneurial intention among students. This study offers crucial insights for improving students' entrepreneurial skills through curriculum development and educational policy. It bridges academia and industry, aligning education with market needs to boost employability. The research fosters an entrepreneurial culture in higher education, promoting innovation and economic growth and addressing youth unemployment by developing entrepreneurial mindsets and skills in students. It also supports personal growth by nurturing key entrepreneurial traits like resilience and inventiveness.

The study has been partitioned into six sections to methodically investigate the factors that foster entrepreneurial aspirations among university students. A literature review serves to clarify critical concepts following the introduction, furnishes contextual information, discusses the problem, and outlines the goals. The methodology section encompasses data sources, sampling techniques, analytical methods, and study design. Regression, correlation, and descriptive analysis are among the presentation and analysis methods. The study's discoveries are outlined, and the section on implications offers pertinent data that policymakers and academic institutions can utilise to encourage students' entrepreneurial intention. This systematic approach ensures that

students fully understand the subject matter and how the university's role, curriculum, and teaching strategies relate to their intention to start their own business.

## **Literature Review**

Students are more likely to show stronger intentions toward entrepreneurship if they have a positive mindset toward entrepreneurship, have access to better opportunities, receive fantastic support from the educational system, and are more willing to take risks (Khanal, 2023; Khadka & Khadka, 2023; Ravi et al., 2022). The study findings can be linked to improved possibilities and support, such as a new teaching style, creative curriculum, and a better university environment or role, all essential in boosting entrepreneurial inclinations among individuals. Individuals' entrepreneurial intentions and behaviour can be understood through the lens of Ajzen's (1991) theory of planned behaviour, which considers aspects like attitude toward entrepreneurship, subjective norms, and perceived behavioural control. To predict future entrepreneurial behaviour, researchers have developed the TPB model (Murad et al., 2021). One intention model that has been thoroughly researched is TPB, or the Theory of Planned Behavior. The model's ability to predict and effectively identify entrepreneur intentions has been demonstrated by its widespread application in entrepreneurship research (Karimi, 2020; Kolvereid & Isaksen, 2006).

The TPB has been used in many insightful studies on university students' intention to start their businesses (Tsaknis & Sahinidis, 2020; Wach & Wojciechowski, 2016; Mirjana et al., 2018; Malebana, 2014; Dao et al., 2021; Al-Mamary et al., 2020). Consequently, TPB provides a valuable framework for investigating the connection among attitudinal factors, entrepreneurial intention, and behaviour (Ahmed et al., 2020; Shah et al., 2020; Shi et al., 2020; Li et al., 2020; Shahi et al., 2022; Yarimoglu & Gunay, 2020). Self-employed individuals and entrepreneurs are more likely to have higher entrepreneurial intention levels. Research on human motivation has used Self-Determination Theory (SDT) in various contexts, including but not limited to the workplace, athletics, schools, health, and environmental concerns (Deci & Ryan, 1985; Ryan & Deci, 2017). Several studies have emphasized the significance of self-determination in motivating individuals to pursue entrepreneurial endeavors (Al-Jubari et al., 2019; Chung & Lee, 2020; Dahal et al., 2023; Lu et al., 2021; Ridwan & Zaki, 2023). The self-determination idea is since individuals differ in their social contexts, and these differences increase motivation, resulting in learning and performance. In this regard, self-determination theory is vital in the pursuit of entrepreneurial intention.

The influence of observational learning, self-efficacy beliefs, and outcome prospects on individuals' behaviour is emphasized in Bandura's Social Cognitive Theory (SCT) (Schunk, 1989). Regarding entrepreneurship, SCT says that people's exposure to successful models and confidence in their abilities to handle entrepreneurial tasks are the two most important factors influencing their intentions to start their businesses. Students' perceptions of their abilities to start a business and their likelihood of doing so are increased through entrepreneurship education programs that allow them to observe and learn from successful entrepreneurs (Zeng et al., 2023). Wernerfelt (1984) and Barney (1991) introduced the Resource-Based View (RBV), which places priority on assets and competencies as a means to an end a competitive benchmark (Madhani, 2012). Using RBV, one can demonstrate how crucial it is for businesses to access abundant resources, including financial capital, human capital, networks, and infrastructure. Trivedi (2017) found that students' entrepreneurial intentions were substantially impacted by their perception of education support within the academic environment as an essential resource. Students' intentions regarding entrepreneurial decisions are more likely to be robust when they believe their educational institutions offer sufficient resources, mentorship, networking opportunities, and funding (Bullough et al., 2015). These theories show the direction for the research to know people's intentions towards entrepreneurship by establishing motivation and confidence in handling tasks and utilizing the existing resources optimally.

Entrepreneurial education has a significant impact on personal attitude, entrepreneurial intentionality, and perceived behavioural control (PBC). The research gap exists in the current study of 384 university students and applied self-determination theory, social cognitive theory, and the theory of planned behaviour. Anjum et al. (2021) found that there is a relationship between an individual's perception of the support provided by their university and their propensity to engage in entrepreneurial activities. This study found that perceptions of

university support substantially influence the association between entrepreneurial intention and perceived creative disposition. [Hattab \(2014\)](#) found that Egyptian university students participating in Entrepreneurship Education (EE) programs are likelier to have an entrepreneurial mindset. The current study discovered that Nepalese university students' entrepreneurship intention was fostered through university assistance, curricular development, and improving teaching style. Similarly, [Dabbous and Boustani \(2023\)](#) discovered a positive correlation between student intentions toward entrepreneurial activities and artificial intelligence (AI) development in entrepreneurial education. This evidence shows that teaching methods should be more practical by incorporating extracurricular activities into instruction through advanced lecturer abilities, which can be more effective in developing individuals' entrepreneurial decision-making skills.

### **University Role**

Universities are believed to be excellent places to encourage creativity and an entrepreneurial mindset. A new venture can be developed by students with the help of universities, which can positively influence their intentions and efforts towards entrepreneurship ([Anjum et al., 2021](#)). It is crucial to comprehend the effectiveness of these programs and the degree to which they can persuade students to pursue entrepreneurship as a career because universities provide a variety of support services for students ([Mustafa et al., 2023](#)). Universities are essential in helping students develop an entrepreneurial mindset. Found that students' attitudes toward entrepreneurship were substantially influenced by how people view the assistance provided by the university. Perceived university support also had a significant effect on self-regulation. Perceptions of university support, rather than levels of behavioural control, considerably impacted individuals' attitudes toward entrepreneurship, according to the results. The findings also showed that the university environment should be helpful and practicable for the practical application of entrepreneurial abilities to improve self-confidence among students by encouraging learning, concept creation, and the long-term development of company plans; exploring the university's role in a contemporary learning atmosphere is necessary.

The institution's role or support has significantly impacted the growth of entrepreneurs among university students. According to [Saeed et al. \(2015\)](#), [Shi et al. \(2020\)](#), and [Wegner et al. \(2019\)](#), three aspects make up perceived university support (PUS): business development, concept development, and educational support. Previous research has shown that academic support can enhance student PUS. This support can take the form of business simulations, case studies, entrepreneurship speeches, or apprenticeship programs, all of which allow students to put their knowledge into practice ([Cox et al., 2002](#)). Following entrepreneurship teaching, graduates are more likely to be open to expanding their network and have more confidence in beginning their businesses if they receive educational support ([Kraaijenbrink et al., 2010](#)). Support for business development and concept development as entrepreneurs see opportunities; they can gain awareness, drive, and business judgment through concept development support ([Shane & Venkataraman, 2000](#)). Established companies, not individual students, usually receive business development support in the later stages of an entrepreneur's journey. By providing students with the tools, they need to launch their own companies, universities can significantly contribute to the entrepreneurial spirit. Additionally, students can receive individualised assistance from universities. Concept and business development assistance may be part of the targeted support ([Ali & Abou, 2020](#)). The university should focus on creating qualified lecturer teams and making available the required tools for students to establish an influential environment conducive to entrepreneurial goals.

*H1: The entrepreneurial intention is significantly impacted by the university role.*

### **Curriculum**

Regarding contextual and conceptual understandings, there is a debate about how, who, and what should be taught about entrepreneurship, so it seems like it needs to be completed. According to [Edwards and Muir \(2005\)](#), university curricula vary in development, with entrepreneurship courses explicitly offered or as an elective within business courses. Approach to entrepreneurial intention-motivation that stresses the significance and adequacy

of course content, [Gelaidan and Abdullateef \(2017\)](#) and [Ahmad et al. \(2018\)](#) both lend credence to graduate-level curriculum and courses. Their central argument is that doing so would significantly improve students' learning, practical understanding, and entrepreneurial uptake propensity. This view is associated with the work of [Kokkinou et al. \(2012\)](#), who contended that encouraging young people to acquire the skills necessary to seize market opportunities is the surest way to activate their entrepreneurial intentions. As a result, a nomological web linking EI with course content appropriateness and relevance is needed.

According to [Mykolenko et al. \(2022\)](#), students' cultural backgrounds positively affect their views on entrepreneurship and, by extension, their aspirations to start their businesses. Their university environment bolsters students' entrepreneurial endeavours in Europe and Africa ([Leiva et al., 2023](#)). Depending on the activity and region, the industry and technological context and the institutional and policy context can impact positively or negatively. According to the current study, there is a lack of policy and technology content in Nepal for improving courses and curriculum in universities, which may be the reason why people are moving to other countries for higher education. [Elzubeir and Rizk \(2001\)](#) found that the academic setting may affect students' originality. Internationally, it is worth noting that [Ni and Ye \(2018\)](#) have pushed for a rethinking of the university entrepreneurship curriculum to better connect theory and practice, with a focus on encouraging students to develop entrepreneurial mindsets. According to [Palalic et al. \(2017\)](#), for students to have a positive impression of entrepreneurship, engaging features and activities should encourage them to pursue self-employment as a career path. Scholarly works such as [Schultz \(2022\)](#), [Cui \(2021\)](#), [Hongdiyanto \(2021\)](#), and [Ouragini and Lakhali \(2023\)](#) have established a stronger connection between students' intentions to start their businesses and their perceptions of the course material's relevance and sufficiency. Although course content is recognized as crucial, little is known about the specific content and teaching methods that best promote entrepreneurial goals. The outcomes of this study are intended to close this information gap. Most studies focused on business students. The current research stressed the possibilities of evaluating the effects of creative and artistic approaches in the curriculum to enhance entrepreneurship education for both management students and non-business students.

*H2: Entrepreneurial intention is significantly impacted by the entrepreneurship curriculum.*

## **Teaching methodologies**

Teaching methods and lecture competencies are necessary for creating businesses in the same way university assistance and good course content are required. According to [Reyes and Manipol \(2015\)](#), a significant proportion of students acquire knowledge most effectively when conventional approaches, such as lectures, are combined with unconventional methods, such as business pitch competitions. [Iwu et al. \(2021\)](#) discovered that student entrepreneurial intention is moderately and positively correlated with perceived lecturing team competency. Scholars conducted a study proving that participation in extracurricular activities and exchange programs can decrease the intention–action gap (IAG). Similarly, studying with future co-founders was found to contribute to the reduction of gaps.

Teachers and students should work together to successfully organise these extracurricular activities that encourage practicality while studying, which is highly important for promoting creativity among pupils. Similarly, the Business Team Project Partnership Program (BT-PPP), according to [Gafar et al. \(2013\)](#), is a strategic pedagogical approach that produces entrepreneurial ideas. The BT-PPP is an academic initiative in which students participate in a hands-on business simulation program to establish a company with industry representatives and guest entrepreneurs. According to the recommendations of [Wach and Bilan \(2023\)](#), a greater emphasis should be placed on fostering students' creativity to increase their entrepreneurial aspirations, which could manifest as start-up ventures and bolster economic competitiveness.

According to research study sales sessions and entrepreneurial projects have been identified as effective learning methods for fostering an entrepreneurial spirit among students. Entrepreneurship education necessitates novel and inventive approaches and techniques ([Mavlutova, 2020](#)). These include engaging students in practical training experiences within start-ups and business clubs, participating in business plan competitions, and utilising

distance learning facilitated by international cooperation. Despite their acknowledged significance in generating entrepreneurial purposes, there is a lack of understanding of how teaching approaches and extracurricular activities affect the scalability and durability of student-initiated companies. The empirical review emphasises real-world experiences such as pitch competitions and business simulations. However, the findings in Nepal revealed a gap between these real-world experiences and the theoretical information given in the classrooms. In this approach, instructional methodologies tend to be quite effective in encouraging entrepreneurial goals. Despite their acknowledged significance in generating entrepreneurial intent, there is a research gap about how teaching approaches and extracurricular activities affect the scalability and durability of student-initiated companies. The empirical review emphasises real-world experiences such as pitch competitions and business simulations. Still, the findings in Nepal presented a gap between these real-world experiences and the theoretical information given in the classroom. In this sense, instructional methodologies are highly effective in encouraging entrepreneurial intentions.

*H3: The teaching methodologies affect the degree of desire for entrepreneurship among university students.*

## **Methodology**

The research design is primarily causal-comparative, aiming to confirm cause-and-effect relationships and explore how changes in independent factors (university role, curriculum, teaching methodologies) contribute to variations in the dependent variable (entrepreneurial intention). This study adopts a mixed-methods research design, combining descriptive and explanatory elements to thoroughly examine the impact of the role of the university, curriculum, and teaching methods on students' entrepreneurial intentions. Participant selection was conducted using convenience sampling; 384 university students were chosen as respondents to evaluate the impact of the institution's role, curriculum, and teaching approaches on entrepreneurial intention in Nepal. The sample consisted of 384 university students chosen using convenience sampling from Nepal's several universities, including Tribhuvan University, Kathmandu University, Purbanchal University, and Pokhara University. The sample process ensured representation from all regions of Nepal, reflecting the country's diverse demographics. The fact that the participants were Nepalese residents highlights the study's attention to the local context. The sample size was determined mainly by practicality and accessibility. This technique made it easier to choose respondents based on their availability and inclination to contribute. It also aligned with the study's aims and ensured the research's viability within the available resources. Despite the limitations regarding potential bias and generalizability, this sampling approach was chosen to assure data collecting practicality and alignment with the study's overall objectives.

The study used a comprehensive data analysis strategy, including procedures such as validity testing, descriptive findings, correlation analysis, and regression results. The initial step was to examine the questionnaire data validity to ensure the study's results were robust. Descriptive data was gathered to comprehensively overview university functions, entrepreneurship curriculum, teaching approaches, and entrepreneurial ambition. A correlation test was used to examine possible statistical correlations relating to the selected variables. This analytical method allows us to explore the interconnections and relationships between many facets of university students' entrepreneurial intents. The prediction ability of the identified competencies for students' entrepreneurial tendencies was assessed using regression analysis. These methodological techniques enable us to fully understand the connection between Nepalese students' entrepreneurial inclinations and university-related traits.

## **Instrumentation**

Primary data was employed through the use of questionnaires. Previously, [Linan and Chen's \(2009\)](#) and [Rengiah's \(2014\)](#) seven-item assessment served as the basis for the 5-point scale for EI. On a 5-point scale from 1 (strongly disagree) to 5 (strongly agree), participants were asked to rate how much they agreed. This widely used and validated tool has been employed in various studies ([Engle et al., 2011](#); [Linan et al., 2011](#)). The scale's reliability and applicability have been demonstrated in previous research, affirming its suitability for

measuring entrepreneurial intentions among students. The questionnaire examines the effectiveness of teaching methods in entrepreneurship courses, focusing on self-efficacy and intention among students. The assessment of teaching methodologies in entrepreneurship education is rooted in a comprehensive study by [Zahra et al. \(2009\)](#). The instrument incorporates insights from [Fayolle and Gailly \(2008\)](#). The questions assess the extent to which universities provide opportunities for enterprise education, fostering entrepreneurship for economic development.

### Reliability Test

The reliability test is crucial for ensuring the accuracy and stability of instruments used to assess a variety of variables, including entrepreneurial curriculum, university role, teaching approaches, and entrepreneurial ambition.

**Table 1:** *Reliability Test*

Dimensions	Number of Items	Cronbach Alpha
EC	6	0.650
UR	6	0.753
TM	6	0.768
EI	7	0.736
Total	25	0.913

Table 1 displays the results of the reliability tests that were applied to assess the measurement scales' internal consistency. These results suggest that the instruments employed to evaluate the university's role, teaching methodologies, and entrepreneurial intention have adequate dependability ([Mallery, 2019](#)).

### Results

The study utilized an in-depth data analysis approach, applying various statistical methods to investigate the correlations and patterns in the dataset. Descriptive analysis was initially used to summarize the essential variables' core tendencies and dispersions. This entailed determining the distribution of variables, averages, and deviations of several variables about teaching methodologies (TM), university roles (UR), entrepreneurial intention (EI), and curriculum for entrepreneurship (EC). Next, a correlation evaluation was utilized to ascertain the direction and strength of the relationships between various variables. This study sought to understand better the relationships between entrepreneurial curriculum, university role, teaching methodologies, and entrepreneurial intention. The correlation coefficients revealed important information about the extent of the linear connection between these dimensions. The predictive value of the university role, teaching methodologies, and entrepreneurial curriculum on the outcome variables of the business plan was also ascertained by regression analysis. This made it possible to comprehend the variables that significantly affect college students' intentions to start their businesses.

### Demographic Profile

The demographic profile of the respondents is displayed in this section, along with their age, gender, marital status, and educational background for the study.

**Table 2:** *Respondents' Profile*

	Nos	%		Nos	%
<i>Gender</i>			<i>Academic Qualification</i>		
Male	247	64.3	SLC/SEE	16	4.2
Female	137	35.7	Intermediate (+2)	31	8.1
<i>Age group</i>			Diploma	60	15.6
Below 25	112	29.2	Bachelors	149	38.8
26 to 40	250	65.1	Masters	128	33.3
41 to 50	12	3.1	<i>Marital Status</i>		

	Nos	%		Nos	%
Above 51	10	2.6	Married	155	40.4
			Unmarried	229	59.6
Total of each section	384	100.0	Total of each section	384	100.0

Table 2 presents the demographic group of the study's respondents. Individuals aged 26 to 40 comprise most of the sample, accounting for 65.1%, followed by those under 25 (29.2%). Regarding gender distribution, 64.3% are men and 35.7% are women. Regarding marital status, the majority (59.6%) are single, with married individuals accounting for 40.4%. Most respondents (38.8%) in the education category held an undergraduate degree, which was followed by respondents with a master's degree (33.3%). The information provides a thorough summary of all the demographic variables that provide the basis for researching the connection between university students' aspirations and entrepreneurial education.

The descriptive study focuses on entrepreneurial curriculum, university role, teaching methods, and entrepreneurial intention. The means provide information on the averages of various dimensions, whereas standard deviations describe the degree of variability within each variable.

**Table 3: Descriptive Result**

Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
EC	384	1.6667	4.8333	3.418404	0.645
UR	384	1.3333	4.8333	3.365711	0.745
TM	384	1.5000	4.8333	3.546879	0.714
EI	384	1.5714	4.7143	3.542043	0.649

Table 3 summarizes the descriptive statistics for the dimensions of EC, UR, TM, and EI among the 384 study participants. The EC value ranges from 1.6667 to 4.8333, with an average of 3.4184 and a standard deviation of 0.6454. The University's Role dimension has a mean score of 3.3657, ranging from 1.3333 to 4.8333, with a standard deviation of 0.7459. The mean score for Teaching Methodologies is 3.5469, with a range of 1.5 to 4.8333 and a standard deviation of 0.7145. EI has a standard deviation of 0.6490, a range of 1.5714 to 4.7143, and a mean value of 3.5420. The mean values indicate the average scores, while the minimum and maximum values represent the range of replies. Standard deviations show the degree of dispersion around the mean, which indicates how variable individuals' responses are. This extensive review prepares the groundwork for future analyses that will delve further into the interactions and dynamics between these characteristics.

**Table 4: Association of Academic Qualification on Entrepreneurial Intention**

		Sum of Squares	df	F	Sig.
EC	Between Groups	.851	4	0.508	0.730
	Within Groups	158.707	379		
	Total	159.558	383		
UR	Between Groups	1.402	4	0.628	0.042
	Within Groups	211.685	379		
	Total	213.087	383		
TM	Between Groups	.721	4	0.351	0.844
	Within Groups	194.822	379		
	Total	195.543	383		
EI	Between Groups	.608	4	0.358	0.838
	Within Groups	160.712	379		
	Total	161.321	383		

Table 4 shows no significant association between academic qualifications related to EC, TM and EI, as

indicated by non-significant F-values and p-values across all variables. This implies that variations in academic qualifications do not significantly influence students' entrepreneurial inclination, highlighting the need to explore other factors that may impact entrepreneurial intentions beyond academic qualifications. The research found a significant link between UR and EI ( $F(4, 379) = 0.628, p = .042$ ). This implies that the university has a discernable role in developing people's entrepreneurial inclinations. One probable explanation for this significance is the prevalence of helpful entrepreneurial ecosystems within universities, such as incubators, entrepreneurship programs, and mentorship possibilities. Universities that actively develop an entrepreneurial culture and offer resources and support to budding entrepreneurs are more likely to affect their students' and faculty's entrepreneurial intents positively.

The correlation results of the study offer a comprehensive comprehension of the relationships among the fundamental components of EC, UR, TM, and EI. One essential statistical method for figuring out the strength and direction of connections among the factors is correlation analysis. In this instance, the correlations aim to highlight the connections between the elements that are essential for advancing learning about entrepreneurship and encouraging university students to have entrepreneurial goals. To shed light on how these variables interact and influence one another within the study framework, the analysis that follows examines correlation patterns.

**Table 5:** *Correlation Result*

	<b>EC</b>	<b>UR</b>	<b>TM</b>	<b>EI</b>
Entrepreneurship Curriculum (EC)	1	-	-	-
University's Role (UR)	0.727**	1	-	-
Teaching Methodologies (TM)	0.774**	0.668**	1	-
Entrepreneurial Intention (EI)	0.716**	0.652**	0.731**	1

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

Table 5 displays the correlation matrix, which illustrates the associations among the EC, UR, TM, and EI variables. Each cell shows the correlation coefficient between the corresponding pairs of dimensions. The correlation coefficients are presented with a \*\* symbol to denote significance at the 0.01 level (2-tailed). There is a significant positive correlation between EC and UR ( $r = 0.727, p < 0.01$ ). The strong positive connection between EC and UR suggests that institutions with comprehensive entrepreneurship curricula are more engaged in supporting student entrepreneurship.

There is a significant positive correlation between TM and UR ( $r = 0.774, p < 0.01$ ). This demonstrates that schools that employ a variety of effective teaching methods are more likely to play a significant role in promoting entrepreneurship. EC and TM have a significant positive correlation ( $r = 0.668, p < 0.01$ ). This emphasizes the necessity of connecting curriculum material with various teaching styles, implying that schools with solid entrepreneurial curricula are likelier to use multiple teaching methods to improve entrepreneurship education. EI has strong positive relationships with all other variables, including EC ( $r = 0.716, p < 0.01$ ) and UR ( $r = 0.652, p < 0.01$ ). This emphasizes the importance of entrepreneurship education and university support in influencing students' entrepreneurial ambitions. The findings imply that interventions aiming at curriculum refinement, creating university support networks, and using novel teaching methodologies can favour students' proclivity for entrepreneurship, ultimately contributing to the development of future entrepreneurs.

Regression analysis is used to evaluate the effect of university support and components of entrepreneurship education on university students' inclinations to pursue entrepreneurship to get reliable results. This study sheds light on how educational elements and institutional support interact to influence university students' entrepreneurial mindsets and ambitions.

**Table 6: Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.779a	.607	.604	.4083962	.607	195.741	3	380	.000

Table 6 presents critical insights into the regression model used to examine the impact of TM, UR, and EC on students' EI. An R Square of 0.607 indicates that the model has a high level of explanatory power and that the included predictors can account for about 60.7% of the variance in entrepreneurial intention. The estimate's standard error, or the average difference between actual and projected values, is 0.4083, and the Adjusted R Square, which considers the number of predictors, is 0.604. With an R Square Change of 0.607 and an associated F Change of 195.741, including the predictor variables has a significant impact on Change Statistics, yielding a highly significant p-value of 0.000. These results confirm the statistical significance of the regression model and show the considerable influence of teaching methodologies, university roles, and the entrepreneurship curriculum in predicting students' entrepreneurial inclinations. This robust statistical framework stresses the importance of predictors in explaining variation in students' entrepreneurial intentions, considering instructors and policymakers for developing entrepreneurial aspirations among university students.

**Table 7: Coefficients**

	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
				Lower Bound	Upper Bound	Tolerance	VIF
(Constant)		6.667	0.000	0.549	1.009		
EC	0.275	4.845	0.000	0.164	0.388	0.321	3.112
UR	0.192	3.988	0.000	0.085	0.250	0.444	2.251
TM	0.390	7.442	0.000	0.260	0.447	0.377	2.652

*a. Dependent Variable: Entrepreneurial Intention*

Table 7 demonstrates the regression coefficients for the model predicting Entrepreneurial Intention using the variables EC, UR, and TM. When the predictor changes by one unit while keeping the other variables constant, the dependent variable changes as indicated by the standardized coefficients. A positive change in EI is shown by increases in EC, UR, and TM, as per the positive standardized coefficients. According to the result, standardized coefficients (Beta) reveal the relative relevance of each predictor. Teaching Methodologies (Beta = 0.390) have the most influence, followed by EC and the UR. The t-values for all predictors are incredibly significant, showing substantial relationships. Collinearity statistics, such as tolerance and variance inflation factor (VIF), indicate that multicollinearity is not a big worry, which improves the regression model's dependability. Based on the analytical results, we can conclude that all three hypotheses (H1, H2, and H3) are supported, as evidenced by significant standardized coefficients, t-values, and p-values for the variables related to university role, entrepreneurship curriculum, and teaching methodologies. These findings highlight the importance of the entrepreneurship curriculum, university role, and teaching methodologies in positively influencing students' entrepreneurial intentions. They offer insightful information to educational establishments and decision-makers who want to encourage university students to start their businesses.

## Discussion

The empirical study provides a comprehensive assessment of prior research on the factors that influence Nepalese university students' EI. Researchers underlined the importance of an entrepreneurial curriculum and the role of universities. These studies found that curriculum and teaching tactics had a beneficial influence on students' intentions to pursue entrepreneurship. Similarly, [Anjum et al. \(2021\)](#) discovered a link between the chance of exploring entrepreneurial opportunities and perceptions of academic assistance. The study's regression analysis

supports the relation, EC and UR showing substantial positive coefficients ( $\beta = 0.275$ ,  $p < 0.001$  and  $\beta = 0.192$ ,  $p < 0.001$ , respectively), demonstrating their influence on entrepreneurial intention. This highlights the critical role that colleges play in developing an entrepreneurial attitude. Furthermore, [Su et al. \(2021\)](#) noted that views of university help significantly impacted students' attitudes toward entrepreneurship, highlighting the importance of institutions in promoting entrepreneurship.

The study's findings support universities' significant influence on entrepreneurial intention, as evidenced by the wide range of perceived university support, such as company development, concept development, and educational support ([Saeed et al., 2015](#); [Shi et al., 2020](#); [Wegner et al., 2019](#)). The study's regression analysis found that the Entrepreneurship Curriculum (EC) and the University's Role (UR) have a substantial beneficial impact on entrepreneurial intention ( $\beta = 0.275$ ,  $p < 0.001$ ;  $\beta = 0.192$ ,  $p < 0.001$ , respectively). [Cox et al. \(2002\)](#) proved that instructional aids such as case studies and business simulations improve students' perceptions of university assistance, highlighting the significance of educational activities in changing their perspectives. The study's regression analysis reveals that Teaching Methodologies (TM) have a significant positive coefficient ( $\beta = 0.390$ ,  $p < 0.001$ ), highlighting its strong impact on entrepreneurial intention.

[Mykolenko et al. \(2022\)](#) found that students' cultural origins favored their opinions of entrepreneurship and desire to establish enterprises, which is consistent with the findings of this study's correlation analysis. The positive correlation between Entrepreneurship EC and EI ( $r = 0.716$ ,  $p < 0.01$ ) and UR and EI ( $r = 0.652$ ,  $p < 0.01$ ) indicates that a supportive educational environment, including curriculum design and institutional support, positively impacts students' entrepreneurial intentions. Teaching approaches were identified as a critical factor affecting entrepreneurial intention, agreeing with the regression analysis results. TM had a significant positive coefficient ( $\beta = 0.390$ ,  $p < 0.001$ ), indicating their substantial impact on entrepreneurial inclination. [Reyes and Manipol \(2015\)](#) argue for the use of both conventional and unorthodox teaching approaches to build entrepreneurial knowledge, which is consistent with the findings of this study. Similarly, [Gafar et al. \(2013\)](#) developed a hands-on business simulation program as a strategic pedagogical strategy, demonstrating the value of innovative teaching approaches in inspiring entrepreneurial ideas. Furthermore, the link between Teaching TM and EI ( $r = 0.731$ ,  $p < 0.01$ ) confirms the importance of teaching techniques in molding students' entrepreneurial goals. This emphasizes the need to encourage students' inventiveness, as [Wach and Bilan \(2023\)](#) suggested, to boost their entrepreneurial goals.

Prior research implies that multiple teaching approaches, including cross-disciplinary methods, can positively influence students' entrepreneurial inclinations, lending support to the idea of using a variety of educational methodologies to develop entrepreneurship. Studies done in Nepal by [Khanal \(2023\)](#), [Khadka and Khadka \(2023\)](#), and [Ravi et al. \(2022\)](#) repeatedly emphasize the importance of establishing an entrepreneurial attitude among students, which is supported by the regression analysis conducted in this study. EC ( $\beta = 0.275$ ,  $p < 0.001$ ) and UR ( $\beta = 0.192$ ,  $p < 0.001$ ) have significant positive coefficients, indicating their influence on entrepreneurial intention. This highlights the role of educational institutions in promoting an entrepreneurial mindset and supporting students' aspirations. Furthermore, the link between Teaching Methodologies (TM) and EI ( $r = 0.731$ ,  $p < 0.01$ ) highlights the significance of varied teaching methodologies in creating an entrepreneurial mindset in students. This complements [Prajapati and Khanal's \(2022\)](#) study of the impact of supportive physical infrastructure on entrepreneurial intention, emphasizing the importance of building a favorable environment and providing natural resources to foster entrepreneurship in Nepal.

## **Conclusion & Recommendation**

The study's findings shed light on the importance of entrepreneurial education at Nepalese institutions, where new opportunities and distinct obstacles mark the economic landscape. The study investigates the factors impacting students' entrepreneurial inclinations using regression and correlation analysis, providing significant insights specific to Nepal's educational system. The robustness of the evaluation instruments, as evidenced by validity and reliability tests, highlights the study's findings' applicability to Nepalese educational environments.

The correlation and regression analyses conducted in this study shed light on the factors impacting

entrepreneurial inclinations among Nepalese university students. The strong positive associations between EC and UR, TM and UR, and EC and TM emphasize the importance of comprehensive entrepreneurship education and excellent teaching methodologies in developing an entrepreneurial mentality in students. The regression analysis shows that EC, UR, and TM have a considerable impact on students' EI, with teaching techniques being the most impactful component, followed by the entrepreneurship curriculum and the university role. These findings underline the need to use a variety of teaching approaches and improve the entrepreneurship curriculum to foster students' entrepreneurial intentions effectively.

The current study contributes important insights to the existing body of knowledge on the factors that influence entrepreneurial intention among Nepalese university students. By consolidating and expanding on previous research, this study contributes to a better understanding of the mechanisms affecting students' entrepreneurial aspirations in the context of Nepal's economic landscape. The current study makes a significant addition by thoroughly investigating the relationship between several characteristics and entrepreneurial intention. Using regression and correlation analyses, the study provides strong evidence to demonstrate the impact of entrepreneurship curriculum, university role, and instructional approaches on students' entrepreneurial aspirations. The findings support earlier studies while also providing new insights into the specific mechanisms by which these characteristics influence entrepreneurial inclination. This is demonstrated through regression analysis, which unveils the standardized coefficients and significance levels of each variable, offering a deeper understanding of their impact on entrepreneurial intention. Furthermore, the current study builds on previous research by stressing the role of a supportive educational environment in cultivating an entrepreneurial mentality and goals. By emphasizing the significant positive coefficients of EC, UR, and TM on entrepreneurial intention, the study highlights the importance of educational institutions in shaping students' attitudes toward entrepreneurship.

Collaborations with industry stakeholders play a pivotal role in providing Nepalese students with real-world exposure and hands-on experience. Internships, co-op programs, and joint ventures offer invaluable insights into industry processes and help students develop practical skills essential for success in Nepal's dynamic economic environment. Policymakers in Nepal can leverage the study's findings to advocate for policies that promote entrepreneurial education and innovation. This may involve allocating funding for entrepreneurial initiatives, incentivizing universities to prioritize entrepreneurship education, and fostering partnerships between academia, industry, and government to create an ecosystem conducive to entrepreneurship. While the study's demographic focus may raise questions about its generalizability, the call for further research across diverse demographic groups and cultural contexts resonates deeply with the realities of Nepal's educational landscape. Qualitative methodologies can complement quantitative analyses, offering nuanced insights into the factors shaping entrepreneurial aspirations among Nepalese students.

In conclusion, the study's recommendations offer practical insights for Nepalese universities, policymakers, and stakeholders seeking to foster entrepreneurial tendencies among university students. By harnessing the potential of its youth population, Nepal can drive economic growth, innovation, and sustainable development. The study contributes to the existing literature by providing context-specific insights and recommendations tailored to the unique realities of Nepal's educational and economic landscape.

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