Unpacking the Mediating Role of Institutional Environment in Shaping the Relationship between Faculty Entrepreneurial Mindset and Self-Efficacy

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Abstract

Purpose - Research on entrepreneurial mindset and self-efficacy has been growing within entrepreneurship studies. The purpose of this study is to examine the mediating effect of the higher education institutional environment on the relationship between entrepreneurial mindset and teaching self-efficacy.

Design/methodology/approach - A cross-sectional quantitative data were used, using purposive and snowball sampling methods. This paper has used descriptive and correlational research design to study the phenomena. A total of 211 responses were collected from faculty members teaching in management colleges under the bachelor and master programs in Nepal. Data were analyzed using SPSS version 30 and SMART PLS 4.0, and hypotheses were tested through structural equation modeling.

Findings - The findings of the study indicated that the entrepreneurial mindset has a positive but non-significant direct relationship with self-efficacy. However, the institutional environment, particularly the humanistic environment (r=.628, p<.01), significantly mediated this relationship, whereas bureaucratic and entrepreneurial environments showed no mediating effect.

Originality/value – This study advances theoretical understanding by bridging individual cognitive attributes with contextual institutional factors, providing a more holistic explanation of entrepreneurial behavior among faculty. The study's value lies in its practical implications for policymakers and academic leaders to design supportive institutional frameworks that foster entrepreneurial capabilities and confidence among educators.

Keywords – Bureaucratic environment, Entrepreneurial environment, Entrepreneurial mindset, Humanistic environment, Self-efficacy

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1. Introduction

The dynamics of educational institutions are changing, and continuous innovation in teaching and learning is a must to remain competitive amid changing market demands (Karimi & Khawaja, 2024). In this context, the entrepreneurial mindset among faculty members plays a critical role in innovating teaching and learning processes that impact students' behavior and success (Chase, 2025). Entrepreneurial mindset, which is defined as a way of thinking and seeing an opportunity to bring innovation under uncertainty (Haynie et al., 2010; Ireland et al., 2003), has been gaining recognition (Colombelli et al., 2022; Green et al., 2020) as it plays a crucial role in shaping faculty professional practices in higher education (Nabi et al., 2017). Faculty are facilitators, mentors, and guides who lead students to success (de Lacalle & Soenke, 2024). The mindset and beliefs of faculty influence their teaching and learning practices, which eventually impact student success (Fayolle & Gailley, 2008; Ghina et al., 2011; Wolf & Brown, 2023). The entrepreneurial mindset of faculty enables them to explore innovative teaching methods, embrace challenges, and create engaging learning environments, which helps them develop confidence in experimenting with new and useful ideas, bringing creativity into their teaching, and developing dynamic learning environments. The mindset plays an important role in motivating faculty to come out of their comfort zone and bring innovations to the teaching and learning process (Maharjan et al., 2024). A faculty entrepreneurial mindset is their belief system and approach that brings continuous innovation and new value to the education sector. Thus, the entrepreneurial mindset has been conceptualized as an individual attitude and set of skills that drive faculty to make education forward-thinking and impactful.

The institutional environment, characterized by the support system available to faculty while performing their duties, plays a vital role in their confidence and performance (Liu et al., 2025). Faculty ability is directly influenced by the environment in which they teach. A teacher's confidence in managing classrooms and engaging students depends not only on their ability to bring innovative strategies but also on how well the institution supports them. In a supportive institutional environment, faculty can bring new perspectives to the teaching and learning process, enhancing students' learning (Tommandru et al., 2024). Faculty feel empowered and motivated to perform better. An employee with a high entrepreneurial mindset working in a supportive environment flourishes, and their performance is increased (Abun et al., 2022; Green et al., 2020). Conversely, in a non-supportive environment, faculty are discouraged and lack opportunities to do things differently, negatively impacting their self-efficacy. Furthermore, dimensions of entrepreneurship such as entrepreneurial mindset, institutional environment, including the entrepreneurial environment, and self-efficacy are interconnected factors (Liu & Peng, 2024) that not only influence behavior but also enhance teaching methodologies. Also, mindset theory suggests that faculty beliefs about their abilities shape their actions (Dweck & Yeager, 2019). Faculty who see abilities as flexible are more likely to adapt, persist, and take initiative than those who see them as fixed, and in the right institutional environment, this supports the development of an entrepreneurial mindset and greater confidence. Ultimately, with the entrepreneurial mindset of faculty members and encouraging institutional support systems, they gain confidence in bringing new innovative teaching methodologies that enhance the educational experience of the students. This study explores how the entrepreneurial mindset of faculty members influences teaching efficacy and examines the mediating role of the college environment in this relationship. By understanding these dynamics, institutions can design strategies to foster a culture that supports faculty development, cultivates their mindset, and enhances educational outcomes.

Studies concerning the entrepreneurial mindset among faculty members are relatively few. Literature has focused on understanding students' entrepreneurial intentions and mindset and the associated factors that might influence them (Colombelli et al., 2022; De la Gala-Velasquez et al., 2024; Green et al., 2020; Pinto et al., 2024; Ridley et al., 2019). However, to bring innovation to education and support students in developing their mindsets, faculty entrepreneurial mindsets should be analyzed (Du Toit, 2023). Little is known about how this mindset interacts with the college environment to shape performance outcomes. The entrepreneurial mindset and its relationship with self-efficacy are underexplored (Gunzel-Jensen et al., 2017). Despite efforts by educational institutions in Nepal to bring entrepreneurship education and support students, little research has been conducted to understand how the institutional environment and entrepreneurship are related to self-efficacy (Wardana et al., 2020). Entrepreneurial mindsets among faculty members have a direct influence on their teaching approaches and self-confidence (Gunzel-Jensen et al., 2017); thus, it is essential to investigate faculty entrepreneurial mindsets to understand how they can foster innovation, enhance teaching efficacy, manage the classroom, and ultimately contribute to student success and institutional growth. Thus, this research aims to address the gap by investigating how faculty entrepreneurial mindsets influence self-efficacy, with institutional support serving as a mediating factor.

2. Literature Review and Hypotheses Development

Entrepreneurial Mindset (EM)

The study of entrepreneurial mindset is evolving, and the definition of EM is changing over time (Daspit et al., 2021). Especially among educators, it has been conceptualized vaguely (Dinh et al., 2022). EM is widely researched in the business and corporate settings (Hamlin, 2007; Ireland et al., 2003). However, in recent years, it has been studied in educational settings, either to understand students' entrepreneurial intentions and entrepreneurial orientation or to understand the faculty perspective in different dynamics of entrepreneurship (Fayolle & Gailly, 2015; Ghalwash et al., 2017; Prajapati, 2019; Wardana, 2020). There is no common understanding of the entrepreneurial mindset; however, it has been briefly discussed in terms of core attributes, i.e., behavioral characteristics and meta-cognitive attributes at the individual level (Naumann, 2007). EM is an individual's ability to sense uncertain conditions and the capability to address them (McGrath & MacMillan, 2000). It also involves personal beliefs and confidence while making strategic decisions (Lundmark et al., 2019). Also, researchers have conceptualized EM in terms of personal traits and sets of attitudes such as proactivity, innovativeness, and risk-taking (Ashourizadeh et al., 2014; Davis et al., 2015), which collectively enable faculty to bring new innovative teaching and learning pedagogy that creates value in educational environments (Sayed Munna & Kalam, 2021).

The interpersonal mindset is closely discussed alongside the growth-oriented mindset and continuous innovation. Yusof and Jain (2009) discussed the entrepreneurial mindset qualities, such as internal locus of control, continuous innovation and trying new things, resilience, and bringing perseverance into the workplace. EM has been discussed at the metacognitive level (Noble, 2015) and is about understanding one's own skills and knowledge to bring positive attributes to practice certain entrepreneurial activities to tackle uncertainties (Kuratko, 2020). Entrepreneurial mindset has been differentiated from managerial tasks, which focus more on administering and executing tasks, whereas entrepreneurship is about developing and implementing new processes, methods, and initiatives to bring positive changes (Vettik-Leemet & Mets, 2024). Daspit et al. (2021) identify six aggregate dimensions of entrepreneurial mindset, which are value creation, opportunity recognition and acting on it, adaptability and resilience, cognitive perspectives, informed decision making, and operating in complex environments. Literature reviews by Daspit et al. (2021), Naumann (2017), and Dinh et al. (2022) have examined how EM is commonly defined, often relating it to cognitive-based or trait-based perspectives. Entrepreneurial mindset has been closely related to entrepreneurship, i.e., a characteristic required for starting a business (Larsen et al., 2023; Naumann, 2017; Shetty et al., 2024), whereas Khursheed (2017) and Abubakar (2016) discussed it as a positive or negative mindset to engage in an activity which is a function of entrepreneurship. This research has been influenced by the definition of Fasla (2017): a teacher with an entrepreneurial mindset has motivation and confidence to bring new teaching and learning activities, and they show abilities to engage in innovative activities.

Teaching Self-Efficacy

Social Cognitive Theory, proposed by Bandura (1977), suggests that self-efficacy is an individual's judgment of their own capabilities to perform tasks successfully. Self-efficacy is a social cognitive process that influences individual behavior in a given environment. Teaching self-efficacy is situation-specific (Gale et al., 2021). Bandura (1977) argued that individuals' perceptions of their capabilities influence their behavior and impact their performance. Teaching self-efficacy refers to the degree of "a judgment about capabilities to influence student engagement and learning" (Goddard et al., 2004, p. 1). A teacher's belief in their ability to implement instructional activities to achieve student learning outcomes is defined as teaching self-efficacy (Caprara et al., 2006; Lee et al., 2013). A self-belief in one's own capability to effectively plan, organize, and execute instructional activities is teaching self-efficacy (Firmansyah et al., 2016; Tschannen-Moran & Hoy, 2001). However, the relationship between individual values and self-efficacy among educators remains understudied (Barni et al., 2019). Personal belief is context-dependent (Nordlof et al., 2019) and is highly influenced by the institutional environment.

Entrepreneurial Mindset and Teaching Self-Efficacy

The literature has highlighted that there is a close relationship between entrepreneurial mindset and teaching self-efficacy (Agbonna & Obarinu, 2020; Firmansyah et al., 2016; Zullinah et al., 2015). Faculty with an entrepreneurial mindset can bring new methodologies, teaching strategies, and tools that boost their confidence to deliver in the classroom, thus enhancing students' learning. However, the literature has received limited attention in understanding the role of the entrepreneurial mindset of faculty in their teaching practices (Toding & Venesaar, 2018; Wraae & Walmsley, 2020). Teaching efficacy is influenced by individual mindset as well as the institutional support system.

Various researchers, such as Abdillah and Jabor (2015), Firmansyah et al. (2016), Kazeem and Asimiran (2016), Recber et al. (2018), Talia (2010), and Zullinah et al. (2015) studied the relationship between self-efficacy and the entrepreneurial mindset among students. These studies show that self-efficacy has a positive and significant effect on the entrepreneurial mindset. Students who have self-confidence tend to engage in innovative activities; that is, they are more likely to engage in entrepreneurship. The study by Phie (2017) showed that teaching self-efficacy is closely related to the entrepreneurial mindset of faculty. In contrast, studies by Abubakar (2016) and Ngah and Osman (2017) showed that self-efficacy has a negative and significant relationship with entrepreneurial mindset. Research also shows that educators with a strong entrepreneurial mindset feel more capable of overcoming obstacles, sustaining student engagement, and achieving desired educational goals (Nabi et al., 2017). The entrepreneurial mindset of faculty influences their self-belief. Research has shown that an entrepreneurial mindset among faculty enhances individuals' self-efficacy (Esfandiar et al., 2019).

The Mediating Role of the Institutional Environment

The institutional environment has been widely described in three dimensions: technical, human, and national environments (Oludeyi, 2015). It refers to the broader organizational context, including policies, leadership support, resources, norms, and culture that shape how individuals perceive and enact their roles. While prior studies have examined the impact of the work environment on employee satisfaction and performance (Awan & Tahir, 2015; Duru & Shimawua, 2017; Shilpakar et al., 2024; Zhenjing et al., 2022), its role in relation to entrepreneurship has gained increasing attention (Urban & Kujinga, 2017). Marlene et al. (2021) noted that although the work environment affects self-efficacy, this area remains understudied, especially in education.

In educational settings, the institutional environment strongly influences faculty self-efficacy and their ability to engage and support student success. For this research, the institutional environment is defined by three components: bureaucratic, humanistic, and entrepreneurial elements (Abun et al., 2021), which impact faculty confidence and motivation. A bureaucratic environment emphasizes rules and procedures that all members must follow, requiring faculty to seek approval for decisions (Liu, 2021). In a humanistic environment, the institution prioritizes employee well-being, values teachers' ideas, and creates a supportive and inclusive culture (Abun et al., 2021). It is a people-oriented management style (Mele, 2016). An entrepreneurial environment provides faculty with autonomy and freedom to introduce innovative teaching strategies, welcoming new ideas and focusing on results rather than rigid processes (Abun et al., 2021).

The institutional environment significantly affects how faculty with an entrepreneurial mindset maintain their confidence and motivation. Nordlof et al. (2019) argued that social environments can limit or strengthen self-efficacy. Supportive institutions encourage innovation and provide relevant assistance, boosting morale and confidence. In contrast, unsupportive environments discourage new approaches, reducing faculty motivation and self-efficacy. Therefore, the environment where faculty operate is a critical factor in shaping their confidence to apply innovative teaching methods.

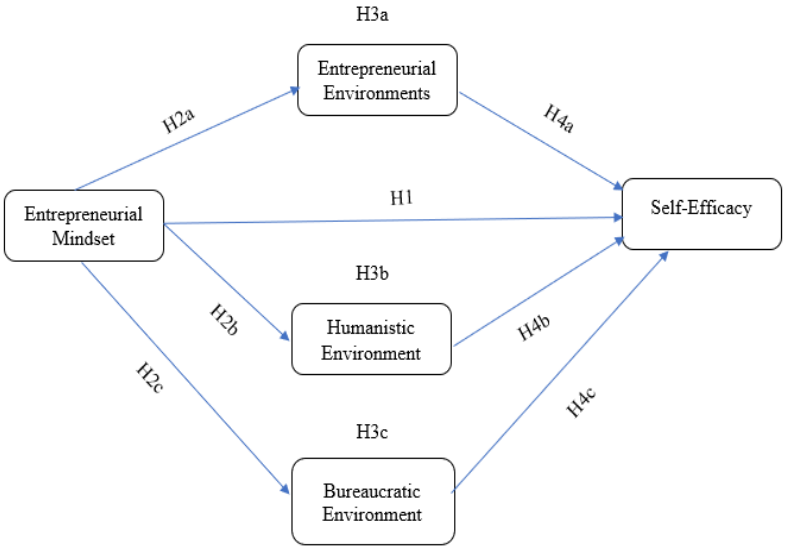
Theoretical Framework

Social Cognitive Theory (SCT), as discussed by Bandura (1986), explains the role of individual attitudes and skills in shaping behavior within a given environment. The concept of reciprocal determinism highlights how an individual's behavior is influenced by their personal characteristics and circumstances. Individuals who believe in their skills and attitudes tend to show strong motivation and confidence in achieving their goals (Lim et al., 2020), and this confidence can be further strengthened in a supportive environment.

Entrepreneurial Mindset (EM) Theory (McGrath & MacMillan, 2000) provides a further lens for this research by describing how cognitive and behavioral tendencies toward innovation, proactiveness, and opportunity recognition shape professional practice. In education, an entrepreneurial mindset among faculty is reflected in a willingness to take risks, apply creative instructional strategies, and actively maintain a learning classroom environment. A faculty member's belief in their own capabilities is vital in navigating the complexities of modern education. However, the development and application of this mindset are more effective when nurtured by a supportive institutional environment that encourages experimentation and innovation.

Drawing from SCT and EM Theory, this study examines the relationship between entrepreneurial mindset and teaching efficacy, with the hypothesis that this relationship is strengthened in a positive institutional environment. The type of environment provided by the institution can significantly influence faculty confidence and their ability to implement effective, innovative teaching strategies.

Figure 1
A conceptual model



Based on the literature review and theoretical framework, the following hypotheses have been formulated:

Hypothesis 1: Entrepreneurial mindset is positively related to self-efficacy

Hypothesis 2: The entrepreneurial mindset is positively related to the institutional environment
Hypothesis 2a: Entrepreneurial mindset is positively related to entrepreneurial environment
Hypothesis 2b: Entrepreneurial mindset is positively related to a humanistic environment
Hypothesis 2c: Entrepreneurial mindset is negatively related to bureaucratic environment

Hypothesis 3: Institutional environment mediates the relationship between faculty entrepreneurial mindset and their self-efficacy
Hypothesis 3a. The relationship between the entrepreneurial mindset and self-efficacy would be mediated through the entrepreneurial environment
Hypothesis 3b. The relationship between the entrepreneurial mindset and self-efficacy would be mediated through a humanistic environment
Hypothesis 3c. The relationship between the entrepreneurial mindset and self-efficacy would be mediated through a humanistic bureaucratic environment

Hypothesis 4: Institutional environment has a relationship to self-efficacy
Hypothesis 4a: Entrepreneurial environment has a positive relationship with self-efficacy
Hypothesis 4b: Humanistic environment has a positive relationship to self-efficacy
Hypothesis 4c: Bureaucratic environment has a negative relationship to self-efficacy

3. Research Methods

Research Approach and Procedures
This study was grounded in the positivist paradigm, aiming to examine the relationship between the entrepreneurial mindset and higher education faculty self-efficacy. Within the positivist perspective, human behavior is influenced and shaped by external environmental factors. Accordingly, faculty self-efficacy in this research is conceptualized as the outcome of both individual mindset and the level of institutional support available.

A quantitative approach with a descriptive and correlational research design was followed to test the proposed hypotheses. Based on established literature, the theoretical model, hypotheses, and survey instrument were systematically developed. Quantitative research designs are widely used in entrepreneurship studies, and the positivist research philosophy has been extensively applied in prior research to investigate relationships between entrepreneurial constructs and other variables.

The respondents of this research were faculty members teaching in undergraduate and graduate programs of different universities in the Kathmandu Valley of Nepal. The country has 17 universities and 5 autonomous institutions, with more than 1,400 colleges, among which 58 are affiliated with foreign universities. As there is no official record of the number of faculty (full-time and part-time) employed in these institutions, it was not feasible to use a probability sampling technique. Therefore, purposive and snowball sampling methods were employed.

To reach the faculty, colleges located in the Kathmandu Valley were contacted through their official email addresses and requested to share the questionnaire with their faculty members. The initial response rate was below 10%. In the second phase, individual faculty members identified from the list were directly contacted and invited to complete the survey. Additionally, printed surveys were distributed to selected colleges that expressed interest and committed to sharing them with their faculty. Participation was voluntary, and respondents could withdraw at any time. Data collection was carried out between December 2024 and July 2025 using a self-administered questionnaire. A total of 211 responses were collected.

Research Instruments

The study employed validated instruments from existing literature. Entrepreneurial mindset was measured using the Entrepreneurial Mindset Profile (EMP) suggested by Cui et al. (2021) and Mathisen and Arnulf (2013). A total of 5 items were used, structured on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. The institutional environment was measured using 14 items adapted from Abun et al. (2021). The institutional environment was further operationalized into three broad areas: bureaucratic environment, humanistic environment, and entrepreneurial environment. Specifically, 5 items measured the bureaucratic environment, 5 items measured the humanistic environment, and 5 items measured the entrepreneurial environment. All items were structured on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Teacher efficacy was measured using 12 items adapted from Tschannen-Moran and Woolfolk (2001). The teaching efficacy scale consists of three areas, i.e., faculty confidence in student engagement, instructional strategies, and classroom management. The language and wording of these items were adjusted to align with the context of higher education faculty.

4. Results

Table 1

Demographic and General Characteristics of Respondents

Variable	Category	Frequency	Percent
Faculty Position	Full Time	62	29.40%
	Part Time	149	70.60%
Teaching College	Foreign Affiliated College	130	61.60%
	Nepali College	22	10.40%
	Both	59	28.00%
Taught Entrepreneurship Course	Yes	84	39.80%
	No	127	60.20%
Taken Entrepreneurship Workshop	Yes	158	74.90%
	No	53	25.10%
Taken Entrepreneurship Course	Yes	148	70.10%
	No	63	29.90%
Education Level	Bachelor	15	7.10%
	Master	172	81.50%
	PhD	23	10.90%
	Other	1	0.50%

Teaching Experience	0–2 Years	61	28.90%
	Above 2–Below 5 Years	47	22.30%
	Above 5–Below 7 Years	28	13.30%
	Above 7–Below 10 Years	28	13.30%
	Above 10 Years	47	22.30%
Age Group	Below 20 Years	1	0.50%
	20–30 Years	57	27.00%
	31–40 Years	116	55.00%
	41–50 Years	24	11.40%
	Above 50 Years	13	6.20%
Gender	Male	157	74.40%
	Female	50	23.70%
	Prefer not to say	4	1.90%
Program Taught	Bachelor's Program	104	49.30%
	Master's Program	35	16.60%
	Both Programs	72	34.10%

Table 1 presents the general characteristics of the respondents. The research sought to understand the profile of faculty members by considering various variables such as employment status (full-time or part-time), the colleges where they teach, whether they have undertaken entrepreneurship courses, their educational background, teaching experience, age group, gender, and the programs they are teaching. Table 1 provides a brief description of these faculty characteristics.

Table 2
Validity and Reliability Test

Variables	AVE	CR	Cronbach's alpha	EM	BE	HE	EE	SE
EM	0.662	0.868	0.891	0.813				
BE	0.576	0.849	0.829	0.164	0.759			
HE	0.625	0.800	0.869	0.637	0.183	0.79		
EE	0.654	0.866	0.906	0.136	-0.184	0.032	0.809	
SE	0.482	0.852	0.882	0.338	0.116	0.472	0.226	0.633

SmartPLS 4.0 software was used to test the psychometric properties of the scales for entrepreneurial mindset, bureaucratic environment, humanistic environment, entrepreneurial environment, and self-efficacy. Composite reliabilities and Cronbach's alphas were calculated to assess the reliability of the instruments. All considered variables had composite reliability and Cronbach's alpha values greater than 0.7, indicating that the scales are reliable (Hair et al., 2019).

Average Variance Extracted (AVE) was calculated to assess convergent validity, and the Fornell-Larcker criterion was examined to test discriminant validity. All AVE values, except for self-efficacy, were greater than 0.5. Additionally, the square root of the AVE for each latent construct was greater than the correlations between variables, indicating that the constructs meet the validity assumptions (Ronkko & Cho, 2022). Although the AVE value for self-efficacy (0.482) is slightly below the recommended threshold of 0.50 (Fornell & Larcker, 1981), its composite reliability and Cronbach's alpha exceeded 0.80, indicating adequate convergent validity (Hair et al., 2019; Henseler et al., 2009).

Table 3
Descriptive and Correlations Analysis

Variable	Mean	SD	EM	BE	HE	EE	SE
EM	3.723	0.724	1				
BE	3.181	0.839	.067	1			
HE	3.973	0.615	.628**	.080	1		
EE	2.961	0.881	.145*	-.122	..025	1	
SE	4.159	0.392	.346**	.120	.441**	.212**	1

***. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed). Note. EM = entrepreneurial mindset; BE = bureaucratic environment; HE = humanistic environment; EE = entrepreneurial environment; SE = self-efficacy.*

Table 3 presents the means, standard deviations, and bivariate correlations among the variables under consideration. The bivariate relationships between entrepreneurial mindset, humanistic environment, entrepreneurial environment, and self-efficacy were statistically significant. Specifically, entrepreneurial mindset demonstrated a positive correlation with the humanistic environment (r=.628, p<.01), entrepreneurial environment (r = .145, p < .01), and self-efficacy (r = .346, p < .01). However, the entrepreneurial mindset did not show a significant relationship with the bureaucratic environment (r = .067, p>.05). The bureaucratic environment was not significantly associated with self-efficacy (r = .120, p>.05). In contrast, the humanistic environment exhibited a significant positive relationship with self-efficacy (r = .441, p < .05). The entrepreneurial environment also showed a significant positive correlation with self-efficacy (r = .212, p < .01). In summary, entrepreneurial mindset had significant positive relationships with the humanistic environment, entrepreneurial environment, and self-efficacy, but no significant association with the bureaucratic environment.

Structural Model

The validity of the structural model was assessed, and R^2 values were calculated to examine the explanatory power of the predictors (Hair et al., 2019). The R^2 values for the bureaucratic environment (0.027) and entrepreneurial environment (0.014) indicate a weak level of explained variance. In contrast, the R^2 value for the humanistic environment was substantial (0.406), demonstrating that the entrepreneurial mindset accounts for a considerable portion of the variance in this variable. The R^2 value for self-efficacy (0.279) was moderate, reflecting a meaningful, though not dominant, level of explained variance.

Figure 2
PLS Mediation Analysis

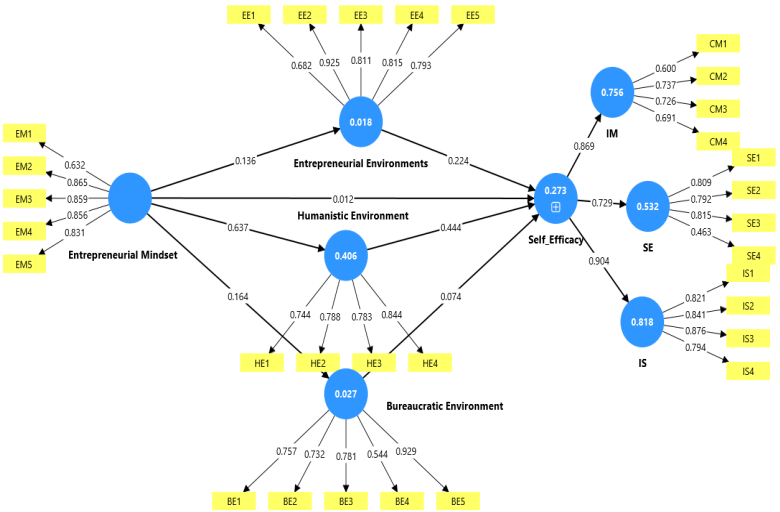


Table 4
Structural Model Assessment

	Bureaucratic Environment		Entrepreneurial Environments		Humanistic Environment		Self-Efficacy	
Variables	Path Coeff	f^2 effect size	Path Coeff	f^2 effect size	Path Coeff	f^2 effect size	Path Coeff	f^2 effect size
Entrepreneurial Mindset	0.142	0.028	0.109	0.014	0.64	0.684	0.339	0.002
Bureaucratic Environment	-	-	-	-	-	-	0.081	0.009
Entrepreneurial Environments	-	-	-	-	-	-	0.223	0.074
Humanistic Environment	-	-	-	-	-	-	0.436	0.153
R2 variables	0.027	-	0.014	-	0.406	-	0.279	

Regarding effect size, the Entrepreneurial Mindset showed a very strong influence on the Humanistic Environment ($f^2 = 0.684$), a moderate effect on Self-Efficacy (with less effect size $f^2 = 0.002$), and small effects on both Bureaucratic ($f^2 = 0.028$) and Entrepreneurial Environments ($f^2 = 0.014$). Among the environmental factors predicting Self-Efficacy, the Humanistic Environment exhibited the largest contribution (Path Coefficient = 0.436, $f^2 = 0.153$), followed by the Entrepreneurial Environment (0.223, $f^2 = 0.074$) and Bureaucratic Environment (0.081, $f^2 = 0.009$), indicating that a supportive, human-centered climate substantially enhances individuals' self-efficacy. These findings highlight the role of the humanistic environment in mediating the relationship between an entrepreneurial mindset and self-efficacy, whereas Bureaucratic and entrepreneurial environments exert comparatively weaker influences.

Table 5
Significance Analysis of the Total, Direct, and Indirect Effects

	Path Coefficient	t- value	P values	2.50%	97.50%
Direct Effect					
Entrepreneurial Mindset -> Self-Efficacy	0.023	0.284	0.776	-0.118	0.161
Indirect Effect					
Entrepreneurial Mindset -> Humanistic Environment -> Self-Efficacy	0.278	5.394	0	0.177	0.382
Entrepreneurial Mindset -> Entrepreneurial Environments -> Self-Efficacy	0.027	1.084	0.278	-0.034	0.07
Entrepreneurial Mindset -> Bureaucratic Environment -> Self-Efficacy	0.01	0.763	0.445	-0.03	0.044
Bureaucratic Environment -> Self-Efficacy	0.081	1.02	0.308	-0.082	0.231
Entrepreneurial Environments -> Self-Efficacy	0.223	2.865	0.004	-0.027	0.337
Humanistic Environment -> Self-Efficacy	0.436	5.631	0	0.274	0.581
Entrepreneurial Mindset -> Bureaucratic Environment	0.142	1.023	0.306	-0.295	0.338
Entrepreneurial Mindset -> Entrepreneurial Environments	0.109	0.785	0.433	-0.306	0.33
Entrepreneurial Mindset -> Humanistic Environment	0.64	13.825	0	0.545	0.724
Total Effect					
Entrepreneurial Mindset -> Self-Efficacy	0.339	5.476	0	0.216	0.456

4.1 Results

As suggested by Hair et al. (2019), structural equation modeling was conducted using Smart PLS 4.0. A standard bootstrapping procedure with 5,000 samples was employed to examine the relationships among the higher-order constructs (HOCs) based on established criteria. Table 5 presents the direct, indirect, and total effects of entrepreneurial mindset on self-efficacy, as well as the mediating roles of the institutional environments. The hypotheses were tested using path analysis, and the results are interpreted below.

The direct effect of entrepreneurial mindset on self-efficacy was not statistically significant ($\beta = 0.023$, $t = 0.284$, $p = 0.776$). The 95% confidence interval included zero (CI: -0.118 to 0.161), indicating no evidence of a direct positive relationship. Therefore, Hypothesis 1 was not supported in its direct form. However, the total effect of entrepreneurial mindset on self-efficacy, which includes both direct and indirect effects through institutional environments, was statistically significant ($\beta = 0.339$, $t = 5.476$, $p < 0.001$, CI: 0.216 to 0.456). This suggests that the entrepreneurial mindset influences self-efficacy primarily through mediation pathways. Therefore, Hypothesis 3 was supported.

Regarding the associations between entrepreneurial mindset and the three types of institutional environments, the relationship between entrepreneurial mindset and the humanistic environment was positive and significant ($\beta = 0.640$, $t = 13.825$, $p < 0.001$, CI: 0.545 to 0.724), supporting Hypothesis 2b. In contrast, the relationship with the entrepreneurial environment was not significant ($\beta = 0.109$, $t = 0.785$, $p = 0.433$), and the relationship with the bureaucratic environment was also not significant ($\beta = 0.142$, $t = 1.023$, $p = 0.306$). These findings indicate partial support for Hypothesis 2, with only the humanistic environment showing a clear positive association.

The indirect effects of entrepreneurial mindset on self-efficacy through each institutional environment were analyzed to test the mediation effect. The results show that the mediation effect via the humanistic environment was significant ($\beta = 0.278$, $t = 5.394$, $p < 0.001$, CI: 0.177 to 0.382), supporting Hypothesis 3b. Mediation via the entrepreneurial environment was not significant ($\beta = 0.027$, $t = 1.084$, $p = 0.278$), and mediation via the bureaucratic environment was also not significant ($\beta = 0.010$, $t = 0.763$, $p = 0.445$). Therefore, only the humanistic environment significantly mediates the relationship between entrepreneurial mindset and self-efficacy, providing partial support for Hypothesis 3.

The direct effects of the institutional environments on self-efficacy were also examined. The humanistic environment showed a positive and significant effect on self-efficacy ($\beta = 0.436$, $t = 5.631$, $p < 0.001$, CI: 0.274 to 0.581), supporting Hypothesis 4b. The entrepreneurial environment also exhibited a significant positive effect ($\beta = 0.223$, $t = 2.865$, $p = 0.004$), supporting Hypothesis 4a. In contrast, the effect of the bureaucratic environment was not significant ($\beta = 0.081$, $t = 1.020$, $p = 0.308$), providing no support for Hypothesis 4c.

Overall, the results indicate that an entrepreneurial mindset does not have a direct effect on self-efficacy but exerts an indirect effect primarily through the humanistic environment. This suggests that faculty with an entrepreneurial mindset do not necessarily feel confident in the teaching and learning process on their own. Instead, the institutional environment, especially a humanistic environment, mediates this relationship. While the entrepreneurial environment contributes positively to self-efficacy, it does not mediate the relationship between mindset and self-efficacy. In contrast, the bureaucratic environment neither significantly influences self-efficacy nor mediates the relationship.

Table 6

Summary of the status of each hypothesis

Hypothesis	Status
H1	Not supported (direct), supported indirectly through total effect
H2a	Not supported
H2b	Supported
H2c	Not supported
H3a	Not supported
H3b	Supported
H3c	Not supported
H4a	Supported
H4b	Supported
H4c	Not supported

5. Discussion

This study examined the relationship between faculty members' entrepreneurial mindset and their self-efficacy, with particular focus on the mediating roles of bureaucratic, humanistic, and entrepreneurial institutional environments. Prior research often reported a positive relationship between entrepreneurial mindset and self-efficacy (Abdillah & Jabor, 2015; Firmansyah et al., 2016; Ganbat et al., 2023; Günzel-Jensen et al., 2017; Kazeem & Asimiran, 2016; Phie, 2017; Recber et al., 2018; Zullinah et al., 2015; Zurriaaga-Carda et al., 2016). In contrast, some studies, such as Abubakar (2016), reported a negative relationship among undergraduate students, while Ngah and Osman (2017) found no significant link. The result showed that there is no significant relationship between entrepreneurial mindset and self-efficacy, aligning with Trice et al. (2023). This suggests that in higher education contexts, the relationship may be primarily indirect, with institutional environments exerting a stronger influence.

The study highlighted the humanistic environment as the most influential factor for enhancing faculty self-efficacy. Faculty who perceive their institution as supportive, caring, and focused on human values are more likely to feel confident and capable in their roles (Maharjan et al., 2024; Zheng et al., 2018). This supports the understanding that self-efficacy is shaped not only by individual traits but also by the context and support, such as training and professional development sessions provided by the institution (Consiglio et al., 2014; Nestor, 2017), Moreover, the humanistic environment served as the main mediator between entrepreneurial mindset and self-efficacy. Faculty with an entrepreneurial mindset who value initiative, problem-solving, and innovation contribute to a human-centered environment, which further strengthens their self-efficacy. Proactive faculty may also foster collaboration and create a culture of mutual support within their departments (Apollo et al., 2024).

The entrepreneurial environment showed a positive but weaker association with self-efficacy and did not significantly mediate the relationship between mindset and self-efficacy. This may be due to a lack of trust, support, or recognition, which can limit faculty confidence even in innovative institutions (Gunzel-Jensen, 2017). Frequent changes and high expectations without adequate support may create stress rather than empowerment. The bureaucratic environment, characterized by rules, formality, and hierarchical control, was neither significantly related to self-efficacy nor a mediator. This may be explained by the high proportion of part-time faculty who interact minimally with institutional processes, or by faculty adaptation to bureaucratic structures as routine. Overall, the findings demonstrate that while an entrepreneurial mindset is important, its impact on self-efficacy depends heavily on the institutional environment. Supportive and empowering institutions enhance faculty confidence, enabling improvements in teaching strategies, classroom management, and student engagement.

6. Conclusions

This research examined the role of entrepreneurial mindset in developing teaching self-efficacy, with particular attention to the mediating effects of institutional environments (bureaucratic, humanistic, and entrepreneurial). The findings revealed that although there was no direct link between entrepreneurial mindset and self-efficacy, the institutional environment particularly the humanistic environment fully mediated this relationship. A supportive humanistic environment helps faculty build the confidence needed to enhance teaching and learning practices. Institutions should cultivate environments where faculty voices are heard and where respectful and supportive interactions are encouraged. Overall, these findings highlight that developing faculty self-efficacy is a multifaceted process, requiring not only the cultivation of entrepreneurial mindsets but also the creation of environments that genuinely support faculty as both individuals and professionals.

7. Implications

Theoretical Implications

This study contributes to the existing literature by revisiting the relationship between entrepreneurial mindset and self-efficacy and highlighting the mediating role of the institutional environment. Consistent with Günzel-Jensen (2017), there is limited evidence on how the entrepreneurial mindset affects self-efficacy. This study demonstrates that an individual entrepreneurial mindset alone is not sufficient; institutional trust and support are required for faculty to feel confident in managing classrooms, developing instructional strategies, and engaging students. Furthermore, this study contributes to the growing literature on how personal and organizational factors interact to shape faculty development. Given that this relationship has

been understudied in educational settings, the findings highlight the type of institutional environment that impacts faculty confidence in teaching and learning practices. The results suggest that faculty with a high entrepreneurial mindset who work in a humanistic environment are more likely to succeed in academic settings. Overall, this study strengthens scholarly discourse on faculty entrepreneurial mindset, teaching self-efficacy, and institutional environmental factors.

Managerial Implications

From a practical perspective, academic institutions aiming to introduce innovative teaching methodologies and strengthen faculty self-efficacy should not focus solely on encouraging entrepreneurial attitudes and skills. The findings of this study have direct implications for educational institutions. Institutions should prioritize creating environments that value interpersonal relationships, collaboration, and personal growth. Mutual trust and respect need to be institutionalized to support faculty effectively. Faculty voices should be heard, and proper feedback mechanisms should be established to address their concerns and provide timely support. Professional development programs should not only promote innovation, new ideas, and pedagogy but also emphasize mentorship, peer support, and recognition of individual strengths.

8. Limitations and Directions for Future Research

The study was conducted among management faculty currently teaching at undergraduate and graduate levels in the Kathmandu Valley of Nepal, so the results should be interpreted with caution. Demographic factors such as age, faculty status, and educational background were not considered, although these may influence faculty self-efficacy. Including these variables in future research could provide a richer understanding of the relationships examined. Additionally, this study relied on self-administered surveys and used a cross-sectional design, which limits the ability to establish causal relationships. Future studies could adopt longitudinal or experimental designs to better assess causality and incorporate a broader set of demographic and contextual variables. While the existing literature has primarily focused on the role of self-efficacy in developing an entrepreneurial mindset, the growing body of research has begun revisiting this relationship, highlighting the need for further exploration.

Conflict of Interest

Authors declare no conflict of interest while preparing this article.

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