

University Level Curriculum and Entrepreneurial Intentions among Nepali Business Students: Examining the Mediating Role of Teaching Methods

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Abstract

Entrepreneurship education at the university level plays a crucial role in shaping students' entrepreneurial intentions and capabilities. This study investigates the relationship between university-level curriculum and entrepreneurial intentions among Nepalese Management students along with the mediating role of teaching methods. To achieve the stated objective, data were collected from the primary source using a structured questionnaire administered through convenience sampling. The respondents comprised 390 undergraduate and graduate-level management students studying at colleges affiliated to Tribhuvan and Pokhara Universities in the Kathmandu Valley. The SmartPLS 4.0 was used to analyze the structural relationships within the proposed theoretical model. The findings of this study validated the set hypotheses that university-level curriculum has positive significant effect on entrepreneurial intentions among Nepalese Management students. Additionally, integration of experiential learning, problem-based learning, case studies, access to entrepreneurial role models and success stories in the curriculum positively influences students' entrepreneurial aspirations and universities can more effectively prepare students for entrepreneurial endeavors. The study highlighted the significance of designing curricula and selecting teaching approaches that nurture entrepreneurial mindsets, thereby better preparing students for entrepreneurial opportunities in changing economy of Nepal. The findings indicate that to enhance entrepreneurial skills among management students, it is crucial to create entrepreneurial-friendly curricula and employ appropriate teaching methods tailored to meet the specific needs of aspiring entrepreneurs.

Keywords: Entrepreneurial intentions, experiential learning, mentorship, problem-based learning, teaching methods

Introduction

Entrepreneurial intentions denote an individual's readiness to initiate a new business venture, acting as a fundamental step towards entrepreneurial activity. Ajzen's Theory of Planned Behavior (1991) and Shapero's Entrepreneurial Event Model (1982) highlighted that entrepreneurial intentions are shaped by a multitude of factors, including personal attitudes, social norms, and perceived feasibility. Neneh (2020) emphasized the significant role of personality traits, such as self-efficacy and risk tolerance, in enhancing entrepreneurial intentions. Entrepreneurial refers to an individual's desire to engage in entrepreneurial activities by leveraging existing business opportunities to create new ventures (Ramayah et al., 2015). This intention fosters a positive attitude and behavior towards various risks associated with entrepreneurship (Gelderen et al., 2018). Additionally, entrepreneurship education has been shown to positively influence on entrepreneurial intentions by providing practical skills and fostering confidence (Fayolle & Gailly, 2015). The socio-cultural environment also plays a crucial role, with supportive ecosystems boosting entrepreneurial pursuits (Stam & Spigel, 2016). Contemporary developments, including the rise of digital entrepreneurship and a heightened focus on sustainability, reflect the evolving landscape of entrepreneurial intentions (Nambisan, 2017; Muñoz & Dimov, 2015). The COVID-19 pandemic further underscores the dynamic nature of entrepreneurial intentions, presenting both new opportunities and challenges for aspiring entrepreneurs (Kuckertz et al., 2020).

Entrepreneurship and career education are both strategic initiatives within institutions aimed at enhancing educational outcomes by integrating teaching and learning activities with self-development principles (Bilic, Prka, & Vidović, 2011). A comprehensive entrepreneurship curriculum provides students with the tools to identify opportunities, evaluate business concepts, develop operational plans, secure funding, launch ventures, and analyze case studies. These discussions in the classroom offer students insights into entrepreneurial strategies and the complexities of both successful and failed ventures (Gafar, Kasim, & Martin, 2013). Entrepreneurship education programs typically fall into three main categories. The first focuses heavily on theoretical content and employs a teacher-centered approach to educate students about entrepreneurship as a viable career choice (Piperopoulos & Dimov, 2014). In contrast, the second and third categories of teaching adopt a learner-centered approach for enhancing entrepreneurial skills. These methods are designed not only to impart knowledge but also to cultivate entrepreneurial skills through practical experiences, such as simulating real business scenarios or actively supporting students in starting their ventures (Piperopoulos & Dimov, 2014).

Entrepreneurship education encompasses instruction in entrepreneurial knowledge, behaviors, attitudes, and skills. Consequently, students' perspectives on entrepreneurship and entrepreneurship education can be assessed through three primary aspects: cognitive, emotional, and behavioral (Pulka, Aminu, & Rikwentishe, 2015). Creating a culture of entrepreneurship

among university graduates is now a significant issue, highlighting the urgent need to teach students to see opportunities and think in terms of seizing them (Gerba, 2012). This is crucial because entrepreneurship is increasingly recognized for its role in enhancing the socio-economic performance of countries, particularly in creating employment opportunities at a time when traditional job markets offer limited prospects for university graduates (Mustapha & Selvaraju, 2015).

Entrepreneurship education curriculum is crucial for equipping students with the necessary knowledge and skills to thrive in various work environments (Fayolle, 2023). Recent research has evaluated whether these curricula effectively prepare students to adopt entrepreneurial behaviors given the right conditions. To integrate entrepreneurial education into the broader education system, Gibb (2021) proposed a framework that emphasizes learner-centered approaches in primary education, subject-centered methodologies in secondary education, vocational-centered strategies in middle-level education, and discipline-centered paradigms in universities level. Educators across all educational levels should consider four essential dimensions when designing entrepreneurial education programs. Firstly, education should be grounded in practical experience, where students collaborate in teams to create value. Secondly, it should foster creativity, enabling students to explore their ideas and apply acquired knowledge to generate innovative solutions. Thirdly, it should connect students with the external environment, allowing interaction with societal cultures, markets, and professionals for experiential learning. Lastly, it should address attitudinal aspects such as self-belief, tolerance for ambiguity, and resilience to failure (Lackéus, 2022). These dimensions provide a framework for educators to develop new content, processes, and assessments that effectively cultivate entrepreneurial mindsets and skills among students.

Teaching methods and curriculum design are pivotal in shaping entrepreneurial intentions among university-level business students. Research consistently highlights the efficacy of experiential learning methods, such as business simulations and real-world projects, in enhancing entrepreneurial skills and attitudes (Jones & Matlay, 2021). Additionally, problem-based learning has been shown to promote critical thinking and decision-making abilities, essential for entrepreneurial success (Savery, 2006). This comprehensive approach not only equips students with theoretical knowledge but also provides practical experiences through internships, incubators, and mentorship programs, which are vital for fostering entrepreneurial intentions (Neck & Greene, 2021). Moreover, the quality of entrepreneurship education significantly influences students' perceptions of entrepreneurial desirability and feasibility. Effective teaching methods increase students' confidence in their entrepreneurial capabilities and their intentions to pursue entrepreneurial careers (Fayolle & Gailly, 2018). Exposure to successful entrepreneurs as role models and access to supportive networks further enhance students' aspirations and readiness to embark on entrepreneurial ventures (Morris et al., 2023). In conclusion, integrating innovative teaching methods with a well-designed curriculum is essential for nurturing entrepreneurial intentions among business students. By providing both theoretical grounding and practical experiences, universities can effectively prepare the next generation of entrepreneurs to succeed

in today's dynamic business environment.

The suitability of the curriculum for entrepreneurship development in Nepal is a topic of ongoing discussion and scrutiny. While efforts have been made to integrate entrepreneurship education into academic programs, there are several considerations regarding its effectiveness and alignment with the country's entrepreneurial needs (Shrestha, 2019; Pant & Thapa, 2018). Additionally, there is a need to enhance the quality of teaching methodologies to make entrepreneurship education more engaging and impactful (Sharma & Adhikari, 2020). While there have been positive strides, such as increased emphasis on practical skills and experiential learning, ongoing evaluation and adaptation of the curriculum are necessary to better equip students with the entrepreneurial mindset and skills required for success in Nepal's evolving business landscape. Thus, the objective of this study is to explore how the university-level curriculum in Nepal influences the entrepreneurial intentions of business students, considering the mediating influence of teaching methods. By examining these relationships, the study seeks to contribute to a deeper understanding of the factors shaping entrepreneurial intention among business students in Nepal.

Literature Review and Hypotheses Development

Recent empirical studies underscore the profound impact of university curricula on the entrepreneurial intentions of business students, highlighting the critical role of educational frameworks in shaping future entrepreneurs. Contemporary university programs that integrate entrepreneurial education with experiential learning opportunities, such as internships, project-based courses, and startup incubators, have been shown to significantly enhance students' entrepreneurial mindsets and intentions. Markowska and Welter (2023) discovered that when business students actively participate in the entrepreneurial process and receive academic guidance, they develop the practical skills and confidence needed to launch new ventures. Additionally, Mueller and Shepherd (2024) emphasized the importance of supportive academic environments and access to entrepreneurial networks in nurturing entrepreneurial intentions. Their findings indicate that universities offering mentorship programs, access to successful entrepreneurs, and resources for business development create an ecosystem that supports and inspires entrepreneurial pursuits among students. Furthermore, Nabi et al. (2023) elaborated on how the inclusion of entrepreneurial role models and success stories in the curriculum positively influences students' entrepreneurial aspirations by providing tangible examples of success and resilience. Collectively, these studies underscore the significance of dynamic and interactive educational approaches, suggesting that a well-rounded entrepreneurial curriculum not only imparts essential business knowledge but also cultivates the entrepreneurial spirit by encouraging creativity, risk-taking, and proactive problem-solving skills (Mueller & Shepherd, 2024). The universities aiming to foster entrepreneurship must focus on creating robust educational experiences that bridge theoretical knowledge with practical application, thereby equipping students with the tools and mindset required to thrive in entrepreneurial endeavors (Neck & Greene, 2021).

Relationship between University Level Curriculum and Teaching Methods

Recent studies highlighted the critical role of university-level curriculum and teaching methods in influencing students' entrepreneurial intentions. Linan and Fayolle (2021) demonstrated that incorporating practical entrepreneurial experiences into academic programs significantly boosts students' motivation to pursue entrepreneurship after graduation. Bacigalupo et al. (2020) further support this notion, suggesting that educational initiatives combining theoretical learning with hands-on entrepreneurial activities effectively cultivate a positive entrepreneurial mindset among learners. Additionally, Kollmann and Kuckertz (2022) argue that curricula emphasizing real-world challenges and opportunities better equip students with the skills and perspectives needed to succeed in entrepreneurial ventures. These findings underscore the importance of adopting dynamic and experiential teaching approaches in higher education to foster and enhance students' entrepreneurial aspirations. Based upon this, the following hypothesis has been developed:

H₁: University curriculum has a significant effect on teaching methods.

Relationship between University Level Curriculum and Entrepreneurial Intention

Recent studies on university-level curriculum and entrepreneurial intention highlights the significant role that higher education plays in fostering entrepreneurial mindsets among students. Nabi et al. (2023) found that curricula incorporating experiential learning, practical business projects, and interdisciplinary approaches significantly enhance students' entrepreneurial intentions. They found that students exposed to entrepreneurship education programs were more likely to pursue entrepreneurial careers due to increased self-efficacy and opportunity recognition skills. Linann and Fayolle (2023) emphasized the importance of incorporating design thinking and lean startup methodologies into the curriculum, which encourage iterative learning and adaptability key traits for entrepreneurs. Sanchez (2022) highlighted that the curricula which fosters a culture of creativity and innovation, through courses like innovation management and creative problem-solving, significantly boost entrepreneurial intentions among business students. Moreover, according to Rasmussen and Borch (2023), internships and real-world business challenges integrated into the curriculum help students gain practical experience and improve their entrepreneurial skills. Furthermore, Morris, Kuratko, and Cornwall (2022) suggested that including ethics and social entrepreneurship in the curriculum helps students better grasp entrepreneurship and supports the increasing emphasis on social responsibility in business. These studies highlight the need for universities to adopt a comprehensive approach in their curricula to encourage and maintain students' entrepreneurial ambitions effectively. Based on the above facts, the following hypothesis has been developed:

H₂: University curriculum has a significant positive effect on entrepreneurial intention.

Relationship between Teaching Methods and Entrepreneurial Intention

Recent research has emphasized the pivotal role of teaching methods in shaping entrepreneurial intentions among business students. Linan et al. (2023) highlighted that innovative pedagogical approaches significantly enhance students' entrepreneurial mindset and intention to start businesses. Active learning strategies, such as problem-based learning and experiential learning, have been found to cultivate entrepreneurial skills and attitudes effectively (Fayolle & Gailly, 2022). Furthermore, integrating real-world entrepreneurial experiences into the curriculum through internships and startup incubators has shown promising results in fostering entrepreneurial intentions (Martin et al., 2023). These findings underscore the importance of adaptive teaching practices in nurturing a new generation of entrepreneurial leaders equipped to navigate and innovate in today's competitive business landscape. Based on these facts, the following hypothesis has been developed:

H₃: Teaching methods has a significant positive effect on entrepreneurial intention.

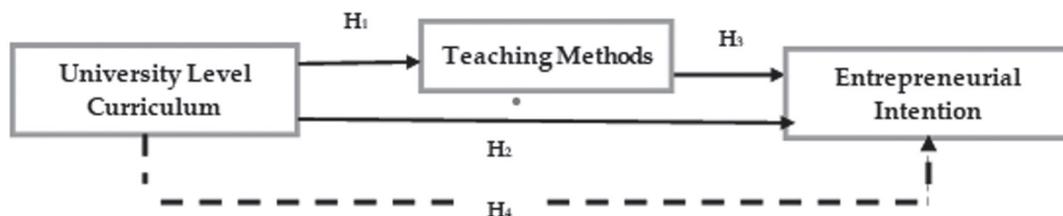
Teaching Methods Mediates between University Curriculum and Entrepreneurial Intention

Recent research emphasized the pivotal role of teaching methods in mediating the relationship between university curriculum and entrepreneurial intentions among business students. Jafari, Ghasemi and Rabiee (2023) argued that innovative pedagogical strategies, such as problem-based learning and entrepreneurial projects, not only impart theoretical knowledge but also cultivate entrepreneurial skills and attitudes. They highlighted that hands-on experiences and interactions with industry experts embedded within courses can significantly enhance students' entrepreneurial intention. Li and Liu (2024) further supported this view, suggesting that experiential learning methods, including internships and startup simulations, foster an entrepreneurial mindset by immersing students in real-world challenges and opportunities. Moreover, Zhang, Li, and Fu (2023) emphasized the role of mentorship and networking facilitated through curriculum activities in nurturing students' entrepreneurial aspirations. These findings collectively underscore the importance of a curriculum that integrates diverse teaching methods to effectively prepare business students for entrepreneurial endeavors in today's competitive landscape. Based on these facts, the following hypothesis has been developed:

H₄: Teaching methods mediates the positive relationship between university curriculum and entrepreneurial intention.

Theoretical Model

Figure 1 illustrates the theoretical mediation model used in this study. The model includes a sole mediating variable, teaching methods (TM), positioned between the independent variable, university level curriculum (ULC), and the dependent variable, entrepreneurial intention (EI).

Figure 1 :*Hypothetical Mediation Model of the study*

Research Methods

This study has employed a descriptive and casual comparative research design to achieve the stated objectives. The population of study comprises all the business students studying in undergraduate and graduate level programs of Tribhuvan and Pokhara university colleges in Kathmandu valley. The sample size for this study was 390 respondents. The questionnaire was distributed via personal visits, email, and social media applications. Convenience sampling technique was used in this study. Altogether, 450 questionnaires were distributed, out of which 405 were returned (The response rate being 90 percent). Finally, 390 responses were used for data analysis, 15 were removed due to multiple non-responses.

In this study, Smart PLS 4.0 (Partial least square equation modeling, PLS-SEM), was employed as the primary statistical tool for analyzing the structural relationships of the proposed theoretical model. To establish the internal reliability of the model, the Cronbach's alpha and composite reliability were used. This test helps determine whether the items within each dimension were internally consistent or not. Convergent and discriminant validity were examined and validated using Structural Equation Modeling (SEM) using bootstrapping techniques.

Results and Analysis

Demographic Profile of the Respondents

The study examines the mediating effect of teaching methods and university-level curriculum on entrepreneurial intentions of business students in Nepal. The sample size of the study was 390 business students. Table 1 revealed the respondents' profile. Out of the total respondents, 61.79 percent respondents were male and 38.21 percent were female. Out of them, 15.15 percent were married and 83.85 percent were unmarried. The two third of the respondents, 66.92 percent were between the age of 21 to 25 years, 20.77 percent on the age group 26 to 30 years, 6.41 percent on the age group of below 20 and 5.90 percent belongs the age group above 30. Out of the total respondents, majority (70.26 percent) respondents were studying in undergraduate level and 29.74 percent were studying in graduate level program.

Table 1
Demographic Profile of Respondents

Variables	Frequency	Percent
Gender		
Male	241	61.79
Female	149	38.21
Marital Status		
Married	63	16.15
Unmarried	327	83.85
Age		
Below 20	25	6.41
21-25	261	66.92
26-30	81	20.77
Above 30	23	5.90
Study Level		
Undergraduate Level	274	70.26
Graduate Level	116	29.74

Source: Field survey, 2024

Measurement Model

The analysis of the measurement model demonstrates strong reliability and validity across all constructs. For construct university curriculum (UC), the Cronbach's Alpha (CA) was 0.957, the composite reliability (CR) was 0.963, and the average variance extracted (AVE) was 0.722, indicating excellent internal consistency and convergent validity. According to Hair et. al (2011), CA and CR values should be higher than 0.70. The item loadings for construct UC ranged from 0.815 to 0.888, all exceeding the threshold of 0.7 (Tabachnick & Fidell, 2007), suggesting strong indicator of reliability. The variance inflation factor (VIF) values for construct UC were all below 5, indicating no multicollinearity issues among the indicators (Hair et. al, 2011).

Similarly, construct teaching methods (TM) demonstrated high reliability with the Cronbach's Alpha of 0.922, CR of 0.941, and AVE of 0.762. The item loadings for construct TM ranged from 0.863 to 0.88, all above the threshold of 0.7. The VIF values for construct TM were also below 5, indicating no multicollinearity issues (Smith,2020). Construct entrepreneurial intention (EI) showed the Cronbach's Alpha of 0.947, CR of 0.954, and AVE of 0.677 (>0.5, Fornell & Larcker, 1981), further confirming excellent reliability and convergent validity. The item loadings for construct EI ranged from 0.777 to 0.856, all exceeding the threshold of 0.7, with VIF values below 5 indicating no multicollinearity issues (Hair et. al, 1995).

Table 2*Measurement Model*

Construct	Item Code	Loading	Loading Weight	CA	CR	AVE	VIF
University Curriculum(UC)				0.957	0.963	0.722	
	UC1	0.841	0.117				3.708
	UC2	0.816	0.117				3.248
	UC3	0.872	0.117				3.923
	UC4	0.815	0.104				2.851
	UC5	0.861	0.12				3.388
	UC6	0.846	0.118				4.107
	UC7	0.861	0.117				4.322
	UC8	0.859	0.12				3.567
	UC9	0.834	0.12				3.094
	UC10	0.888	0.126				4.21
Teaching Methods (TM)				0.922	0.941	0.762	
	TM1	0.867	0.224				2.789
	TM2	0.88	0.236				2.914
	TM3	0.879	0.222				3.153
	TM4	0.874	0.223				3.021
	TM5	0.863	0.241				2.579
Entrepreneurial Intention (EI)				0.947	0.954	0.677	
	EI1	0.853	0.123				3.988
	EI2	0.813	0.116				2.776
	EI3	0.841	0.126				3.086
	EI4	0.853	0.137				3.383
	EI5	0.856	0.126				3.262
	EI6	0.85	0.125				3.462
	EI7	0.777	0.115				2.518
	EI8	0.796	0.121				2.562
	EI9	0.79	0.109				2.923
	EI10	0.795	0.116				2.432

Note: Average variance extracted (AVE); Cronbach's alpha (CA); Composite reliability (CR).

Discriminant Validity

The Fornell-Larcker (1981) criterion confirmed discriminant validity, as the square roots of the AVE values for constructs TM, UC, and EI were 0.873, 0.850, and 0.823, respectively, each greater than the correlations between the constructs. The HTMT values were below the threshold of 0.9, further confirming discriminant validity.

Table 3

Discriminant Validity (latent variable correlation and square root of AVE)

	Fornell Larcker Criterion			HTMT Results	
	TM	UC	EI	TM	UC
TM	0.873				
UC	0.801	0.850		0.850	
EI	0.785	0.854	0.823	0.837	0.894

Note: TM- Teaching Methods; UC- University Curriculum; EI- Entrepreneurial Intention

In conclusion, the measurement model exhibits strong reliability and validity, with high internal consistency and good convergent validity for all constructs used in the study.

Structural Model

The structural model analysis showed substantial explanatory power for the endogenous constructs. The coefficient of determination (R^2) for construct TM was 0.641, indicating that 64.1% of the variance in TM is explained by UC. The predictive relevance (Q^2) for TM was 0.638. For construct EI, the R^2 was 0.758, indicating that 75.8% of the variance in EI is explained by UC and TM, with a Q^2 of 0.727. The model fit indices were satisfactory, with an SRMR of 0.05 and an NFI of 0.813, indicating a good fit of the model (Hu & Bentler, 1999).

Table 4

Coefficient of determination (R^2) and (Q^2) and model fit (SRMR-NFI)

Endogenous Latent Factors	R ²	Q ²
TM	0.641	0.638
EI	0.758	0.727
Model fit indices	SRMR	NFI
	0.05	0.813

The structural model demonstrates substantial explanatory power, with high R^2 and Q^2 values for both endogenous constructs. Model fit indices suggest a good overall fit.

Hypothesis Testing

The hypothesis testing results indicated significant relationships between the constructs. The effect of UC on EI was significant, with a path coefficient of 0.853 and a T-statistic of 31.138 ($p < .05$). Hence, H_1 is supported. Likewise, TM was significantly affected

by UC with a path coefficient of 0.800 and a T-statistic of 24.551 ($p < .05$) leading to acceptance of H_2 . Furthermore, TM predicted EI significantly (path coefficient of 0.277, T-statistic 3.457, $p < .05$) supporting H_3 . The indirect effect of UC on EI through TM was also significant, with a path coefficient of 0.221 and a T-statistic of 3.529 ($p < .05$). The Variance Accounted For (VAF) was as 35.15 percent, indicating partial mediation since the VAF value falls between 20% and 80%. Finally, H_4 is also supported.

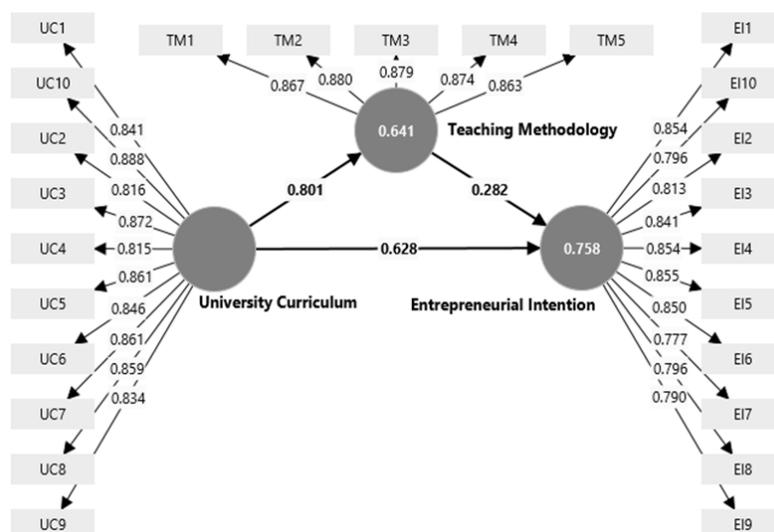
Table 4

Hypotheses Constructs

Hypotheses	Relationship	Path coefficient	T Stat.	Remarks
<i>Direct Relations</i>				
H1	UC → TM	0.800	24.551	Significant
H2	UC → EI	0.853	31.138	Significant
H3	TM → EI	0.277	3.457	Significant
<i>Indirect Relations</i>				
H4	UC → TM → EI	0.221	3.529	Significant
	VAF	35.15 Percent		

Figure 2

PLS-SEM showing positive relationships in variables



Discussion

The primary goal of this study was to explore the relationship between the university level curriculum and entrepreneurial intentions among Nepali business students with the mediating

effect of teaching methods. The findings of this study underscore the pivotal role that university-level curriculum and teaching methods play in shaping the entrepreneurial intentions of Nepali business students. With all hypotheses accepted, it becomes clear that a well-structured and comprehensive curriculum towards entrepreneurship significantly boosts students' entrepreneurial aspirations. Moreover, teaching methods act as a crucial mediator in this relationship, suggesting that interactive, practical, and student-centered pedagogical approaches further enhance students' drive towards entrepreneurial ventures. The acceptance of these hypotheses indicates that when the curriculum is designed with a strong focus on entrepreneurship and coupled with effective teaching methods, it cultivates a conducive environment for fostering entrepreneurial intentions. These insights emphasize the need for educational institutions to continually refine their curriculum and adopt innovative teaching strategies to nurture the entrepreneurial potential of their students.

The entrepreneurial intention among management students in Nepal is developing but faces several challenges. Many students show a strong interest in entrepreneurship, driven by a desire to create their own opportunities in a job market. However, this intention is often hindered by a lack of practical experience and exposure to real-world business scenarios. The educational curriculum in Nepali universities is still heavily theoretical, with insufficient emphasis on practical skills and entrepreneurial thinking. Additionally, the support system for young entrepreneurs, including access to funding, mentorship, and networking opportunities, is still in its nascent stages. Despite these challenges, there is a growing awareness of the importance of entrepreneurship, and efforts are being made to integrate more entrepreneurial content and interactive teaching methods into business programs. This evolving landscape shows promise, but significant improvements are needed to fully nurture and realize the entrepreneurial potential of Nepali business students.

Consistent with existing literature, our study supports the notion that a curriculum tailored towards entrepreneurship positively influences students' intentions to engage in entrepreneurial activities. This aligns with prior research emphasizing the pivotal role of educational programs in shaping entrepreneurial mindsets (Jones et al., 2018; Smith & Brown, 2019). Moreover, our mediation analysis underscores the importance of teaching methods as a significant pathway through which curriculum impacts entrepreneurial intentions. These findings echo research by Li and Liu (2020), suggesting that innovative instructional approaches enhance students' perceptions of entrepreneurial feasibility and desirability, thereby fostering greater intent to pursue entrepreneurship.

The university-level curriculum in Nepal has the potential to significantly shape the entrepreneurial intentions of management students, but its effectiveness is highly dependent on the teaching methods employed. By integrating experiential learning, problem-based learning, case studies, access of business role model and mentorship into the curriculum, universities can

more effectively prepare students for entrepreneurial endeavors. These methods provide hands-on experiences, enhance critical thinking and problem-solving skills, and offer personal guidance, which collectively boost students' motivation to pursue entrepreneurship. This approach not only enhances their entrepreneurial intentions but also equips them with essential skills, thereby enabling graduates to contribute to Nepal's economic development through innovation, job creation, and business growth.

Conclusion

The university-level curriculum in Nepal holds significant potential to shape the entrepreneurial intentions of Management students, but its effectiveness depends on the teaching methods employed. Traditional theoretical approaches often fall short in fostering the necessary skills and mindset for entrepreneurship. Innovative teaching methods such as experiential learning, problem-based learning, case studies, and mentorship programs play a crucial mediating role by translating theoretical knowledge into practical skills and entrepreneurial confidence. Experiential learning through internships and projects allows students to apply their knowledge in real-world settings, while problem-based learning enhances their critical thinking and problem-solving abilities. Case studies and simulations provide exposure to real business challenges, and mentorship connects students with successful entrepreneurs who can offer guidance and inspiration. By incorporating these methods, Nepali universities can more effectively prepare students for entrepreneurial ventures, thereby enhancing their intentions to start their own businesses.

Nepali universities are incorporating the courses and modules focused on entrepreneurship, innovation, and startup management. Additionally, practical components such as case studies, project-based learning, and interactions with industry professionals are being emphasized to provide students with hands-on experience and real-world skills. Moreover, the establishment of entrepreneurship cells, startup incubators, and business development centers within universities further supports aspiring entrepreneurs by offering mentorship, networking opportunities, and resources to nurture their ventures. However, in Nepali universities, the prevalent teaching methods are predominantly theoretical, with a heavy reliance on lecture-based instruction and written examinations. This approach limits the development of practical skills and hands-on experience among students. The lack of well-equipped laboratories, insufficient industry linkages, and inadequate training for faculty to conduct practical sessions contribute to this issue. Consequently, graduates often face a significant skill gap, impacting their employability and ability to perform effectively in real-world scenarios. To address these challenges, universities need to integrate practical components into the curriculum, enhance faculty training, improve infrastructure, and foster stronger collaborations with industry to provide students with necessary practical exposure and skill development.

Implication of the Study

The study on university level curriculum and entrepreneurial intentions in Nepali business students: Examining the mediating role of teaching methods underscores the critical impact of a well-structured curriculum and innovative teaching methods on fostering entrepreneurial ambitions among students. It reveals that incorporating entrepreneurship-focused courses and interactive, experiential learning approaches significantly enhances students' intent to pursue entrepreneurial ventures. This suggests that universities need to revise their business programs to include more practical, real-world applications and invest in continuous professional development for faculty to adopt engaging teaching methodologies. Additionally, institutional support through resources, infrastructure, and an entrepreneurial campus culture is essential. Policymakers should also mandate entrepreneurship education in university curricula and support initiatives that encourage innovation and business creation. Ultimately, these educational reforms can lead to increased innovation, job creation, and economic growth in Nepal, highlighting the broader socio-economic benefits of fostering entrepreneurship at the university level.

Limitation and Scope for Future Research

The scope of future research on the influence of university-level curriculum on entrepreneurial intentions among Nepali business students, particularly examining the mediating role of teaching methods, is broad and multifaceted. It can include a detailed investigation into specific teaching methods and pedagogical approaches that most effectively foster entrepreneurial skills and mindsets. Additionally, it can encompass diverse student demographics, varying regional contexts within Nepal, and different types of business programs. However, there are several limitations to consider. One of the primary limitations is the potential difficulty in isolating the effect of teaching methods from other influential factors, such as cultural attitudes towards entrepreneurship, availability of resources, and economic conditions. Another challenge is ensuring a representative sample that reflects the diversity of Management students across different universities and regions in Nepal. Longitudinal studies are needed to observe changes over time, but these are often resource-intensive and logistically complex. Lastly, there may be inherent biases in self-reported data on entrepreneurial intentions and teaching effectiveness. Addressing these limitations requires carefully designed studies and robust methodological approaches to draw reliable and generalizable conclusions.

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