Beyond the Classroom: How Practical Experience and Social Networks Shape Entrepreneurial Intention among University Students?

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https://doi.org/10.3126/pravaha.v30i1.76892

Abstract

The study examines the determinants affecting entrepreneurial intention (EI) among university students and management faculty in the Kathmandu Valley. Undergraduate and postgraduate students from management faculty actively participating in entrepreneurial education make up the target market. It used a non-probability purposive sampling method to select 388 students actively engaged in entrepreneurial activity or education. A regression analysis was employed to evaluate the influence of Entrepreneurial Education (EE), Personality Traits (PT), Social Networks (SN), and Practical Experience (PE) on Entrepreneurial Intention (EI). The results indicate that EE has a slightly negative correlation with EI ($\beta = -0.053$, $t = -1.898$, $p = 0.058$), dismissing the hypothesis that EE favourably affects EI. PT exhibits a substantial negative correlation with EI ($\beta = -0.213$, $t = -4.426$, $p = 0.000$), indicating that specific personality traits may obstruct entrepreneurial intentions. SN exhibits a robust positive correlation with EI ($\beta = 0.366$, $t = 7.027$, $p = 0.000$), underscoring the significance of social relationships. PE demonstrates the most robust positive correlation with EI ($\beta = 0.809$, $t = 18.568$, $p = 0.000$), underscoring the significance of practical experience in cultivating entrepreneurial intentions. The findings indicate that, although social networks and practical experience are significant contributors to EI, the adverse effects of entrepreneurial education and personality traits necessitate customized interventions and enhancements in educational curricula.

Keywords: *Entrepreneurial education, Entrepreneurial intention, Personality traits, Social networks, Practical experience*

Cite this paper
Ghimire, B., Dahal, R. K., Sharma, D. R., Karki, D., & Joshi, S. P. (2024). Beyond the Classroom: How Practical Experience and

Introduction

Entrepreneurship is critical for generating economic growth and tackling societal concerns because it fosters innovation, creates job opportunities, and improves general well-being. Entrepreneurs help drive economic growth by finding and transforming opportunities into long-term initiatives that benefit individuals and communities. As entrepreneurship obtains recognition for its transformative power, governments and higher education institutions worldwide are enacting laws and programs to stimulate entrepreneurial activity, particularly among university students (Ghimire, 2024; Mehraj et al., 2023).

Universities have become significant platforms for nurturing entrepreneurial ambitions because they provide students with entrepreneurial education and access to the resources required for venture formation. Entrepreneurship education provides students with the skills, information, and attitudes needed to identify opportunities and handle the challenges of starting and maintaining a firm. These programs frequently emphasize the Theory of Planned Behavior (TPB), which identifies three main components influencing entrepreneurial intention: attitude, subjective standards, and perceived behavioral control (Ajzen, 1991).

Despite the growing interest in entrepreneurial goals, significant gaps in the literature address the impact of elements such as social networks, personality traits, entrepreneurial education, and practical experience. This study aims to close these gaps by looking into the factors influencing entrepreneurial intentions among Kathmandu Valley University students. This study uses the enhanced Theory of Planned Behavior (TPB) framework to provide practical insights for aspiring entrepreneurs, educators, and legislators.

Literature Review

Theoretical Foundations: The Theory of Planned Behavior

The Theory of Planned Behavior (TPB) offers a framework for comprehending entrepreneurial goals, focusing on three psychological components: attitude toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). Attitude indicates an individual's positive or negative view of entrepreneurship, and research repeatedly shows that a favorable attitude improves entrepreneurial ambitions (Dahal et al., 2022; Kurjono et al., 2018). Subjective norms include social pressures, including family, peers, and societal expectations, which have a substantial impact on an individual's decision to pursue entrepreneurship (Mehraj et al., 2023). Perceived behavioural control refers to an individual's belief in their potential to succeed in entrepreneurial endeavours, with a greater sense of control leading to more entrepreneurial intent. Recent additions to the TPB have included factors such as "entrepreneurial education" and "environmental sustainability," recognizing the role of formal education in fostering entrepreneurial goals and the growing relevance of sustainable business practices. These additions illustrate the changing nature of entrepreneurial incentives, emphasizing the importance of educational and policy interventions that address both personal and external factors affecting entrepreneurial behavior.

Entrepreneurial Education

Entrepreneurial education is crucial in determining students' inclination to pursue business. Research has proven that programs integrating academic knowledge with practical experiences, like creating business plans and exposing students to real-world issues, enhance students' entrepreneurial attitudes and perceived behavioural control (Ghimire & Neupane, 2020; Dahal, 2018; Nakayama, 2022). Entrepreneurial education can have a revolutionary impact in underdeveloped economies by providing students the skills and confidence they need to handle challenging circumstances (Mehraj et al., 2023).

Programs prioritizing creativity, problem-solving, and risk management enhance individuals' confidence and perceived behavioral control. Business idea competitions, internships, and mentorship programs provide students with hands-on learning opportunities that equip them to face entrepreneurial problems (Ghimire et al., 2023). People frequently use cultural and contextual relevance to determine the efficacy of entrepreneurial education. For example, in Bangladesh, personal attitudes and the desire for excellence significantly impact entrepreneurial

intentions (Islam et al., 2023). In such cases, entrepreneurial programs consistent with social ideals and local market realities have a more significant impact.

Personality Traits and Their Role in Fostering Entrepreneurial Aspirations

Personality qualities, including initiative, innovation, and risk-taking, influence entrepreneurial intentions and drive entrepreneurial behavior (Joshi et al., 2023; Shahi et al., 2022). Family support, peer networks, and mentoring are beneficial in developing these characteristics since they give practical resources and important emotional affirmation (Ghimire et al., 2024). Social validation from these networks increases individuals' perceived behavioral control, allowing them to believe in their abilities and succeed in entrepreneurship (Atiq et al., 2020). Encouragement from family and peers boosts confidence, whereas mentoring provides direction and knowledge that improves an entrepreneur's resilience and decision-making abilities. These networks offer the emotional support and encouragement required to overcome obstacles, establishing a mindset that values entrepreneurial risk-taking.

Entrepreneurial success frequently correlates with proactivity, innovation, and willingness to take risks (Karki et al., 2023). Pleasant social interactions and structured educational environments can foster and develop these characteristics, which are not intrinsic. Exposing individuals to entrepreneurial environments that encourage independent action can foster proactivity, which involves taking the initiative and seeking new opportunities (Dahal et al., 2024). Creative cooperation and participation in different networks that challenge old ways of thinking encourage innovativeness or the ability to develop new ideas and solutions. Organizations that encourage calculated risks and view setbacks as learning opportunities can foster risk-taking, a crucial entrepreneurship component. Structured training, educational programs, and supportive mentorship can develop these somewhat natural personality traits. For example, entrepreneurship education programs incorporating experiential learning, such as business competitions, startup incubators, and internships, allow individuals to participate actively in entrepreneurial activity. These experiences help people develop the confidence and problem-solving skills required to succeed in uncertain circumstances. Supportive educational environments and mentorship not only promote the development of entrepreneurial behaviours but also give individuals the tools to hone these traits and use them effectively in real-world situations (Inoubli & Gharbi, 2022; Shrestha & Dahal, 2023).

Social Network Perspective

Social networks influence entrepreneurial aspirations by providing critical resources, mentorship, and collaborative opportunities (Rai & Dahal, 2024). Effective social networking improves access to knowledge, finance, and market opportunities while encouraging creativity and resilience. Diverse and inclusive networks foster broader viewpoints, allowing entrepreneurs to overcome traditional boundaries and broaden their reach in competitive contexts (Atiq et al., 2020).

These networks are forums for sharing experiences, providing strategic advice, and developing partnerships that promote entrepreneurial growth. Social networks improve perceived behavioural control and reinforce social norms favouring entrepreneurial endeavours by connecting individuals with role models, mentors, and peers (Kurjono et al., 2018). Expanding and diversifying social networks results in a fairer business environment where players benefit from shared resources, collective learning, and mutual support to efficiently handle problems.

Practical Experience

Practical experience fills the gap between theoretical understanding and real-world applications. Participating in activities such as product creation, sales, and internships gives students firsthand experience with entrepreneurial tasks, which boosts their confidence and perceived behavioral control. Small and medium-sized businesses (SMEs) expose their employees to difficulties and opportunities, often fostering stronger entrepreneurial intentions. Such surroundings promote adaptation, creativity, and invention (Nakayama, 2022).

Furthermore, intra-organizational competition might boost entrepreneurial spirit by driving innovation and

performance-driven behavior (Chauhan et al., 2022). This research review emphasizes the complex nature of entrepreneurial goals and the interactions between psychological, social, educational, and experiential elements. This study attempts to fully understand the components influencing entrepreneurial intention by investigating these characteristics within the context of TPB. Therefore, the study adheres to the following research framework, as guided by both empirical and theoretical guidelines:

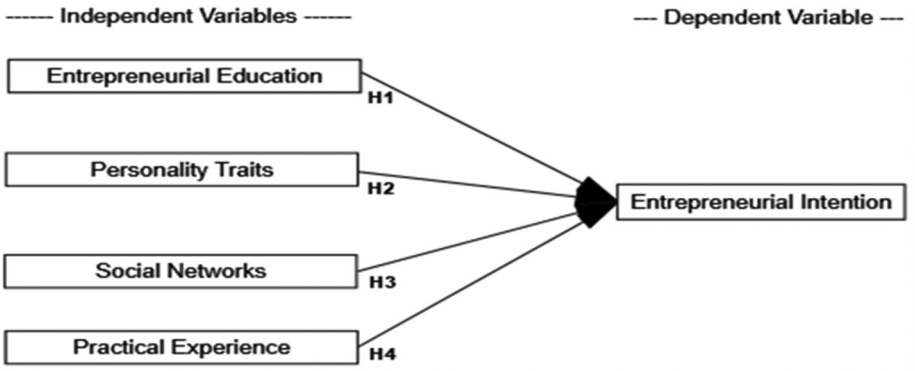

Figure 1. Research Framework

Hypothesis 1 (H1):
Entrepreneurial Education (EE) positively affects Entrepreneurial Intention (EI).

Hypothesis 2 (H2):
Personality Traits (PT) positively affect Entrepreneurial Intention (EI).

Hypothesis 3 (H3):
Social Networks (SN) positively affect Entrepreneurial Intention (EI).

Hypothesis 4 (H4):
Practical Experience (PE) positively affects Entrepreneurial Intention (EI).

Methodology

Research Approach and Design

This study takes a positivist research strategy, focusing on empirical data and measurable outcomes to investigate the factors influencing entrepreneurial inclinations among university students. We used a combination of descriptive and causal study designs. The descriptive approach gives information about the characteristics of entrepreneurial intentions and associated factors, whereas the causal method investigates cause-and-effect links between variables.

Population and Sampling

The study's target population was comprised of university students belong to management faculty enrolled at various campuses in the Kathmandu Valley. A non-probability purposive sampling technique was used to select respondents engaged in entrepreneurial activity or education. A total of 388 responses were collected by a structured survey questionnaire from June to October 2024, constituting the sample size for the study.

Instrumentation

The study modified and refined a structured questionnaire derived from previously validated scales to collect data. The questionnaire had items that assessed fundamental categories of the Theory of Planned Behaviour (TPB) and additional factors of entrepreneurial objectives. All items utilized a five-point Likert scale, where 1 represented

strongly disagree, and 5 signified strongly agree. Table 1 presents the compilation of the structures along with their respective sources.

Table 1

Measures of the Study Variables

Variables	Source	Sample Question
Entrepreneurial Education	Islam et al. (2023)	"The entrepreneurial courses I attended enhanced my knowledge and skills in business creation."
Personality Traits	Inoubli & Gharbi (2022)	"I often take calculated risks to achieve my goals."
Social Networks	Atiq et al. (2020)	"I can rely on my personal network for support in my entrepreneurial endeavors."
Practical Experiences	Nakayama (2022)	"My participation in entrepreneurial projects improved my business planning skills."

The study utilized Microsoft Excel for data organization and the Statistical Package for Social Sciences (SPSS) for diverse statistical techniques, encompassing correlation and regression analysis. Equation (1) delineates the study's model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon_i \text{ ……..[1]}$$

Where:
Y = Entrepreneurial Intention
X_1 = Entrepreneurial Education
X_2 = Personality Traits
X_3 = Social Networks
X_4 = Practical Experience
ϵ_i = Error term

Ethical Considerations

The study followed ethical research methods, ensuring respondents participated voluntarily, anonymously, and in secrecy. The researchers informed participants of the study's objectives and obtained their consent before they filled out the questionnaire.

Presentation and Analysis

Demographic Profile

This section presents the demographics of the respondents based on gender, age, academic qualification and work experience.

Table 2

Respondents' Profile

Groups	Nos	%	Groups	Nos	%
Gender			Age group		
Male	240	61.85	18 - 25 Years	298	76.80
Female	148	38.15	26 -40 Years	86	22.16
Education Status			Work Experience		
Up to intermediate	149	38.40	Internship experience	194	50.00
Bachelor's level	129	33.20	Part-time experience	109	28.09
Master's level	110	28.40	Full-time experience	85	21.91
Total Students	388	100.0	Total Students	388	100.0

Table 2 depicts the profiles of the 388 university students surveyed, providing information about their demographics, educational background, and employment experience. Regarding gender distribution, males account for 61.85% (240 students), while females comprise 38.15% (148 students). In terms of age, 76.80% of students (298 students) are between the ages of 18 and 25, with the remaining 22.16% (86 students) being between the ages of 26 and 40. In terms of educational credentials, the largest group (38.40%, 149 students) has completed the intermediate stage, followed by bachelor's degree holders (33.20%, 129 students) and master's degree holders (28.40%, 110 students). This distribution implies that the respondents have a broad educational background.

Regarding job experience, 50.00% (194 students) had completed internships, indicating that the respondents have received significant practical experience. Furthermore, 28.09% (109 students) claimed part-time work experience, while 21.91% (85 students) had full-time employment experience. These varied experiences indicate that many students actively participate in the workforce, potentially impacting their aspirations for entrepreneurship. Overall, the profile depicts a primarily youthful and educationally diverse cohort with varying employment experiences, giving a solid foundation for examining entrepreneurial factors among university students in the study.

Reliability and Validity

Cronbach's alpha (α) was employed to assess the reliability of each latent variable, while Harman's single-factor variance was utilized to evaluate common method bias (CMB) across all variables. Table 3 presents the study's findings together with the proposed threshold scales.

Table 3
Reliability and CMB Insights

S.N.	Latent Variables	Observed variables	Cronbach's Alpha (α)	Harman one-factor variance
1	Entrepreneurial Intention [EI]	6	0.851	
2	Entrepreneurial Education [EE]	6	0.843	
3	Personality Traits [PT]	6	0.837	48.142 %
4	Social Networks [SN]	6	0.839	
5	Practical Experience [PE]	6	0.865	
Suggested threshold values			≥ 0.70 (Taber, 2018)	≤ 50.0 % (Cho & Lee, 2012)

Table 2 demonstrates that all Cronbach's alpha values surpass the acceptable level of 0.70, as Taber (2018) outlined. Moreover, all 30 study variables exhibited a variance of 48.142%, which is below the recommended threshold of 50% proposed by Cho and Lee (2012).

The study included sphericity and Kaiser-Meyer-Olkin (KMO) tests to evaluate its external validity. The KMO sample test of sufficiency yielded a test statistic of 0.923, exceeding the established criterion of 0.8, as indicated by Hair et al. (2018). The Bartlett sphericity test demonstrated that each association in the correlation matrix had a significant impact. The test produced an estimated Chi-square value of 13228.377, with 435 degrees of freedom and a significance level 0.000. Therefore, Thirty of the observed variables were deemed appropriate for further study.

Descriptive Statistics

This section presents the study's results, with descriptive relationship analysis with the variable and the influence of the dependent and independent variables on each other.

Table 4

Descriptive Results

	N	Minimum (Min.)	Maximum (Max.)	Mean	SD
EE	403	1.50	5.00	3.8011	.78354
PT	403	2.33	5.00	3.8863	.73223
SN	403	2.50	5.00	4.0232	.71082
PE	403	2.17	5.00	3.8871	.78430
EI	403	2.50	5.00	3.9305	.71207

Table 4 presents descriptive data for the essential variables evaluated, emphasizing their central trends and variability. The study assessed all characteristics using a Likert scale with values ranging from 1.50 to 5.00. Entrepreneurial Education (EE) has a mean score of 3.8011 and a standard deviation of 0.78354, indicating that respondents agree on the value of entrepreneurial education with a moderate variety in responses. Personality Traits (PT) had a significantly higher mean of 3.8863 and a lower standard deviation of 0.73223, indicating substantial agreement about the importance of entrepreneurial personality traits and relatively consistent responses.

Social Networks (SN) had the highest mean score of 4.0232, indicating that respondents significantly value the role of social networks in encouraging entrepreneurial inclinations. This variable also showed the least variation, with a standard deviation 0.71082. The respondents emphasized Practical Experience (PE), as evidenced by its mean score of 3.8871 and standard deviation of 0.78430. Finally, entrepreneurial intention (EI) had a mean score of 3.9305, indicating positive intent for entrepreneurship with relatively low variability (standard deviation of 0.71207). The descriptive results show that respondents agree strongly on all variables and that their opinions of entrepreneurial factors follow regular patterns.

Correlation Analysis

This section shows the relationship between the dependent and independent variables of the study.

Table 5

Relationship Among Dependent and Independent Variables

		EE	PT	SN	PE	EI
Pearson Correlation	EE	1				
	PT	.724**	1			
	SN	.699**	.904**	1		
	PE	.680**	.858**	.888**	1	
	EI	.598**	.773**	.854**	.914**	1

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

Table 5 shows the correlations between the dependent variable, Entrepreneurial Intention (EI), and the independent variables, Entrepreneurial Education (EE), Personality Traits (PT), Social Networks (SN), and Practical Experience (PE). All variables have significant positive correlations at the 0.01 level, indicating strong and meaningful relationships. Among these, practical experience (PE) shows the most remarkable association with EI (r = 0.914), suggesting that hands-on experience is essential in shaping entrepreneurial goals. Social networks (SN) also show a significant positive link with EI (r = 0.854), highlighting the relevance of strong social relationships in generating entrepreneurial aspirations. Furthermore, personality traits (PT) substantially correlate with EI (r =

0.773), highlighting the impact of entrepreneurial personality traits on intents. Entrepreneurial education (EE), while positively connected with EI (r = 0.598), has a moderate strength, indicating a supporting but less dominant influence relative to other variables.

Inter-variable correlations show a high degree of interconnectivity, with PT highly related to SN (r = 0.904) and PE (r = 0.858), whereas SN is closely related to PE (r = 0.888). These findings highlight the synergistic role of personality factors, social networks, and practical experience in influencing entrepreneurial goals. Overall, the findings highlight the importance of practical experience, social networks, and personality attributes, with entrepreneurial education playing a supporting role.

Multiple Regression Analysis

This section presents a multiple regression analysis to assess the impact of independent variables on green organizational citizenship behaviour with a portion of the dependent variable's variance.

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					F Change	df1	df2	Sig.
1	.925	.855	.854	.27246	586.9566	4	398	.000

Predictors: (Constant), PE, EE, PT, SN

b. Dependent Variable: EI

Table 6 shows a substantial and statistically significant regression model for predicting Entrepreneurial Intention (EI), with factors including Practical Experience (PE), Entrepreneurial Education (EE), Personality Traits (PT), and Social Networks (SN). The R-value of 0.925 indicates a robust correlation between the predictors and EI, implying that the model accounts for a significant percentage of the variability in entrepreneurial aspirations. The R-squared value of 0.855 indicates that the independent variables account for 85.5% of the variance in entrepreneurial ambitions, demonstrating the model's strong explanatory power. Furthermore, the adjusted R-squared of 0.854 indicates that this explanatory power remains robust even after controlling for the number of predictors, indicating that the model is dependable and efficient. The standard error of the estimate is 0.27246, suggesting a reasonably modest average variation between actual and anticipated values, highlighting the model's accuracy. Finally, the F Change value of 586.9566, with a p-value of 0.000, demonstrates that the regression model is statistically significant, indicating that the variables contribute considerably to explaining entrepreneurial inclinations.

Table 7

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	174.287	4	43.572	586.956	.000[b]
	Residual	29.545	398	.074		
	Total	203.832	402			

a. Dependent Variable: EI

b. Predictors: (Constant) PE, EE, PT, SN

The ANOVA results in Table 7 show how well the regression model explains differences in Entrepreneurial Intention (EI), using Practical Experience (PE), Entrepreneurial Education (EE), Personality Traits (PT), and Social Networks (SN) as predictors. The regression yields a sum of squares of 174.287, indicating the extent

to which the independent variables can explain the variability in EI. With four degrees of freedom (df) for the regression, the mean square for regression is estimated to be 43.572, which is then used to produce the F statistic. The F statistic value of 586.956 is high, indicating that the model is quite good at describing the variation in entrepreneurial ambitions. The Sig. value of 0.000 verifies the model's statistical significance, demonstrating that the predictors considerably impact EI when considered together. The Residual Sum of Squares is 29.545, representing the unexplained variance in EI, while the Residual Mean Square is 0.074, indicating the average unexplained variance. The Total Sum of Squares (203.832) represents the total variability in the dependent variable. Overall, the ANOVA findings show that the regression model is significant and may explain a considerable percentage of the variation in entrepreneurial ambitions.

Table 8

Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF	Observations on the hypothesis
	B	Std. Error	Beta				
(Constant)	.593	.080		7.396	.000		
EE	-.049	.026	-.053	-1.898	.058	2.175	Rejected
PT	-.208	.047	-.213	-4.426	.000	2.224	Accepted
SN	.367	.052	.366	7.027	.000	1.554	Accepted
PE	.734	.040	.809	18.568	.000	2.207	Accepted

a. Dependent Variable: EI

Table 8 shows the regression coefficients for the independent factors influencing entrepreneurial intention (EI). The constant term has a value of 0.593, a significant t-value of 7.396, and a significance level of 0.000, showing that the constant is statistically significant. Among the independent variables, entrepreneurial education (EE) negatively correlates with EI, displaying an unstandardized coefficient of -0.049 and a standard beta of -0.053, although this relationship is only marginally significant. Therefore, we reject the hypothesis about EE, suggesting a minor and negative impact of entrepreneurial education on entrepreneurial inclination. The VIF value for EE is 2.175, indicating no multicollinearity problems.

Personality traits (PT) have a negative and substantial link with EI, with an unstandardized coefficient of -0.208 and a standard beta of -0.213, which is statistically significant (t = -4.426, Sig = 0.000). We accept the PT hypothesis, which confirms a significant detrimental impact of personality traits on entrepreneurial intentions. The VIF value of 2.224 suggests high multicollinearity but is within acceptable bounds. Social networks (SN) have a substantial positive connection with EI, with an unstandardized coefficient of 0.367 and a standard beta of 0.366, which are highly significant (t = 7.027, Sig = 0.000). We accept this association, suggesting that social networks significantly contribute to fostering entrepreneurial intent. SN has a VIF value of 1.554, indicating no multicollinearity problems. Finally, practical experience (PE) shows the most positive connection with EI, with an unstandardized coefficient of 0.734 and a standard beta of 0.809, indicating a substantial and statistically significant effect (t = 18.568, Sig = 0.000). We accept the hypothesis for PE, confirming its considerable impact on entrepreneurial intention. PE's VIF value is 2.207, indicating no multicollinearity concerns.

Practical experience, social networks, and personality traits significantly affect entrepreneurial intention, with practical experience having the most significant beneficial impact. Conversely, a small negative effect of entrepreneurial education leads to rejecting the hypothesis. The multicollinearity analysis indicates that all predictors are free of substantial collinearity concerns, assuring the model's validity.

Discussion and Conclusion

The regression analysis provides subtle insights into the factors influencing university students' entrepreneurial intention (EI), as contextualized by the theory of planned behavior (TPB). Contrary to previous research

indicating its favorable influence (Nakayama, 2022; Mehraj et al., 2023), entrepreneurship education (EE) has a marginally significant negative connection with EI (Beta = -0.053; Sig = 0.058). This finding implies that entrepreneurial education, as currently practized, may not successfully increase entrepreneurial inclinations. One possible explanation is a lack of contextual alignment in these programs, as prior research has highlighted the relevance of culturally relevant and market-specific curricula in building entrepreneurial mindsets (Islam et al., 2023). Furthermore, theoretical information without sufficient practical application may discourage pupils, as experiential learning is frequently a key motivator for perceived behavioral control.

In contrast, personality traits (PT) show a substantial negative connection with EI (Beta = -0.213, Sig. = 0.000). Entrepreneurial success typically correlates with traits like proactiveness and risk-taking (Inoubli & Gharbi, 2022). However, the individual characteristics under examination or contextual restrictions that hinder the expression of entrepreneurial behaviors, may have a negative influence. For example, societal expectations or resource limitations may limit the entrepreneurial potential of people with strong personality traits, emphasizing the importance of supportive ecosystems.

Social networks (SN) had a substantial positive connection with EI (Beta = 0.366, Sig = 0.000), which is consistent with previous research indicating that social validation and support increase perceived behavioral control and entrepreneurial confidence (Atiq et al., 2020). The significance of social networks emphasizes the relevance of mentorship, peer influence, and access to resources for fostering entrepreneurial aspirations. Similarly, practical experience (PE) appears as the most impactful factor (Beta = 0.809, Sig. = 0.000), supporting the notion that hands-on expertise bridges the gap between theoretical learning and real-world application (Nakayama, 2022). Practical experience boosts confidence and provides individuals with problem-solving skills essential for entrepreneurial success. Overall, the findings are consistent with TPB's emphasis on attitudes, subjective norms, and perceived behavioral control as predictors of EI (Ajzen, 1991) while reflecting an expanding understanding of entrepreneurial motivation. Practical experience and social networks considerably improve EI; however, entrepreneurial education requires change to achieve the desired results. These findings underscore the intricate nature of entrepreneurial intention and the necessity of tailored interventions that address individual traits and environmental factors.

Limitation and Future Scope

While providing valuable insights into the elements influencing Entrepreneurial Intention (EI), this study has numerous limitations that should be considered. Firstly, we could attribute the negative link between entrepreneurial education (EE) and EI to the specific nature of the reviewed educational programs, which may have failed to integrate theoretical knowledge with practical application effectively. The lack of contextual alignment, as highlighted in the prior literature, could further limit the generalizability of these findings to broader populations or different cultural settings. Secondly, the study's reliance on self-reported measures for variables such as Personality Traits (PT) and Practical Experience (PE) introduces the potential for response bias, where participants may overestimate or underestimate their traits and experiences. Additionally, the sample population, presumably university students, may not adequately represent the broader entrepreneurial ecosystem, including non-student or professional entrepreneurs.

Future research should address these limitations by employing longitudinal designs to capture better the dynamic nature of entrepreneurial intentions and their predictors. This approach would allow for understanding how EE, PT, and PE influence EI over time and through different stages of entrepreneurial development. Expanding the study to include diverse populations across various cultural and economic contexts could provide a more comprehensive understanding of the role of contextual factors in shaping EI. Furthermore, qualitative studies, such as in-depth interviews or focus groups, could complement quantitative findings by exploring underlying reasons for the observed adverse effects of EE and PT. Because practical experience (PE) and social networks (SN) significantly affect EI, future research could observe closely how these things affect it. We may examine the significance of mentorship, internships, and collaborative networks. Furthermore, experimental research could assess the efficacy of restructured entrepreneurial education programs that prioritize experiential learning,

local market relevance, and novel teaching methodologies, such as design thinking or simulation-based training. Finally, integrating psychological constructs like resilience, grit, or emotional intelligence into the study of EI could offer a richer understanding of the interplay between personal attributes and entrepreneurial aspirations.

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