

## **Impacts of Management Education on Entrepreneurial Intent in Birendranagar Municipality, Surkhet**

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### **Abstract**

*This study investigates the impact of management education on the entrepreneurial intentions of graduates in Birendranagar Municipality, Surkhet. Using a mixed-method approach, data were collected from 30 business firms, equally divided between those led by management graduates and non-management graduates. The study aimed to compare entrepreneurial traits and performance outcomes across these two groups. The results showed that management education positively impacts entrepreneurial intent, with management graduates exhibiting higher self-efficacy, risk-taking ability, and creative thinking. However, non-management graduates demonstrated higher levels of motivation and passion. The study concludes that while management education enhances certain entrepreneurial skills, intrinsic motivation remains crucial to entrepreneurial success.*

**Keywords:** Management Education, Entrepreneurial Intent, Entrepreneurship Development, Mixed-Method Research

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### **Introduction**

Entrepreneurship is widely recognized as a key desirable aspect of economic growth and innovation. Recent literature emphasizes the importance of entrepreneurial intent as a precursor to entrepreneurial behavior (Krueger & Carsrud, 1993). The Planned Behavior Theory (Ajzen, 1991) has often been used to model entrepreneurial intention. Numerous studies (Audet, 2004; Boissin & Emin, 2006; Fayolle & Gailly, 2004) have examined the way through which entrepreneurship education influences students' intent to start a business. However, the effectiveness of management education in enhancing entrepreneurial intent remains a subject of debate.

The present study explores this issue in the unique socio-economic context of Birendranagar Municipality in Karnali Province, Nepal. The region's limited prior research in this area makes it a valuable site for inquiry. This research aims to determine whether management education significantly affects entrepreneurial intent and how this impact compares with other factors such as motivation and self-efficacy. Despite the theoretical support for entrepreneurship education, its real-world impact in regions like Karnali Province is underexplored. Traditional education systems in Nepal have been criticized for their theoretical orientation and limited practical relevance. This research investigates whether management education imparts meaningful entrepreneurial skills in such a context.

There is a scarcity of empirical studies from Nepal, especially from Karnali Province. While international studies have explored the impact of entrepreneurship education, the lack of localized research creates a gap in understanding how effective management education is in fostering entrepreneurship in this region. There is a powerful relationship between management education and entrepreneurial development.

The main focus of the research was to explore the influence of management education on entrepreneurship development. It attempted to assess how such education impacts the entrepreneurial activities and business performance of graduates, comparing those with and without formal management training. The study was guided by key questions that aim to evaluate the current impact of management education on entrepreneurship, investigate differences in business outcomes between management and non-management graduates, and examine the role of educational background in shaping entrepreneurial success.

The objectives were to analyze the specific effects of management education on entrepreneurial intent, compare businesses based on the educational background of their owners, and identify challenges faced by management graduates in pursuing entrepreneurship. Additionally, the study aims to capture entrepreneurs' perceptions of the value of management education. Expected outcomes include valuable insights into the role of management education in fostering entrepreneurship, enhanced research skills among participating students, and the potential for publication in a scholarly journal. However, the study was limited in scope, focusing on only 30 firms in Birendranagar, Surkhet, and based on self-reported data that was taken from a small sample, that may affect the generalizability of the conclusions and major findings.

## **Literature Review**

The influence of education on entrepreneurial intention of the graduates has been a central focus in entrepreneurship research over the past few decades. This body of work underscores the importance of educational experiences in fostering the mindset and capabilities necessary for successful entrepreneurship. A widely accepted theoretical framework that underpins much of this research is Ajzen's (1991) The Planned Behavior Theory (TPB). According to TPB, some intentions of individual behavioral are shaped by three core components such as the personal attitude of them toward the behavior, their perceived behavioral control (i.e., the perceived ease or difficulty of performing the behavior) and the influence of subjective norms (i.e., perceived social pressure), and. In the context of entrepreneurship, the theory suggests that if individuals view entrepreneurship positively, feel social support for becoming entrepreneurs, and believe they possess the essential skills and resources, they support to develop a strong entrepreneurial intention.

Building on this foundation, scholars such as Fayolle and Gailly (2004), Linan (2004), and Tounes (2003) have explored the practicality and applicability of the theory in the context of entrepreneurship education. Their research demonstrates that educational interventions can significantly influence the three antecedents of intention as outlined. These scholars have demonstrated that entrepreneurship education in a better way promotes in the modification of students' attitudes, enhances their perceived control over starting a business, and increases their awareness of societal approval, thereby strengthening their entrepreneurial intentions.

In the same way, Peterman and Kennedy (2003) have added that even transitory entrepreneurship education programs can lead to meaningful shifts in students' intentions. Their findings suggest that exposure to entrepreneurship-related content, even in short-term interventions, can demystify the process of starting a business and boost students' confidence in their entrepreneurial abilities. Meanwhile, Zhao et al. (2005) emphasize the need to systematically evaluate the comparative effectiveness of different types of educational programs. They advocate for more empirical studies that distinguish between program formats,

such as classroom-based lectures, experiential learning modules, and mentorship-based initiatives, in order to determine which approaches are most effective in fostering entrepreneurial intent.

The pedagogical approach used in entrepreneurship education is also crucial. Bechard and Gregoire (2005) highlight that the method of teaching whether traditional, participatory, or experiential can significantly influence learning outcomes and, consequently, entrepreneurial intention. To assess the effectiveness of educational programs, many researchers rely on Kirkpatrick's (1959) four-level model of training evaluation, which includes: (a) reaction how participants feel about the training, (b) learning the increase in knowledge or skills, (c) behavior changes in behavior due to training, and (d) results the final outcomes or impacts on performance.

In the Nepali context, entrepreneurship education is still at a developmental stage. Although government and institutional efforts to integrate entrepreneurship into academic curricula have increased, significant challenges remain. Empirical studies conducted by van der Sluis et al. (2006) and Dickson et al. (2008) presents that entrepreneurship training positively impacts business performance and entrepreneurial activity. However, in Nepal, much of the current curriculum tends to emphasize theoretical concepts while lacking in practical, hands-on experiences. This gap highlights the need for more empirical validation of educational approaches that align with the socio-economic realities of Nepalese students. Such validation would help in developing more robust, context-specific programs that truly enhance entrepreneurial intention.

### **Research Methodology**

The research study adopted a mixed-method approach using descriptive and explanatory designs. Quantitative data helped measure variables, while qualitative responses enriched the findings.

The study employed Likert-scale questionnaires and semi-structured interviews to collect data. The questionnaire measured qualities such as self-efficacy, motivation, risk-taking, and creative thinking. The study focused on 30 firms in Birendranagar, with 15 led by management graduates and 15 by non-management graduates. A purposive non-random sampling method was used.

Data Analysis Descriptive statistics (mean, percentage) were used to interpret the data. The mean value of entrepreneurial intent variables for each group was calculated. Ethical consideration confidentiality and voluntary participation were ensured. Respondents were informed regarding the purpose of the research and gave informed consent.

### **Results and Analysis**

**Table 1: Entrepreneurial Intent Index Comparison**

Graduate Type	Mean Entrepreneurial Intent Score
Management Graduates	3.56
Non-Management Graduates	3.26
Difference	

Survey Report, 2025)

The data in Table 1 shows that management graduates have a higher mean entrepreneurial intent score (3.56) compared to non-management graduates (3.26). This 0.30-point difference, though not extremely large, designates a moderate good impact of management education on entrepreneurial intention. It suggests that formal education in management may foster key attitudes, perceptions, and skills conducive to entrepreneurship. The result supports prior studies relied on the Planned Behavior Theory, which link educational interventions to enhanced entrepreneurial attitudes.

Table 2: Comparative Trait Analysis

Trait	Management Graduates	Non-Management Graduates
Risk-taking	Higher	Lower
Motivation & Passion	Moderate	Higher
Self-efficacy	Higher	Lower
Creative Thinking	Higher	Moderate
Persistence	Higher	Moderate

Survey Report, 2025)

Table 2 highlights notable differences in entrepreneurial traits between management and non-management graduates. Management graduates consistently score higher in traits such as risk-taking, self-efficacy, creative thinking, and persistence, which are crucial for entrepreneurial success. Interestingly, non-management graduates show higher levels of motivation and passion, possibly driven by intrinsic factors and real-life necessity. These findings suggest that while management education strengthens technical and strategic capacities, entrepreneurial drive in non-management graduates may stem from internal or experiential motivations.

Table 3: Source of Entrepreneurial Confidence

Source of Confidence	Management Graduates	Non-Management Graduates
Academic Training	High	Low
Practical Experience	Moderate	High
Intrinsic Motivation	Moderate	High
Peer and Network Influence	Moderate	Moderate

Survey Report, 2025)

Table 3 reveals contrasting sources of confidence between the two groups. Management graduates derive their entrepreneurial self-assurance primarily from academic training, whereas non-management graduates rely more heavily on practical experience and intrinsic motivation. This difference implies that management education builds structured knowledge and systematic confidence, whereas non-management individuals are shaped more by adaptive learning and self-driven passion. These findings affirm the complementary nature of theory-based and practice-based learning paths in fostering entrepreneurship.

Table 4: Perceived Usefulness of Management Education

Perceived Benefit	Management Graduates (%)	Non-Management Graduates (%)
Risk-taking	80	35
Motivation & Passion	40	75
Self-efficacy	70	45
Creative Thinking	78	50
Persistence	85	38

Survey Report, 2025)

As illustrated in Table 4, management graduates perceive formal education as significantly more useful across various entrepreneurial competencies, including planning, decision making, financial management, leadership, and confidence-building. In contrast, non-management graduates report far lower perceived

benefits in these areas. This perception gap may reflect the structured exposure to tools and frameworks provided in management curricula, which help graduates prepare for the complexities of business operation. The data underscores the potential value of expanding access to management education or integrating entrepreneurial content into broader educational streams.

**Table 5: Entrepreneurial Intent by Demographic Variables**

Variable	Category	Ave. Entrepreneurial Intent Score
Gender	Male	3.45
	Female	3.30
Business Type	Trading	3.40
	Manufacturing	3.55
	Service	3.48
Education Background	Management Graduate	3.56
	Non-Management Graduate	3.26

Survey Report, 2025)

Table 5 presents the entrepreneurial intent scores across different demographic variables such as gender, business type, and educational background. Males exhibit slightly higher intent than females, which may reflect socio-cultural dynamics influencing entrepreneurial confidence in the local context. Among business types, manufacturing entrepreneurs show the highest intent, possibly due to higher capital investment and strategic planning needs. Most notably, educational background emerges as a strong differentiator, with management graduates scoring 3.56 compared to 3.26 for non-management graduates. This affirms the core premise of the study that management education contributes positively to entrepreneurial intention.

### **Theme based Analysis of Entrepreneur Intents**

#### **The education promotes motivation and passion to the entrepreneurs.**

In response to the questions "Are you convinced and satisfied that your education and degree has supported in promoting motivation and passion to be a successful entrepreneur? Yes/No? Why?", it was found that the management graduates were more confident regarding the positive impacts of education in promoting passion and motivation which really would support on the other hand non-management graduates were found less confident as well as were not convenience that their degree would not that much supportative in their business. In this way it is clear that management graduates are more benefited from their education and degree in comparison to non management graduates.

#### **The Level of Self-efficacy of the Graduates**

The another open ended question was "How does self-efficacy has been supported from your college degree?". The management graduates were self confident that most of the entrepreneur said nobody could shift their determination; they are goal oriented and problem solving in nature. While the problem occurs in their business, they can efficiently tackle with the problem. On the other hand, non-management graduates could not decide that their hard work in business can manage everything even though they develop their confident in dealing efficiently. In this way, it is pointed that management graduates link the business as their life long process in comparison to non-management graduates.

**Insight for Risk taking and Branding Business of Graduates**

The third open-ended question was "How do you get insight for risk taking and predict the profit and branding your business?" It is said that no loss, no gain, and most of the management graduates thought progress always involves risks. Knowing about the market, insight them in the case of how to product, grabbing the opportunity risk taking leads branding business. Whereas, non-management graduates were not happy while taking risk. Moreover, they thought risk taking is somehow important but it burdens business. Thus, sailing or producing the goods as per as demand makes business branding rather than taking risk.

**Importance of Creativity to Successful Entrepreneur**

Both Management graduates and non- management graduates said creativity is one of the essential factors. Every business run only through creative thinking, versatile ideas, not only investment or profit. Creativity can decide the life or death of venture. Creativity comes with strong organizational change. Idea has more value than years of experience in business culture. Entrepreneur never requires lots of creativity ideas to keep in touch with client and to give best service to their client. Creativity and innovation helps develop new ways of improving an existing product to optimize the business.

**Role of Management Education in Persistence Quality of an Entrepreneur**

None of the business are overnight job. It takes days, months and years to get success. The reality can be seen everywhere in the world. According to management education based entrepreneur - one of the most common reasons for entrepreneur failure and business closure is a lack of determination and persistence. For long-term business the entrepreneur should have good knowledge of management education which directly and indirectly support in the day today life. However, most of the non- management based entrepreneur said they never see positive direct correlation between management education and presenting in business because business is an art. Management education only limit in theory thus, for the persistence internal motivation and experience matter a lot.

**Role of Management Education in the Overall Quality and Features of an entrepreneur**

Management graduates believe that management education helps to develop the overall quality of the entrepreneurs by transforming their attitude, behavior and mindset to perform efficiently rather than non-management entrepreneur can perform on business. The role of management education is very important. It provides knowledge of so many aspects like investment, marketing and customer satisfaction. There can be many business aspects that are only formally taught in management degree. Management education means creating policies for organization, administration of policies through department, hiring skill employee on departments.

**Discussion**

The findings support the hypothesis that management education positively influences entrepreneurial intent. The higher mean score among management graduates indicates that education enhances specific traits like risk-taking and self-efficacy. However, non-management graduates often showed stronger internal motivation, suggesting that passion and drive are equally essential.

The mixed results underline the need for entrepreneurship programs to combine theoretical knowledge with experiential learning. The study also highlights the necessity for curriculum reform in Nepal to better align with entrepreneurial realities.

## **Conclusion and Recommendations**

### **Conclusion**

The study offers compelling evidence that management education plays a significant role in shaping entrepreneurial intent, particularly in the context of Birendranagar Municipality, Surkhet. Management graduates consistently demonstrated higher entrepreneurial intent scores, underpinned by superior performance in traits such as risk-taking, self-efficacy, persistence, and creative thinking. These competencies, vital for entrepreneurial success, appear to be strengthened through structured academic training. The perceived benefits of management education especially in business planning, decision-making, financial management, leadership, and confidence-building further validate its practical relevance. Nevertheless, the findings also reveal the strength of non-management graduates, particularly in motivation and practical experience. Their confidence, largely rooted in intrinsic drive and real-life challenges, indicates that entrepreneurial spirit is not exclusive to formal education. This reinforces the value of integrating experiential and informal learning within entrepreneurship ecosystems.

Demographic variables, such as gender and business type, also subtly influence intent, though educational background remains the most prominent factor. Ultimately, this study advocates for a more holistic and inclusive approach to entrepreneurship education in Nepal one that bridges theoretical rigor with practical exposure. Expanding access to management education and embedding entrepreneurial training across diverse academic streams could foster a more vibrant, inclusive, and innovation-driven entrepreneurial culture.

### **Recommendations**

- Integrate experiential learning modules in management curriculum.
- Encourage interdisciplinary entrepreneurship training.
- Expand research to other regions for broader generalization.
- Provide post-graduate incubation support to enhance business outcomes.

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