Role of School Level Curriculum Toward Development of Entrepreneurial Intention of Student: A Cross Sectional Study in Bagmati Province, Nepal

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Abstract
Occupation, Business, and Technology (OBT) curriculum have been placed in basic school education in Nepal. The study hypothesized that the OBT curriculum could play an important role in developing students' entrepreneurial intention. The study concluded that entrepreneurial intention could be effectively ignited if students are instilled with a sense of self-efficacy, desirability, and opportunity of entrepreneurship. Qualitative analysis has shown that OBT courses can effectively ignite entrepreneurial intent in students, but the teachers could not teach the students the reality of the OBT course at the beginning of the academic year; they could not do anything to stimulate their students interest. Likewise, during the teaching period, teachers could not use the textual materials, methods, observation tours, and experimental methods. Therefore, in rural areas, as compared to urban areas, in girls as compared to boys, entrepreneurial intent was not found to be effective. In this context, the entrepreneurial intention model has been proposed based on the findings and conclusions of the study, with the intention that it will ultimately help to inculcate entrepreneurial intent in students of all fields, genders, and classes in an equally effective way.

Keywords: Development, Entrepreneurial, Intention, Curriculum, School

Introduction

National Curriculum Framework, Nepal 2006 (2063 B.S.) considers grades 1-8 as the basic level of school education. At this level (grades 6, 7, and 8), the subject occupation, business, and technology education (OBTE) has also been mentioned as the elective subject. Technical and vocational education is important for social empowerment and economic development at the local level.

NCF (2006) is expected to enhance the capacity of the students' professional knowledge and skills. It has been mentioned in the education policy and strategy of Nepal that occupation, business, and technology education plays an important role in preparing self-reliant citizens by developing the knowledge, skills, and technologies that are essential for the students of basic level for daily life. But the quality of such education is hampered by the lack of skilled teachers, necessary materials and equipment, physical and financial management. Student achievement was moderate due to a lack of coordination in curriculum investments and processes such as teaching-learning activities, methods, management, facilities, etc. The curriculum has kept objective as the development of entrepreneurial thinking in the students, which was found to have a moderate level. The curriculum was not found to have covered all needs across the country; regional needs and student needs. It could not capture the local community's professions and occupations (Board of Directors of Education Development, Bagamati Province, Nepal, 2020). In this, entrepreneurship development has been included, and the present study was in the direction.

Entrepreneurship is defined as the innovative and creative process that brings potentiality to add value to products, creation of job opportunities, raise productivity, revitalization o diversify markets, improvement of social welfare, and, more broadly, to the development of the economy (Guerrero, et al., 2008). The economic aim of entrepreneurship may have a social impact of contributing to economic development by the creation of new goods and services as well as employment opportunities (Silwal, 2020). Entrepreneurs are considered as an engine of the economy worldwide (Silwal & Agrawal, 2019). Taking into consideration of the valuable contribution of entrepreneurship in the economy, the Nepal government has launched entrepreneurship education as an academic program from the basic level of school education to the university level to ensure a continuous supply of entrepreneurs in the country. Entrepreneurship education has grown considerably in the country, and many institutions have been offering academic coursework on it. Entrepreneurship is consistently rising in recent years (Winkel, 2013).

For Davidsson (1995), entrepreneurial intentions are assumed to predict, although imperfectly, individual's choice to find their firms, whereas others defined entrepreneurial intention (EI) as the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors such as starting a new business and becoming an entrepreneur (Moriano, et al., 2011). Krueger, et al., argued that promoting entrepreneurial intentions by promoting public perceptions of feasibility and desirability is not just desirable; promoting entrepreneurial intentions is also thoroughly feasible (Krueger, et al., 2000).

Outcomes of entrepreneurship education are conservatively assessed based on venture creation as entrepreneurship is defined by (Gartner, 1989) which might limit entrepreneurship education only for the venture creation, more recently (Sarasvathy & Venkataraman, 2011) defined entrepreneurship education should be for the recognition and exploitation of opportunities. A study has shown that the role of entrepreneurship education in strengthening entrepreneurial self-efficacy and entrepreneurial intention is significant. Finding revealed a positive correlation between entrepreneurial self-efficacy and entrepreneurial intentions. However, the relationship to be moderated by gender suggested that gender must be integrated into any study (Shinnar, et al, 2014).

Entrepreneurship education increases entrepreneurial intentions. However, outcomes from similar entrepreneurship education classes provided to different students' groups have not found uniformity. It was context-specific. So, specific context requires different entrepreneurship education action (Maresch, et al, 2016).

Per Davidsson (1995) concluded a study that business education provides a platform for future entrepreneurial initiatives. He suggested that entrepreneurial perspective should be brought up consistently in all courses and not only in a few electives. Furthermore, he stressed challenges to create the inspirational effect and interact with the confidence building that substantive knowledge provides. According to him, students should additionally interact with young, small, or even not-yet-existing firm's perspective in the readings, the

cases, and through guest appearances by practicing entrepreneur that would affect entrepreneurial intention (Davidson, 1995).

Entrepreneurial self-efficacy was defined as the confidence of the students in successfully handling certain entrepreneurial tasks such as identifying new business opportunities, creating new products, thinking creatively, and commercializing an idea or new development. Current practices in entrepreneurship education are in the direction of enhancing the confidence of students by having a positive impact on self-efficacy (Zhao, et al, 2005). Further, they have added that the formal academic courses can have a positive impact on the students' intentions to initiate an entrepreneurial venture.

Review of Theoretical and Empirical Study

Many models for intentions have been developed previously and tested in scholarly studies carried out by researchers. These entrepreneurship intention models have frequently been found in Shapero's (1982) entrepreneurial event model (SEE), Ajzen's (1991) theory of planned behavior (TPB), Bird's (1988) intention model that further extended by Boyd and Vozikis (1994) and intention model of Davidsson (1995). The entrepreneurial event model of Shapero measured the intentions based on three elements such as perceived desirability, a propensity to act, and perception of feasibility (Shapero, 1982). Ajzen explained intentions by an attitude towards behavior, subjective norms, and perception of behavioral control (Ajzen, 1991). Bird defined that intentions depend on personal and contextual factors (Bird, 1988). Boyd and Vozikis further added self-efficacy from social learning theory on Bird's intention model (Boyd & Vozikis, 1994). Davidsson suggested that entrepreneurial intentions are determined by the conviction, which is defined as general attitude (Change, compete, money, achievement, and autonomy), and domain attitude (Payoff, societal contribution, and know-how) that are influenced by the personal backgr,and which are age, gender, vicarious experience, and radical change experience. O The study was carried out by Izquierdo and Buelens (2011) by testing two models to explain how entrepreneurship education displayed an effect of entrepreneurial intentions through its impact on attitudes and self-efficacy. The result revealed that attitudes and self-efficacy were positively related to entrepreneurial intentions to create new venture testing by model one. Another model revealed that attitude mediates between self-efficacy and entrepreneurial intentions (Izquierdo & Buelens, 2011).

To enlarge a more comprehensive understanding of entrepreneurial intentions and behavior Krueger (2009) combined two existing intention models, SEE and TPB, and taken variables propensity to act, desirability, and feasibility from SEE and self-efficacy and social norms from the TPB model. Krueger entrepreneurial intention model (KEI) incorporated collective efficacy. Collective efficacy was found more effective for entrepreneurship than a single person having an ability. This model also included intention into action.

The planned instructional sequence and the view of the experience of students in terms of the instructional goal of the school or teacher are referred to as a curriculum (Wikipedia, 2020). The term curriculum denotes the lesson or content taught in school or the particular course of a program (The Glossary of Education Reforms, 2015). Curriculum refers to the educational program formulated to achieve the goal of education. (Curriculum Development Centre). The necessary goal, method, materials, and evaluation should be included in the curriculum for effective teaching-learning. (RIDE, 2020)

The study of the students of South African university indicated that the students (respondents) strongly agreed to the effectiveness of entrepreneurship education to enhance the economic level, which discloses that they were informed with the function and achievements of entrepreneurship at a large-scale. The study furthermore found that the alleged capability of the teaching panel revealed a moderate and positive correlation with respondent entrepreneurial intention. (Iwu, 2019)

The study in Ethiopia suggested that appropriate concerns should be taken while designing curriculum and content. It has also recommended that the educational practice requires an amendment to incorporate lessons like decision making, effective communication, entrepreneurial conciliation,

leadership, the wise use of sources, new product generation, inventiveness and critical idea, and service-based and technological novelty. (Buli & Yesuf, 2015).

Furthermore (Esfandiar, et al, 2019) had tested the KEI model with adding attitude toward entrepreneurship and entrepreneurial intention implementation and also tested direct and indirect path on entrepreneurial intentions with perceived desirability, perceived feasibility, social norms, attitude toward entrepreneurship, perceived self-efficacy, perceived collective efficacy as the combined model. This study generated an integrated structural model approach to develop entrepreneurial intentions and implementation of intentions into the behavior of students or learners from entrepreneurship education. The study carried out by scholars of bachelor level management stream, entrepreneurship development curriculum of the Tribhuvan university of Nepal towards entrepreneurial intention effectiveness revealed that entrepreneurship development curriculum contributed to generate entrepreneurial intention among the university students very well. It also indicated the need of a conducive environment and initial support to convert entrepreneurial intention into implementation (Nepal & Silwal, 2019).

Entrepreneur education supports entrepreneurial self-efficacy, attitude towards entrepreneurship, subjective norms, perceived behavioral control, and entrepreneurial intention (Nguyen & Duong, 2021). Furthermore, another study showed that entrepreneurial education could influence entrepreneurial self-efficacy, entrepreneurial attitude, & entrepreneurial mindset. This study suggested that the curriculum of entrepreneurship should be engaged practitioners as instructors and conducting fieldwork with more compositions than theories classes in the classroom (Wardana, et al., 2020). Entrepreneurship education influencing entrepreneurial intention, and it becomes a driven business student's intention to start a business (Genoveva, 2020).

Basic Level Occupation, Business and Technology Education Curriculum

According to UNICEF (2007), the curriculum is a systematic plan of knowledge, skills, and abilities of approaches that are based on social values. Students should learn and acquire these values both formally and informally. A good curriculum plays an important role in building life skills, social attitudes, and skills such as tolerance and respect, peaceful conflict management, protection of human rights and respect for human rights, gender equality, and social justice. Besides, it contributes to the acquisition of knowledge, skills, and relevant creative knowledge applied to students' daily lives. The curriculum helps students develop their self-esteem, confidence, motivation, and aspirations.

The curriculum has been implemented by the teachers. Teaching and learning strategies, learning materials, and evaluation also depend on the ability of teachers. Teachers are only skilled instructors who can play an effective role in implementing the curriculum. Teachers are not only skilled technicians; they also fulfill the duty of the officers of the center. Teachers can be active participants in creating a classroom environment with the perceptions of their own beliefs, perspectives, and relevant teaching situations (Mark Ginsburg, 2010).

This Occupation, Business, and Technology Education generate skilled citizens to get involved in different occupations and business for employment and self-employment to earn and become independent and contribute to the national development. Students should acquire information on local, national, and international occupation and business and act as per their interest, capability, and opportunity to make plans for their career development. This education helps to develop a positive attitude towards all kinds of work and respect for labor. It helps to develop necessary soft skills for work as well as get acquainted with the work domain. At this present age of children, they are to be acquainted with utilizing information technology properly. Therefore, to develop knowledge, skill, and professionalism among students to get them acquainted and develop positive attitudes towards work, this subject has been incorporated as a compulsory subject in the curriculum of basic education level (grade 6, 7, & 8).

In occupational education, information regarding occupations carried out at the local level from past to present level and occupations in practice at a higher level has been included. Business orientation

mainly provides business-related information and focuses on practical/applied activities along with teaching soft skills. Similarly, technical education aims to generate human resources that can make use of modern technology along with the preservation of conventional technology. As per the present necessity to integrate education with work, this curriculum has been developed and planned for the basic level. The following study areas have been included under this subject: 1) Occupational Education, 2) Business Orientation, and 3) Technology Education. On completion of basic level Occupation, Business and Technology Education, students will have the following competencies:

1. To be acquainted with potential areas of career development and to be able to choose an appropriate area as per their interest, capability, and opportunity.
2. To acquire information on the national and international labor market.
3. To acquire and demonstrate simple soft skills in day-to-day life.
4. To develop the habit in self to take an interest in, respect for, and get involved in all sorts of labor with a positive outlook.
5. To make a simple scheme of the plan to run a business after acquiring orientation on business that can be run at a local level.
6. To develop a habit of integrating education with work.
7. To make appropriate and safe use of tools in day-to-day activities.
8. To acquire information and preserve conventional technology.
9. To acquire information and use modern information technology.

Academia and practitioners need to know how entrepreneurial intentions impart in the mind of students & judge whether entrepreneurship education is playing a positive role for it or not. Keeping this in mind, the present study intends to determine the role of the entrepreneurship education curriculum to develop entrepreneurial intention among the students of a basic level school in Nepal. Based on previous studies mentioned above, the present study will find out role of curriculum on student's entrepreneurial intention in Nepal with five main variables.

Conceptual Framework

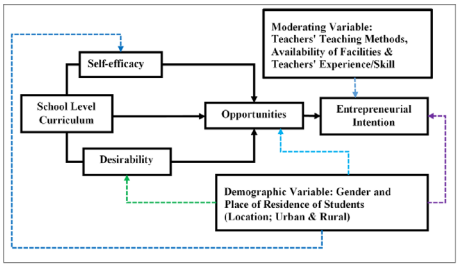


Figure 1: Conceptual Frame

Study Variables

Entrepreneurial Self-efficacy (ability): Self-efficacy is a person's assessment and judgment ability to perform a given task, whereas entrepreneurial self-efficacy refers to the degree to believe his/her ability to establish and start a new business venture successfully (Campo, 2011). In this research, entrepreneurial self-efficacy a mediating variable. To test students' entrepreneurial self-efficacy attitudes, the researcher created and tested questions related to variables. The variables were as follows:

- Courage to take business risks
- Convince parents and others about business plan
- Personal skills on entrepreneurship
- Handle the business properly

Entrepreneurial Desirability (Interest): Entrepreneurial desirability is the psychological aspect of wishing to become an entrepreneur and working with the intention of becoming an entrepreneur in the field of entrepreneurial development or starting a new venture. In analyzing this entrepreneurial intent, scholars had considered two major factors: 1) Personal factors and 2) Institutional factors (Carmen, et al, 2018). Entrepreneurial desirability is mediating variable for this research. To test students' entrepreneurial desirability attitudes, the researcher created and tested questions related to variables. The Variables were as follows:

- Thinking of being an entrepreneur
- Business plans to start an enterprise/business
- Professional goal is to be an entrepreneur
- Interest to be an entrepreneur is to become a rich person

Entrepreneurial Opportunities: An Entrepreneurship opportunity is a future-oriented task for Entrepreneurship. When an entrepreneur asks

himself/herself how he/she can earn money using this opportunity. In general, there are entrepreneurial opportunities where products and services can be sold for more than the cost of investment. An entrepreneurial opportunity is a situation where entrepreneurs can work for-profit, and the conditions for making a profit are visible. Also, there are many businesses or markets (McMullen, et al., 2007). An entrepreneur is a person who pursues entrepreneurial opportunities. The concept of entrepreneurship cannot be developed without opportunities. In this study, the concept of entrepreneurial opportunity was central to the theory of entrepreneurship, and it is also mediating variable. The opportunity may be influenced by the entrepreneur's internal (gender and location) and institutional factors (teachers' teaching methods, available facilities, and teachers' skill). So researcher tested both demographic and moderating variables were analyzed respectively.

Entrepreneurial Intention: Intention constitutes a representation of the direction developed in the mind of an individual of future action. Entrepreneurial intention is the conscious state of mind that precedes action and directs attention towards a goal to start a new venture (Bird, 1988; and Krueger & Carsrud, 1993). In this study, students' entrepreneurial intention is an outcome of the study, so it is a dependent variable.

Research Question: Were the students able to think appropriately about entrepreneurship based on their interests, abilities, and opportunities?

Research Hypothesis

H01: The mediating variables may not play a significant role in developing entrepreneurial perceptions in students compared to demographic variables.

H02: The moderating variables may not play a significant role in developing entrepreneurial perceptions in students.

Methodology

A cross-sectional data collection method has been adopted under descriptive and analytical research to confirm the nature and results of this study of the school level Occupation, Business and Technology Education (OBTE) curriculum. Research questions and null hypotheses were included based on the theme to fulfill the purpose of the study - besides, the study report was prepared by interpreting and analyzing the received information. The methods of this study were designed based on literature and theoretical studies of various researchers and academics. This study was conducted in 13 districts under Bagamati Pradesh (Province). Students who have completed the basic level (class 8) in the academic session 2076 B.S. (2019/2020 AD), as well the subject teachers who have been teaching in the same schools, principals, school management committees, parents, educators, were the population of this study.

A multi-step sample selection method was used to select the participants in the questionnaire survey. First of all, Bagamati Province was divided into five regions based on geography. Two districts from each Himalayan and hilly regions, one district from each valley, Mid-Hills, and Terai region were taken, and the seven districts were selected.

In total, 20 schools were selected. Except for the Rasuwa district, every three schools were selected from the other six districts like Sindhupalchok, Dhading, Kavre, Lalitpur, Makwanpur, and Chitwan district. In the process of school selection, proportionately 1:2 schools were selected from rural and urban areas, respectively. When choosing schools from urban areas, one school was chosen from larger students' numbers school, and one was chosen from fewer students' numbers school. Out of the 20 selected schools, 200 students, 20 subject teachers, and 20 parents were selected for the study. There were 14 participants (10+1+1+1+1=14) from each of the selected schools, including students, subject teachers, headmasters and school management committee and parents.

The survey questionnaires used in this study were pre-tested in two local schools for reliability and validity. After the pre-test of data collection tools, trained collectors were assigned to collect the data. The results obtained from the survey questionnaires and interviews were interpreted and analyzed using the scientific statistical method. Procedures including observation visits to schools, emails, and telephones were adopted in the data collection procedure. The obtained results were analyzed with SPSS-20 and

Excel-16, and conclusions were drawn based on published research reports.

Analysis

Analysis of Relation among Demographic, Mediator and Dependent Variables

Entrepreneurial Desirability (Interest)

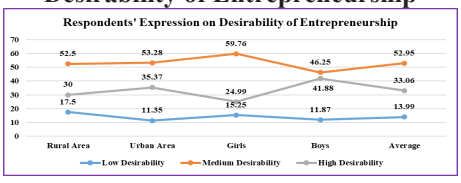
Results on the table 1 revealed that students have strong desire to be an entrepreneur. The desirability for entrepreneurship is developed among the students seemed to be good. Boys have more strong desirability than girls in the urban and rural areas for entrepreneurship. The comparison of the result between the boys and girls within rural as well as urban areas shows that the boys have more desirability than girls towards entrepreneurship. Attraction in entrepreneurship seemed more in the urban area because students are more familiar with various businesses and professions of parents as an entrepreneur in urban area are also the impressive factors.

Table 1: Respondents' Expression on Desirability of Entrepreneurship

Students' Desirability for Entrepreneurial	Boy & Girl Students (Gender)	Place of Residence (Location)	Disagree (Low Desire)	Agree (Medium Desire)	Strongly Agree (High Desire)	Total
I am thinking of becoming an entrepreneur	Girl	Rural Area	3.0	22.0	8.0	33.0
		Urban Area	2.0	50.0	15.0	67.0
	Boy	Rural Area	3.0	21.0	13.0	37.0
		Urban Area	4.0	39.0	20.0	63.0
I have a business plan to start an enterprise/business	Girl	Rural Area	8.0	17.0	8.0	33.0
		Urban Area	23.0	29.0	15.0	67.0
	Boy	Rural Area	11.0	16.0	10.0	37.0
		Urban Area	10.0	34.0	19.0	63.0
My professional goal is to be an entrepreneur	Girl	Rural Area	9.0	18.0	6.0	33.0
		Urban Area	11.0	40.0	16.0	67.0
	Boy	Rural Area	2.0	19.0	16.0	37.0
		Urban Area	2.0	23.0	38.0	63.0
My interest to be an entrepreneur is to become a rich person	Girl	Rural Area	3.0	24.0	6.0	33.0
		Urban Area	2.0	39.0	26.0	67.0
	Boy	Rural Area	10.0	10.0	17.0	37.0
		Urban Area	5.0	23.0	35.0	63.0
Average			13.99	52.95	33.6	100.0

Source: Field Survey (OBTE Curriculum Effectiveness Study - 2020)

Figure 2: Respondents Expression on Desirability of Entrepreneurship



Source: Field Survey
(OBTE Curriculum Effectiveness Study-2020)

The summary presented in the figure above shows that high desirability is seen more in students of an urban area than a rural area, and medium desirability is almost similar in both areas. Less girls have high desirability than boys because girls are job-seeking oriented, and they thought that after marriage, the professional life could be determined as per the husband's homely environment. Overall, knowledge on entrepreneurship is developed in students because an average of high and medium desirability is about to 86 percent, which supports building entrepreneurial intention. So, the result indicates that the theoretical part of the curriculum is good enough to develop entrepreneurial desirability.

Entrepreneurial Self-Efficacy (Ability)

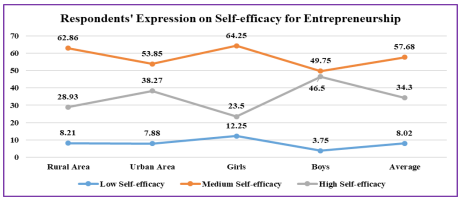
Table 2: Respondents' Expression on Students' Self-efficacy for Entrepreneurship

Self-efficacy for Entrepreneurship	Boy & Girl Students (Gender)	Place of Residence (Location)	Disagree (Low efficacy)	Agree (Medium efficacy)	Strongly Agree (High efficacy)	Total
I have the courage to take business risks	Girl	Rural Area	NA	31.0	2.0	33.0
		Urban Area	NA	54.0	13.0	67.0
	Boy	Rural Area	NA	22.0	15.0	37.0
		Urban Area	NA	25.0	38.0	63.0
I can convince my parents and others of my business plan	Girl	Rural Area	5.0	25.0	3.0	33.0
		Urban Area	15.0	37.0	15.0	67.0
	Boy	Rural Area	1.0	25.0	11.0	37.0
		Urban Area	7.0	17.0	39.0	63.0
I have personal skills about entrepreneurship	Girl	Rural Area	9.0	14.0	10.0	33.0
		Urban Area	7.0	44.0	16.0	67.0
	Boy	Rural Area	3.0	27.0	7.0	37.0
		Urban Area	1.0	51.0	11.0	63.0
Even if there are problems in my future business, I can handle my business properly	Girl	Rural Area	3.0	17.0	13.0	33.0
		Urban Area	10.0	35.0	22.0	67.0
	Boy	Rural Area	2.0	15.0	20.0	37.0
		Urban Area	1.0	17.0	45.0	63.0
Average			8.02	57.68	34.3	100.

Source: Field Survey (OBTE Curriculum Effectiveness Study-2020)

The entire sub-variables of entrepreneurial self-efficacy presented above shows that self-efficacy developed among the students is just satisfactory because only 86.5% of students agreed, followed by strongly agree 33.5% and agree 53%. It seemed that girls and boys have similar desirability whereas a large variation seems between students from urban and rural areas. Entrepreneurship environment and opportunity are less in the rural area. Likewise, teacher's efforts, materials, and school management were also found more effective in urban than a rural areas.

Figure 3: Respondents' Expression on Desirability for Entrepreneurship



Source: Field Survey (OBTE Curriculum Effectiveness Study-2020)

Strong Self-efficacy to be the entrepreneur of students from urban is higher than in rural areas. Facilities for observation, practices, and instruction from school teachers are more effective in urban areas than rural areas, which support to gain skills to the students. Even though, agreeableness about the perception of self-efficacy in students have been seemed similar in both urban and rural area whereas, boys have perceived high self-efficacy than girls in overall. Boys have more risk-taking ability than girls because of the social norms and practices that prevailed in society. Almost 90% of students are agreed that they have perceived self-efficacy for entrepreneurship, which shows that the curriculum is effective about, develop self-efficacy.

Table 3: Relationship among Demographic, Mediator and Dependent Variables

Correlations		Entrepreneurial Intention	Location	Gender	Entrepreneurial Self-efficacy	Entrepreneurial Desirability
Pearson Correlation	Location	.127				
	Gender	.289	-.042			
	Self-efficacy	.924	.129	.240		
	Desirability	.884	.108	.369	.691	
	Opportunities	.453	.356	.326	.420	.336
Sig. (1-tailed)	Location	.036				
	Gender	.000	.278			
	Self-efficacy	.000	.035	.000		
	Desirability	.000	.064	.000	.000	
	Opportunities	.000	.000	.000	.000	.000

Model Summary[b]					ANOVA[a]	
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**F**	**Sig.**
1	.987[a]	.974	.973	.592	1442.82	.000[b]
a. Predictors: (Constant), Entrepreneurial Opportunities, Boy & Girl Students (Gender), Place of Residence (Location), Entrepreneurial Self-efficacy, Entrepreneurial Desirability						
b. Dependent Variable: Entrepreneurial Intention						

Coefficients[a]						
Model	**Demographic and Mediator Variable**	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	.012	.275		.043	.966
	Place of Residence (Location)	-.218	.096	-.029	-2.278	.024
	Boy & Girl Students (Gender)	-.391	.095	-.054	-4.131	.000
	Entrepreneurial Self-efficacy	1.209	.035	.573	34.120	.000
	Entrepreneurial Desirability	1.022	.036	.484	28.780	.000
	Entrepreneurial Opportunities	.124	.023	.078	5.482	.000
a. Dependent Variable: Entrepreneurial Intention						

Source: Field Survey (OBTE Curriculum Effectiveness Study-2020)

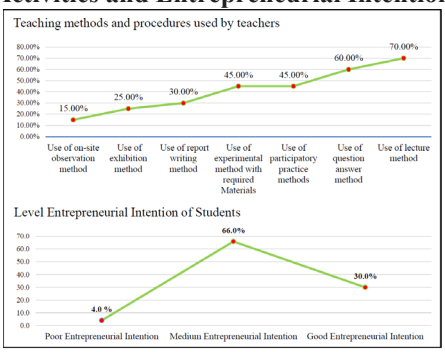
According to the summary test table-3, the researcher presented four types of tests - the Correlation table outlines the relationship between demographic variable (Location & Gender), mediator variable (Entrepreneurial Self-efficacy, Entrepreneurial Desirability, & Entrepreneurial Opportunities), &dependent variable (Entrepreneurial Intention). The Model Summary table examines the effects of demographic and mediator variables on dependent variables. Similarly, the ANOVA table examines the role that all variables play the role for dependent variables. Finally, the different roles and correlations of demographic, mediator and dependent variables are examined in the Coefficient table. The above table mentions that the mediator variable affects the dependent variable more than the demographic variable. The relationship between the moderator variable and the dependent variable seems to be stronger than the relationship between demographic variable and dependent variable. The researchers' hypothesis has been rejected. The result concluded that mediator variables might not play a significant role in developing entrepreneurial perceptions in students compared to demographic variables.

Analysis of Relationship between Moderating and Dependent Variable

The contents of the curriculum of basic level, the teacher would better consider following things before applying any teaching method: 1) The learning capacity and maturity level of students, 2) Confidence in the success of the selected method of teaching, 3) Raise attention/curiosity among students for success, 4) Develop creative thinking and helping nature among students, 5) Bring out hidden learning, performing and understanding capability of students, 6) Means and resources available at a local level and 7) Resource persons availability at a local level. Following methods can be applied for the facilitation of Profession, Vocation and Technology Education: Discussion, Demonstration, Question answers, Site study, Practical work, Inspection, Small project, Knowledge sharing, Research, etc.

The above teaching methods are just a few examples. Other methods have also to be applied as per the nature of the subject matter and circumstances. Teaching methods other than the above can be applied as per the local settings, environment, and availability of local resources and means. Information should be provided regarding the software like Digital Accessible Information System talks, mobile speak, jaws-screen reading software for the blind students, and visual software like 3D mobile to the deaf students. It is compulsory to dedicate 50% of the credit hours for practical activities to this subject. The time used for the project work inside the classroom, at the workshop, or certain locations can be considered under practical work. Support from the available local resource persons should be obtained for the practical works. Based on these facts some picture is given to analyze the result.

Figure 4: Relation between Teachers' Teaching Activities and Entrepreneurial Intention



Source: Field Survey (OBTE Curriculum Effectiveness Study-2020)

According to the facts presented, the overall teaching activities of the teachers and the use/practice of the curriculum do not seem to be effective in developing students' learning achievement and entrepreneurial thinking because there seems to be 15% to 45% of teachers using teaching methods such as observation, exhibitions, report writing. Most of the teachers (60% to70%) use traditional methods in teaching for this subject like a lecture (one-way teaching) and question and answer methods, which do not seem to have improved the learning achievement of the students and the minimum objectives set by the curriculum have not been met yet.

Table 4: Relationship between Moderating and Dependent Variable

Correlations		Entrepreneurial Intention	Availability of Facilities
Pearson Correlation	Availability of Facilities	.145	
	Teachers' Teaching Methods	.242	.464
	Teachers' Experience/Skill	.816	-.044
Sig. (1-tailed)	Availability of Facilities	.270	
	Teachers' Teaching Methods	.152	.020
	Teachers' Experience/Skill	.000	.426

Model Summary[b]					ANOVA[a]		
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Sig. F Change**	**F**	**Sig.**
1	.841[a]	.707	.652	.649	.000	12.856	.000[b]
a. Predictors: (Constant), Teachers' Experience / Skill, Availability of Facilities, Teachers' Teaching Methods							
b. Dependent Variable: Entrepreneurial Intention							

Coefficients[a]						
Model	Moderating Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.089	.823		-1.323	.205
	Availability of Facilities	.291	.331	.135	.878	.393
	Teachers' Teaching Methods	.300	.463	.100	.649	.525
	Teachers' Experience/Skill	1.099	.185	.812	5.942	.000
a. Dependent Variable: Entrepreneurial Intention						

Source: Field Survey (OBTE Curriculum Effectiveness Study-2020)

According to the summary test table-4, the researchers presented four types of tests- the Correlation table outlines the relationship between moderating variables (Teachers' Experience/Skill, Availability of Facilities, Teachers' Teaching Methods), and dependent variable (Entrepreneurial Intention). The Model Summary table examines the effect of moderating variables on dependent variables. Similarly, the ANOVA table examines the role of all moderating variable variables plays for dependent variables. Finally, the different roles and correlations of moderating and dependent variables are examined in the Coefficient table. The above table mentions the result that the moderating variable affects the dependent variable effectively; the high relationship between the moderating variable and the dependent variable. The researchers' hypothesis has been rejected; the result concluded that the moderating variables might not play a significant role in developing entrepreneurial perceptions in students.

Discussion

Schools' leaders, Principals, and other Key informant (Director General and Director of the Center for Curriculum Development, Nepal) perceptions have been summarized in this section.

Does Occupation, Business, & Technology (OBT) Education Curriculum Help to Play an Important role in Enhancing Student Entrepreneurship? Director of the Center for Curriculum Development, Nepal, said

Curriculum developers should not think of curriculum implementation as just a process as it is directly related to the reality of the classroom. Teachers are the ones who determine the fate of students' entrepreneurship. As a result, the teacher's point of view, sentiment, and perception should not be devalued before any innovation begins. Curriculum developers must identify, analyze and address the differences between the teacher's curricular ideas and innovative proposals & ideas. Course implementation is the interaction between program creators and users. Although a huge amount of money has been spent developing and implementing the new curriculum, many efforts have failed. The main reasons for failure in the course are external and internal reasons that include lack of understanding of community and school culture by both experts and teachers. For the successful implementation of the curriculum, it is necessary to understand the traditions and living conditions of the community as well as the role of the school system and the responsibilities of the individuals. Curriculum developers often view teachers as technicians and do not involve them in the curriculum development process. The experts cover the subjects of their choice so that the subjects of the curriculum are absorbed, and the students acquire only superficial knowledge.

According to OBTE Subject Teacher of Study Area,

Teachers are key players in the teaching process and curriculum implementation process. Of course, the most important person to practice the curriculum is the teachers. Teachers' knowledge, experience, and skills are also keys to their efforts to improve the curriculum. They are also responsible for implementing the curriculum inside and outside the classroom. According to educators, teachers should play a central role in the curriculum implementation, while curriculum developers need to listen to teachers. Only a teacher can do more in curriculum implementation. While curriculum experts, administrators, and outside education companies in Nepal spend countless hours developing curricula, teachers know what the curriculum should look like. Teachers may work directly

with the students' needs to benefit from the course if they can understand their building. For example, universities are the first to inform professors about the curriculum of any subject. The faculty then informs the students at the beginning of the academic year about the real meaning of the curriculum, educational goals, utility, opportunities, and challenges. This instills an interest in the subject to the students, which leads them to form a clear vision of their future. Teaching students the reality of the curriculum is like guiding a traveler on a journey to a new place. But ironically, at the school level in Nepal, it is not customary for teachers to teach students the reality of the curriculum, which makes students aimless and unable to form a clear vision of their future.

Schools' Principal Said,

Teachers know their students well as they conduct the teaching process about the curriculum. While the state often dictates the skills covered by the curriculum, a teacher can only provide insights into the types of materials, activities, and specific skills that need to be included in the curriculum teaching. Basic level teachers can help students identify the skills they need at each level, while the curriculum helps ensure that students are adequately prepared to move on to the next level. A teacher can complete teaching activities within a specified time frame, engage students, and measure students' abilities. Therefore, all teachers should be allowed to provide input to students on the curriculum at the beginning of the academic year. After providing the input of the teachers, they will own the product and believe the curriculum is designed for them. Similarly, this action helps to alleviate their worries and show them a new path.

Director-General of the Center for Curriculum Development, Nepal said,

To achieve the objectives of the curriculum, the weaknesses in the teaching process of the teachers have to be removed. If teachers teach the content of the curriculum in a multifaceted way, it helps to improve the learning achievement of the students and clarify the future perspectives. In the absence of adequate teacher training, teachers cannot use their new teaching methods and rely on lectures and experiences. It cannot meet the goals set by the curriculum, which can pose challenges to teachers' trust and practice. Teacher training and development programs are essential to redirect teachers' confidence and make their classroom practices more effective.

Quality education is not possible without the concentrated and proper attention of teachers. Therefore, if teachers do not teach according to the essence of the curriculum and do not teach the curriculum, they will not be able to improve the learning achievement of the students and clarify their future vision. Even if the teacher does not teach on time, using the time-oriented approach and problem-solving method instead of the speech and question-and-answer method, the goal of the curriculum cannot be achieved. Similarly, if the resources are not available during the implementation of the curriculum and the available resources are not utilized, problems arise.

The overall trust of the school and the community is also important during the implementation of the new curriculum. The school also organizes workshops, seminars in the school and the community to inform the students about the importance of the subject (curriculum) and the opportunities for professional development. The implementer of the curriculum is the teacher, while the direct users are the students. Therefore, if the curriculum is implemented without understanding the psychology, interests, abilities, and qualifications of the teacher and the student, the goal cannot be achieved.

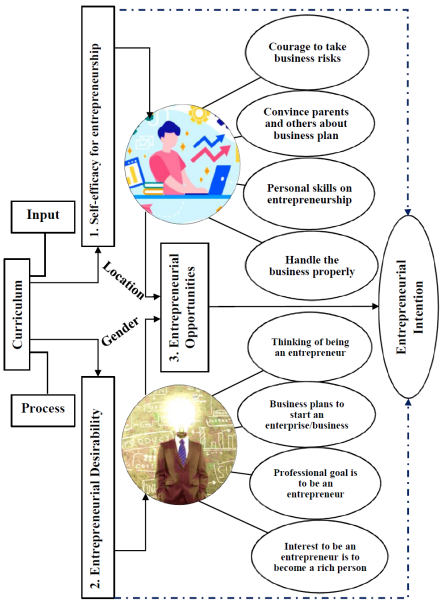
According to School Management and School Principal of Study Area

The past experiences, perspectives, and habits of the students should be considered while carrying out the facilitation for professional, vocational, and technical education. As this subject is more practical, demonstrations, review, use should be given major priority. After the theoretical presentation of the subject, students should be provided with examples, taken for educational site visits, and do the practical works as far as possible. Facilitation has an important role to play in making the teaching effective and sustainable. The facilitation process develops understanding, functional attitude, practical skills, and confidence among students. This is why special teaching methods have to be applied as per the nature of the contents included in a unit. Learning should be taken to the students' level where it can be used in creative ways by providing enough opportunities and not just limiting it to a level of understanding only. For the facilitation of materials and their use, one should contact the community sources and parents in case unavailable at school. While using these materials unavailable at school, students should be taken to the concerned location and demonstrate their use and operating method. Many teachers were not interested in following the instructions, so the student did not get a good entrepreneurial intention.

The study was conducted with the intention of finding an answer to the question. OBT curriculum (Input/Independent Variable) is being implemented in basic school-level education in Nepal. The entrepreneurial intention (Output/Dependent

Variable) can be effectively ignited if students are instilled with a sense of self-efficacy, desirability, and opportunity (Moderator Variables) for entrepreneurship. Qualitative analysis has shown that OBT courses can effectively ignite entrepreneurial intent in students, but the teachers could not teach the students the reality of the OBT course at the beginning of the academic year (Process); they could not do anything to stimulate their interest. Also, they could not use the textual materials, methods, observation tours, and experimental methods (Process). Therefore, in rural areas, as compared to urban areas, in girls as compared to boys (Demographic Variables), entrepreneurial intent was not found to be effective. In this context, the entrepreneurial intention model has been proposed, based on the findings and conclusions of the study, with the intention that it will ultimately help to inculcate entrepreneurial intent in students of all fields, genders, and classes in an equally effective way.

Figure 5: Entrepreneurial Intention Development



Source: Researcher Propose Model (Entrepreneurial Intention Development)

This study's main objective was to identify the role of the basic level OBTE curriculum in the development of entrepreneurial intention among Nepali students. The study was carried out in the Bagmati province, the central location of Nepal, including the federal capital. There are thirteen districts in this province; twenty schools were selected from seven districts by covering geographical diversity and urban and rural areas. From each school, ten students, two parents, one subject teacher, one headmaster, one member of the school management committee were selected as samples. In-depth interviews with experts, top-level policymakers, and experienced teachers were also conducted.

The study was done based on established entrepreneurial intention models and theories as well as curriculum effectiveness models. The result of statistical analysis acquired from a structured questionnaire survey shows that curriculum plays a vital role in developing entrepreneurial intention among students. Entrepreneurial intentions strongly developed in boys than girls and more in urban than a rural areas. General knowledge on entrepreneurship is found, though the strong entrepreneurial intention was not satisfactory. In the case of rural areas, there was a poor result and also poor intention in girls. Discussion with experts and other concerned persons on the issue resulted that the very structured and lengthy curriculum does not fit all over the diverse geographical, social, cultural, contextual situation. There is inequality in resources available in an urban and rural area such as teacher, physical facilities, practical in field, excursion, parent's economic condition and so on that affected to develop the entrepreneurial intention. Most of the teachers never gave orientation of the curriculum, its scope, and opportunities, future value, importance, due to which students did not feel core value of the curriculum was another most important aspect indicated by all interviewees. All the interviewees and structured questionnaire survey agreed that the curriculum of OBTE is very important and is only one practical subject. All students were interested in reading and eager to involve in practical work, but trained teachers should be available, and a local contextual curriculum should be developed. They also suggested that the subject needed the invitation of experienced resource persons for raising its importance.

This study finally proposed a model for entrepreneurial intention development in students through entrepreneurship education.

Entrepreneurship curriculum ignited self-efficacy and desirability in the heart of the students so that they can observe the opportunities and develop an interest to be an entrepreneur. Gender and location also factors that can be affected during the intention building process.

Conclusion

Entrepreneurship expression can be effectively ignited if students are involved with a sense of self-efficacy, desirability, and entrepreneurial opportunity, which is the main conclusion of the study. The analysis of the study clearly shows that courses like OBTE can only increase the entrepreneurial motivation in the students if the teachers teaching in the schools of Nepal can teach the students the real goals and objectives of the course at the beginning of the academic year. But the teachers could not teach the students the reality of the OBT course at the beginning of the academic year, nor could they do anything to arouse the interest of their students. Similarly, teachers have not used effectively; textbooks, methods, observation visits, and experimental methods. Therefore, entrepreneurship has not been able to increase and be effective in rural areas as compared to urban areas and girls as compared to boys. The entrepreneurial intention model has been proposed based on the findings of the study, with the intention that it will ultimately help to inculcate entrepreneurial intent in students of all fields, genders, and classes in an equally effective way.

Suggestions

1. To make learning more effective, it is appropriate to create and implement local curricula based on the region and local needs.
2. According to the characteristics of the curriculum, students need to be involved in activities such as field-observation, experimental practice, reporting, and planning.
3. Arrangements should be made to teach this subject only from teachers who have subjective knowledge, skills, and competencies.
4. In urban areas and rural areas, students need to increase their access to information and communication tools and technologies.
5. An environment should be created for sons and daughters to have equal access to education and opportunities. Similarly, girls in rural areas need to be more attracted to education.
6. While preparing the curriculum, it seems necessary to pay attention to the sequences and interrelationships. Otherwise, it may create more confusion for the students. Due to this, the objective of the course may not be achieved.
7. The curriculum seems to cover a lot of topics. As a result, it is not possible to teach all subjects in schools. However, the student may choose many subjects; she/he may not acquire excellent skills in any subject. It is better to develop the curriculum based on local needs only with limited subjects.

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