

Entrepreneurship Development In Nepalese Young Adults Using Transformational Leadership Style

Desarrollo Del Espíritu Empresarial En Jóvenes Adultos Nepaleses Utilizando Un Estilo De Liderazgo Transformacional

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ABSTRACT

It is now well known that entrepreneurial activity is crucial to any nation's economic development. The results of this study provide robust proof of a connection between transformational leadership style, the entrepreneurial performance of young adults, and the effectiveness of entrepreneurial education programs in higher education institutions.

This paper's primary aim is to thoroughly examine the influence of transformational leadership on the development of entrepreneurial ventures among young adults in Nepal. The study revealed that a) creating a welcoming environment, b) encouraging the creation of strategic plans, c) using an experimental learning approach, d) navigating social and cultural obstacles can enable young adults' entrepreneurial journey. The study adopting transformative leadership theory explores participants' engagement through interviews, document reviews, and observation of colleges' entrepreneurship activities along with the venture of the students. The qualitative interpretative studies done at two of Nepal's

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premier colleges illuminate the critical role of leaders' support in shaping entrepreneurial attitudes and fostering youth-led enterprises. Studies show that initiatives led by leaders, mentorship programs, and chances to learn by doing all play a big role in building entrepreneurship. This study highlights the pressing need for a cohesive strategy in entrepreneurial education and offers educators, legislators, and community leaders actionable solutions to cultivate a new generation of business owners. This study's findings underscore the transformative influence of leadership in aligning educational practices with the socio-economic objectives of youth in Nepal.

Keywords: Entrepreneurship, College adults, Leader, Transformational Leadership.

RESUMEN

Actualmente, es ampliamente reconocido que la actividad emprendedora es crucial para el desarrollo económico de cualquier nación. Los resultados de este estudio proporcionan evidencia sólida de la conexión entre el estilo de liderazgo transformacional, el desempeño emprendedor de los jóvenes y la efectividad de los programas de educación emprendedora en instituciones de educación superior.

El objetivo principal de este artículo es examinar en profundidad la influencia del liderazgo transformacional en el desarrollo de iniciativas emprendedoras entre jóvenes adultos en Nepal. El estudio reveló que: a) la creación de un ambiente acogedor, b) la fomentación de planes estratégicos, c) el uso de un enfoque de aprendizaje experimental y d) la superación de obstáculos sociales y culturales pueden facilitar el camino emprendedor de los jóvenes. Basado en la teoría del liderazgo transformacional, el estudio explora la participación de los jóvenes mediante entrevistas, revisión de documentos y observación de actividades emprendedoras en universidades, así como de los emprendimientos de los estudiantes.

Los estudios interpretativos cualitativos realizados en dos de las principales universidades de Nepal destacan el papel fundamental del apoyo de los líderes en la

formación de actitudes emprendedoras y el impulso de empresas lideradas por jóvenes. Los resultados demuestran que las iniciativas dirigidas por líderes, los programas de mentoría y las oportunidades de aprendizaje práctico desempeñan un papel clave en el desarrollo del espíritu emprendedor.

Esta investigación subraya la urgente necesidad de una estrategia cohesionada en la educación emprendedora y ofrece a educadores, legisladores y líderes comunitarios soluciones prácticas para cultivar una nueva generación de empresarios. Los hallazgos resaltan la influencia transformadora del liderazgo en la alineación de las prácticas educativas con los objetivos socioeconómicos de la juventud en Nepal.

Palabras clave: Emprendimiento, Jóvenes Universitarios, Líder, Liderazgo Transformacional.

INTRODUCTION

The very notion of entrepreneurship has changed multiple times throughout the years. Contemporary definitions (Beninger et al., 2019) highlight the importance of innovation and the pursuit of opportunities beyond limited resources. According to Beninger et al. (2019), there are many facets to the idea of entrepreneurship, which includes looking for opportunities outside of regulated resources. According to Shepherd et al. (2018), it entails launching, interacting with, and carrying out entrepreneurial ventures within certain environmental settings. Scholars have investigated young adults' trajectories toward entrepreneurship (M. Obschonka, 2016) and its significance in economic advancement and innovation (Ahlstrom & Lee, 2024). Therefore, with an emphasis by several studies on experiential and adult learning methods, entrepreneurship education (EE) in higher education has been receiving more and more attention.

O'Connor (2013) identifies three approaches to entrepreneurial education: education that is "about" entrepreneurship, education "for" entrepreneurship, and education that teaches "through" entrepreneurship. The scholar further clarifies that educating "about" involves only imparting theoretical knowledge to provide a broad understanding of phenomena. Teaching "for" pertains to imparting students with the essential knowledge and skills for entrepreneurship. Teaching "through" denotes directing students via an experiential approach that facilitates firsthand learning. Recent efforts in entrepreneurship education have shifted the focus from instructing students on the mechanics of business startup to developing their entrepreneurial mindset (Carolis & Litzky, 2019). Neck and Corbett (2018) found that entrepreneurial education can

foster entrepreneurial attitudes, abilities, and behaviors. For the purpose of developing social entrepreneurship and entrepreneurial competencies, learning-by-doing and experiential approaches work best (Chang et al., 2014; Bell & Bell, 2020). According to Siivonen and Brunila (2014), the entrepreneurial discourse in adult education has the power to influence individuals' subjectivities and encourages them to build their identities within its parameters. According to Harddie et al. (2020), students who participate in entrepreneurial education programs are more equipped to face future challenges, come up with creative solutions, and spot possibilities. Nonetheless, obstacles persist in the execution of effective entrepreneurship education programs, necessitating ongoing advancement of curricula and pedagogical approaches to address the growing requirements of students (Duan & Ahmad, 2024). Tingey et al. (2020), revealed that education programs that focus on entrepreneurship have been demonstrated to have a good influence on the knowledge, economic empowerment, and social well-being of Native American children.

Many young Nepalese are leaving the nation in quest of greater opportunities abroad, particularly in the realms of education and employment. Many factors contribute to this trend, including a lack of domestic opportunities, heavy family obligations, and great international attractions (Malla & Rosenbaum, 2017). A significant number of Nepalese workers and students voluntarily migrate to countries like Europe and the Gulf nations, according to Malla and Rosenbaum (2017). Approximately 92.5 percent of nursing students plan to go for further education, as reported by Poudel et al. (2018). This complex outmigration for education may have devastating impacts on rural communities (Shrestha, 2020). Therefore, for Nepal's progress, the country's youthful population poses both threats and possibilities. Samir (2014) notes that there is a noticeable 'youth bulge,' which means that a younger generation is joining the workforce. This crisis presents lawmakers with an opportunity to shape the future of the country, compounding issues with employment. Participation of young people in agriculture in Nepal is considered a way to change the economy, but obstacles like lack of capital and markets make it hard to do so (Khanal et al., 2021).

In this regard, Shrestha (2021) stated that most Nepalese youth want to shape their careers in the international countries market. From this, it can be inferred that Nepali young adult students crave to stabilize their professional careers abroad. As a result, the practice of stepping up their ownership has not been seen in their local area. They don't even try to be an entrepreneur in their country. For this, there might be some core reasons. In this note, Gupta (2017) stated that the responsible factors creating such pathetic conditions in the country include the formal policies of the Nepal government, social and cultural practices regarding entrepreneurship, and supporting hands for the novice entrepreneur. As a solution to these problems, teaching entrepreneurship to young adults has shown potential in raising the quality of life for young adults.

Therefore, entrepreneurial education seems the ultimate solution to the crisis in Nepal, as the notion of entrepreneurial education instructs to be an entrepreneur (Paudel, 2019). Research has shown a favorable correlation between education and entrepreneurial activity, which has led to the increased importance of entrepreneurship education (Raposo & do Paço, 2011). Similarly, Cooper et al. (2004) assert that entrepreneurial education is crucial for fostering more innovative thinking, increasing the rate of innovation adoption, and igniting a passion for startups. Indeed, entrepreneurial practice is impossible in the absence of external factors. Therefore, the development of an entrepreneurial mindset among young adults is greatly aided by the leaders or heads of educational institutions, such as self-directed learning and practical application (Biney, 2023). Therefore, to assist higher education students in cultivating entrepreneurial skills, a holistic plan encompassing educational leadership and transformative learning is essential.

The primary objective of this research is to evaluate the effects of transformational leadership on the development of an entrepreneurial mindset among young adults in Nepal. For the sake of precision, the study intends to ascertain if and how the leadership styles of education administrators influence the entrepreneurial spirit of students. Learn more about the difficulties that teachers and students encounter in the real world when they attempt to encourage entrepreneurial pursuits. Make concrete recommendations to school authorities on how to enhance entrepreneurship education.

MATERIALS AND METHODS

Research Question

How does the transformational leadership style affect Nepali Young adults' entrepreneurial development?

Theoretical Perspective

In 1978, Burns published Leadership, which established transformational leadership theory; in 1985, Bass expanded on this idea (Bass, 1998). According to Burn (1978), this theory is primarily concerned with how leaders and followers work together to achieve an organization's common aim. According to Bass's (1985) theory of transformational leadership, great leaders motivate their followers to exceed expectations, which leads to significant change (Singh & Chaudhary, 2023). Inspiring and motivating followers to accomplish extraordinary achievements is the central focus of transformational leadership theory, which has been a foundational work in leadership research (Siangchokyoo et al., 2020). Such leaders typically possess inspiring

long-term goals and are able to articulate and convey them to their teams in a way that inspires them to work together toward a common objective (Bass & Riggio, 2006). Transformational leaders encourage their followers to think creatively and pursue ongoing growth and development. In their presence, team members feel respected and powerful. Leaders with this trait actively promote their followers' and teams' professional and personal growth (Northouse, 2018). Transformational leaders emphasize cooperation in teamwork to improve team members' skill, kindness, integrity, information exchange, and group performance, according to Avolio et al. (2001). Idealized influence, inspiring motivation, intellectual stimulation, and personalized consideration are the four pillars upon which transformative leadership rests (Bass & Riggio, 2006). All of these things come together to make a compelling story that motivates people to follow the leader and reach their greatest potential. Additionally, transformational leaders have the ability to boost the collective efficacy of their organization by giving emotional and ideological explanations that relate the individual identities of their followers to the collective identity of their organization (Kark et al., 2003).

Methodology

This research makes use of an interpretative inquiry method in order to analyze the experiences that the participants feel they have had. Through interpretive inquiry (Creswell & Poth, 2016), you can get a deep understanding of how people make sense of the social and educational situations they find themselves in. Interpretive paradigm that I employed is based on the constructivist knowledge claim, which aims to understand others and generate meaning with reflection. According to Piantanida and Garman, interpretive paradigm design is useful for this purpose since it allows us to comprehend people's ideas, attitudes, and beliefs in context (Taylore et al., 2012). Taylor (2014) makes a good point when he says that interpretive research is useful for understanding the dynamics, complexity, and context of teaching and learning because it records the context that is influenced by participants' interactions. A qualitative research method known as "interpretive inquiry" seeks to comprehend and make sense of events without imposing strict cultural references (Hubard, 2011). So, I carried out this study on the basis of interpretivism.

Table I. *Description of participants*

S. N	Pseudo-name	Sex	Age	Position	College
1	Meena	Female	22	Student	A
2	Ravi	Male	24	Student	A
3	John	Male	19	Student	B
4	Luna	Female	21	Student	B
5	Dhurv	Male	45	College head	A

6	Juli	Female	50	College head	B
7	Pal	Male	38	Lecturer	A
8	Sam	Male	35	Lecturer	B

The selection of samples was purposeful. Samples were collected from eight informants—four students from various disciplines and two college heads and two lecturers from two public colleges, named College A from Butwal, Nepal, and College B from Kathmandu, Nepal which collectively enroll over 800 adult students from diverse geographical regions of Nepal in a single academic year from post-graduation to graduation with an equivalent number of adult graduates annually, offering a broad spectrum of subjects including management, humanities, arts, science, information technology, psychology, and sociology, etc. According to college document reviews and records provided by the Alumni Students Forum, the two colleges are well-acclaimed for empowering youth through entrepreneurship development, and at least 5% to 7% of total enrolled students start their own start-up during their college time. And after graduation, nearly 8 % to 10% of students were fully involved in micro-entrepreneurship, like agriculture, tours and travel, tourism, restaurants, cafeterias and hospitality businesses, fast-moving consumer goods (FMCG) businesses, construction, health, transportation, logistics, IT and education business, investment, share markets, training and counseling. By replying using pseudonyms preserves reliability. I collected data through observation of college, students, and venture activity, interviews, focus group discussion and document analysis, and venture activity analysis. Participants' audio and video recordings, diaries, and observer notes make up observation research. I acquired data through venture observation, document reviews, focus groups, and interviews. My views and interview prompted reflection. Data processing involved reviewing my field notes and reflections. I entered all my research participants' data. To ensure accuracy, we compared all transcriptions to the original. Our extensive analysis begins with coding several themes (Creswell, 2007). I used such themes to draw conclusions from participant replies and expressions. I compared to my field and reflection notes. I combined related ideas into themes. Then, I analyzed the data using relevant theories, policies, and literature.

RESULTS

Creating a Welcoming Environment

A key component in the process of inspiring young adults to embark on entrepreneurial pursuits is colleges that provide an encouraging institutional atmosphere. According to Ochs et al. (2001), colleges have the ability to encourage entrepreneurship by designing curricula, providing opportunities for extracurricular

activities, and establishing places for project teams. Entrepreneurship knowledge can be delivered, and necessary skills can be developed through the use of learner-centered methodologies and workshops (Lavery et al., 2015). The institutional environment greatly influences students' perceptions of the attractiveness and practicability of entrepreneurship (Aloulou, 2021).

Regarding this, Head of College B, Juli, shared:

“An institutional environment is crucial for promoting entrepreneurial activities among young adults. Essential components make up an ecosystem that is beneficial for entrepreneurial efforts. Consequently, as the head of my college, I have always placed an emphasis on creating a welcoming and inclusive environment to become an entrepreneur and ensured that my students, rather than seeking employment elsewhere, would be able to build their own jobs and serve as role models for other young adults.”

Similarly, Meena, a student at College A, relates the story of how her college's head created an atmosphere ideal for the development of entrepreneurial spirit. She shared her experience in the words below:

“I was inspired to start an agribusiness and husbandry business by the college head's open-door policy and mentorship initiatives for students like me. My family and I created an agribusiness and cattle property 40 km from Butwal city. I invest approximately five million Nepali rupees. Two million from family support and three million from a bank loan. We have a total of 2000 broilers, 30 pigs and 25 piglets, about 30 local and Boer goats, and a vast field where we raise seasonal vegetables. Last year, our farm and husbandry firm made a net profit of eight lacks Nepali Rupees. Among other factors, yes college head's initiation and leadership for creating a conducive college's environment generated a friendly and inclusive environment that strengthened my entrepreneurial mindset.”

An encouraging institutional framework promotes youth entrepreneurship. As a college leader, I prioritize fostering a friendly environment that encourages students to generate employment opportunities and inspire others rather than pursuing external job prospects. In the description, Meena stresses how the college's mentorship programs and entrepreneurial environment, and open-door policy practices by the college head gave her the self-assurance she need to build her business idea in the agricultural and livestock venture. Meena's idea was to establish a small firm specializing in livestock and agriculture. The leadership of the college's leader resulted in the formation of an environment that was supportive and friendly to young adults for the purpose of their growth as entrepreneurs. According to studies, young adults are more likely to be entrepreneurial when they are part of a college campus community that encourages them for innovation. A supportive institutional framework,

an entrepreneurial ecosystem (McKeon, 2013), and a conducive educational setting are all important elements for entrepreneurship (Aloulou, 2021; lizuka et al., 2024). Similarly, Head of College A Dhurv also shared his works in this way:

“Student education should be fun and meaningful, with everyone finding their own purpose through college. I create the finest learning environment for adults to develop an entrepreneurial attitude. I meet routinely with motivated adults who dream to becoming entrepreneur and request all college department heads and staff to establish a good learning environment. To foster young entrepreneurs, annual, monthly, and term plans are created in my college. Then, I consult with several experts, invite trainers, and teach entrepreneurship skills to our college students.”

The discussion with the college head and student emphasizes the significance of the link between a supportive college atmosphere and strong leadership abilities in encouraging adults to develop their entrepreneurial spirit. In order to align people and motivate them, good leaders can create a favorable climate in the organization through the use of appropriate plans, a vision for the future, and monitoring methods.

Lecturer Pal also aids:

“A successful academic institution must create a dynamic learning environment that encourages cooperation, innovation, and entrepreneurship that values, respects, and empowers all students. To build such an atmosphere, the college head took transformative steps. The college created venues and chances for students to pursue entrepreneurship under their innovative leadership. These activities stimulated innovation and gave students the resources, mentorship, and assistance they needed to become entrepreneurs. This holistic approach fostered inclusivity and growth, helping everyone reach their potential and contribute to society.”

Therefore, collaboration, commitment, trust, continuous professional growth, and sufficient support and resources positively impact enhanced learning and adult entrepreneurship. The key to successful adults' entrepreneurship is developing a welcoming and encouraging learning environment. College heads advocate for principles that emphasize the importance of a supportive college environment. Therefore, the institutional environment strongly influences students' views of entrepreneurship's appeal and viability (Aloulou, 2021). A good leader can establish an environment that fosters devotion and productivity.

For the best results in encouraging adult entrepreneurship and improving student learning outcomes, a transformational leadership style defined by these ideals is essential. According to transformational leadership theory, which states that leaders should inspire and motivate their followers to achieve a common goal, the educators'

goal of establishing a welcoming setting is in line with this philosophy (Bass & Riggio, 2006). Gibb (2002) also strongly emphasizes the function a supportive institutional culture plays in educating entrepreneurs. Transformational leaders create a conducive corporate atmosphere that helps followers value their efforts. Transformational leadership drives individuals to exceed their limits and fosters significant innovation in a collaborative environment (Bass et al., 1996).

Encourage the Creation of Strategic Plans

Educational leadership inspires young adults to establish strategic planning methodologies that prioritize engagement and motivation of followers in the strategic planning process. Strategic planning is essential for entrepreneurial success and the growth of small enterprises (Skrt, & Antoncic, 2004). It involves finding business opportunities and trying to get a strategic edge in order to encourage innovation, growth, and making money (Nityananda & Mohanty, 2012). Technical, management, and business skills are key focal areas in strategic planning, which plays a significant role in developing these abilities (Ahmad et al., 2024). Strategic planning is an essential component in all of these domains.

“Regarding this, Head of College A, Dhurv, also emphasized the significance of cultivating a culture of innovation via strategic planning. He shared his effort:

I started a "Startup Incubation Program" at my college for young adults to encourage them to develop an ability to imagine new, original, and useful business ideas and encourage them to identify as many ideas as possible and critically analyze those ideas or projects. Then, I help students to create an effective road map with the help of teachers and specialists to set attitudes, skills, and behaviors that enable adults to identify business opportunities and innovate in business. “

Similarly, College A student Ravi said:

“Four of my classmates and I decided to create a digital marketing company after participating in our college's "Startup Incubation Program," which took place every third weekend of the month and brought together various specialist groups. With the help of this incubation program, we acquired all of the necessary strategic tools, competitive analysis, growth resources, and appropriate solutions for our digital marketing startup. Our college head, through his extensive networks, is always available to assist with other social and technical relationships. It was under the college head's guidance that I gained the self-assurance to launch the business I had been dreaming of before enrolling in this college, and I am eternally grateful to him for that. Through our strategic planning, our business now collaborates with a number of Nepalese advertising companies, and we hope to expand our partnerships to include worldwide marketing firms in the not-too-distant future.”

Colleges' leaders place a strong emphasis on the significance of utilizing strategic planning in order to cultivate an innovative educational culture. For example, college leader Dhurv initiated a "Startup Incubation Program" at his institution, which served as the impetus for Ravi and his peers to build a digital marketing firm. Ravi attributes his and peers' confident decision-making to the leadership of Dhurv, who gave them the confidence to take calculated risks through proper planning. In this sense, leaders encourage fresh ideas, openness to new opportunities, and cooperative problem-solving. This strategy introduces fresh learning methods and ideas to improve results. Improved issue approaches boost follower creativity and commitment (Bass & Reggie, 2006).

College B student John places a strong emphasis on the significance of utilizing strategic planning in order to cultivate an entrepreneurship mindset in students. He aids:

"In order to create an effective business plan, our college head monitors and evaluates each student's work and empowers faculties and expertise to improve it through the college's resource management team. Via regular feedback and transparent communication, the college head prioritizes students' requirements. It ensures resources support for an effective plan, which aligns with our college's purpose of empowering youth via quality education. Due to this regular feedback and transparent communication with all required expertise with the help of a college leader, I am able to open my own consultancy business."

To succeed as an entrepreneur or to expand a small business, strategic planning is essential. Juli, head of college B, also said that

"My primary goal is to ensure that 15–20% of my students become successful entrepreneurs. To achieve this, I have introduced innovative start-up plans that enable students to define their business goals, evaluate potential opportunities, anticipate challenges, and strategize for success. These plans emphasize financial forecasting, market analysis, organizational structuring, and resource planning. I also organize initiatives such as the Hult Prize, Nepal Youth Entrepreneur Forum, and local and national entrepreneurship seminars to enhance students' entrepreneurial competencies."

Helping and directing followers on an individual level, building strong teams, and encouraging loyalty are leaders' top priorities. In addition to encouraging development and devotion, they boost self-assurance among the group's members. Included in this type of leadership are elements like intellectual stimulation, personalized attention, motivational speeches, and idealized influence. According to studies done by Laverty et al. (2015), workshops and learner-centered approaches have the potential to teach entrepreneurship-related material and improve practical skills effectively.

The lecturer of college, B. Sam, also aids:

“Under the college head, students received thorough entrepreneurial training and skill development. The institution helped students connect with local, regional, and national entrepreneurs for advice and ideas. The organization also invited experienced trainers to conduct specialized sessions with youth development NGOs and INGOs. Strategic collaborations and training projects helped students establish defined business roadmaps to streamline operations, preserve accuracy, and respond to market changes. This holistic approach equipped students for the challenges of entrepreneurship and the growth of their businesses.”

College head leadership partnered with youth development NGOs, INGOs, and professional trainers to offer specialized learning. These collaborations helped students create clear company strategies, overcome obstacles, and develop entrepreneurial skills for sustained business growth.

Leaders foster a climate that encourages openness to new ideas and group conversations to find answers to problems. Thus, this strategy brings new learning and ideation strategies for better results. It stresses better ways to boost followers' creativity and dedication (Bass & Reggie, 2006).

According to Bass and Riggio (2006), a transformational leader is one that inspires their followers to greater heights of performance while simultaneously satisfying and committing to them. The personalized approach that is characteristic of transformational leadership, argues Bass (1985), is consistent with the stance that a college head takes. Transformational leaders have the following traits: the capacity to inspire innovative thinking, the capacity to forge a shared vision, and the ability to motivate followers to reach their full potential (Bass, 1985). These traits motivate and encourage others who follow them. Therefore, leaders that adopt a transformational stance are more inclined to encourage collaboration and involve followers in the process of formulating plans and decisions. Helping and directing followers on an individual level, building strong teams, and inspiring loyalty are the three pillars upon which transformational leaders rest. They encourage development, foster devotion, and establish self-assurance among group members (Bass & Riggio, 2006).

Experimental Learning Approach

Experiential learning approaches have significantly aided the development of students' entrepreneurial abilities and intentions in entrepreneurship education. Experiential learning is beneficial because it engages students in real-world situations, enabling them to apply theoretical information and reflect on their experiences (Bell & Bell, 2020). According to a number of studies, students' self-esteem, risk-taking capacity, leadership abilities, and problem-solving abilities are all enhanced through practical, hands-on

learning experiences (Biers et al., 2006). This method entails students' active engagement in real-world business scenarios, where they are able to put their theoretical knowledge into practice (Aithal, 2016).

"In an interview, Sam, a lecturer at College B in Kathmandu, Nepal, stated:
"Our theoretical-based practical teaching approach helps build young entrepreneurs by bridging theory with real-world applications." For example, one group of students from our college started a business called Herbs Production & Processing, where they made cosmetics and medicine from herbs. They learnt to think creatively, operationally, and resource-wise through initiatives that put their skills to the test. The business like Herbs Production and Processing shows the influence of hands-on learning by our institution to encourage young entrepreneurial essence."

Luna also aids undergraduate students similar to her advanced significant abilities and capabilities via hands-on experiences. She further stated that:

"Throughout a week-long entrepreneurship course funded by my college, I acquired vital skills including feasibility analysis, business planning, resource investigation, and legal navigation. Driven by my commitment to sustainability, two classmates and I established a firm in Kathmandu that manufactures dolls, keychains, and wallets from recycled denim. We hired seven individuals—five women and two men—offering significant prospects within our community. Our environmentally sustainable products have achieved significant Kathmandu and its nearby cities demand, resulting in sales of one million Nepalese Rupees last year."

The need to merge theory with real-world applications in theoretical-based practical education in order to provide students with the abilities necessary to become entrepreneurs. These stories prove how real-world practice helps students develop their thoughts, creativity, and commercial insight. Experiential learning empowers students to advance crucial abilities and aptitudes through hands-on understandings (Motta & Galina, 2023).

Also, leader of college B, Juli further added that:

"I, along with other college faculty members, consistently prioritized providing all adult students with equal opportunities to apply their academic knowledge in practice, no matter which subject discipline they belong to. I constantly believe and emphasize that theory-based practical teaching and learning can enhance students' entrepreneurial skills, such as desire for involvement, risk assumption, skill of organizing, risk toleration, adaptability, decision-making, and communication."

In addition to this, leader of college A, Dhurv, is also supporting experimental learning approach for adult. He said that:

“I had to approach many agencies and organizations multiple times and go through meetings; it was not an easy journey. Nonetheless, I was successful because I persisted and was determined. In the end, I was successful. This experience has shown me the importance of staying dedicated to my job as an educational leader so that I can persuade many organizations to provide our college students with hands-on experience to support how to establish and operate a business successfully.”

An experimental teaching and learning practice that was developed by Luna's institution is discussed, along with her experiences participating in the program. She was able to refine her skills in critical thinking and problem-solving through participation in an experimental learning program. Luna was given the opportunity to put her academic knowledge into practice as a result of college leader Jaya's preference for experiential learning, which was a primary focus of hers.

Similarly, Dhurv struggled to reach and attend several agency and group sessions. Persistence and dedication made him succeed. This experience made him a passionate educational leader who encouraged several organizations to give his college students entrepreneurship experience.

According to research (Bell & Bell, 2020) shows that experiential learning can enhance students' entrepreneurial competencies, such as decision-making. This kind of education set students in practical settings, letting them relate theoretical knowledge, which also polished their skills.

Examining the leadership tactic of the heads of colleges surrounded by the back ground of transformational leadership theory discloses their commitment to empowering and motivating others to appreciate a shared goal (Bass & Riggio, 2006). Furthermore, transformational leaders can produce a likelihood for their supporters to nurture insight, as highlighted by Bass (1985). Regardless of, come across difficulties, the institution head's cooperative approach, together with helpful faculty associates, raises a culture of teamwork and offers pragmatic learning chances for the improvement of undergraduates' entrepreneurial activities. This approach also encourages instructors and another interested party to provide backing, bringing into line with the values of transformational leadership, which emphasize the importance of joint effort and impetus in achieving positive change within the educational setting (Leithwood et al., 2004).

Navigating Social and Cultural Obstacles

The growth of young people's innovative activities is significantly hindered by socio-cultural footraces, mainly in small countries like Nepal. Some undesirable social boundaries, inadequate family backing, and a mythical entrepreneurial culture are among these challenges (Makina, 2022). Mehtap et al. (2017) revealed that womanhood

met considerably bigger challenges in masculine civilizations. According to Jakubczak (2015), there are several challenges that young people have when they are trying to open their own commerce. Deficiency of investment, poor communal views, and immaturity in organizations are just a few of the many challenges that young entrepreneurs meet (Dzisi, 2014). Traditional variables, including a focus on family and a lack of entrepreneurial spirit among parents, can block the setting up of young initiative (Davids et al., 2021).

In this regard, College A, Leader Dhurv, said:

“Insufficient social networks, cultural restraints of lower-class enterprises, fear of failure, avoidance of risk, and lack of needed experience and knowledge hinder young entrepreneurship. Insufficient financial support is the largest barrier to Nepalese youngsters starting new businesses.

To navigate such an obstacle, he further said:

As a college leader, I recognize the importance of interpersonal skills in entrepreneurship development. I build trust, motivate students, faculty, families, communities, and agencies, resolve conflicts, manage resistance, and foster creativity and confidence. By maintaining strong relationships, I create a collaborative environment that helps students overcome challenges.”

Similarly, College B Leader Juli said that:

“To solve difficulties, one must understand the family history and core causes that prevent youngsters from becoming entrepreneurs. This needs clear communication, setting expectations, and tailoring tactics to diverse issues and people.”

As role models, leaders help and care for their organization and followers. Leadership should motivate and change followers. They inspire the group and give it a purpose by communicating a clear vision. Chuang (2013) stressed the importance of leadership skills such as self-awareness, embracing differences, recognizing commonalities, understanding cultural stereotypes, and leading respectfully. Moreover, also support the importance of self-possession, keeping on ahead of the game, being passionate about experiments, beholding at the big picture, forming a vision, having an all-encompassing attitude, being involved active communication, discovering and using accessible resources, increasing motivational skills, and taking shared responsibility to be an effective leader.

John thinks back on how difficult it was to persuade his family that being an entrepreneur was a good career choice. He said:

“With the help of organizations like the Education Consultancy Association of Nepal (ECAN), the Institute of Charter Account of Nepal (ICAN), and the Federation of Nepalese Chambers of Commerce and Industries (FNCCI), my college's leader is able to successfully overcome challenges. Thanks to these group initiatives, students like me have the motivation and skills to start businesses despite having few connections, no experience, and little funding, especially in difficult environments like those outside of Kathmandu.”

Effective interpersonal skills are essential for entrepreneurship. To improve growth, leaders establish faith, inspire students, instructors, peoples, societies, and organizations, resolution problems, manage confrontation, and nurture imagination. They foster partnership to backing supporters overwhelmed problems by establishing solid associations. Leaders that are concerned, friendly, and composed in difficult situations inspire teamwork. They can address issues by analyzing family's backgrounds and core factors. Approaches include rich communication, describing potentials, and adapting to challenges and people.

Youth development and leadership abilities can be enhanced through entrepreneurial activities, according to research (Berzin et al., 2018; Villa et al., 2021). This is especially true for students from marginalized and underrepresented backgrounds. According to Villa et al. (2021), mentorship strategies such as active listening and storytelling can help community college leaders cultivate entrepreneurial self-efficacy.

Analyzing the leadership strategies of the heads of colleges through the lens of transformational leadership theory indicates they emphasizing individuals' distinct challenges and fostering their sense of empowerment are fundamental to the concept of transformational leadership proposed by Bass (1985). Bass and Riggio (2006) expressed that transformational leader more focuses on needs, belief and value of followers. Likewise, these leaders exhibit robust interpersonal skills, encompassing effective communication, empathy, and the capacity to cultivate trust (Bass, 1985). The function of the college head has become particularly pertinent here. Concentrating on people's distinctive scuffles and serving them feel authorized are fundamental of transformational leadership as notion set by Bass.

Limitation

The outcomes of this research deal valuable understandings about entrepreneurship, nevertheless certain limits still examination. The research is delimited to qualitative data took only from two public colleges in Nepal. Therefore, the research study only takings Nepal's distinctive educational and socioeconomic setting into concern when studying entrepreneurship of young adults. Thus it may not be demonstrative of the prospects and difficulties encountered by other nations in entrepreneurship. The outcomes might not be appropriate to other locations because this research study was only included a lesser number of public colleges in Nepal. Furthermore, here is a

chance of prejudice when participants' self-reported information is used, since participants could overstate or undervalue the influence of leadership on their entrepreneurial pathways. The interpretive study method, although given that thoughtful insights, does not permit numerical proof of results. The study's short-range nature avoids an analysis of the long-term results of the entrepreneurial enterprises launched during the study. Future study ought to employ longitudinal methods, increase the sample size, and integrate quantitative data to improve the knowledge of transformational leadership's impact on entrepreneurial development of young adults in Nepal.

CONCLUSIONS

This research study viewed the requirement of transformational leadership in educational institutions for the development of entrepreneurial mindsets and skills among the young adults in Nepal. Through linking strategic planning, experiential learning frameworks, and focused leadership interventions, leaders deed a critical role in eliminating all challenges and obstacles young adults to enhance their entrepreneurship journey. This interpretive study found that higher education leaders had a substantial impact on Nepalese youth's entrepreneurial dreams and abilities. It becomes clear that transformational leadership styles that are crucial in creating environments that encourage entrepreneurship in Nepali young adults.

The studies show that when higher education's institutions' environment are welcoming and encouraging, young adults are more likely to take the initiative for entrepreneurship, which benefits both their own growth and the economy as a whole. To produce an entrepreneurial mindset among young adults in Nepal, which meets the current socio-economic needs of Nepali young adults, the research study shows that transformational leadership-driven approaches should be a part of the leaders. This study finds entrepreneurship as a career of continuous success for Nepali young adults in Nepal and emphasizes the interdependent relationship between an effective transformational leadership approach and the attainment of Nepal's young adults' broad and successful entrepreneurship development.

This research study brings ample insights for those who dedicated to nurturing entrepreneurship mindset among young adults. Higher educational institutions leaders should embrace the knowledge and practices of transformational leadership into their leadership and their daily endeavor for organizational and followers' growth. Applying transformational leadership style along with widespread mentorship programs and development experiential learning opportunities inside institution can meaningfully enhance young students' entrepreneurial capabilities. Policymakers must adopt transformational leadership approach and address all necessary structural and cultural barriers through inclusive policies that support institutional leaders to promote young entrepreneurs, particularly in Nepali higher educational institutions. Moreover,

partnerships with industry experts, non-governmental groups, and intercontinental bodies can improve access to resources, networks, and training programs. By implementing these strategies, Nepali colleges can create a strong entrepreneurial environment that supports its youth entrepreneur journey with innovation and economic sustainability on a broader scale.

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