International Journal of Computer Information Systems and Industrial Management Applications
ISSN 2150-7988 Volume 18(5s) 2026 pp. 738-746
https://doi.org/10.70917/ijcisim-2026-2790
Article

Influence of Experiential Learning on the Entrepreneurial Intentions of Management Students: Evidence from Correlation, Cross-Tabulation, and Multiple Regression Analysis

E. Prashanthi[1], T. Sreenivas[2]

[1,2]Department of Business Management, Yogi Vemana University, Kadapa, Andhra Pradesh, India.

Abstract: Experiential learning is one of the main educational techniques used in management education due to its ability to transform classroom exposure into readiness and capability which precedes the establishment of businesses. This research assesses the effect of experiential learning on the entrepreneurial intentions of management students and investigates the relationship between demographic attributes and both variables. Experiential learning was measured through four dimensions, namely, perceived opportunities, preparedness, exposure to entrepreneurship, and entrepreneurial skills using survey data collected among 465 MBA students and tested against entrepreneurial intentions. For analysis, Pearson correlation, chi-square tests of independence, and multiple linear regression were used. Four dimensions of experiential learning showed a positive significant relationship with entrepreneurial intentions (ranging from 0.499 to 0.577, $p < 0.01$). The regression analysis revealed that all the four dimensions were statistically significant in the model explaining 42.5% of the variation in the entrepreneurial intentions ($R = 0.652$; $R^2 = 0.425$; $F(4, 460) = 85.115$, $p < 0.001$), while entrepreneurial skills ($\beta = 0.288$) and preparedness ($\beta = 0.231$) were the most influential.
The chi-square tests showed significant relationships between entrepreneurial intentions and gender, parents' occupation, and dual-income status as well as between experiential learning and gender, parents' occupation, and nativity. The results support the idea that experiential learning is an important antecedent to entrepreneurial intention and both are influenced by demographic context. The research provides useful recommendations for designing courses of entrepreneurship education.
Keywords: Experiential learning; entrepreneurial intentions; management education; multiple regression; entrepreneurial skills; chi-square analysis

1. Introduction

The assumption that the business school curriculum should train students in both management and entrepreneurship skills has affected management programs all over the world. In particular, the concept of experiential learning plays an essential role in this trend. Experiential learning is a form of learning that emphasizes experience, reflection, and application over passive learning. According to the learning theory of David Kolb (1984), experiential learning occurs through a process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Experiential learning is believed to develop attitudes, self-confidence, and competencies needed for undertaking entrepreneurship.

The concept of entrepreneurial intentions, defined as the conscious mindset that directs the attention and actions towards venturing into a business enterprise, has been widely researched as the proximate determinant of entrepreneurial activities. In cases where experiential learning enhances entrepreneurial intentions, it can be said that the manner through which entrepreneurship is taught has direct economic implications especially in countries that are emerging economies where entrepreneurship and self-employment are government objectives. However, the connection between the components of experiential learning and demographic factors has not been well explored.

This research study bridges the above gap. This study focuses on the impact of experiential learning on the intentions of entrepreneurs among management students. Experiential learning is measured through four components which are perceived opportunities, preparedness, exposure towards entrepreneurship, and entrepreneurial skills. The study further examines the correlation between demographic factors (gender, occupation of parents, dual income family, and nativity) and entrepreneurial intentions as well as experiential learning. The specific goals of the research are (i) to analyze the impact of experiential learning components on entrepreneurial intentions, (ii) to analyze the correlation between students' demographic factor and entrepreneurial intentions, and (iii) to analyze the correlation between students' demographic factor and experiential learning.

2. Review of Literature

The experiential learning theory developed by Kolb (1984) is based on the understanding that learning takes place as a result of the conversion of experience into knowledge through an iterative cycle of actions and reflections. Kolb & Kolb (2005) have elaborated on this and coined the term "learning spaces," suggesting that an environment rich in experience would enhance the learning process. While Corbett (2005) has directly connected experiential learning to opportunity identification and exploitation, Politis (2005) defines entrepreneurial learning as the process through which people transform experience into knowledge that helps them identify and exploit opportunities. The theories of intention are the most widely accepted explanations for entrepreneurial conduct. According to Ajzen's (1991) theory of planned behavior, attitude, subjective norm, and perceived behavioral control all directly influence intention. The model created by Shapero and Sokol (1982) placed a strong emphasis on the perceived desirability and viability of the entrepreneurial event. Bird (1988) asserts that intention directs resources to establish a business. According to Krueger (2000), intentional models have been empirically demonstrated to be better than trait models.

Each of these four dimensions is theoretically sound and empirically backed. Opportunity perception embodies the alertness created by experiential exposure (Corbett, 2005). Preparedness encompasses the level of preparedness created through practice. Entrepreneurship exposure – engagement with entrepreneurs, businesses and entrepreneurship environments – has been proved to stimulate intention; according to the findings of Souitaris et al. (2007), the inspirational effect of entrepreneurship programmes had a stronger impact than knowledge transfer. Entrepreneurial skills are strongly linked to self-efficacy; Bandura (1997) identified self-efficacy as an important predictor of goal-oriented action, while Zhao et al. (2005) demonstrated the mediating role of entrepreneurial self-efficacy in the development of intention. Pittaway and Cope (2007) concluded in their systematic literature review that experiential and skills-based education influences entrepreneurship intentions in a significant way, while Fayolle and Gailly (2015) stressed the importance of both design and prior exposure.Background demographics do play a role in the entrepreneur's mindset. The gender-based study by Wilson et al. (2007) about self-efficacy and career intentions is relevant to consider in relation to the impact of experiential learning. Family background, as measured by the two variables of parental occupation and double-income household, offers role models and capacity to take risks that influences both exposure to and intention to become entrepreneurs. The variable of nativity reflects the different availability to an entrepreneurial context.

Research Gap and Hypotheses

While experiential learning and entrepreneurial intention have been extensively investigated individually, there has not been much research on the role of various dimensions of experiential learning in predicting entrepreneurial intention and at the same time identifying demographics. This paper intends to fill this gap and examine the following hypotheses:

H1: There exists a positive and significant relationship between dimensions of experiential learning (exposure, opportunities, preparedness, and entrepreneurial skills) and entrepreneurial intentions.

H2: There exists a significant relationship between demographics of the students (gender, parents' profession, both income earners in the family, and nativity) and entrepreneurial intentions.

H3: There exists a significant relationship between demographics of the students and experiential learning.

3. Research Methodology

Research Design & Sample

The present study adopts the methodology of Quantitative Cross-sectional Survey design. The main data was obtained through a structured questionnaire conducted among 465 MBA Students. In 465 sample, 54% (252) were males

whereas 46% (213) were females. Considering the occupation of parents, most of the respondents belong to farming (58%), business professionals family (18%), private employees (13%) and government employees (10%). In terms of family income, 70% respondents belong to single income families and 62% respondents belong to rural areas. Entrepreneurship Intention indicators along with the 4 dimensions of Experiential Learning were measured on 5 point Likert scale whereas demographic indicators (gender, parents' occupation, dual income in family and birth place) were recorded on categorical form.Analytical Techniques

There are three ways which have been applied for conducting data analysis in IBM SPSS. Firstly, Pearson product moment correlation has been applied to examine bivariate correlations between the dependent variable and the independent variables. The independent variables here are the experiential learning dimensions while the dependent variable is entrepreneurial intention. Secondly, the test which has been conducted for analyzing the relationship between the demographic variables and the dependent variable on one hand and entrepreneurial intention and experiential learning on the other hand is the chi square test for independence.

4. Data Analysis and Findings

Descriptive Statistics

Table 1. Descriptive Statistics (N = 465)

Variable	Mean	Std. Deviation	N
Entrepreneurial Intentions (Avg)	3.5935	.99588	465
Opportunities	3.5613	1.14893	465
Preparedness	3.5097	1.10466	465
Exposure towards Entrepreneurship	3.6108	1.21107	465
Entrepreneurial Skills	3.5312	1.20505	465

All constructs had scores in the moderately high range. The mean score of all the constructs was in the range of 3.51 to 3.61 on the scale of five points. Exposure to entrepreneurship scored the highest mean (3.61), and entrepreneurial intentions scored the next highest mean of 3.59. Standard deviation shows variance amongst the participants, and the values are approximately 1.0 to 1.2.

Correlation Analysis

Table 2. Pearson Correlation Matrix

	EI (Avg)	Opportunities	Preparedness	Exposure	Skills
Entrepreneurial Intentions (Avg)	1				
Opportunities	.499**	1			
Preparedness	.577**	.620**	1		
Exposure towards Entrepreneurship	.519**	.597**	.683**	1	
Entrepreneurial Skills	.570**	.500**	.635**	.591**	1

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

Entrepreneurship intention variables show a positive and significant correlation with all the four dimensions of the experiential learning theory model where preparedness (r = 0.577), entrepreneurship skills (r = 0.570), exposure (r = 0.519) and opportunities (r = 0.499) are significantly correlated at the 0.01 level of significance. The dimensions are highly correlated amongst each other where preparedness and exposure exhibit the highest level of correlation (r = 0.683). This highlights that an underlying variable exists within experiential learning.

Demographic Profile and Entrepreneurial Intentions

Cross-tabulations and chi-square tests examined whether entrepreneurial intentions vary by demographic group. Likert categories are abbreviated SD (strongly disagree), D (disagree), N (neutral), A (agree), and SA (strongly agree).

Table 3. Gen der × Entrepreneurial Intentions

	Entrepreneurial Intentions (Avg)					Total	%
Gender	**SD**	**D**	**N**	**A**	**SA**		
Female	15	24	50	106	18	213	46%
Male	12	12	43	146	39	252	54%
Total	**27**	**36**	**93**	**252**	**57**	**465**	
%	6%	8%	20%	54%	12%		

More males (73%) than females (58%) were found to agree or strongly agree with having entrepreneurial intentions, while females gave more neutral answers. The correlation is statistically significant (χ^2 Pearson = 15.786, df = 4, p = 0.003), hence the hypothesis about the independence of the variables is rejected, meaning there is a significant relationship between gender and entrepreneurial intentions.

Table 4. Parent Occupation × Entrepreneurial Intentions

	Entrepreneurial Intentions (Avg)					Total	%
Parent Occupation	**SD**	**D**	**N**	**A**	**SA**		
Business Professional	3	3	25	37	18	86	18%
Farmers	24	27	55	140	25	271	58%
Government Employee	0	4	7	29	8	48	10%
Private Employee	0	2	6	46	6	60	13%
Total	**27**	**36**	**93**	**252**	**57**	**465**	
%	6%	8%	20%	54%	12%		

Parents who work in the private sector (87%) and those who work for the government (77%) have children that agreed to the greatest extent, whereas business people scored 64%. Students from farming backgrounds revealed the most inconsistent pattern, with the greatest percentage of neutrality and disagreement. The relationship is statistically very significant (χ^2 = 40.482, df = 12, p < 0.001; likelihood ratio = 46.088, p < 0.001), thus rejecting the null hypothesis. Since 25% of the cells have expected frequency less than five (minimum 2.79), the result should be taken with some caution.

Table 5. Dual Income × Entrepreneurial Intentions

	Entrepreneurial Intentions (Avg)					Total	%
Dual Income	**SD**	**D**	**N**	**A**	**SA**		
Yes	9	18	27	72	12	138	30%
No	18	18	66	180	45	327	70%

	Entrepreneurial Intentions (Avg)					Total	%
Dual Income	**SD**	**D**	**N**	**A**	**SA**		
Total	**27**	**36**	**93**	**252**	**57**	**465**	
%	6%	8%	20%	54%	12%		

However, single income families showed slight advantage in terms of consensus (69%) compared to dual income families (61%). Pearson Chi-Square value lies on the borderline ($\chi^2 = 9.495$, df = 4, p = 0.050), meaning that there is marginally significant association between variables; Likelihood Ratio is not significant (p = 0.061), whereas Linear-by-Linear Association is significant (p = 0.026).

Table 6. Nativity × Entrepreneurial Intentions

	Entrepreneurial Intentions (Avg)					Total	%
Nativity	**SD**	**D**	**N**	**A**	**SA**		
Rural	12	33	45	165	33	288	62%
Urban	15	3	48	87	24	177	38%
Total	**27**	**36**	**93**	**252**	**57**	**465**	
%	6%	8%	20%	54%	12%		

Both groups expressed predominantly positive intentions (rural 68% agree/strongly agree; urban 63%), with urban respondents showing greater neutrality. The descriptive pattern suggests a modest rural lean in expressed intention.

Table 7. Summary of Chi-Square Tests — Demographics and Entrepreneurial Intentions

Demographic Variable	Pearson χ^2	df	p-value	Decision ($\alpha = 0.05$)
Gender	15.786	4	.003	Significant — Reject H_0
Parent Occupation	40.482	12	.000	Significant — Reject H_0
Dual Income	9.495	4	.050	Marginal — borderline

Source: SPSS output. Nativity × Entrepreneurial Intentions assessed descriptively.

Demographic Profile and Experiential Learning

Parallel analyses examined whether experiential learning (EL Average) varies by demographic group.

Table 8. Gender × Experiential Learning

	Experiential Learning (Avg)					Total	%
Gender	**SD**	**D**	**N**	**A**	**SA**		
Female	12	33	38	94	36	213	46%
Male	12	15	34	146	45	252	54%
Total	**24**	**48**	**72**	**240**	**81**	**465**	
%	5%	10%	15%	52%	17%		

Males agreed or strongly agreed at a higher rate (76%) than females (61%), and females showed greater disagreement. The association is significant ($\chi^2 = 16.081$, df = 4, p = 0.003), rejecting the null hypothesis.

Table 9. Parent Occupation × Experiential Learning

	Experiential Learning (Avg)					Total	%
Parent Occupation	**SD**	**D**	**N**	**A**	**SA**		
Business Professional	3	9	11	51	12	86	18%
Farmers	18	36	53	118	46	271	58%
Government Employee	3	0	5	26	14	48	10%
Private Employee	0	3	3	45	9	60	13%
Total	**24**	**48**	**72**	**240**	**81**	**465**	
%	5%	10%	15%	52%	17%		

Private employees' children showed the highest level of agreement (90%), followed by government employees (83%), business persons (73%), and farmers (61%). The relationship was found to be highly significant ($\chi^2 = 37.545$, df = 12, $p < 0.001$), with the limitation that 20% of the cells had expected counts less than five (minimum 2.48).

Table 10. Dual Income × Experiential Learning

	Experiential Learning (Avg)					Total	%
Dual Income	**SD**	**D**	**N**	**A**	**SA**		
Yes	9	15	21	78	15	138	30%
No	15	33	51	162	66	327	70%
Total	**24**	**48**	**72**	**240**	**81**	**465**	
%	5%	10%	15%	52%	17%		

Dual-income (67%) and single-income (70%) families agreed to a nearly equal extent, and the test statistic shows non-significance ($\chi^2 = 6.519$, df = 4, $p = 0.164$). The null hypothesis is accepted – dual income status is not linked to experiential learning.

Table 11. Nativity × Experiential Learning

	Experiential Learning (Avg)					Total	%
Nativity	**SD**	**D**	**N**	**A**	**SA**		
Rural	12	36	39	138	63	288	62%
Urban	12	12	33	102	18	177	38%
Total	**24**	**48**	**72**	**240**	**81**	**465**	
%	5%	10%	15%	52%	17%		

Both rural and urban respondents were found to be in agreement with each other strongly, although more rural respondents strongly agreed and more urban respondents were neutral. The correlation is statistically significant ($\chi^2 = 17.394$, df = 4, $p = 0.002$).

Table 12. Summary of Chi-Square Tests — Demographics and Experiential Learning

Demographic Variable	Pearson χ^2	df	p-value	Decision ($\alpha = 0.05$)
Gender	16.081	4	.003	Significant — Reject H_0
Parent Occupation	37.545	12	.000	Significant — Reject H_0

Demographic Variable	Pearson χ^2	df	p-value	Decision ($\alpha = 0.05$)
Dual Income	6.519	4	.164	Not significant — Retain H_0
Nativity	17.394	4	.002	Significant — Reject H_0

Source: SPSS output.

Multiple Regression Analysis

For the study of the joint effect of the experiential learning dimensions on entrepreneurship intention, multiple linear regression analysis was conducted with entrepreneurship intention as the dependent variable and four dimensions as independent variables.

Table 13. Model Summary

Model	R	R Square	Adjusted R^2	Std. Error	Sig. F Change
1	.652[a]	.425	.420	.75822	.000

a. Predictors: (Constant), Entrepreneurial Skills, Opportunities, Exposure towards Entrepreneurship, Preparedness.

The model is able to deliver an R value of 0.652 as well as R^2 of 0.425 indicating that the four factors of experiential learning account for 42.5% of the variation in the entrepreneurship intention an adequate statistical fit (Sig. F Change < 0.001).

Table 14. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	195.729	4	48.932	85.115	.000
Residual	264.452	460	.575		
Total	460.181	464			

ANOVA shows that there is a significant model ($F(4, 460) = 85.115$, $p < 0.001$). This means that the independent variables taken together explain a significant portion of variance in entrepreneurial intention.

Table 15. Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	1.255	.133		9.428	.000
Opportunities	.132	.041	.152	3.208	.001
Preparedness	.208	.050	.231	4.182	.000
Exposure towards Entrepreneurship	.082	.043	.100	1.907	.057
Entrepreneurial Skills	.238	.040	.288	6.019	.000

a. Dependent Variable: Entrepreneurial Intentions (Avg).

Three out of the four predictors are statistically significant at $p < 0.01$ level. Entrepreneurial skills have the greatest impact on venture creation ($\beta = 0.288$, $p < 0.001$), while the second is preparedness ($\beta = 0.$ 231, $p <$ 0.001) followed by opportunities ($\beta = 0.152$, $p = 0.001$). Exposure to entrepreneurship falls just short of being statistically significant ($\beta = 0.100$, $p = 0.05$

EI = 1.255 + 0.132 (Opportunities) + 0.208 (Preparedness) + 0.082 (Exposure) + 0.238 (Entrepreneurial Skills)

Every unit increase in entrepreneurship skills increases the entrepreneurial intention by 0.238 units and every unit increase in preparedness increases it by 0.208 units, other things being equal. This clearly indicates that there is enough evidence in Favor of hypothesis 1 that "experiential learning is a predictor of entrepreneurship intention."

Summary of Hypothesis Testing

Hypothesis 1 is confirmed: all factors correlate significantly with the level of entrepreneurship intention and collectively account for 42.5% of variance of entrepreneurship intention, with skills and readiness being predominant factors. Hypothesis 2 is partially confirmed: gender and parental occupation correlate significantly with entrepreneurship intention, dual income marginally so, while nationality is just described. Hypothesis 3 is partially confirmed: gender, parental occupation, and nationality correlate significantly with experience-based learning, but not dual income.Discussion and Conclusion

As part of this research study, it was attempted to ascertain the impact of experiential learning on entrepreneurial intentions among management students and the demographic predictors of the two constructs. It is evident that there is an enormous amount of convergence of results. Experiential learning, which is categorized into four dimensions such as opportunity, readiness, exposure and entrepreneurship skills, has a very important and positive association with entrepreneurial intentions and the two are accountable for an extraordinarily high percentage of 42.5% of variance of intention. The dominant variables among these four dimensions include entrepreneurship skills and readiness.

In the ideal scenario, the findings confirm the hypothesis advanced by Kolb that learning from experience contributes to the development of a consistent behavioral attitude. In addition, the findings align with the theory of self-efficacy in which the belief in one's capabilities motivates intentions. The ineffectiveness of the power of exposure as a predictor despite having a high bivariate correlation suggests that exposure operates via skills acquisition.

In reality, the results can be seen as the design specifications that need to be considered while implementing the entrepreneurship education program. The program should focus on skill development and readiness through practical involvement in projects, incubation, mentoring, and ventures, and not just exposure. The demographic findings also shed light on the fact that there is a correlation between gender and both the variables, which means that there is a need to tackle the problem of confidence gap amongst females by taking some steps along with exposure because of parental occupation, particularly farmers' children.

However, there are several drawbacks in relation to the above findings. The first one relates to the fact that cross-sectional design prevents any causal conclusions. Besides, self-reporting on Likert scales may result in the problem of common method variance. It was observed that sometimes certain cells had low expected frequencies in the cross tabulation, hence, rendering certain chi-square findings questionable. Finally, the sampling is restricted to a specific sample of management students.

For future research, it is suggested that mediation should be conducted, which means the investigation of the possibility that influence operates through skill and preparation. Other antecedents that may be explored are such as financial incentive knowledge and self-efficacy in entrepreneurship. However, despite the presence of some drawbacks, this paper has provided a valuable contribution to the entrepreneurship literature as it has demonstrated that experiential learning is an antecedent of entrepreneurship.

References

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211.
2. Bandura, A. (1997). Self-efficacy: The exercise of control. W. H. Freeman.
3. Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. Academy of Management Review, 13(3), 442–453.
4. Corbett, A. C. (2005). Experiential learning within the process of opportunity identification and exploitation. Entrepreneurship Theory and Practice, 29(4), 473–491.
5. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention: Hysteresis and persistence. Journal of Small Business Management, 53(1), 75–93.
6. Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.
7. Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. Academy of Management Learning & Education, 4(2), 193–212.
8. Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. Journal of Business Venturing, 15(5–6), 411–432.

9. Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. Entrepreneurship Theory and Practice, 33(3), 593–617.
10. Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. International Small Business Journal, 25(5), 479–510.
11. Politis, D. (2005). The process of entrepreneurial learning: A conceptual framework. Entrepreneurship Theory and Practice, 29(4), 399–424.
12. Shapero, A., & Sokol, L. (1982). The social dimensions of entrepreneurship. In C. A. Kent, D. L. Sexton, & K. H. Vesper (Eds.), Encyclopedia of entrepreneurship (pp. 72–90). Prentice-Hall.
13. Souitaris, V., Zerbinati, S., & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. Journal of Business Venturing, 22(4), 566–591.
14. Wilson, F., Kickul, J., & Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: Implications for entrepreneurship education. Entrepreneurship Theory and Practice, 31(3), 387–406.
15. Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. Journal of Applied Psychology, 90(6), 1265–1272.