

Exploring Effective Teaching Methodologies for Enhancing the Entrepreneurial Mindset in Students: A Qualitative Study

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Abstract:

Establishing an entrepreneurial mindset in students is essential for equipping them to handle every aspect of contemporary business and innovation. This qualitative study investigates effective teaching methodologies aimed at enhancing entrepreneurial thinking, concentrating on pinpointing the most impactful approaches. The study utilized data gathered from interviews and focus groups with students, employing NVivo for systematic coding and thematic analysis. The investigation underscores the significance of synchronizing methodologies with students' preparedness and incorporating complementary strategies to enhance learning results. This study highlights the importance of practical, interactive experiences, offering valuable insights for educators and curriculum designers focused on developing entrepreneurial skills in students.

The results indicate that business simulations represent the most effective approach, providing a hands-on, immersive learning experience in which students can participate in decision-making, strategic thinking, and problem-solving without the risks associated with real-world scenarios. Other significant methods recognized include experiential learning, problem-based learning, mentorship, and design thinking, each playing a distinct role in the development of entrepreneurial skills. The results also enhance the domain of entrepreneurship education, highlighting the necessity for creative and flexible teaching methods to equip students for the obstacles presented by a swiftly evolving business environment.

Keywords: Entrepreneurship, Entrepreneurial mindset, Teaching Methodologies, Entrepreneurial Thinking, Entrepreneurial Intention

Introduction:

Entrepreneurship is widely recognized as a fundamental driver of economic development, innovation, and job creation. As the global commercial environment becomes progressively dynamic and competitive, the significance of entrepreneurship education has escalated within higher education institutions across the globe. The fundamental objective of entrepreneurship education is to cultivate an entrepreneurial mindset among students, equipping them with the requisite skills, knowledge, and self-assurance to discern opportunities, undertake risks, and initiate their own enterprises. There's a lot of discussion about how much entrepreneurship can actually be "taught" compared to being a natural talent, but it's clear that education is really

important in developing entrepreneurial skills. Entrepreneurship education (EE) has become increasingly significant globally, emerging as an essential element of contemporary curricula designed to promote innovation and self-sufficiency in students.

In the United States, EE has evolved from concentrating on small business management to implementing comprehensive programs across various educational levels, including elementary and secondary schools, with a distinct focus on fostering entrepreneurial attitudes and skills in young learners (Ellis et al., 2023). This shift reflects a global trend recognizing entrepreneurship education as essential for youth empowerment, especially in developing nations such as Nigeria, where it is linked to job creation and economic growth (Nnaji & Ahmed, 2018). In European contexts, entrepreneurship education emphasizes teacher training, highlighting the necessity for educators to cultivate entrepreneurial competencies to effectively mentor students (Miço & Cungu, 2023).

The discussion regarding the structure of these programs indicates that inflexible and non-entrepreneurial settings do not foster the essential creativity and innovation in students, highlighting the significance of adaptive and engaging teaching methods (Solomon, 2008). Entrepreneurship education encompasses not only the establishment of businesses but also the cultivation of an entrepreneurial mindset that aids in broader socio-economic development. Despite this, the increasing focus on entrepreneurship programs, traditional lecture-centric pedagogical approaches continue to prevail in numerous institutions. These conventional methodologies frequently fall short of actively engaging students, nurturing creativity, or offering practical experience, all of which are indispensable for achieving success in real-world entrepreneurial endeavors.

In response to this limitation, a range of innovative teaching methodologies has been implemented, including case-based learning, project-based learning, experiential learning, simulations, and mentorship programs. This approach emphasizes practical experiences, engaging learning, and tackling real-world business challenges, enabling students to cultivate essential critical thinking, adaptability, and problem-solving skills vital for entrepreneurship. Although these methods have been extensively examined in the realm of education, a significant gap persists in comprehending their relative effectiveness and the ways in which they specifically foster an entrepreneurial mindset in students. To bridge this gap, the study explores the following research questions:

RQ 1. What are the different teaching methodologies used in entrepreneurship education?

RQ 2. Which are the most effective Teaching strategies for enhancing creativity, problem-solving, and real-world application of entrepreneurship concepts?

RQ 3. What practical recommendations can be provided for curriculum improvements and policy ideas that connect entrepreneurship education to industry needs and business challenges?

Addressing these inquiries is essential for closing the gap between conventional entrepreneurship education and the demand for hands-on, experiential learning. The current body of literature recognizes the significance of diverse teaching methodologies; however, there is a scarcity of studies examining their relative effectiveness in cultivating an entrepreneurial mindset (Pittaway & Cope, 2007). Research indicates that experiential learning, project-based methods, and mentorship play a crucial role in improving students' skills in critical thinking, adaptability, and opportunity recognition (Neck & Greene, 2011). Nonetheless, the investigation into how these methods affect learning outcomes and business readiness continues to be disjointed. This study seeks to delve into these questions to offer insights into the role of various pedagogical strategies on the readiness of students for real-world business challenges (Fayolle & Gailly, 2015). Grasping these dynamics will enable educators to enhance their teaching methods, guaranteeing that entrepreneurship education transcends theory to become practical and influential.

By understanding these teaching methodologies, educators can tailor their approaches to align with student needs and the demands of the business world. This approach also ensures that the students are not merely passive learners but are engaged in reflective practices that enhance their entrepreneurial capacities. Furthermore, it highlights the importance of integrating industry experience, fostering creativity, and nurturing a proactive, risk-tolerant mindset essential for entrepreneurial success.

Literature review

In contrast to traditional teaching methods that frequently focus on memorization and inflexible curricula, entrepreneurial education fosters creativity, critical thinking, and hands-on experiences, equipping students with the necessary skills to thrive in unpredictable situations and generate value. Gibb (2002) asserts that entrepreneurship education is primarily focused on equipping learners to recognize opportunities, navigate uncertainty, and engage in informed risk-taking, ultimately transforming them into active participants in society. In support of this perspective, Fayolle and Gailly (2008) contend that successful entrepreneurial education should integrate theoretical knowledge with practical experiences, including project-based learning, business simulations, and mentorship initiatives. These methods not only cultivate entrepreneurial abilities but also greatly boost students' motivation and involvement in the learning process (Neck & Greene, 2011). Various methodologies and models are utilized in higher education institutions across various regions, the majority of these institutions do not employ specific methodologies or models for teaching entrepreneurship (Saldarriaga Salazar & Guzmán González, 2018). The influence of entrepreneurial teaching approaches encourages social contact and their capacity to enhance the development of knowledge and skills among students who are studying business. Increasing students' entrepreneurial abilities, motivation, and spirit (Malinda, 2018). The significant role of the three distinct forms of entrepreneurial education: generalized, motivational, and augmented shows that by focusing on the best practices to teach entrepreneurship, the institutions can create most effective learning environment that motivates students to become successful entrepreneurs in the future (Gangi, Y., & Sirelkatim, F. 2023). **Students with higher environmental awareness are more likely**

to engage in entrepreneurial activities, such as prototyping and venture creation. Entrepreneurial intentions of students are shaped by factors like family business background, but formal training and hands-on entrepreneurial curricula can actually bridge demographic gaps (Rukundo et al., 2025). A framework for understanding the connection between personality traits and entrepreneurial ambitions is put out, and it is influenced by experiential learning approaches (Israr & Hashim, 2017). Interactive approaches are the most popular and successful ways to teach entrepreneurship at Malaysian vocational institutions (Sadli et al., 2019)

While existing initiatives of Entrepreneurship Education successfully cultivate an entrepreneurial mindset, further refinement of teaching approaches in academia and program enhancements is necessary to maximize the impact that the program carries (Singh, P., Kelly, A. B., & Nazar, K. L., 2025). A wide range of innovative entrepreneurial education pedagogies emphasize the imperative of integrating methods to address various educational requirements (Samuel & Rahman, 2018). A bidirectional teaching model, integrating theory with practical applications like mini-projects, significantly improves student engagement and learning outcomes (Fahrurrozi, 2024). Students from various academic backgrounds show different kinds of interest in entrepreneurship, hence, the length and scope of entrepreneurship programs should be prolonged beyond a single semester to optimize their impact on students' entrepreneurial intentions and activities (Leonard U. Ojogbo, 2016). Entrepreneurship Education effectively boosts students' confidence in their ability to be involved in entrepreneurial activities and their intent to start businesses. Educators need to focus on experiential learning to strengthen students' confidence and intent to start businesses. (Mahlaole, S. T., & Malebana, M. J. 2021). Establishing their own enterprises and achieving independence from employment will enable young individuals to acquire knowledge about entrepreneurship and the ability to determine their own futures (Dr. Punyaprava Pradhan, 2013). Workshops on business launch strategies can be conducted, featuring successful role models to share their experiences in these sessions. This would enable students pursuing this professional path to achieve financial success as entrepreneurs, while also inspiring others in their community to follow suit, thus initiating a cycle of societal achievement. The school curriculum must be modified to explicitly highlight entrepreneurship as a pedagogical goal. Educational institutions should get practical assistance and incentives to include entrepreneurship in their curriculum through several mechanisms. Entrepreneurship educators must exemplify their teachings to effect change and enhance educational results (McGuigan, 2016). Mojalal et al. (2011) assert that entrepreneurial teaching methods may include problem-solving, active training techniques, practical learning activities, possibilities for creativity, the development of new ideas, and the organization of classes and specialized workshops. By understanding these teaching methodologies, educators can tailor their approaches to align with student needs and the demands of the business world. This approach also ensures that the students are not merely passive learners but are engaged in reflective practices that enhance their entrepreneurial capacities. Furthermore, it highlights the importance of integrating industry experience, fostering creativity, and nurturing a proactive, risk-tolerant mindset essential for entrepreneurial success.

Methods:

This study employs a qualitative approach to investigate how entrepreneurial teaching methodologies contribute to improving students' learning outcomes in entrepreneurship education. Qualitative methods serve as a valuable tool for obtaining comprehensive insights into the effectiveness of different pedagogical strategies (Creswell & Poth, 2016). Considering that entrepreneurship education relies heavily on experiential learning, qualitative inquiry provides a detailed insight into the perceptions of students and educators regarding various teaching methods. Also Semi-structured interviews have been extensively utilized in the field of entrepreneurship education to gain insights into the perceptions of educators and students regarding teaching methodologies and skill development (Neck & Corbett, 2018; Pittaway & Cope, 2007). This approach provides adaptability, allowing individuals to expand on their experiences, while also making certain that essential research themes are covered.

Similarly, focus groups have proven effective in educational studies for evaluating collective viewpoints on teaching efficacy and student involvement (Nabi et al., 2017) because focus group discussions promote collaborative engagement, yielding insights that might not surface during one-on-one interviews. This analysis aids in recognizing prevalent trends in students' encounters with entrepreneurial teaching methods.

Although structured questionnaire-based surveys could have been employed to assess student engagement and learning outcomes, such methodologies would not adequately reflect the nuanced perspectives regarding the impact of various pedagogical approaches on the development of entrepreneurial competencies. This investigation emphasizes depth rather than broader coverage, rendering qualitative methods the most appropriate choice.

Overview of the sample and Procedures

The methodology employed in the study consisted of engaging in detailed discussions with the participants.

Demographic Variable	Category	Frequency	Percentage
<i>Gender</i>	Male	14	56%
	Female	11	44%
<i>Age-Group</i>	21-25	21	84%
	25 and above	4	16%
<i>Entrepreneurial Background</i>	Yes	2	8%
	No	23	92%

Table 1. Demographic details

This investigation focuses on 25 individuals participating in entrepreneurship programs at higher education establishments, encompassing universities and colleges that integrate entrepreneurship education into their curriculum. The chosen participants encompass a variety of learning environments, such as business schools, technical institutions, and interdisciplinary programs, providing a comprehensive perspective on students' experiences and perceptions regarding entrepreneurship education. Although the sample size consists of only 25 students, this qualitative method facilitates a thorough investigation of their insights, yielding comprehensive, nuanced data that reflects personal experiences, challenges, and viewpoints regarding entrepreneurship education.

To gather individual opinions, data was collected through a list of open-ended questions, these questionnaires focused on students' views regarding entrepreneurship education and its significance in cultivating entrepreneurial skills, the insights gained from various teaching methodologies, the obstacles encountered in entrepreneurship education, and the suggestions for enhancement. To avoid missing the data from recording the interviews, the researcher opted for text-based data. The original data was converted from informal or colloquial English to a more formal, standard English language in order to improve readability and clarity.

Without changing the meaning or intent of the participants' comments, minor changes were made to the grammar, word choice, and sentence structure. These adjustments were made to maintain the authenticity of the opinions of the respondents while ensuring that the data was available. To preserve the integrity and spirit of the original material, every modification was thoroughly examined. Upon preparation and standardization of the data, it was systematically arranged by thoughtfully tagging necessary information segments with codes referring to the themes or subjects in accordance with the objective of the study. By using this approach, we guaranteed that each data point could be readily linked to the relevant study topic, so enabling a systematic and focused exploration. This methodology enabled us to examine patterns, contrasts, and insights pertinent to each query, enhancing our results' coherence and profundity. The next step entailed commencing a thorough coding process to do an in-depth analysis of the data. Every transcript was meticulously examined to determine relevant information that directly related to the study's questions. In this step, open coding was utilized, facilitating the organic emergence of essential phrases, concepts, and patterns from the data. This thorough approach enabled us to draw out key concepts, understand patterns, and organize the data into a clear framework for further thematic analysis. The application of NVivo's analytical tools facilitated a structured methodology, allowing us to pinpoint the methods most commonly linked to effective outcomes, including improved problem-solving skills and resilience among students.

This thorough coding process, enhanced by memoing to capture analytical insights, yielded a clear and cohesive understanding of the data. The themes that surfaced directly related to the study's emphasis on effective teaching methodologies for entrepreneurship, providing robust conclusions regarding the approaches that most effectively cultivate an entrepreneurial mindset in students.

Analysis

The qualitative data gathered was analysed with NVivo software, an effective tool for systematic coding, theme identification, and pattern recognition in qualitative studies. Thematic analysis was utilized to organize the findings, ensuring that emerging themes were clearly categorized and interpreted (Braun & Clarke, 2006). NVivo enabled automated coding, enhancing the efficiency and reliability of textual data analysis while adhering to research rigor and reducing bias (Creswell & Poth, 2016). The initial coding involved the assignment of descriptive labels to significant phrases and responses from participants (Gibbs, 2018). NVivo facilitated the organization of related codes into overarching categories, aiding in the identification of significant themes and subthemes pertinent to the research goals (Strauss & Corbin, 1998). The most effective teaching methodology was determined by clustering responses that described impactful teaching strategies.

The text search, word frequency, and cluster analysis functionalities of the software were utilized to uncover recurring patterns, connections, and significant relationships within the data (Silver & Lewins, 2014). A comprehensive analysis of the dataset was performed to uncover patterns, techniques, and teaching strategies that participants recognized as especially effective in cultivating an entrepreneurial mindset. Significant themes surfaced, illustrating the insights of participants regarding instructional methods that foster entrepreneurial thinking, resilience, and innovation.

By employing coding and thematic analysis, various methodologies emerged as significant. The following sections provide an in-depth discussion of each identified methodology, accompanied by relevant quotes and examples that demonstrate how these approaches foster an entrepreneurial mindset in learners. This analysis offers an in-depth examination of the teaching strategies that participants identified as the most effective in fostering entrepreneurial skills and perspectives.

Effective Teaching Methodologies Identified	No. of Files	No. of References
1. Business model development	2	2
2. Business Stimulations	8	10
3. Case studies	7	8
4. Design Thinking Workshops	4	6
5. Experiential learning approach	2	2
6. Financial Management and Projections	5	5
7. Guest Speakers	2	3
8. Incubator Programs	2	2
9. Lean Start-up Methodology Workshops	2	2
10. Mentorship Programs	4	4
11. Networking Events	1	2
12. Pitch Competitions	4	4

13. Project Based Learning	3	5
14. Role-Playing Exercises	1	1
15. Social Entrepreneurship Projects	2	2

Table 2: Various Entrepreneurial Teaching methodologies.

The analysis revealed a range of teaching techniques regarded as effective in fostering an entrepreneurial mindset, as demonstrated in the chart. Business simulations have appeared as the most commonly referenced and influential approach, indicating that hands-on learning within simulated business settings significantly enhances the formation of entrepreneurial skills. Participants highlighted that business simulations enable learners to engage with authentic challenges and decision-making scenarios, promoting critical thinking, problem-solving, and adaptability. Experiential learning techniques, including simulations, effectively connect theoretical knowledge with practical application, thereby improving students' entrepreneurial skills and decision-making capabilities (Kolb, 1984; Fayolle & Gailly, 2015). Several participants highlighted that simulations facilitated their involvement in authentic, experiential learning. Some of them are: -

- ***“Engaging in action-based research projects profoundly enhanced my knowledge of entrepreneurship,”*** which emphasized that the methodology provides a deeper and more applied understanding of the field.
- ***“The simulation gave me a holistic view of how a business operates, which instilled a sense of confidence in managing a start-up,”***- highlighting the comprehensive learning experience and confidence-building aspect of the Methodology.
- ***“The business simulation exercises were immensely beneficial as they provided a secure environment for us to commit mistakes and derive lessons, resembling a genuine business environment,”*** which highlighted the immersive nature of the methodology, allowing students to experience and learn from their decisions.

Such quotes illustrate how Business stimulation helped students in developing an entrepreneurial mindset. Business simulations give students real-life experience by letting them apply academic ideas to real-world problems. This helps them understand and remember things better. Simulations give students a safe place to try new things, fail, and learn from their mistakes, all of which are important for developing their business skills. Business simulations help people develop important skills, like problem-solving, decision-making, and teamwork, that are necessary to be successful in business.

methodologies. This comparative analysis underscores the prominence and extensive discussions associated with each methodology within the examined dataset.

The analysis reveals that Pitch Competitions, Case Studies, and Business Simulations are predominant, as evidenced by their high frequency of references, underscoring their significant role in entrepreneurial education. Methodologies such as Design Thinking Workshops and Experiential Learning Approaches are widely cited and documented, highlighting their essential contribution to promoting innovation and enhancing practical problem-solving abilities in learners. Nonetheless, approaches that are less commonly cited, like Role-Playing Exercises and Social Entrepreneurship Projects, suggest a potential underutilization or a growing interest, highlighting the need for additional investigation or promotion within academic and professional contexts.

The chart highlights significant variations, particularly in instances where the number of references greatly surpasses the files (e.g., Pitch Competitions), suggesting a broad theoretical recognition yet potentially restricted practical implementation or diversity of sources. On the other hand, the consistent trends observed in methodologies such as Lean Startup Methodology Workshops and Mentorship Programs indicate a significant correlation between their theoretical frameworks and practical applications. This examination provides the basis for understanding trends in entrepreneurial education, emphasizing established methods and acknowledging areas that need further investigation. Alongside business simulations, other impactful methodologies included project-based learning, case studies, and design thinking workshops, each fostering experiential learning and innovative problem-solving. Approaches like pitch competitions and mentorship initiatives were acknowledged, emphasizing the significance of receiving feedback and guidance from seasoned entrepreneurs.

Each of these methodologies contributes distinctly to the development of various entrepreneurial skill sets, yet business simulations are particularly notable for their capacity to replicate realistic business scenarios, thus engaging learners in authentic entrepreneurial practices. This theme will be examined in greater depth to comprehend how these methodologies together foster an entrepreneurial mindset.

Suggestions by Students to Improve the Curriculum

After analyzing the data, several major areas for improvement were identified. Participants proposed specific ways to make entrepreneurship education more practical, engaging, and relevant. Each of the suggestions are covered in this section, along with examples of how they may fill in current voids in entrepreneurship education and improve student readiness.

➤ Alumni Network Engagement:

Participants emphasized that alumni who have started and run their own enterprises effectively should be more involved. In a way that textbooks cannot, alumni can act as mentors by sharing their real-world experiences, lessons learned, and helpful guidance. Entrepreneurship education can become more relatable and motivating by implementing organized programs where alumni interact with students, such as mentorship programs, guest lectures, or workshops given by alumni. Alumni networks are valuable because they allow students to learn from those who have faced similar obstacles by bridging the gap between theory and experience. Alumni involvement gives entrepreneurial education a real-world application, assisting students in comprehending what it takes to be successful outside of the classroom. Additionally, it can offer networking chances, which are essential for upcoming business ventures.

➤ **Assessment and Feedback:**

Students underlined how crucial it is to have regular feedback, helpful suggestions on their ideas and work. Students can refine their business thoughts and tactics with the help of efficient feedback mechanisms that are provided by both industry professionals and academic professors. Giving and receiving constructive criticism is crucial for learning and development. It enables students to refine their concepts in a way that mimics actual entrepreneurial procedures. For prospective business owners, a program that prioritizes evaluation and feedback promotes ongoing development. According to the participants, receiving regular feedback enables them to identify their areas of strength and growth. Their confidence in making entrepreneurial decisions is increased, which is essential for skill development.

➤ **Providing access to Entrepreneurial Networks:**

Participants stressed the importance of having easier access to networks of investors, workers in the field, and successful business owners. Networking is an important part of being an entrepreneur because it can lead to resources, guidance, and even funding opportunities. Including networking activities in the lessons makes sure that students not only learn the things they need to know, but also have the contacts they need to be successful. For people who want to start their own business, having a strong network can make a big difference. It gives you access to chances, advice, and help that can help you make your business idea come true. Through guest speaker series, networking events, and partnerships with businesses, programs can help students make links that could help them in their future endeavors.

➤ **Interdisciplinary Collaboration:**

Promoting cooperation between students from various academic fields was suggested by the participants. For instance, business students can generate creative and well-rounded company concepts by collaborating with classmates in engineering, design, or the sciences. This illustrates the multidisciplinary character of the start-up industry, where a variety of teams combine their ideas and skill sets to tackle challenging issues. Because it blends expertise from other disciplines to provide original solutions, interdisciplinary collaboration encourages creativity and innovation. In the business world, where entrepreneurs must collaborate with individuals from a variety of backgrounds, it also prepares students for this collaborative environment. Students can experience what it's like to work on a diverse team by participating

in programs that encourage cross-disciplinary projects that mimic genuine start-up environments.

Discussion:

The study's findings shed light on the beneficial effects of various teaching approaches in developing a business mindset in students. The study demonstrates that business simulations, experiential learning, project-based learning, and mentorship are important in developing creativity, problem-solving skills, and real-world application of entrepreneurship concepts. These findings are consistent with previous research, which stresses experiential and interactive approaches as superior to traditional lecture-based methods for acquiring entrepreneurial competencies (Neck & Greene, 2011; Pittaway and Cope, 2007).

Business simulators emerged as the most effective way because they immerse students in actual entrepreneurial scenarios, allowing them to practice decision-making, risk assessment, and strategic thinking in a low-risk setting. Students who engaged in simulations reported increased confidence and a greater sense of preparedness to implement their learning in practical entrepreneurial situations. The engagement demanded by simulations enhances comprehension of entrepreneurial processes and dynamics, thereby improving students' preparedness to handle the uncertainties associated with starting and managing businesses. This reinforces prior research indicating that simulated business experiences help students negotiate uncertainty and increase resilience (Kolb, 1984; Fayolle & Gailly, 2015). Similarly, experiential and project-based learning approaches were shown to improve students' capacity to discover commercial possibilities, collaborate with peers, and generate innovative solutions. These techniques offer a hands-on learning experience, emphasizing the idea that entrepreneurial abilities are best developed through active participation rather than passive knowledge acquisition (Nabi et al., 2017)

Mentorship and industry exposure were also emphasized as important factors in developing students' entrepreneurial aim and confidence. Participants stated that meetings with experienced entrepreneurs provided them with useful insights, networking possibilities, and a desire to pursue entrepreneurial endeavors. This finding is consistent with research demonstrating that mentorship serves as a link between academic knowledge and real-world business practices, allowing students to learn from industry leaders while also receiving practical help (Rae, 2009; Rideout & Gray, 2013). Despite the efficiency of these techniques, the study revealed gaps and obstacles in entrepreneurship education. Many students raised concerns about a lack of industry exposure, insufficient real-world business issues, and the continued use of traditional lecture-based methodologies. This highlights the need for curricular improvements that incorporate more participatory, practice-oriented, and industry-aligned teaching methods. Addressing these issues will ensure that students leave with the requisite abilities and confidence to successfully navigate the entrepreneurial landscape.

The study emphasizes the importance of practical, project-based, and mentorship-driven education techniques in instilling an entrepreneurial attitude. The findings emphasize the relevance of active learning methodologies, arguing that entrepreneurship education should focus on real-world application rather than theoretical notions. Moving ahead educational institutions must restructure their curricula to include more industry interaction, hands-on experiences, and student-centered learning methodologies, guaranteeing that future entrepreneurs are prepared to innovate, adapt, and succeed in dynamic business contexts.

Conclusion:

This study emphasizes the vital role of teaching methodologies, especially business simulations, in cultivating an entrepreneurial mindset in students. The results validate that business simulations function as a powerful experiential learning method, allowing students to participate in decision-making, strategy formulation, and problem-solving within a safe and realistic context. despite this, the investigation highlights the importance of tailoring entrepreneurial education through the incorporation of simulations alongside mentorship, design thinking, and various other supportive teaching strategies to improve learning results. This study offers important insights into experience-based entrepreneurship education; however, its qualitative approach and limited sample size may impact the ability to generalize the findings. Subsequent investigations are required to utilize mixed-method strategies and expand sample sizes to further affirm these findings. The findings indicate that it is essential for educators and curriculum developers to focus on interactive and student-centered learning approaches, ensuring that future entrepreneurs acquire the necessary skills to effectively navigate the changing business environment.

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