

"ENCOURAGING ENTREPRENEURIAL MINDSETS: THE INFLUENCE OF DIVERSE TEACHING APPROACHES ON STUDENTS' ENTREPRENEURIAL INTENTION"

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Abstract

With an emphasis on how various pedagogical approaches influence students' motivation, self-efficacy, and ambitions toward entrepreneurship, this study examines the effects of entrepreneurial teaching methodologies on students' entrepreneurial intentions. Open-ended questions were used in qualitative research methodologies to gather information on students' subjective experiences with mentorship, project-based learning, and experiential learning. Thematic analysis was conducted using NVivo software, which allowed for the methodical discovery of themes and patterns in the data. The investigation showed that while mentorship and role-modeling inspire confidence and offer useful insights, experience learning improves creativity, problem-solving abilities, and resilience. Project-based learning has been shown to increase entrepreneurial inclinations by promoting teamwork and opportunity recognition. Cultural and socioeconomic aspects that impact the efficacy of these approaches were also uncovered by the study. This study offers practical suggestions for creating successful educational programs and emphasizes the vital role that entrepreneurial teaching approaches play in encouraging entrepreneurial mindsets through the provision of deep, qualitative insights.

Keywords: Entrepreneurship, Entrepreneurial Teaching Approaches, Entrepreneurial Intention, Entrepreneurial Education

Introduction:

Entrepreneurial education has become a crucial factor in preparing students with the skills, attitudes, and motivations essential for encouraging entrepreneurial behavior. Innovative thinking, calculated risk-taking, and perseverance in dynamic environments are key characteristics of a mindset that is crucial for tackling contemporary economic challenges and fostering innovation (Gibb, 2002). The role of educational institutions is crucial in fostering this mindset, as teaching methods greatly impact students' intentions to engage in entrepreneurial activities or pursue business ventures (Ajzen, 1991). Entrepreneurial intentions are influenced by a range of cognitive, behavioral, and emotional factors, many of which can be directly affected by teaching methods (Fayolle & Gailly, 2015).

Various instructional methods, including experiential learning, project-based tasks, mentorship, and interdisciplinary problem-solving, are gaining acknowledgment for their

influence on fostering entrepreneurial intentions. The methods discussed are consistent with constructivist learning theories, highlighting the importance of active participation, contextual understanding, and real-world application to enhance engagement with entrepreneurial concepts (Kolb, 1984; Blenker et al., 2011). For instance, experiential learning promotes hands-on experiences that replicate entrepreneurial activities, aiding students in cultivating practical skills and resilience (Neck & Greene, 2011). In a similar vein, interaction with role models and mentors provides a tangible link between theoretical understanding and practical application, motivating students through relatable narratives of success (Bosma et al., 2012).

The effectiveness of teaching methods is also influenced by cultural and socio-economic factors. Hofstede's (1980) cultural dimensions highlight the necessity of tailoring educational strategies to resonate with societal values and norms, given that students' entrepreneurial aspirations frequently mirror their cultural environment. Furthermore, personal experiences are essential, as qualitative research indicates that students' views on teaching methods significantly influence their entrepreneurial mindset and self-assurance (Nabi et al., 2017).

This investigation seeks to examine the impact of varied teaching methodologies on students' entrepreneurial intentions from a qualitative perspective. By concentrating on the experiences and insights of students, it aims to pinpoint effective teaching strategies, enhancing the comprehension of how education can ignite entrepreneurial ambitions and empower the next generation of innovators.

Need for the study

Entrepreneurial education has drawn much focus as a vital approach for cultivating entrepreneurial intentions in students, providing them with the requisite skills, attitudes, and drive to pursue entrepreneurial endeavors. Nonetheless, there exists an urgent necessity to assess the efficacy of diverse pedagogical approaches in influencing these intents, as the shift from entrepreneurial education to tangible entrepreneurial activity remains erratic. Previous research has primarily concentrated on theoretical frameworks or quantitative evaluations, with few studies qualitatively examining how particular teaching methods affect students and shape their entrepreneurial goals (Nabi et al., 2017). This gap requires a more profound comprehension of the dynamic interplay between teaching methodologies and students' entrepreneurial ambitions.

Objective of the Study:

This study aims to examine the impact of different entrepreneurial education approaches on students' entrepreneurial inclinations. This study seeks to examine how various pedagogical methods, including experiential learning, project-based instruction, mentorship, and interdisciplinary problem-solving, influence students' attitudes, perceptions, and motivation about entrepreneurship. The study aims to elucidate the mechanisms by which these techniques augment entrepreneurial mindsets, cultivate self-efficacy, and develop the requisite skills and resilience for entrepreneurial success. The study aims to utilize a qualitative technique to reveal

the intricate and subjective experiences of students, offering insights into the particular aspects of instructional strategies that motivate and enhance entrepreneurial goals.

Literature Review:

Entrepreneurial education is widely acknowledged as a catalyst for cultivating entrepreneurial intentions, which underpin entrepreneurial action. Entrepreneurial intentions are influenced by attitudes, subjective standards, and perceived behavioral control, as articulated in Ajzen's (1991) Theory of Planned Behavior. Research indicates that focused education techniques are essential in developing cognitive precursors to entrepreneurship. Fayolle and Gailly (2015) contend that well-structured entrepreneurial pedagogy enhances students' attitudes and self-efficacy, thereby bolstering their entrepreneurial goals.

Experiential learning has become one of the most influential approaches in entrepreneurship education. Experiential learning bridges the divide between academic knowledge and practical application by involving students in actual, real-world experiences, including simulations, business plan preparation, and startup ventures. Neck and Greene (2011) emphasize that these methodologies augment creativity, risk tolerance, and problem-solving skills, which are vital for entrepreneurial achievement. Project-based learning similarly promotes collaboration and innovation, enabling students to address intricate difficulties within entrepreneurial settings (Pittaway & Cope, 2007).

Mentorship and role modeling serve as crucial strategies that profoundly influence entrepreneurial intention. Engagement with accomplished entrepreneurs via mentorship initiatives motivates students, offers practical knowledge, and strengthens their confidence in achieving success (Bosma et al., 2012). Nabi et al. (2017) highlight that teaching methods focused on real-world experiences enhance self-confidence and enable students to identify opportunities, thereby reinforcing their intention to engage in entrepreneurship.

Nonetheless, the efficacy of entrepreneurial teaching approaches may differ based on various contextual elements. Hofstede's (1980) cultural dimensions theory indicates that cultural values shape students' perceptions of entrepreneurship and their reactions to educational interventions. Shinnar et al. (2012) highlight that socioeconomic conditions, institutional support, and access to resources can influence the effectiveness of these methodologies. Although there is an increasing amount of research, qualitative studies that explore students' personal experiences with entrepreneurial teaching methods remain scarce, resulting in a gap in comprehending the intricate connection between pedagogy and entrepreneurial intention. This investigation aims to fill these gaps by examining the influence of various teaching methods on students' entrepreneurial ambitions through a qualitative perspective.

Methods

This study employs a qualitative approach to investigate how various entrepreneurial teaching methods impact students' intentions to engage in entrepreneurship. The qualitative design enables the comprehensive investigation of students' perceptions, experiences, and

reflections regarding the influence of specific pedagogical strategies on their entrepreneurial aspirations. The investigation centers on gathering and examining data from individuals involved in entrepreneurial education initiatives across a variety of academic institutions.

The initial phase of this qualitative investigation entailed gathering comprehensive, contextual information via a combination of detailed interviews and focus group interactions. A semi-structured interview guide was created to investigate the research questions, allowing participants to elaborate on their thoughts, experiences, and perspectives comprehensively. The interviews took place in a relaxed and welcoming setting, enabling participants to feel comfortable and share their narratives freely. The focus group discussions were made in certain way ensuring that every participant had the chance to engage in the discussion. The data collection process was crafted to be flexible and adaptive, facilitating the exploration of emerging themes and ideas that surfaced throughout the data collection phase.

Following the initial phase of this qualitative study, A detailed coding framework was carefully constructed, including a collection of descriptive codes that encapsulated the core of the research objectives, and theoretical foundations. The coding framework was developed through a comprehensive examination of the literature, guaranteeing that the codes were rooted in established knowledge and concepts pertinent to the study.

The collected data, which includes transcripts from comprehensive interviews and focus group discussions, underwent a thorough review process, with pertinent segments being systematically coded. This process entailed a meticulous examination of the data, with each sentence, phrase, or paragraph being analyzed and categorized based on its significance to the research goals. The coding process was enhanced through the application of qualitative data analysis software, allowing the researcher to effectively manage and organize the data.

A coding protocol was established to ensure the accuracy and consistency of the coding process, detailing the procedures for assigning codes, managing discrepancies, and maintaining consistency throughout the coding efforts. By employing a meticulous coding process, the researcher successfully transformed the data into a structured and insightful format, establishing a solid foundation for an in-depth and sophisticated analysis. The coded data was subsequently structured into themes, patterns, and categories, allowing to discern relationships, contradictions, and insights that would shape the study's findings and conclusions. Through the application of a structured and systematic methodology, this study successfully revealed nuanced connections and relationships within the data, thereby enhancing the study's contributions to the discipline. This rigorous methodology allowed us to extract significant ideas, identify patterns, and structure the data into a coherent framework for subsequent thematic analysis.

Themes Developed	No. of Files	No. of References
1. Enhanced Entrepreneurial Skillset	18	44
2. Entrepreneurial Aspiration	14	27

Analysis:

The analysis of the gathered data demonstrated multiple significant themes pertinent to the Research objective. An extensive analysis of the data revealed two significant sub-themes: Enhanced Entrepreneurial Skillset and Entrepreneurial Aspiration. The sub-themes illustrate the impact of the teaching methodologies implemented in the program on students' skill enhancement and their motivation to embark on entrepreneurial paths.

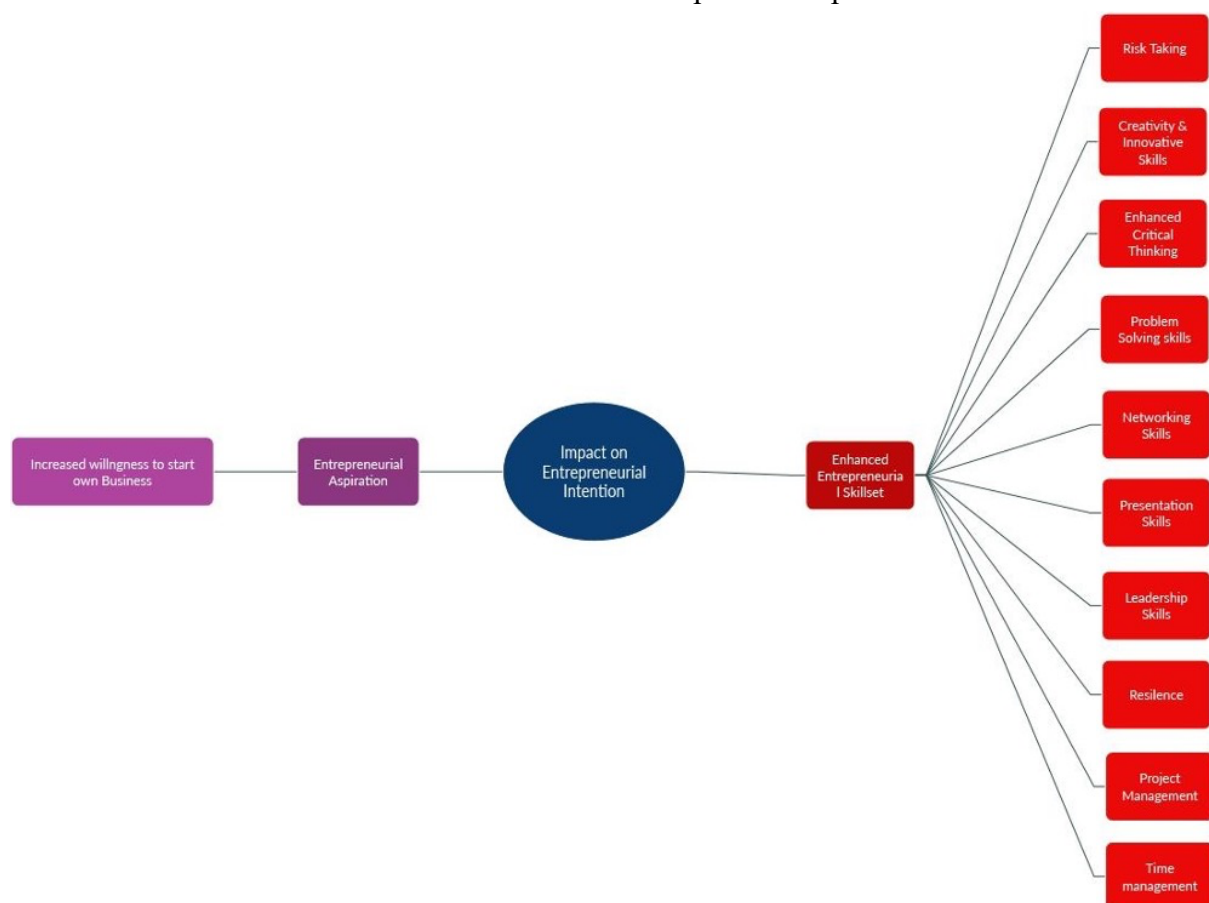


Fig 1: Impact on Entrepreneurial Intention

Enhanced Entrepreneurial Skillset- Based on the responses on the acquisition of specific entrepreneurial skills the theme was formed such as identification of opportunities, addressing challenges, managing risks, and making informed decisions. Students recognized that these skills stemmed from engaging in hands-on activities, including simulations, case studies, and project-based learning, which offered practical exposure and cultivated confidence in utilizing theoretical knowledge in real-world situations.

Entrepreneurial Aspiration- This theme was generated by encoding references to career objectives and aspirations that are associated with the establishment of enterprises or the pursuit of entrepreneurship. Students often conveyed that the program encouraged them to consider entrepreneurial careers by enhancing their self-confidence and motivating them to take action. The influence of successful role models, guidance from mentors, and the experience of real-world entrepreneurial challenges were identified as key factors in fostering this ambition. The elements established a nurturing atmosphere that bolstered students' entrepreneurial aspirations and enduring career objectives.

Collectively, these themes underscore the significant impact of varied teaching approaches in influencing students' entrepreneurial perspectives and future goals.

Sub-theme 1: Enhanced Entrepreneurial Skillset

The influence of teaching methodologies on students' intentions was significantly evident in the cultivation of a comprehensive entrepreneurial skillset. A significant number of participants noted that experiential methods, including business simulations and project-based learning, equipped them with practical skills in problem-solving, strategic thinking, and financial management.

The Quote, *"I've become more **risk-tolerant**. Before, I was hesitant to take risks, but now I understand that taking calculated risks is necessary for growth and success."*

The above quote illustrates how experiential methodologies provided students with essential skills, enhancing their confidence in embarking on entrepreneurial endeavors.

*"I've significantly improved my **creativity** skills. The entrepreneurial courses pushed me to think outside the box and challenge conventional ideas"*

It indicates that entrepreneurial courses have played a crucial role in broadening the individual's perspective by promoting unconventional thinking and challenging standard approaches.

One more participant noted, *"The mentorship programs enhanced my communication and networking abilities, which are essential for any business start-up."*

This indicates that mentorship opportunities not only improved particular skills but also equipped students with a sense of preparedness to participate in entrepreneurial endeavors.

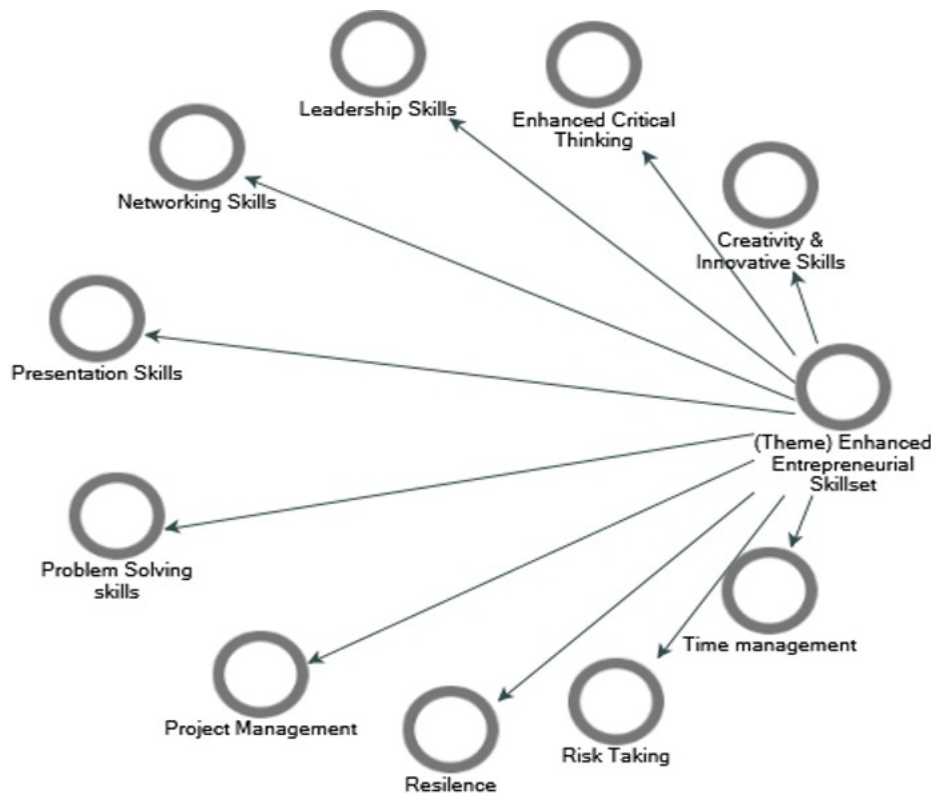


Fig2. Enhanced Entrepreneurial Skillset

This diagram analyses the Enhanced Entrepreneurial Skillset by delineating ten critical abilities that facilitate entrepreneurial success. These abilities jointly develop a comprehensive foundation, enabling individuals to meet the challenges of entrepreneurial pursuits.

The enumerated skills—Leadership, Advanced Critical Thinking, Creativity and Innovation, Time Management, Risk Taking, Resilience, Project Management, Problem Solving, Presentation, and Networking—constitute fundamental domains that augment an entrepreneur's efficacy and adaptability. Collectively, these talents enhance the capacity for strategic thinking, compelling communication, and effective problem-solving, all of which are essential for entrepreneurial advancement.

The analysis emphasizes that a thorough entrepreneurial skillset encompasses more than mere technical knowledge; it necessitates a combination of strategic thinking, interpersonal skills, and resilience. These traits empower entrepreneurs to conceive novel ideas and implement them efficiently while adjusting to the volatile business environment. This framework demonstrates how a comprehensive array of entrepreneurial abilities enhances the capacity to manage, develop, and maintain successful enterprises.

These insights highlight that by emphasizing skill-building, the teaching methodologies achieved more than just delivering theoretical knowledge; they also equipped students with the essential competencies required for entrepreneurial roles.

Sub-theme 2: Aspirations in Entrepreneurship

The second sub-theme, Entrepreneurial Aspiration, surfaced as a significant element shaped by instructional approaches. A significant number of students reported a heightened interest in entrepreneurship following their involvement in specific approaches, including action-oriented research initiatives and pitch contests. These activities ignited their curiosity and inspired them to contemplate launching their own enterprises.

One participant articulated, *“I gained confidence in my ability to turn ideas into reality, which has strengthened my entrepreneurial intentions.”* It emphasises that the individual now feels more competent of putting ideas into action. The response also implies that this newfound confidence has strengthened how committed they are to business ventures and aspirations.

“Entrepreneurial teaching encourages self-direction and autonomy, making me realize I can be my own boss someday rather than working under someone else.”-The response suggests that the education has fostered a sense of entrepreneurial independence and the confidence to view entrepreneurship as a legitimate career path, rather than adhering to a traditional job framework.

The results indicate that specific teaching methods in entrepreneurship enhance students' skill development while simultaneously igniting their desire to engage in entrepreneurial ventures. By enabling students to engage with and visualize entrepreneurial activities directly, these approaches cultivate both the skills and the motivation essential for a career in entrepreneurship.

Discussion

This study's findings indicate that teaching methodologies focused on entrepreneurship significantly influence students' intentions to pursue entrepreneurial ventures, mainly by fostering a stronger skillset and nurturing their aspirations in this field. Themes presented here resonate with current literature, highlighting the critical role of experiential and interactive teaching methods in cultivating entrepreneurial mindsets. The sub-theme of Enhanced Entrepreneurial Skillset highlights the effectiveness of teaching strategies including experiential learning, project-based assignments, and mentorship in preparing students with practical skills such as opportunity recognition, problem-solving, and risk management. The results align with the assertions made by Neck and Greene (2011), who contend that practical methods effectively connect theoretical concepts with real-world applications, enabling students to tackle entrepreneurial challenges with confidence.

The second sub-theme, Entrepreneurial Aspiration, emphasizes the role of entrepreneurial education in motivating students to see entrepreneurship as a feasible and appealing career option. Participants indicated a rise in self-efficacy and motivation due to their engagement with entrepreneurial role models, real-world challenges, and mentorship opportunities, aligning

with the conclusions drawn by Bosma et al. (2012). This suggests that in addition to acquiring skills, the instructional approaches promote a mindset focused on creating opportunities and developing businesses. Aspirations play a vital role, given that intentions related to entrepreneurship frequently come before actual entrepreneurial actions, as suggested by Ajzen's (1991) Theory of Planned Behavior.

Cultural and contextual influences emerged as significant factors influencing students' responses to the methodologies. This aligns with the findings of Shinnar et al. (2012), who observe that socio-economic and cultural factors can influence the effectiveness of entrepreneurial education. Nonetheless, the study illustrates the beneficial effects of these teaching methodologies, while also indicating that their success is contingent upon their correspondence with the unique needs and contexts of students.

These findings emphasize the importance of adaptive, student-centered approaches in entrepreneurial education, providing crucial insights for educators and policymakers in crafting programs that successfully nurture entrepreneurial skills and intentions among varied learner groups.

Conclusions

This study emphasizes the considerable impact of entrepreneurial teaching methods on students' intentions to engage in entrepreneurship, illustrating their crucial role in nurturing skill development and entrepreneurial ambitions. The themes of Enhanced Entrepreneurial Skillset and Entrepreneurial Aspiration highlight that methodologies such as experiential learning, mentorship, and project-based assignments effectively equip students with practical competencies, including problem-solving and risk management. Additionally, these approaches foster confidence and motivation to pursue careers in entrepreneurship. The results are consistent with established theories, including Ajzen's (1991) Theory of Planned Behavior, and underscore the significance of education in influencing attitudes and intentions related to entrepreneurship.

The findings highlight the necessity of situating entrepreneurial education within various cultural and socio-economic contexts, ensuring that instructional methods align with the distinct needs and backgrounds of students. Through the implementation of flexible, learner-focused strategies, those in education and policy-making can create more effective entrepreneurial initiatives that motivate the upcoming wave of innovators and business leaders.

The methodologies employed in entrepreneurial education play a vital role in equipping students to meet the ever-changing requirements of entrepreneurship. They effectively connect theoretical understanding with practical implementation while nurturing a mindset focused on seizing opportunities and driving innovation. This study adds to the expanding knowledge base on entrepreneurial education and offers practical insights for improving its effectiveness in various contexts.

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