

# Unveiling The Effect of Entrepreneurship Education, Curriculum and Lecturer Competency Toward Grit Entrepreneurial (Evidence: Higher Education Student in Bandung)

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## ABSTRACT

This study aims to unveil the effect of entrepreneurship education, curriculum, and lecturer competency on entrepreneurial grit among higher education students in Bandung. The research employs a quantitative approach, utilizing questionnaires as the primary data collection instrument. A total of 83 respondents, all higher education students in Bandung, participated in the survey. The data were subjected to statistical analysis to determine the impact of the three variables on entrepreneurial grit, defined as the perseverance and passion for long-term goals in entrepreneurship. The results of the analysis indicate that the curriculum does not have a significant influence on entrepreneurial grit. This suggests that the structure and content of the curriculum alone may not be sufficient to cultivate the necessary traits for entrepreneurial success. On the other hand, entrepreneurship education and lecturer competency were found to have a positive and significant impact on entrepreneurial grit. This underscores the importance of well-designed entrepreneurship education programs and the crucial role of competent lecturers in fostering and nurturing entrepreneurial qualities in students. These findings provide valuable insights for educational institutions aiming to enhance their entrepreneurship programs. By focusing on the quality of entrepreneurship education and the competencies of their lecturers, institutions can better support the development of entrepreneurial grit among their students. This study highlights the need for a more holistic approach to entrepreneurship education, where both the content and delivery by skilled educators are given priority to effectively cultivate future entrepreneurs.

*Keywords: Entrepreneurship Education, Curriculum, Lecturer Competency, Entrepreneurial GRIT*

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## 1. INTRODUCTION

In an era marked by rapid change and business complexity, entrepreneurship has become one of the main driving forces for innovation, economic growth, and societal development. Students, as future leaders, are faced with the demand not only to possess academic knowledge but also practical skills and a strong mental attitude to compete in a dynamic job market or even create their own business opportunities. In an effort to adequately prepare students, many higher education institutions have begun incorporating entrepreneurship education into their curricula. However, it is important to understand that learning entrepreneurship is not just about business knowledge but also involves developing entrepreneurial attitudes and mindsets, often reflected in the concept of grit.

The following is the data on the unemployment rate among university graduates in Indonesia along with the numbers, based on data from the Central Statistics Agency (BPS):

Table 1. Data on The Unemployment Rate Among University Graduates in Indonesia

Tahun	Tingkat Pengangguran Lulusan Perguruan Tinggi (%)	Jumlah Pengangguran Lulusan Perguruan Tinggi (ribu)
2017	5.18	882
2018	5.89	1,012
2019	5.67	972
2020	6.76	1,196
2021	6.97	1,238
2022	7.35	1,312

This table illustrates the trend of open unemployment rates among university graduates from 2017 to 2022, as well as the number of unemployed university graduates in thousands [1]. The data indicates an increase in both the percentage and number of unemployed university graduates during this period.

Grit is a psychological concept that refers to a combination of persistence, perseverance, and mental toughness in facing challenges, overcoming obstacles, and achieving long-term goals. In the context of entrepreneurship, grit is a key factor that distinguishes those who achieve success from those who do not. The influence of curriculum, entrepreneurship education, and the competence of lecturers on students' entrepreneurial grit becomes an important focal point in this discussion. A well-designed entrepreneurship-oriented curriculum can provide the foundational knowledge and practical skills necessary to start and manage a business. However, beyond that, entrepreneurship education must also build the mental attitudes required to face the uncertainty and failures inherent in the entrepreneurial world.

Moreover, the role of lecturers as learning facilitators should not be overlooked. Competent lecturers are not only able to effectively deliver entrepreneurship material but can also inspire and guide students in developing their entrepreneurial grit. Through direct interaction with experienced lecturers, students can gain insights, support, and motivation needed to face challenges and develop the mental resilience required in their entrepreneurial journey.

Furthermore, [2] argue that entrepreneurship education should incorporate experiential learning methods, such as business simulations and real-world projects, to effectively nurture entrepreneurial skills and mindsets. This aligns with the findings of [3], who suggest that an experiential approach to teaching entrepreneurship helps students better understand the realities of running a business and fosters the development of grit by challenging them to apply theoretical knowledge in practical settings [4].

By deeply understanding the interaction between entrepreneurship-oriented curricula, effective entrepreneurship education, and the competence of lecturers in the context of developing students' entrepreneurial grit, we can identify the best strategies and approaches to improve the quality of entrepreneurship education in higher education institutions. This will not only help create a new generation of successful entrepreneurs but also contribute to overall economic growth and societal development.

## 2. LITERATURE REVIEW

Grit is a characteristic that reflects the combination of enthusiasm and perseverance in pursuing long-term goals. In research conducted by Duckworth and her colleagues in 2007, grit was considered one of the most relevant personality aspects in explaining various reactions to difficulties or failures experienced by individuals involved in long-term projects. When facing obstacles or failures, some people have the ability to persist and continue moving forward towards their goals, while others may tend to give up or change direction when faced with difficulties.

Grit is not just about having long-term goals, but also about how one maintains the spirit and determination to achieve them, regardless of the obstacles or failures encountered along the way. Individuals with high levels of grit typically have strong resilience and a positive mindset when facing difficulties. They tend to view failure as part of the learning process and continue to strive despite experiencing setbacks. Thus, grit is about the quality of character that enables someone to remain resilient and committed to long-term goals, even when faced with challenging obstacles. This includes aspects such as enthusiasm, perseverance, resilience, and a positive mindset in overcoming obstacles.

Entrepreneurship education is not just about teaching basic skills in starting and running a business. More than that, this education aims to stimulate creative thinking, foster innovation, and build a strong foundation in self-confidence and discipline necessary for success in various aspects of life.

[5] emphasize that entrepreneurship education plays a crucial role in shaping individuals to have in-depth knowledge, practical skills, positive attitudes, and behaviors that are appropriate for the entrepreneurial world. This includes learning how to analyze markets, develop effective business strategies, manage resources efficiently, and understand various legal and regulatory aspects related to the business world.

[6] also states a similar view regarding entrepreneurship education, which has evolved from focusing on the traits of an entrepreneur and how to develop a business plan to investigating entrepreneurial behavior, attitudes, and instilling self-confidence to start a business. This perspective indicates that fundamentally, entrepreneurship education should focus on shaping entrepreneurial mindset or igniting entrepreneurial intentions, as this may be the core of other entrepreneurial actions [7].

Graduates of entrepreneurship programs are usually equipped with skills that go far beyond just starting a business. They have the ability to think systematically and analytically, solve problems creatively, as well as communicate and collaborate with various parties effectively. They are also trained to be visionary leaders who can inspire and mobilize others towards common goals.

In a broader context, entrepreneurship education provides a solid foundation for the development of adaptive and innovative individuals, ready to face the changes occurring in the rapidly changing business environment. Thus, the role of entrepreneurship education is not only limited to creating entrepreneurs but also to shaping individuals who have the ability to contribute to the sustainable progress of the economy, society, and culture.

The curriculum plays a key role in entrepreneurship courses by organizing the structure, content, and learning objectives conveyed to students. By carefully designing the curriculum, educational institutions can ensure that the material taught includes a comprehensive understanding of entrepreneurship concepts, ranging from business planning to marketing strategies. Additionally, the curriculum also sets clear learning targets, such as developing critical thinking, analytical, and

creativity skills, which are necessary for aspiring entrepreneurs to succeed in a dynamic business environment. Thus, the curriculum becomes the foundation for students to acquire the knowledge, skills, and attitudes needed to run their own businesses or become leaders in the complex business world.

[8] emphasizes that entrepreneurship curriculum should not only focus on technical aspects, but also emphasize the development of soft skills such as communication, leadership, and teamwork. According to him, these skills are key in shaping successful entrepreneurs, who are able to interact well with others, lead teams effectively, and collaborate to achieve common goals. Thus, a good entrepreneurship curriculum should encompass a holistic approach that considers both technical aspects and soft skills to prepare students to face challenges in the complex and dynamic business world.

The competence of lecturers in the field of entrepreneurship is crucial in shaping the attitudes and entrepreneurial skills of students. Lecturers who have deep knowledge and practical experience in the business world can provide relevant and applicable insights to students. According to [6], lecturers who are competent in knowledge and experience greatly support students' understanding of entrepreneurship concepts. Moreover, innovative teaching methods, such as team-based projects, business simulations, and case studies, can enhance student engagement and understanding, as stated by [9]. These methods allow students to apply theory in real-life situations, thus developing the practical skills required in entrepreneurship.

The ability of lecturers to motivate and inspire students is also very important. [5] state that characteristics of teachers, such as engaging teaching styles and good communication skills, greatly influence the development of entrepreneurial attitudes and skills of students. Lecturers who can create a positive and supportive learning environment help students to be confident and take initiative in entrepreneurship [10]. To ensure lecturers stay up-to-date with the latest developments in education and business, continuous professional training is essential. [9] emphasize that this training helps lecturers adopt more effective and innovative teaching methods, which in turn enhance the quality of student learning. Thus, the competence of lecturers, which includes deep knowledge, practical experience, effective teaching methods, motivational abilities, and continuous professional training, all contribute to creating a supportive learning environment that motivates students to develop their entrepreneurial skills and attitudes to the fullest.

### 3. METHODS

This study adopts a quantitative methodology, utilizing a structured questionnaire-based survey to gather pertinent data from the targeted demographic. Specifically focusing on students enrolled in educational institutions in Bandung, the survey seeks to gauge their perceptions and experiences related to entrepreneurship education, curriculum design, lecturer competency, and entrepreneurial grit. The questionnaire is designed with a Likert Scale format, ranging from 1 to 5, wherein respondents indicate their agreement or disagreement with various statements. A total of 100 questionnaire sets will be disseminated among conveniently selected participants, ensuring representation across different academic disciplines and educational levels. To reach potential respondents, researchers will leverage online platforms such as WhatsApp, providing a Google Forms link to access the survey. This approach facilitates broader outreach and allows for the collection of responses from a diverse pool of students within the designated demographic. The research framework provides a structured approach for hypothesis development, guiding the exploration of relationships between key variables. Specifically, the study aims to uncover the influence of entrepreneurship education, curriculum content, and lecturer competency on the

development of entrepreneurial grit among higher education students in Bandung. By systematically analyzing survey responses and applying statistical methods, the study seeks to elucidate the extent to which these factors contribute to the cultivation of entrepreneurial grit. Through this empirical investigation, valuable insights can be gained to inform educational practices and policies aimed at fostering entrepreneurial mindset and skills among future generations of entrepreneurs in Bandung and beyond.

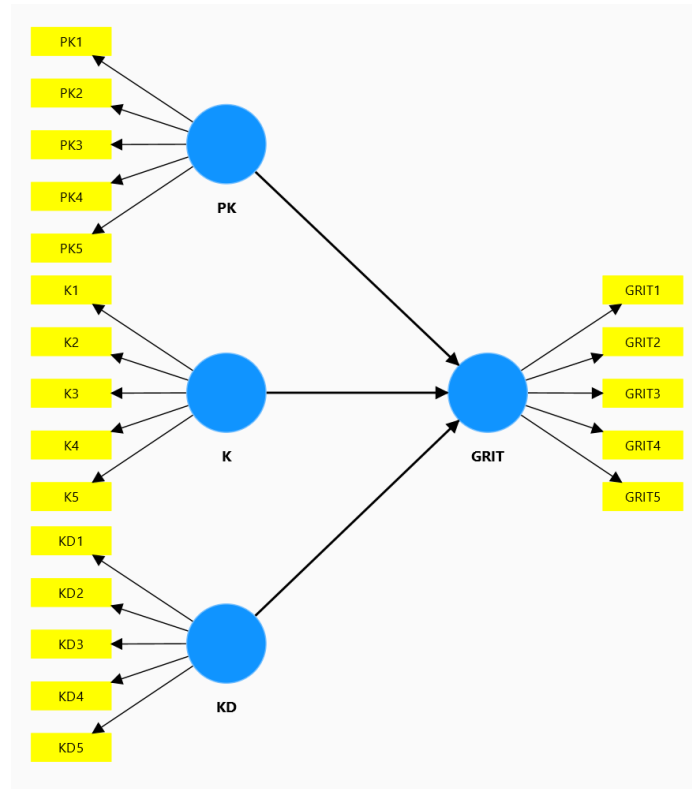


Figure 1: Research Model

#### 4. RESULTS AND DISCUSSION

##### 4.1 Outer Loading

Outer loading analysis is conducted to assess the validity and reliability of each tested indicator based on the results of Average Variance Extracted, Cross-Loading, Cronbach's Alpha, and Composite Reliability.

Table 2. Average Variance Extracted

Variable	Average Variance Extracted (AVE)
Entrepreneurship Education X1	0.825
Curriculum X2	0.775
Lecturer Competency X3	0.705
Entrepreneurial GRIT Y	0.585

Source: Data Analysis Results (2024)

The data is considered valid when the AVE (Average Variance Extracted) value is >0.50 (cross-loading correlation value). Based on this data, the researcher affirms that all variables are declared valid in the convergent validity test because the overall AVE for each variable exceeds 0.50.

Table 3. Outer Loading

	Entrepreneurship Education	Curriculum	Lecturer Competency	Entrepreneurial GRIT
X1.1	0.908			
X1.2	0.918			
X1.3	0.915			
X1.4	0.887			
X1.5	0.913			
X2.1		0.691		
X2.2		0.891		
X2.3		0.898		
X2.4		0.874		
X2.5		0.825		
X3.1			0.879	
X3.2			0.902	
X3.3			0.880	
X3.4			0.916	
X3.5			0.822	
Y1				0.676
Y2				0.687
Y3				0.885
Y4				0.867
Y5				0.681

Source: Data Analysis Result (2024)

All indicators in each construct variable in table 3 have a loading factor value exceeding the error variance value, namely 0.70, meaning that the indicators are declared valid and each indicator can reflect the measurement model for the construct variable.

Table 4. Cross Loading

Variabel	Cronbach's Alpha	Composite Reliability
Entrepreneurship Education X1	0.947	0.959
Curriculum X2	0.893	0.922
Lecturer Competency X3	0.927	0.945
Entrepreneurial GRIT Y	0.822	0.874

Source: Data Analysis Result (2024)

Reliability testing is considered met when Cronbach's alpha is  $>0.60$ . After calculations, it can be concluded that all variables have met the reliability test as each Cronbach's alpha is  $>0.60$ , namely 0.947 for Entrepreneurship Education, 0.893 for Curriculum, 0.927 for Lecturer Competency and 0.822 for Entrepreneurial GRIT.

A variable is considered reliable when composite reliability is  $>0.70$ . After calculations, it can be concluded that all variables are declared reliable as each composite reliability has a value  $>0.70$ , namely 0.959 for Entrepreneurship Education, 0.922 for Curriculum, 0.945 for Lecturer Competency and 0.874 for Entrepreneurial GRIT.

## 4.2 Inner Loading

Structural model evaluation aims to predict the relationship between latent variables based on the substantive theory of the model. The structural model test can be determined using the R-square values.

Tabel 5. R-Square

Variable	R-Square
Entrepreneurial GRIT	0.430

Source: Data Analysis Result (2024)

Based on Table 5, it is known that the R Square value for path 1 is 0.430, meaning that can explain its influence of Entrepreneurship Education, Curriculum, Lecturer Competency on Entrepreneurial GRIT by 43%, and the remaining influence is affected by other variables outside the scope of this study.

## 4.3 Hypothesis Testing

Hypothesis testing is conducted after obtaining a well-fitted full model in the study by ensuring that both the outer and inner models meet their respective criteria.

Hypothesis testing is carried out to test the influence of the relationship between variables. In the bootstrap method, the hypothesis is accepted if the t-statistic significance value is  $>1.96$  and the p-values are  $<0.05$ , then  $H_a$  is accepted and  $H_o$  is rejected and vice versa. The following are the results of data processing by looking at the significance of the influence between variables on the path coefficients.

Table 6. Hypothesis Test Results

Hipotesis	Original	T Statistics	P Values	Info
	Sample (O)	( O/STERR )		
Entrepreneurship Education → Entrepreneurial GRIT	0.295	2.131	0.033	Accepted
Curriculum → Entrepreneurial GRIT	-0.163	0.963	0.336	Rejected
Lecturer Competency → Entrepreneurial GRIT	0.564	3.148	0.002	Accepted

Source: Data Analysis Result (2024)

### The effect of Entrepreneurship Education on Entrepreneurial GRIT:

Entrepreneurship education significantly influences the development of entrepreneurial grit, which extends beyond mere intentions to include the execution and perseverance necessary for business success. This relationship is quantitatively supported by the R Square value for path 1, which is 0.430. This value indicates that 43% of the variance in entrepreneurial grit can be explained by the combined effects of entrepreneurship education, curriculum design, and lecturer competency. The remaining 57% of the variance is attributed to other factors not covered in this study, highlighting the multifaceted nature of entrepreneurial grit.

The T statistics value of 2.131 further underscores the robustness of this finding, as it is above the critical value required for significance. Additionally, the p-value of 0.033, which is lower than the 0.05 threshold, confirms that the results are statistically significant, thus validating the hypothesis that entrepreneurship education has a substantial impact on entrepreneurial grit. The underlying mechanism through which entrepreneurship education exerts this influence can be understood by examining the components of such education. A well-structured curriculum provides students with comprehensive knowledge about the entrepreneurial process, including opportunity recognition,

business planning, resource management, and strategic decision-making. This curriculum is designed to impart both theoretical knowledge and practical skills, enabling students to navigate the complexities of starting and running a business.

Moreover, the competency of lecturers plays a crucial role in this educational process. Lecturers who are experienced entrepreneurs themselves or who have substantial academic and practical knowledge can offer invaluable insights and mentorship. Their real-world experiences and practical advice help students understand the nuances of entrepreneurship, including how to overcome challenges and persist in the face of setbacks. Through this education, students learn essential entrepreneurial skills such as critical thinking, problem-solving, and resilience. These skills are fundamental to entrepreneurial grit, which is characterized by sustained effort and consistent interest over long periods despite failures and obstacles. Entrepreneurship education encourages students to engage in hands-on projects, simulations, and internships, where they can apply their knowledge in real-world scenarios. This experiential learning is crucial for developing the perseverance and determination that define entrepreneurial grit.

In essence, entrepreneurship education provides a fertile ground for nurturing entrepreneurial grit by equipping students with the knowledge, skills, and mindset necessary to transform their entrepreneurial intentions into tangible actions. The statistically significant relationship between entrepreneurship education and entrepreneurial grit, as evidenced by the T statistics and p-value, underscores the effectiveness of this educational approach. By fostering an environment that encourages learning, experimentation, and resilience, entrepreneurship education plays a vital role in preparing the next generation of entrepreneurs to succeed in a dynamic and challenging business landscape.

#### **The effect of Curriculum on Entrepreneurial GRIT**

The influence of the curriculum on entrepreneurial grit appears to be negligible, as evidenced by the rejection of the hypothesis. The T statistic value of 0.963 and a p-value of 0.336, which is significantly higher than the 0.05 threshold, indicate that the curriculum as designed does not have a statistically significant impact on entrepreneurial grit. This means that the curriculum alone, in its current form, does not effectively contribute to students' ability to move beyond mere intentions and take concrete actions toward starting and running a business.

One possible reason for this lack of influence could be that the curriculum may be overly theoretical and insufficiently connected to real-world applications. If the courses primarily focus on textbook knowledge without integrating practical experiences, students might not develop the necessary resilience and determination that characterize entrepreneurial grit. Another reason could be that the curriculum is not adequately tailored to address the specific challenges and dynamics of entrepreneurship, failing to engage students in meaningful problem-solving and critical thinking exercises that are crucial for fostering grit.

Furthermore, the curriculum might lack interactive components such as hands-on projects, case studies, or simulations that mimic real business scenarios. Without these elements, students miss out on opportunities to practice and hone their entrepreneurial skills in a controlled but realistic environment. Additionally, the curriculum might not provide sufficient exposure to entrepreneurial role models or mentorship opportunities, which are essential for inspiring and cultivating a gritty entrepreneurial mindset. A significant factor could also be the lack of time allocated for practical and interactive activities within the curriculum. If the time provided for practical experiences is limited, students may not have adequate opportunities to develop and strengthen their entrepreneurial grit.

In summary, the rejection of the hypothesis underscores the need for a curriculum redesign that incorporates more practical, experiential learning opportunities, and better aligns with the realities of entrepreneurship. This would help in developing the perseverance and action-oriented mindset that entrepreneurial grit requires, bridging the gap between theoretical knowledge and practical application.



### **The effect of Lecturer Competency on Entrepreneurial GRIT**

Lecturer competency significantly influences the development of entrepreneurial grit, which encompasses not just the intention to start a business but also the determination and action required to make it successful. The R Square value for path 1 is 0.430, indicating that 43% of the variance in entrepreneurial grit can be attributed to factors such as entrepreneurship education, curriculum design, and lecturer competency, while the remaining 57% is influenced by other variables outside this study. The T statistics value of 3.148 and a p-value of 0.002, well below the 0.05 threshold, confirm the hypothesis that lecturer competency plays a substantial role in fostering entrepreneurial grit. The impact of lecturer competency on entrepreneurial grit can be attributed to several key factors. First, lecturers with practical business experience bring a wealth of real-world knowledge into the classroom. Unlike purely theoretical instruction, these lecturers can provide concrete examples and case studies from their own entrepreneurial journeys. This practical insight helps students understand the complexities and realities of starting and running a business, making the learning experience more relatable and engaging. When students see that their lecturers have successfully navigated the entrepreneurial landscape, it builds credibility and trust, which can be highly motivating.

Furthermore, competent lecturers can teach beyond the standard curriculum by integrating experiential learning opportunities. They can design and oversee projects that require students to develop and execute business plans, engage in simulations that mimic real business challenges, and even participate in internships with startups. These hands-on experiences are crucial for developing entrepreneurial grit, as they require students to apply their knowledge in real-world scenarios, face challenges, and learn from failures. This practical application helps solidify their intentions and transforms them into actionable skills and behaviors. Additionally, lecturers who are well-versed in the latest industry trends and business practices can provide up-to-date and relevant knowledge, preparing students for the current entrepreneurial environment. Their ability to adapt teaching methods and content to reflect the dynamic nature of business ensures that students are not only learning theoretically but are also equipped to tackle contemporary challenges. This adaptability and relevance further enhance students' confidence and readiness to take actionable steps toward their entrepreneurial goals.

Moreover, the presence of a competent lecturer as a mentor and role model can significantly influence students' entrepreneurial mindsets. A lecturer who has achieved business success embodies the perseverance, resilience, and problem-solving skills essential for entrepreneurial grit. By sharing their personal experiences, including their failures and how they overcame them, lecturers can inspire students to persist in the face of adversity. This mentorship can provide invaluable support and encouragement, fostering a growth mindset that is critical for entrepreneurial success. In essence, lecturer competency enhances the effectiveness of entrepreneurship education by ensuring that students receive a comprehensive, engaging, and practical learning experience. This combination of theoretical knowledge, practical application, and personal mentorship is vital for cultivating entrepreneurial grit. It equips students with the confidence, skills, and resilience needed to move beyond mere intentions and take decisive action in their entrepreneurial endeavors. The statistically significant relationship between lecturer competency and entrepreneurial grit underscores the importance of experienced and knowledgeable educators in shaping the next generation of entrepreneurs.

### **CONCLUSION**

In conclusion, the research findings highlight the multifaceted influences on entrepreneurial grit within the context of entrepreneurship education. While lecturer competency emerges as a significant factor positively associated with entrepreneurial grit, the impact of curriculum design appears to be negligible, as evidenced by the rejection of the hypothesis. This suggests that the

current curriculum, in its structure and content, may not effectively contribute to the development of entrepreneurial grit among students.

These findings underscore the importance of considering various elements within entrepreneurship education and their differential impacts on entrepreneurial outcomes. While competent lecturers bring practical experience and mentorship to the classroom, the curriculum itself plays a crucial role in shaping students' entrepreneurial mindset and readiness for action. Thus, there is a clear need for curriculum redesign efforts that prioritize experiential learning, real-world application, and the integration of practical skills alongside theoretical knowledge. Moving forward, educational institutions and policymakers should focus on enhancing entrepreneurship education by revising curriculum frameworks to better align with the dynamic nature of entrepreneurship. This includes incorporating interactive learning experiences, fostering mentorship opportunities, and providing exposure to entrepreneurial role models. By addressing these shortcomings and leveraging the strengths of competent lecturers, entrepreneurship education can better equip students with the resilience, determination, and practical skills necessary to succeed in the entrepreneurial landscape.

## SUGGESTION

Based on the research findings, several suggestions can be proposed to enhance the effectiveness of entrepreneurship education in cultivating entrepreneurial grit:

1. **Curriculum Redesign:** Given the negligible impact of the current curriculum on entrepreneurial grit, there is a pressing need to revise curriculum frameworks. This redesign should prioritize experiential learning, practical application, and real-world problem-solving exercises. Incorporating hands-on projects, case studies, simulations, and internships can provide students with opportunities to apply theoretical knowledge in practical settings.
2. **Integration of Practical Skills:** The curriculum should place a stronger emphasis on developing practical skills essential for entrepreneurship, such as business planning, financial management, marketing strategies, and networking. By integrating these skills into coursework, students can gain a deeper understanding of the entrepreneurial process and develop the confidence to execute their ideas.
3. **Engagement with Entrepreneurial Role Models:** Providing students with exposure to successful entrepreneurs as guest speakers, mentors, or through networking events can inspire and motivate them. Hearing firsthand accounts of entrepreneurial journeys, including challenges faced and lessons learned, can instill a sense of resilience and determination among students.
4. **Lecturer Training and Development:** Invest in continuous training and development programs for lecturers to enhance their competency in teaching entrepreneurship. Providing opportunities for lecturers to gain practical experience through industry collaborations, internships, or consulting projects can enrich their teaching and mentorship abilities.
5. **Feedback and Evaluation Mechanisms:** Implement feedback mechanisms to regularly assess the effectiveness of entrepreneurship education programs. Soliciting input from students, alumni, industry partners, and stakeholders can help identify areas for improvement and guide future curriculum enhancements.
6. **Interdisciplinary Approach:** Encourage interdisciplinary collaboration and integration within entrepreneurship education programs. Drawing insights from fields such as psychology, sociology, and innovation studies can provide a holistic understanding of entrepreneurial behavior and foster innovative thinking among students.

7. Promotion of Entrepreneurial Mindset: Foster an entrepreneurial mindset among students by promoting creativity, adaptability, resilience, and a willingness to take calculated risks. Encourage students to embrace failure as a learning opportunity and to persevere in the face of challenges.

By implementing these suggestions, educational institutions can better equip aspiring entrepreneurs with the skills, mindset, and grit needed to navigate the complexities of the entrepreneurial journey and succeed in today's dynamic business environment.

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