



Study of Effective Instructional Methodologies to Promote Entrepreneurial Mindset in University Students of Midlands State University

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ABSTRACT

Given the concerns voiced by the media and society regarding the suitability of knowledge and skills provided by universities for fostering entrepreneurship education, the study sought to investigate the impact of instructional methodologies on entrepreneurial mindsets of university students. Explanatory and descriptive research methods were used, enabling the collection of quantitative and qualitative data from 189 students. The study sample was chosen using convenience sampling and stratified sampling techniques. Through interviews and questionnaires, data were collected. The main conclusions of the study showed that teaching techniques had a favourable impact on students' adoption of entrepreneurship. It was advised that lecturers use fresh, cutting-edge teaching strategies to guarantee that students are paying attention and participating actively in classroom. More of leveraging technologies, bootcamps, experimental learning and design thinking would enlighten student more. A significant number of students have voiced their need for increased hands-on and practical learning opportunities that model real-world difficulties faced by entrepreneurs. The limitation of the study was that the research may have concentrated on teaching methodologies effectiveness but did not investigate the efficacy of other possible ways in fostering an entrepreneurial attitude.

Key Words: Entrepreneurial Mindset, University students, Instructional methodologies, Entrepreneurial Education.

1. INTRODUCTION

Since its founding in 2000, Midlands State University (MSU) has produced 27321 graduates (Chronicle, 2015). In order to accommodate all of the graduates in 2015, it generated a total of 5408 graduates; in 2016, it produced a total of 4708 graduates. A total of 32029 graduates have come out of MSU to date. According to Statista (2015), the unemployment rate in Zimbabwe is 95 percent. The purpose of this study was to determine whether successful instructional approaches at Midlands State University have a favourable impact on students' decisions to pursue entrepreneurial jobs after graduation from various faculties. Thus, the paper asks if students have been successful in creating jobs.

1.1 Hypothesis

H_1 Entrepreneurship instructional methodology leads to students' entrepreneurial innovativeness.

H_0 Entrepreneurship instructional methodology does not lead to students' entrepreneurial innovativeness.

1.2 Objective of the study

1.3 To establish if entrepreneurship instructional methodology leads to entrepreneurial innovativeness of students.

2. LITERATURE REVIEW

2.1 Theoretical framework

The study is underpinned on the theory of Self-employment (SE) theory which outlines that it is believed to be interconnected to EIs, (Jones & Hegarty, 2011). Kerr, Nanda, and Rhodes-Kropf (2014) is of the opinion that SE is a resultant of individual ability to rely fundamentally on individual's entrepreneurial capabilities and create a new business. Self-employment intentions (SEIs) refers to the subjective likelihood that a person becomes self-employed within a period of five years after successfully completing his/her studies, (Gunu & Tsado, 2017). The authors do agree that self-employments and entrepreneurial intentions are interconnected, however the authors failed to indicate factors leading to self-employment.

Furthermore, the study makes reference to Entrepreneurial intentions (EIs) theory which is a phenomenon has drawn a lot of researches. The majority of these researches are in agreement that elements such as self-efficacy, self-reliance, and self-

employment, level of motivation, risk taking tolerance, level of innovativeness and creativity and open level of flexibility of an individual tend to influence entrepreneurial intentions of an individual. (Jones & Hegarty, 2011). Entrepreneurial intentions are described as an individual's desire to own a personal business, (Bae, Qian, Miao, & Fiet, 2014). For this study the author will use Douglas (2013)'s definition of entrepreneurial intentions which is defined as beliefs in self-capabilities to successfully perform the various roles and tasks of entrepreneurship and starting a business. This evident that the various authors agree that entrepreneurial intentions concern self-desire, self-belief of starting own business.

2.1 Influence of entrepreneurship instructional methodology on entrepreneurial innovativeness of students

Beck and Cull (2013) describe teaching methodology as a centred learning strategy for students and the learning can be based on visits to industry, training, projects and game or video simulations. Rasmussen and Sørheim (2016) conducted a study in Sweden and concluded that entrepreneurial education which focused on less classroom setting and more on learning by doing activities in group or network context resulted in more than 200 students' new businesses within a five-year period. Solomon (2017) observed that guest speakers and use of technology in entrepreneurial courses led to more collaborative sharing methods encouraging students to be risk tolerant when starting a business. Iglesias-Sánchez, Jambrino-Maldonado, Velasco, and Kokash (2016) are of the view that entrepreneurial programs in universities increase entrepreneurial intentions and also help in strengthen self-efficacy, proactiveness and inclination towards risk taking skills of students. Haron, Abbas, and Abd Rahman (2012) posits that instructional methods play a vital role in delivering knowledge and skills to students and effectiveness of knowledge and skills clearly depends on instructional method used.

Butler and Reddy (2017) conducted a study in United Kingdom in attempt to evaluate the effect of innovative teaching methods on the performance of students. The study used human resources management students from Aston Business School as study respondents and the study used Approaches and Study Skills Inventory for Students (ASSIST) scale by Entwistle and Ramsden (2015). Study results suggest innovative teaching methods of experience-based learning encourage students to develop critical understanding of content being taught. Also, that the innovative teaching methods stimulate interest of students to start own consulting firms as it helps them appreciate and understand their curriculum better.

Another study by Seikkula-Leino, Satuvuori, Ruskovaara, and Hannula (2015) conducted in Finland to examine how Finnish teacher educators deliver entrepreneurship education. The study used a sample size of 100 teacher educators as study participants. Findings obtained suggest that Finnish teachers utilize entrepreneurial teaching methods regularly and the entrepreneurial teaching methods include; experimental learning, creative problem solving and problem-based learning. The teachers also alluded that these enable students to be responsible through setting of own goals and becoming self-confident in their own work. However, they rarely use visits to enterprises and guest speakers due to university support structures but they felt that if the methods were utilized it could allow students to come up with more innovative enterprises through benchmarking or gap identification of the visited enterprises.

Additionally, another research was conducted in Europe by Markussen and Tyran (2017), the authors embarked on a comparative study to examine if teaching methodologies have different effect on students from Northern and Southern European universities. The sample size of the study was 59 Northern and Southern universities. The findings suggest that industry training courses teaching method enables students to identify gaps of a certain industry and after they graduate, they come up with consulting firms where they sell academic expertise to the external firms and solve the problems they will be facing. The results also suggest that inviting guest speakers from different industries for public lectures, workshops assist students in networking and help them come up with collaborative research projects. However, the results show that there is no significance difference between Northern and Southern universities on their teaching methodologies but the difference is on students' spin-offs when they want to explore their business opportunity Northern universities does not offer them requisite support to start the business projects. The authors concluded that experimental based learning and hands on teaching methods help transfer knowledge to students and enable students to come up with creative enterprising business ideas.

Shiratudin (2021) conducted a study to examine how internet instructional method affect the performance of students. The study had a sample size of 169 students and the study employed a T-test model for analysing the data collected. The findings suggest that use of internet instructional method enabled students to think out of the box and come up with professional design themes. Thus, the author concluded that using internet instructional method has a significant effect on overall performance of the students. Results of the study also suggest that use of internet instructional methodology improves design quality of websites, adverts unlike traditional teaching methodologies such as use of the textbook reason being on the internet instructional methodology offers students good experiences.

Similar research was conducted in Taiwan by Hung (2021) the study examined the impact of instructional approaches and learning style on Program learning in Web-Based education systems. The study used SPSS to analyse data collected, the hypothesis was tested using ANOVA test. Results obtained suggest that students who participated in diagrammatic and analogue method programs out-performed students who used post-test method to learn, reason being students can access diagrams and practice on their own until they master the content, also diagram method helps students to become logical thinkers when solving a problem unlike post-test they are more of robots following instructions.

S. Robinson, H. Neergaard, L. Tanggaard, and N. F. Krueger (2016) piloted research to evaluate the effect of using various teaching methods on the performance of the students. Findings suggest that presentations help students gain confidence when presenting business ideas, debates enable students to be creative, theoretical method helps gives students academic foundation and basic knowledge of program being studied for and home assignments help students to self-reflect on learnt theory. The authors concluded that institutions should not abandon traditional teaching methods but combine them with experimental based teaching methods so as to effectively stimulate interest of students to become job creators, gain self-confidence through participation in class presentations and discussions and share ideas.

Balan, Maritz, and McKinlay (2018) conducted research in Australia which assessed relevant teaching methods in entrepreneurial education. The study used a sample size of 393 students as study respondents. The study adopted the Australasian Survey of Student Engagement (AUSSE) to assess the relevancy of teaching methods. Results obtained suggest that team-based learning, poster plan and small businesses awards were the most effective teaching methods which stimulated interest of students to start their own unique businesses because of the need for power and control and need for achievement.

Another research was conducted in Tanzania by (Abaho, Olomi, & Urassa, 2015). The study investigated if teaching methods used had an impact on entrepreneurial self-efficacy of students. The study selected 522 final year students to participate in the study. Findings reveal that students prefer class discussions, presentations, case studies, networking with successful people and personal reading and hand-out notes had a positive and statistically significant relationship. Whilst business simulation game, video presentations, quizzes and home assignments had a lack of statistical significance due to lack of entrepreneurial support from university and family.

Chang (2001) conducted a study comparing effect of problem-based Computer assisted instruction (PCBAI) and the direct interactive teaching method (DITM) on student science achievement. The study used 10th grade students and it selected 169 senior students to participate in the research. The study used Kuder-Richardson Formula 21 to determine reliability of the achievement test. The results suggest that PCBAI was more effective than DITM method because it enabled students the opportunity to understand the problem, gather facts and find solutions with immediate effect and it provided more interaction than DITM thus students preferred PCBAI method because they had fun while learning.

Ho, Low, and Wong (2014) conducted a study in Singapore to investigate if use of experimental teaching methods leads to a positive behaviour of students. The study selected 836 students for their survey. Findings suggest that flipped classroom approach where students go out in the field and interview views of potential customers, investors; partners and competitors then use the data to formulate business proposals. This approach was the most preferred by students for it assists in networking, mentoring and investor matching.

Othman and Nasrudin (2016) conducted a study in Malaysia using Malaysian polytechnics to examine views of students on preferred instructional methodologies when taking entrepreneurship education programs. The findings suggest that students prefer experience-oriented methods such visits to industry, projects and business plan competition because they lead to more exposure and motivation as well as online teaching methods which assist students in exploiting technological business opportunities. The students also suggested that conventional teaching helps in learning basic information on entrepreneurial education but they felt that it makes the module boring.

Another study was conducted in United Kingdom by (Bell & Bell, 2016). The study investigated the impact of active learning on students' outcomes. Findings of the study show that teaching approaches such as visits to industry, interviewing entrepreneurs, case studies help increase problem solving skills for students. Business plans and new venture creation project provided students with requisite analytical and cognitive skills. Overall results suggest the experimental instructional methodologies boosted self-confidence among students stimulating interest to start own firms after graduation. Hamilton-Ekeke and Thomas (2011) conducted a study which examined if Teaching Learning Sequence method enable food science students to be entrepreneurial. Findings suggest that Teaching Learning Sequence method enables teacher-student interaction as well student-student interactions through joint groups, coming up with projects which lead to new inventions and new products and chemicals. Overall, the findings suggest that Teaching Learning Sequence method helps students understand better taught concepts than the Regular Teaching Methods.

Another similar study was conducted in United Kingdom by (Piercy, Brandon-Jones, Brandon-Jones, & Campbell, 2021). The study evaluated the effectiveness of experiential teaching methods in different operations management modules. The teaching methods were examined using survey data from 274 participants. Results obtained suggest that experiential teaching methods were most effective and most preferred by students for they promoted learning by doing, application of theory to practice, teamwork and stimulated interest in the subject being taught.

Ortaçtepe (2015) conducted research in Turkey. The study assessed the most preferred teaching methods by students. Findings obtained from the study suggest that students prefer in-class presentations compared to Prezi webcasts and video presentations but they did agree that Prezi webcasts presentations allocated time for students to reflect, embark on further research and it enabled them to acquire technical and creativity skills. Video presentations were least preferred method of teaching due to low quality compared to Prezi webcasts presentations and lack of interaction with students.

Another research was conducted in Malaysia by Haron et al. (2012) the study investigated learners perceptions on teaching methodology of Arabic speaking skills. The study participants were 6 students and a focus group interview was used to collect data from the participants. The findings reveal that students disliked the current teaching approach as it put more emphasis on memorization instead of grasping the taught content, students also indicated that they preferred a communicative approach which allows room for interaction amongst themselves and the tutor, application theory to practice.

Whitman Cobb (2016) conducted a study in America which assessed the effectiveness of flipped classrooms. Findings of the study suggest that students prefer flipped methodology where lectures are pre-recorded for, they give them more time to do other activities such as debates, in class discussions, group projects which makes class more interesting. Findings also suggest that performance of students increased unlike when lecturers use traditional teaching methods since flipped methodology stimulate student learning.

3. METHODOLOGY

3.1 Research Paradigm and research design

The current study adopted a positivist research paradigm, as suggested by Lakomski (1999), Ramanathan (2008), and (Saunders, Lewis, & Thornhill, 2012). This paradigm emphasizes the systematic acquisition of knowledge through quantification of data, allowing for generalization and greater reliability. The research design used in this study was both explanatory and descriptive, employing a case study strategy. According to (Aaker, Kumar, Day, & Leone, 2011), research designs can be exploratory, descriptive, causal, or explanatory. The study aimed to establish the relationship between the marketing curriculum offered by state universities and students' entrepreneurial intentions, using variables such as curriculum content, instructional methodology, and university environment. The research design enabled the collection of quantitative data through closed-ended questionnaires and qualitative information through interviews, providing a comprehensive analysis of the topic.

3.2 Population and sample

The participants in the study were graduates of Midlands State University. Population numbered 32029. The reason for this is that the economy is only growing at a rate of 2%, despite Midlands State University generating more graduates than other universities nationwide. To calculate the sample size for the current study, the author employed the Krejcie and Morgan (1970) approach. A sample size of 189 was calculated, with a 5% margin of error and a 95% confidence level.

Table 1 Determination of Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	2500	189

Source: (Krejcie & Morgan, 1970)

Both probability and non-probability sampling techniques were used in the study. Every person of the population has an equal chance of being selected for research using a probability sampling approach, but a non-probability sampling method does not use any sort of random selection (Kombo & Tromp, 2006). Utilising convenience sample and stratified selection techniques, the research participants were chosen. The researcher employed stratified random sampling to guarantee an accurate representation of all students at Midlands State University. This study aims to understand how the curriculum affects students' entrepreneurial inclinations. Those who participated were divided into strata based on faculties. Since entrepreneurship education is often

connected with the faculty of commerce and the business management department at most institutions, further stratification was done based on departments (Morris, Webb, Fu, & Singhal, 2013). The participants were divided into 20 subgroups, and a convenience sample approach was applied. According to (Sekaran & Bougie, 2013), convenience sampling should be used if a researcher needs to reach study participants quickly. The technique helped the author choose research participants who could conveniently access them.

3.3 Research instruments

The study collected data from participants using questionnaires and in-depth interviews. The study used a questionnaire developed from (Koh, 1996)entrepreneurial self-assessment to collect participant data. The questionnaire examined how marketing curriculum affects entrepreneurial drive, innovativeness, and risk tolerance. A 5-point likert scale was employed, with 1 indicating significant disagreement and 5 strongly agreeing. Study participants were asked to rate their agreement with statements. The researcher employed closed-ended questionnaires to obtain data quickly due to the huge sample size. Closed-ended surveys are easier to answer and involve less effort from the researcher, thus the author employed them to save study respondents' time. The survey featured 4 components. Section A collected age, gender, department, and family background data from research participants. Section B studied how curriculum material affects students' motivation to establish their own businesses, using skills, perception, job creation, entrepreneurial activities, and fundamental knowledge. Section C examined how instructional methods affect student entrepreneurial innovation, including logical thinking, entrepreneurial spirit, self-confidence, spin-offs, and originality. Finally, part D studied how university life affects risk tolerance. Participants got unstructured telephone conversations with the researcher to follow up and acquire answers to disseminated questionnaire concerns. The author questioned respondents till data saturation. Eventually, 15 people were interviewed. The author taped and transliterated 5-10-minute conversations to avoid misinterpreting and misquoting research participants.

3.4 Validity and reliability of findings

Sekaran and Bougie (2013) imply that questionnaires and in-depth measures appropriately assess case study research, hence the author employed them to get accurate results. The supervisor thoroughly assessed questionnaire content for selected measuring instrument tools and repeatedly identified areas for improvement. Kombo and Tromp (2006) recommend a pilot test before delivering questionnaires to research respondents to assess study feasibility, questionnaire topics, and language. The post-grad class helped the researcher conduct a pilot study to determine if the questionnaire was comprehended by study participants and if the questions were measuring what they were meant to

4 FINDINGS

4.1 Teaching methods and entrepreneurial innovativeness

The study also examined how instructional methods affect student entrepreneurial innovation. Entrepreneurial innovativeness was judged by how well class discussion improved logical thinking. It was also examined how class presentations enable entrepreneurial activities, guest speakers' and lecturers' lectures boost self-confidence and creativity. How work-related or industrial connection helped students discover industry needs and generate suggestions was also examined. It was finally examined how class projects formed corporate partnerships. The mean responses were summarised in the table below

Table 2. Teaching methods and entrepreneurial innovativeness Descriptive statistics

		Class discussions lead to logical thinking skills	Class presentations lead to entrepreneurial activities	Lectures by guest speakers boost confidence	Wrl lead to innovative ideas	Lectures by lectures lead to creativity	Class projects lead to business partnerships
N	Valid	189	189	189	189	189	189
	Missing	0	0	0	0	0	0
Mean		3.8704	3.6366	3.6394	4.1803	3.8930	3.8366
Median		4.0000	4.0000	4.0000	4.0000	4.0000	4.0000
Std. Deviation		1.13750	1.13262	1.23032	.88052	1.13736	1.04222
Variance		1.294	1.283	1.514	.775	1.294	1.086

The participants agreed that lectures by guest speakers assist improve self-confidence to become an entrepreneur to a lesser level, with a mean of 3.6394, suggesting that. The highest average mean score for work-related learning was 4.1803, showing that research participants choose on-the-job training to gain experience in the fast-evolving society and economy. Class talks got a mean score of 3.8704, indicating that graduates consider they only slightly aid in the development of logical thinking abilities. Class presentations had the lowest average mean score (3.6366), suggesting that graduates were less likely to agree that student-led class presentations inspired them to engage in entrepreneurial activity. With a mean of 3.8930, lectures led by lecturers, participants received some ideas to a lesser degree from the lectures they attended. Lastly Class projects had a mean of 3.8366, which suggests that the participants agreed that they lessen the likelihood of student business collaborations.

The only component with an average mean more than 4 was work-related learning; the other components' average means varied from 3.6366 to 3.8930, suggesting that graduates agree with instructional techniques' contribution to their ability to be inventive to a lesser level. Yıldız, Yumuk, and García-Fernández (2021) stated that entrepreneurial education has had a limited impact on students' entrepreneurial inclinations, which is corroborated by the study's findings.

During the interview sessions, some respondents stated that the class projects they undertook had lost their meaning for them since they were selling candy and airtime rather than developing their own goods and services, which prevented them from being inventive and creative. Additionally, instructors focused on American and European topics throughout their presentations and lectures in class, which did not apply to the situation in Zimbabwe and made them no longer relevant. The kids only learned analytical abilities; they did not learn creative ones. This suggests that curriculum material has an impact on more than just students' motivation; it also has an impact on the teaching strategies used to transmit the curriculum information to students, and those strategies may harm graduates' creative skills. Kirby, Guerrero, and Urbano (2011), who contends that university instruction primarily emphasises the development of analytical abilities and frequently overlooks creativity talents, also supports this position. Study results from explain why class debates, presentations, guest speaker lectures, lectures given by professors, and class projects received average means ranging from 3.6366 to 3.8930.

4.2 Testing of the hypothesis: Teaching methods effect on entrepreneurial innovativeness

The research also examined if teaching methods affect entrepreneurial innovativeness of an individual. The results obtained were presented below in Table 2.

Table 3: Teaching methods effect on entrepreneurial innovativeness

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
class discussions lead to logical thinking skills	Between Groups	44.454	4	11.113	9.405	.000
	Within Groups	413.586	189	1.182		
	Total	458.039	189			
class presentations lead to entrepreneurial activities	Between Groups	108.056	4	27.014	27.321	.000
	Within Groups	346.068	189	.989		
	Total	454.124	189			
lectures by guest speakers boost confidence	Between Groups	60.647	4	15.162	11.167	.000
	Within Groups	475.201	189	1.358		
	Total	535.848	189			
Wrl lead to innovative ideas	Between Groups	12.049	4	3.012	4.018	.003
	Within Groups	262.412	189	.750		
	Total	274.462	189			
class projects lead to business partnerships	Between Groups	104.076	4	26.019	32.472	.000
	Within Groups	280.448	189	.801		
	Total	384.524	189			

H₁ Entrepreneurship instructional methodologies positively lead to entrepreneurship innovativeness of students

H₀ Entrepreneurship instructional methodology does not lead to entrepreneurship innovativeness of students.

The respondents showed that different teaching methods assisted them in being innovative. Lectures by lecturers was the independent factor while class discussions, class presentations, lectures by guest speakers, work related learning and class projects were dependent factors for one to become innovative.

Class Discussions $F(0) = 9.405$, $p=0.000<0.05$, Class presentations $F(0) =27.321$, $p=0.000<0.05$, Lectures by guest speakers $F(0) =11.167$, $p=0.000<0.005$, Work related learning $F(0) =4.018$, $p=0.003<0.05$ and Class projects $F(0) =32.472$, $p=0.000<0.05$

Accept H_1 using the findings in Table 2 above students show that teaching methodology has influence on their entrepreneurial innovativeness. Study Findings also indicate that having different teaching methods boosts participants' confidence to become an entrepreneur. A group of authors who support the current study findings are (Seikkula-Leino et al., 2015) who postulates that use of entrepreneurial teaching methods enable students to take responsibility, become logical thinkers, develop self-evaluation skills and gain self-confidence through class presentations, use of flipped classroom and bring guest speakers. (S. Robinson, H. Neergaard, L. Tanggaard, & N. Krueger, 2016). Also supports this view. The authors concluded in their study that presentations helped students to provide feedback to lecturers and they helped boost self-confidence, share ideas amongst students and the lectures by lectures provided students with academic foundation.

4.4 Discussion of Results

The outcomes of the ANOVA analysis show that various teaching approaches significantly impact students' entrepreneurial innovativeness. All the teaching techniques (class discussions, class presentations, guest speaker lectures, work-related learning, and class projects) had p-values that are less than the significance level of 0.05, demonstrating a significant correlation.

The average ratings for each instructional approach shed light on how much entrepreneurial innovativeness is influenced. The highest mean scores are seen in class discussions and guest speaker presentations, indicating that these teaching strategies are thought to be the most successful at encouraging entrepreneurial innovation. A good influence on students' inventiveness may be inferred from the comparatively high mean ratings for class projects, work-related learning, and class presentations.

These results provide credence to the idea that creative student entrepreneurship is favourably correlated with entrepreneurship instructional approaches. Based on the meaningful results, the null hypothesis is rejected.

5. CONCLUSION

In conclusion, educators and institutions should consider incorporating teaching techniques such as class discussions, guest speaker presentations, and other interactive methods into their entrepreneurship curricula. These approaches have shown to be particularly successful in encouraging entrepreneurial innovation among students. By employing these effective instructional strategies, educators can contribute to the development of creative and innovative entrepreneurs.

5.1 Recommendations

It is advised that educators and curriculum designers use a range of teaching techniques that support entrepreneurial innovation considering the findings. To give students a variety of experiences and chances for learning and creativity, the curriculum should include class discussions, guest speaker lectures, class presentations, work-related learning, and class projects. Additionally, it is crucial for teachers to cultivate a climate that encourages students' inventiveness and confidence. This may be accomplished through enticing enthusiastic involvement, offering helpful criticism, and fostering partnerships and teamwork. Future studies could investigate the exact methods and strategies used by each teaching approach that support entrepreneurial innovation, more study may be done. This would offer more thorough insights on the methods that work best to encourage students to adopt an entrepreneurial mentality and develop their entrepreneurial abilities.

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