EMPOWERING STUDENTS THROUGH ENTREPRENEURSHIP: THE ROLE OF SCHOOLS AND EDUCATORS

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***Abstract*- This study focuses on the understanding of the role of schools and teachers in developing entrepreneurial skills in students. The need for students to be entrepreneurial is essential in a competitive and knowledge-based economy, and if entrepreneurship education provides students with the key competencies of creativity, leadership, and problem-solving, then students will be better equipped for a difficult career. This study used a quantitative research approach, collecting data from 400 students from different schools (primary, secondary, technical, special needs) using a 52-item student questionnaire. The analyses included Chi-Squares and ANOVA statistic tests between entrepreneurship initiatives (including workshops and educational programs) and entrepreneurial educator practices (including feedback and support) that develop entrepreneurial competencies. Of the 52 responses on the student questionnaire, Cronbach's alpha returned 0.977, suggesting excellent internal consistency. The study found the focus on the institutional initiatives and educator-driven data to be significant ($p < 0.001$). With the expectations of schools with comprehensive entrepreneurship programs, supportive infrastructure, and educator-driven factors that facilitate creativity and mentorship. The conclusion points to understanding the need to incorporate entrepreneurship education into curricular and co-curricular frameworks, with messages to inform policy, teacher training, and resource allocation implications. The message from this study is intended to contribute to the overarching education system that builds students as future innovators and job creators.**

***Index Terms*- Entrepreneurship Education, Educator Role, School Initiatives, Entrepreneurial Skills, Experiential Learning.**

I. BACKGROUND OF THE STUDY

Entrepreneurship is becoming a strong force for creativity, creation of jobs, and economic stability in today's global economy, which is changing at an exponential rate. According to the World Economic Forum (2020), entrepreneurial skills have been identified as likely one of the most important skills needed for the future workforce(Moses Adeleke Adeoye & Yusuff Olatunji Abimbowo, 2020). Entrepreneurs leverage their creativity, problem-solving, and adaptive abilities to continually innovate for profitability while navigating increasingly ambiguous, complex and competitive environments. The broader changes across the economy are evident as traditional career paths are being supplemented and sometimes replaced by entrepreneurial ventures, freelancing and startup ecosystems and entrepreneurialism has caught the attention of educators and theorists alike(Seikkula-Leino et al., 2010).

The importance of entrepreneurial education goes beyond developing business skills; it fosters an entrepreneurial mindset that embraces initiative, resilience, and opportunity recognition. Research done by the Global Entrepreneurship Monitor (GEM) (2023) indicates that early actions and experience in entrepreneurial pursuits greatly enhances students' self-efficacy, financial literacy, and leadership skills(Ndofirepi & Steyn, 2023). Adolescence, which is a volatile period of cognitive, emotional, and social change, offers an ideal platform to examine and learn essential entrepreneurial skills. Also, it is a period in life when individuals embark on the journey of developing their self-identity and career aspirations. During this time individual develop critical thinking skills that are useful in sceptically evaluating potential "opportunities" or "ideas".

Schools are the most important places to learn, and they are also very important for developing a business spirit. Schools provide a structured setting for students to experiment, collaborate, and use knowledge from theory-based to real-life contexts to establish a more entrepreneurial mindset(Said Ahmad et al., 2023). However, the degree to which schools construct an educational process relying on an entrepreneurial mindset varies considerably.

While in a progressive educational climate schools are offering project-based learning, wellness modules, business simulations, and mentoring programs, in more traditional education systems students are drilled to remember information for assessments and standardized testing, resulting in a neglect of the opportunity to develop entrepreneurial skills and mindset.

Given that youth unemployment rates are rising and innovative solutions to global challenges are needed, this is a troubling gap. UNESCO (2022) highlights a critical need for educational institutions to adapt and change, calling for curricula that cultivate innovation, creativity, digital literacy, and an entrepreneurial approach to problem-solving(Fute et al., 2024). Schools can help kids learn the skills they need to not only find jobs but also make them, which is good for both social and economic growth.

Importance of Entrepreneurship in Today's Economy

Entrepreneurship encourages people to be self-sufficient, strong, and positive about solving problems. These are skills that workers will need to do well in the 21st century! Globalisation and technological progress are fundamentally changing standard job paths and opening up new ones, such as chances to become an entrepreneur. Youth business has become one of the most important ways to fight youth unemployment, help the economy, and give young people the chance to make jobs instead of looking for them(Jardim, 2021). Early exposure to entrepreneurial education can develop and foster a growth mindset, financial literacy, and leadership skills, and better prepare students to navigate an uncharted and uncertain future confidently.

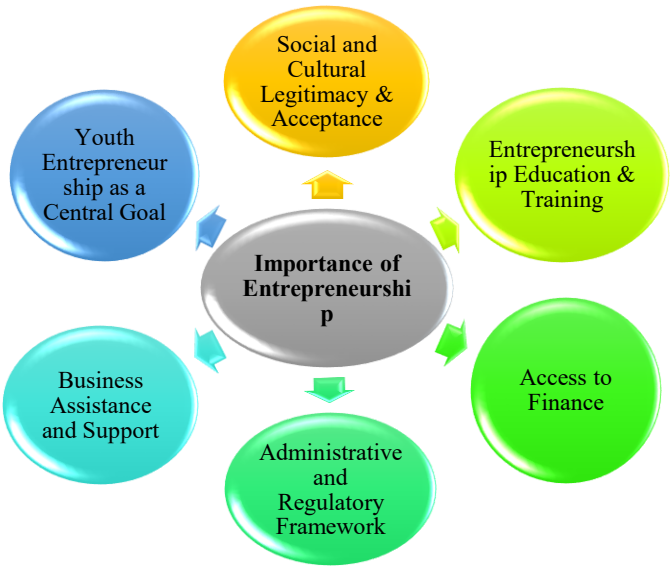

Figure of Importance of Entrepreneurship in Youth Development

Early Exposure to Entrepreneurial Skills

It is clear that business experiences in school lead to students wanting to be entrepreneurs and feeling like they can do it. Young people who participate in entrepreneurial programs that include project learning, business simulations, or mentorship and/or exposure to other entrepreneurs may develop an entrepreneurial mindset(Miço & Cungu, 2023). Not only will students develop practical skills and key competencies like planning an enterprise, managing resources and business practices, they will also develop softer skills such as resiliency, creativity, and cooperation and teamwork. If students can engage with entrepreneurship curricular errors or programming, they are better able to reconcile entrepreneurship theory with practice and real-world application. Schools provide the potential to kick-start entrepreneurial thinking by providing students with a structured environment, establishing conditions to explore, experiment, and innovate. As educational facilitators, educators can help students develop entrepreneurial capabilities through student active learning, teaching and modeling appropriate content, mentor students, and provide exposure to real-world ventures(Oliver & Paul G, 2022). School's established infrastructure, including spaces for devices, workshops, networking and more, contribute to developing an entrepreneurial spirit. The degree to which schools democratically and effectively incorporate an entrepreneurial dimension

in their educational practices varies significantly on top-down institutional policies, teacher training in education programs and pedagogical, human, and technology resources.

II. PROBLEM STATEMENT

Even though entrepreneurial skills are increasingly viewed as necessary for the work of the future, traditional education approaches tend to favor rote learning over experiential learning and skill-based learning. There are many schools without formal entrepreneurship programs; moreover, the few programs that exist are thinly resourced, while many educators may not have the training to encourage entrepreneurial thinking. This shortcoming results in students who are unprepared to take advantage of opportunities in a rapidly changing economy. It is important to address this missing gap, and look systemically and in detail at how and what schools, and the educators within them can formally delineate entrepreneurial, learning into their systems.

Objective

"To examine the role of schools and educators in promoting entrepreneurial skills among students."

Hypothesis

Schools and educators significantly influence the development of entrepreneurial skills among students in India.

Scope and Significance

The results of this study has implications for policy makers, practitioners, and curriculum designers. By identifying best practices and barriers to entrepreneurial education, this study intends to provide practical recommendations to improve and enhance school-based programs. Although supporting student entrepreneurship provides individual students with career success, it also builds the larger economy by fostering a societal culture of innovation and self-sufficiency.

III. LITERATURE REVIEW

Adolescence and Skill Development

A lot of research has been done on how educational strategies can help teens and young people learn how to be entrepreneurs. In 2018, Moon-Ho R. Ho et al. looked into how structured business training using a variety of active as well as passive assignments for learning affected teens' ability to make decisions(Ho et al., 2018). Participants in their study were high school students between the ages of 13 and 16. Those who got training in business were more aware of and confident about being an entrepreneur than those whose work did not get training. This shows how important both hands-on and classroom-based parts of business education are for building entrepreneurial skills. Ana Dias Daniel (2020) also looked at how junior enterprises (JEs) can help students studying engineering in Portugal and Brazil become more interested in starting their own businesses(Daniel & Almeida, 2020). The study found that students who took part in JEs were more likely to want to start their own business, even though their decisions were influenced by social norms, views towards behaviour, and how much control they thought they had over their behaviour. The study showed that recreational activities can help students learn how to be entrepreneurs, especially when those activities are related to schoolwork.

Further establishing the role of individual traits and early exposure, Martin Obschonka et al. (2016) examined personality traits, entrepreneurial skills, and career orientation in Finnish secondary school students(Obschonka, 2016). The authors found that entrepreneurial skills, such as creativity and leadership and initiation, mediated person-related traits with entrepreneurial awareness, which indicates the importance of developing a broader skill set as a youth. Supporting a similar stance, Lidia E. Santana Vega et al. (2016) looked at nearly 4000 adolescents in terms of aspirations to self-employment. While the authors found categories such as family educational background, school type, and school performance influenced plans for entrepreneurship, gender and age were not shown to influence self-employment interest(Santana Vega et al., 2016).

Further building on these occupations are thoughts by Obschonka (2018), whose biopsychosocial model presented the developmental stages of a youth, emphasizing adolescence as a developmental window for entrepreneurial learning influenced by individual, biological, and environmental factors(Obschonka et al., 2017). Combining perspectives, Anu Raappana et al. (2024) highlighted family background, schooling and leisure activities as key contributors to entrepreneurial ability in Finnish ninth graders by also including personal hobbies as a method in reinforcing entrepreneurial competencies(Raappana & Pihkala, 2024). Similarly, Femi Vance (2016) supported the notion that after school program activities can promote cognitive engagement through constructive activities such as inquiry, peer

learning, and self-regulation in order to lay a foundation for skill development(Vance, 2018).

New studies also highlight the importance of experiential and contextualized approaches. According to Yuyeong Park (2024), different methods of teaching entrepreneurship were looked at in detail(Park, 2024). He found that students' business attitudes and skills improved through hands-on learning, trips and experiences, mentorship, and integrating with their surroundings. A study by Hatem Khalil et al. (2024) used the method of structural equation modelling, or SEM, to look at how a start-up education program using the Theory of planned conduct affected people's views on being an entrepreneur and their sense of privilege in the UAE. It showed that having an entrepreneurial mindset affected people's plans and backed up organised programs for entrepreneurs in higher education. Lurdes D. Patrício et al. (2024) also found a connection with institutional constraints with entrepreneurship behaviours. The perceptions of being competent/expert at entrepreneurship and being in a pro-business environment also predicted a considerable amount of variance in engaging in a business activity now or in the future(Patrício & Ferreira, 2024).

The contributions of Fauzia Jabeen et al. (2017) and Valentina Ndou et al. (2018) focused on the respective roles of higher education and entrepreneurship centres in developing entrepreneurial mindsets through supportive ecosystems and experiences(Jabeen et al., 2017),(Ndou et al., 2018). Jabeen and colleagues describe how structure, intent, peer review and assessment, sustainability, and social exchange leadership are characteristics of the process for change. Ndou et al. similarly argue that the role of the individual was crucial in the individual completion of challenges, nevertheless it ultimately produced an entrepreneurial mindset for ventures that can be taken into organisations. Similar findings have been noted in Asia as shown in the work of Jun Cui et al. (2019), and it highlighted how entrepreneurship education could develop entrepreneurial mindset in Chinese universities while being moderated by motivation and affect. Ludi Wishnu Wardana et al.'s (2020), and Wang Jiatong et al.'s (2021) work demonstrated how entrepreneurship education could impact levels of self-efficacy and intention, providing a significant justification for an experiential learning agenda(Jiatong et al., 2021),(Wardana et al., 2020).

Saparuddin Mukhtar et al. (2021), Iqtidar A. Shah et al. (2020), and Puji Handayati et al. (2020) all also provide reinforcing evidence for how entrepreneurship education is fundamentally linked to intention with some moderating influence of entrepreneurial mindsets and self-efficacy(Mukhtar et al., 2021),(Shah et al., 2020). Finally, Sophia Rodriguez et al. (2020) indicated that career education centred on entrepreneurship aided with the development of non-cognitive skills like problem-solving and working in collaborative situations, which speaks to the broader benefits of entrepreneurial education for workplace preparation(Rodriguez & Lieber, 2020). Collectively, these studies lead to a conclusion that structured exposure to entrepreneurship education early on - and most especially if supported with experiential learning, institutional programs, and mentorship - is very vital to developing students' entrepreneurial attitudes, skills, and intentions. This is evidence that schools and by extension educators, are very strategically positioned to support students to develop entrepreneurial mindsets at their formative years.

Entrepreneurship Education and Training Programs

More literature has started to analyze the effect of entrepreneurship education and training programs (EETPs) on students' entrepreneurial intentions, skills, etc. Anderson Galvão et al. (2020) conducted research regarding EETPs, and they found that participating in EETPs significantly improves entrepreneurial skills and intentions of learners(Galvão et al., 2020). They found that participants in EETPs were motivated by the program, but also that learning EETPs lead to improved intention to start a business, improving their abilities to become better equipped to start businesses, which leads to regional development. Anderson Galvão et al. (2017) conducted a systematic literature review and bibliometric analysis regarding EETPs, they categorized their research into core constructs, including; entrepreneurial universities, entrepreneurial energy and business creation processes(Galvão et al., 2018). In addition, they concluded that to foster entrepreneurship through education, university, business and government collaboration is key.

Amanda Bullough (2025) presented a design and implementation framework for effective entrepreneurship education programs for women, based on work over the past decade in developing

economies(Bullough et al., 2015). She provided insights regarding factors like funding the program, understanding faculty capabilities, and the need to modify educational strategies to context to demonstrate the significance of taking these factors into consideration. Seyedeh Khatereh Daneshjoovash et al. (2018) analyzed Entrepreneurship Education Programs (EEPs) that exist in Iranian universities and showed that the essence and contents of EEPs have positive effects on the program's methods as well what it is, and further stating that EEPs need to regard context and strategies to support both students and educators according to the context that they exist within(Daneshjoovash & Hosseini, 2019). Focused on the Indian context, Nimitha Aboobaker and Renjini D. (2020) studied entrepreneurial training and its positive influences on students' entrepreneurial intentions through the mediating factor of perceived human capital, highlighting the importance of curricular offerings that improve human capital development(Aboobaker & D., 2020).

Richard Mandel et al. (2015) examined the experiential entrepreneurship education in leading business schools in the U.S. The study revealed significant and various forms of practical learning experiences - informal learning, led to a significant number of experiences, however it confirmed key bottlenecks related to faculty limitations, the availability of resources and support to students. Diego Matricano et al. (2017) published a study focusing on assessment challenges relating to entrepreneurship education, recommending an improved assessment models to review the nature of the program, and ultimately its effectiveness(Matricano & Formica, 2017). Badariah Hj Din et al. (2016) presented complementary findings in their study of Malaysian universities and concluded that entrepreneurship education encourages risk taking, self-efficacy and competence in business strategies, and correlates strongly with successful entrepreneurial outcomes(Din et al., 2016). In Korea, Chung-Gyu Byun et al. (2018) note the use of Importance-Performance analysis to assess entrepreneurship programs, and use feedback from students to change the curriculum(Byun et al., 2018).

It has been found in many studies that entrepreneurship education has a significant and positive effect on entrepreneurial behavior and intentions. Andreas Rauch et al. (2010) applied the Theory of Planned Behavior, and he found that entrepreneurship education not only improved attitudes, and perceived control, but also intentions towards entrepreneurship, and later predicted entrepreneurial behavior(Rauch & Hulsink, 2015). In Bangladesh, Sk. Mahmudul Hasan et al. (2017) found that higher education programs make a difference to entrepreneurial growth and implications for policymaking and economic development. Likewise, Niklas Elert et al. (2014) evaluated Sweden's Junior Achievement Company Program, observing that while participation in the program did not impact rates of business start-ups and/or earnings, it did increase the likelihood of persistence in business ventures(Elert et al., 2015). Furthermore, Alain Fayolle and Benoit Gailly (2015) suggest that we need to evaluate not only the short-term effects of EEPs, but also the long-term effects(Fayolle & Gailly, 2015). They concluded that EEPs are systematically related to changes in individuals with the least prior exposure干to entrepreneurship.

Another area of research looks empirically at how entrepreneurship education connects with technology transfer and collaborative learning. For example, Martin Lackéus et al. (2013) evaluated venture creation programs (VCPs) and found that the program was able to integrate entrepreneurship education with university technology transfer, which would ultimately lead to innovation and developing entrepreneurial competencies. Likewise, Eleonora Fiore (2019) studied interdisciplinary programs, such as the Contamination Lab of Turin, and highlighted diversity and challenge based learning as a way to develop entrepreneurial thinking(Fiore et al., 2019). Lastly, Xianyue Liu et al. (2019) and Ludi Wishnu Wardana et al. (2020) conducted studies which suggested that self-efficacy and entrepreneurial mindset act as mediators between entrepreneurship education and entrepreneurial intention, further supporting the importance of experiential learning(Wardana et al., 2020),(Liu et al., 2019).

Moreover, the school environment and the curriculum design are also key factors determining the effectiveness of entrepreneurship education. Nilton Antonio Azevedo Rodrigues (2024) contended that innovative ways to learn in schools cultivate important job market skills and entrepreneurial mindset. In this regard, Olivier Toutain et al. (2017) emphasized the importance of contextualized learning for entrepreneurship

education and Shamsu Lawan Abubakars et al. (2021) found that the learning environment had strong significance on students' entrepreneurial intentions in universities in Nigeria(Toutain et al., 2024), and the campus learning environment mediates the impact of entrepreneurship curriculum and entrepreneurial skills for students في الصين see Javed Iqbal et al. (2022), this is also contingent on curriculum content, teaching methods, and assessment strategies.

The findings of empirical evidence from the areas of secondary and vocational education are also consistent with these conclusions. Margarita Núñez-Canal et al. (2023) shared that entrepreneurship education or an entrepreneurship education program incorporated into a school or as a specialty course develops leadership, entrepreneurship, creativity, and problem-solving skills, irrespective of a student's socio-demographic background(Núñez-Canal et al., 2023). Maarten Hogenstijn et al. (2023) extended this conversation by focusing on primary education, highlighting a disparity between outcomes based on gender, especially in self-confidence. Djoko Dwi Kusumojanto (2021), Maya Syafriana Effendi et al. (2023), and Fitri Diah Mayandari et al. (2024) provided evidence that the school environment, financial literacy and structured entrepreneurship education all have an impact on vocational students' entrepreneurship interest(Kusumojanto et al., 2021).

Bethany Hardie et al. (2020) discussed that entrepreneurship education can provide students with the resilience, creativity and adaptability needed to face challenges posed by the post-COVID-19 world, while also highlighting the need for experiential pedagogy and training for teachers in each discipline. This evidence further supports the increasing argument that entrepreneurship education should entail real-world projects, mentoring or other outside experts, and interdisciplinary or integrated learning in order to effectively cultivate mindsets that associate to entrepreneurship.

IV. THEORETICAL FRAMEWORK

This research is conceptualized within the Human Capital Theory and the Experiential Learning Theory, both theories highlight the importance of education in developing skill and its real-world application. The Human Capital Theory indicates that investment in education having a positive effect leads to greater productivity, flexibility, and capacity for innovation entirely underpinned by entrepreneurship. The schools in this research are incubators of entrepreneurial capital preparing students with creativity, leadership and problem-solving skills which leads to greater employability and entrepreneurial potential("Human Capital Theory in Education," 2015).

The Experiential Learning Theory (Kolb, 1984) provides the educational philosophical basis for entrepreneurship education stressing learning occurs through experience. The strong relationships between institutional initiatives (e.g., entrepreneurship initiatives/programing, workshops, space) and educator practices (e.g., mentorship, encouragement, follow-up constructive feedback) found in this study are also informed by and support the principles of experiential learning where knowledge is constructed through active participation, experimentation, and reflection. These frameworks collectively explain why integrating entrepreneurship into school curricula and teacher practices fosters entrepreneurial competencies and intentions among students.

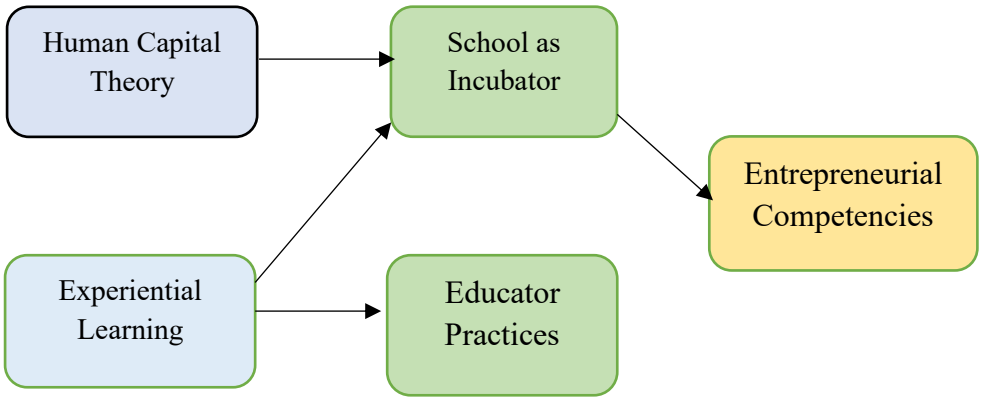

Figure of Research Framework

V. METHODOLOGY

This study adopted a convergent mixed-methods design, combining quantitative surveys and qualitative interviews to explore how schools and educators foster entrepreneurial skills among adolescents. The mixed approach enabled integration of statistical trends with contextual insights, enhancing explanatory depth.

Sample & Data Collection

A stratified random sample of 400 students (aged 13–18) was drawn from public, private, and international schools to ensure representation by gender, grade level, and school type. A structured questionnaire assessed

- entrepreneurial skill levels (e.g., leadership, problem-solving),
- exposure to school initiatives (e.g., workshops, competitions),
- and educator roles (mentorship, teaching methods).

Additionally, 24 educators (teachers and administrators) were purposively sampled for semi-structured interviews to provide qualitative context.

Instrument Design & Reliability

The student questionnaire was developed from validated scales and curriculum guidelines, refined through expert review and pilot testing. The final 52-item scale demonstrated excellent internal consistency (Cronbach's Alpha = 0.977). Content validity was established via expert panel review, and construct validity was checked using factor analysis (KMO > 0.80; Bartlett's $p < 0.001$). Full questionnaire and interview guide appear in the appendix.

Variables:

- **Dependent:** Entrepreneurial management skills (composite of leadership, innovation, risk-taking, etc.).
- **Independent:** Role of schools (curriculum integration, initiatives, resources) and role of educators (teaching methods, mentorship, encouragement).

Data Analysis:

Quantitative data were analysed using SPSS. Descriptive statistics summarized exposure and skill levels; ANOVA and correlation tests examined group differences and relationships. Qualitative data underwent thematic analysis using Braun & Clarke's framework, and findings were integrated with quantitative results in joint displays.

Ethical Considerations

Participation was voluntary, with informed consent from students and educators. Anonymity and confidentiality were maintained throughout data collection and analysis.

VI. DATA ANALYSIS

The demographic profile of 400 participants highlights that the sample primarily consists of late adolescents and young adults, with 39% aged above 18 years and 29.5% in the 17–18 age group, while younger students form a smaller share. Gender distribution is skewed toward males (64.5%), with females comprising 35.5%. The majority of respondents are from higher secondary grades—12th standard (38.8%) and 11th standard (32%)—with minimal representation from lower grades. Regarding school type, over half the participants belong to International/CBSE/ICSE schools (53.8%), followed by private (21%), aided (12.8%), and government schools (12.5%). The sample exhibits a strong urban bias (80%), compared to 20% from semi-urban areas. Parental occupations are diverse: farmers (34%), government employees (23.5%), entrepreneurs/business owners (20.8%), private employees (16.8%), and daily wage workers (5%). Entrepreneurial exposure is substantial—44.8% have family-run businesses, 17% have direct involvement, 31.3% possess some knowledge, and only 7% report no exposure.

The sample reflects urban, higher-secondary students with varied socio-economic backgrounds and significant entrepreneurial exposure. However, given the urban and male dominance in the sample, further statistical modeling (e.g., regression analysis) is recommended to control for potential confounders such as gender, location, and school type, ensuring robust interpretation of relationships between educational initiatives and entrepreneurial skill development.

Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.977	52

The reliability analysis shows a Cronbach's Alpha value of 0.977 for the 52 items included in the scale. This indicates an excellent level of internal consistency among the items, as values above 0.9 are generally considered outstanding. A high alpha value suggests that the items measure the same underlying construct effectively and consistently.

Oneway

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
I have received formal education related to entrepreneurship at school.	Between Groups	137.588	4	34.397	35.762	.000
	Within Groups	379.922	395	.962		
	Total	517.510	399			
My entrepreneurship classes have helped me understand how businesses work.	Between Groups	120.825	4	30.206	32.232	.000
	Within Groups	370.175	395	.937		
	Total	491.000	399			
I have received training in business planning, marketing, or finance.	Between Groups	121.371	4	30.343	28.669	.000
	Within Groups	418.066	395	1.058		
	Total	539.438	399			
The teaching methods used in entrepreneurship classes are practical and engaging.	Between Groups	152.371	4	38.093	41.163	.000
	Within Groups	365.539	395	.925		
	Total	517.910	399			
Entrepreneurship education has improved my interest in starting a business.	Between Groups	145.892	4	36.473	38.516	.000
	Within Groups	374.045	395	.947		
	Total	519.938	399			

The one-way ANOVA results indicate statistically significant differences among groups for all five entrepreneurship education variables, as all p-values are .000 (< 0.05). This suggests that students' responses vary significantly based on the grouping factor (likely school type or similar classification). Specifically, perceptions related to formal entrepreneurship education, understanding of business operations, training in business planning, practical teaching methods, and increased interest in starting a business all show significant variation across groups. High F-values (ranging from 28.669 to 41.163) further confirm strong group-level effects. These findings imply that the effectiveness and impact of entrepreneurship education are not uniform and depend on contextual factors such as school type, curriculum design, or instructional quality. Post-hoc tests would help identify which groups differ most significantly.

Crosstabs Chi-Square Tests

My school offers programs or subjects specifically focused on entrepreneurship. *			
	Pearson Chi-Square		
	Value	df	p-value
My teachers encourage me to think creatively and solve problems.	267.318	16	.000
Educators at my school promote entrepreneurial thinking in the classroom.	208.048	16	.000
I have been mentored by a teacher or educator on a business-related project.	214.040	16	.000
Teachers give us the freedom to explore new ideas and take initiative.	241.767	16	.000

I receive constructive feedback from my teachers on entrepreneurial tasks.	278.857	16	.000
There are regular seminars, workshops, or guest lectures on entrepreneurship at my school. *			
	Pearson Chi-Square		
	Value	df	p-value
Teachers give us the freedom to explore new ideas and take initiative.	253.027	16	.000
Educators at my school promote entrepreneurial thinking in the classroom.	235.108	16	.000
I have been mentored by a teacher or educator on a business-related project.	305.792	16	.000
Teachers give us the freedom to explore new ideas and take initiative.	253.027	16	.000
I receive constructive feedback from my teachers on entrepreneurial tasks.	289.265	16	.000

The Chi-Square test results show that all examined relationships between school-level entrepreneurship initiatives and educator practices are highly significant ($p < 0.001$). This indicates a strong association between institutional support such as offering entrepreneurship-focused programs and organizing seminars/workshops and educators' roles in promoting entrepreneurial thinking, mentoring, encouraging creativity, and providing constructive feedback. High Chi-Square values (ranging from 208.048 to 305.792) suggest that the presence of structured school initiatives is closely linked to proactive teaching methods and student engagement in entrepreneurial activities. In other words, schools that integrate formal entrepreneurship programs and experiential learning opportunities tend to foster more supportive educator behaviors, thereby creating an ecosystem conducive to entrepreneurial skill development.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients **Beta**	**t**	**Sig.**
	B	**Std. Error**			
(Constant)	0.934	0.223		4.189	0
I have access to a mentor who guides me in entrepreneurial activities.	0.12	0.067	0.111	1.805	0.072
Mentors provide valuable advice on starting and managing a business.	0.171	0.07	0.158	2.439	0.015
I can easily reach out to someone experienced in entrepreneurship for support.	0.084	0.068	0.077	1.237	0.217
My mentor helps me reflect on and improve my entrepreneurial skills.	0.105	0.067	0.097	1.578	0.115
Mentorship motivates me to pursue entrepreneurial goals confidently.	0.218	0.07	0.201	3.14	0.002

The regression analysis reveals that mentorship-related factors significantly influence students' entrepreneurial skill development, though their impact varies. Among the predictors, "Mentorship motivates me to pursue entrepreneurial goals confidently" ($\beta = 0.201$, $p = 0.002$) and "Mentors provide valuable advice on starting and managing a business" ($\beta = 0.158$, $p = 0.015$) are statistically significant, indicating that motivational support and practical business guidance from mentors are key drivers of entrepreneurial confidence and competence. Other variables, such as having access to a mentor, reflective guidance, and ease of reaching experienced individuals, show positive but non-significant effects ($p > 0.05$), suggesting they contribute less strongly when controlling for other factors. The results emphasize that mentorship effectiveness lies more in motivational

encouragement and actionable business advice than mere availability or general support.

VII. DISCUSSION

The findings of this study underscore the role of schools and educators in shaping entrepreneurial skills, but their interpretation through Human Capital Theory and Experiential Learning Theory reveals deeper insights. From a human capital view, structured entrepreneurship programs, workshops, and classes represent important strategic investments that develop cognitive and non-cognitive skills in students to allow for increased productivity in their economic futures. Importantly, a significant ANOVA indicates that students in the better schools benefit disproportionately from the investments noted above, creating stratified opportunity structures that may contribute to increased socio-economic disparity. Educators operate as significant conversion agents, converting institutional resources into usable capabilities through mentoring, modelled pedagogies, and feedback in a supportive environment. If we frame this analysis in Kolb's experiential learning cycle, the degree of effectiveness to engage students depends on the degree to which they experience the entire cycle concrete experience, reflection, conceptualization, and active experimentation. The regression analysis also supports this: access to mentors is not enough; rather, only accessing mentors who provide actionable suggestions and motivate students constitutes meaningful process and accounts for significant prediction of entrepreneurial confidence and intent. This emphasizes that the quality of mentorship and reflective engagement matters more than availability alone. Additionally, the data highlight how family entrepreneurial background amplifies benefits, suggesting that students with pre-existing exposure progress faster through experiential cycles. However, the sample's urban and male skew signals potential confounding factors; future research should apply multivariate and multilevel models to isolate the net effects of school initiatives and educator practices. Overall, this study adds nuance by demonstrating that institutional programs succeed only when aligned with high-engagement educator practices, mentorship quality, and targeted equity measures for under-resourced contexts.

VIII. CONCLUSION

The research concludes that entrepreneurship education is most effective when it integrates institutional resources with high-quality educator practices to foster entrepreneurial thinking and skills. ANOVA results indicated significant differences ($p < 0.001$) in student perceptions of entrepreneurship education across various groups, emphasizing that the effectiveness of such programs is influenced by school type, curriculum design, and teaching methods. Cronbach's alpha of 0.977 demonstrates the reliability and consistency of the instruments used to measure entrepreneurial skills. The study introduces the School Entrepreneurship Enablement (SEE) Framework, which offers practical recommendations for schools to enhance their entrepreneurship programs, such as developing teacher capacity for mentorship, embedding mini-venture projects into subjects, and organizing experiential learning activities. These recommendations align with the principles of Human Capital Theory and Experiential Learning Theory, ensuring that investments in entrepreneurship education result in measurable student capabilities. The findings point to systemic inequities across school types, particularly a strong urban bias in the sample. Policymakers are encouraged to prioritize capacity-building in under-resourced schools, supported by low-cost interventions and impact monitoring. Future studies could explore the long-term impact of entrepreneurship education on venture creation and career success using multivariate or longitudinal research designs.

Future research should adopt multilevel or longitudinal designs to track the long-term impact of school-based entrepreneurship education on actual venture creation and career outcomes. Studies can also examine interaction effects of family business exposure and school initiatives and evaluate digital or low-cost experiential models for rural and under-resourced schools to ensure equitable skill development across diverse contexts.

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