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A REVIEW OF THE ENTREPRENEURIAL MINDSET

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ABSTRACT

Entrepreneurship is a branch of study aimed at assisting students, individuals, and organisations with their entrepreneurial issues. It is necessary for the country's and society's economic development. Individuals, communities, and nations benefit from a wide range of social and economic benefits that entrepreneurship provides. The purpose of this article is to compile the results of early research on the content and method of establishing an entrepreneurial mindset. As a result, the current state of the literature on the concept of entrepreneurship has been consolidated, allowing researchers to better comprehend its origins, roots, and evolution. The author wishes to encourage youngsters to become entrepreneurs as early as primary school. They gain entrepreneurial experience, skills, and abilities as well as the ability to solve entrepreneurial difficulties as a result of their efforts. This article explains the concept of an entrepreneurial mindset in depth, making it easier for individuals and organisations to participate in interactive entrepreneurial activities in their daily lives. The purpose of this study is to conduct a literature review in order to have a better grasp of the concept of the entrepreneurial mindset. An in-depth explanation of the author's different primary subtopics will provide a comprehensive knowledge of the entrepreneurial mindset. The literature will explain the methods utilised to instil an entrepreneurial mindset in children, adolescents, adults, retirees, and people with disabilities. Furthermore, the literature will also rationalize the role of entrepreneurial education on the development of an entrepreneurial attitude.

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1. Introduction

Entrepreneurship is a branch of study aimed at assisting students, individuals, and organisations in overcoming obstacles to entrepreneurship and increasing entrepreneurial outcomes and activities. It is necessary for the country's and society's economic development. Individuals, communities, and nations benefit from a wide range of social and economic benefits that entrepreneurship provides. The field of entrepreneurship has led to the development of job opportunities and the creation of a variety of items through the ingenuity and inventiveness of entrepreneurs.

Scholars from all around the world have performed significant research on how to best nurture an entrepreneurial mindset in schools and institutions (Kouakou, Li, Akolgo, & Tchamekwen, 2019). The mind is defined as the cognitive ability to think, make decisions, and reason. The entrepreneurial mindset refers to a collection of socio-emotional skills and entrepreneurial awareness that are all linked to entrepreneurship motivation and future success. Confidence, leadership, creativity, risk appetite, motivation, resilience, and are among the socio-emotional skills connected to entrepreneurship that have been widely documented in the literature (Boyd & Vozikis, 1994; Cassar & Friedman., 2009; Cloete & Ballard., 2011).

The purpose of this article is to compile the results of early research on the content and method of establishing an entrepreneurial mindset. As a result, the current state of the literature on the concept of entrepreneurship has been consolidated, allowing researchers to better comprehend its origins, roots, and evolution. The author wishes to encourage youngsters to become entrepreneurs as early as primary school. They gain entrepreneurial experience, skills, and abilities as well as the ability to solve entrepreneurial difficulties as a result of their efforts. This article explains the concept of an entrepreneurial mindset in depth, making it easier for individuals and organisations to participate in interactive entrepreneurial activities in their daily lives. The purpose of this study is to conduct a literature review in order to have a better grasp of the concept of the entrepreneurial mindset. An in-depth explanation of the author's different primary subtopics will provide a comprehensive knowledge of the entrepreneurial mindset.

This article hopes to achieve these objectives:

1. To identify the approaches used to inculcate entrepreneurial mindset in children, youth, matured/retirees, and persons with disabilities.
2. To critically examine the role of entrepreneurial education in instilling entrepreneurial mindset

2. Literature Review

Entrepreneurship can be defined as the process by which individuals pursue opportunities regardless of the resources they control (Barringer & Ireland, 2010). It explains that entrepreneurship can also be defined as the ability and motivation to take opportunities to achieve success in the economy, create new value in the market, or determine opportunities by a person to work independently or in an organization. Ahmad (2013) defines entrepreneurship as a process in which opportunities to create new future goods and services are discovered, evaluated, and explored. Thus, from innovative ideas or innovation, entrepreneurs will benefit from entering current markets, competing, changing markets, or creating new markets. For success in the business world, new ideas must be formed. However, it requires the ability to integrate creativity or innovation with a reliable management system and tailor the development of an organization by optimizing it at

every stage of the life cycle. Goals and strategies should be determined for the organization for day-to-day management activities.

Entrepreneurs are people who create and create products to market. Entrepreneurship comes from the French word "entreprendre." Entrepreneurs are also known as self -employed people, which means they work for themselves, making their own decisions, including strategy, finance, and management. For example, Kreiser et al. (2013) state that entrepreneurs are facilitators and creators of entrepreneurship where someone who creates wealth and takes economic risks, time, and ingenuity, and then, makes an energetic commitment to building value from existing or new products and services. Some people believe entrepreneurs are born, not created. However, many studies in the past have agreed that entrepreneurs are not genetically inherited, and entrepreneurs can be created (Barringer & Ireland, 2010). Everyone has the potential to be an entrepreneur, especially for those who have undergone the educational process at the university (Gelard & Saleh, 2011). For entrepreneurs who are just starting their business, it requires creativity and innovative efforts to improve and promote the business, therefore they can enter a market that can compete with other competitors (Kadir, Salim, & Kamarudin, 2012). Entrepreneurs form the most effective and powerful army in the global world. They change society not through their shields, but by their products and services.

Entrepreneurial Mindset and Entrepreneurial Education

The entrepreneurial mind is a way of thinking and making decisions that may be applied in complicated, unpredictable, and dynamic settings (Naumann, 2017). The entrepreneurial mind may also be characterized as a person's conduct that is predisposed to the discovery, appraisal, and use of chances for entrepreneurial actions and outcomes. (Bosman & Fernhaber, 2018). The entrepreneurial mindset is also characterized as opportunity identification, proclivity for risk-taking, uncertainty tolerance, and self-assurance. According to reports, this set has a direct relationship with entrepreneurial education (Anuar & Sahid, 2020). They discovered that entrepreneurship education can enhance the development of students' behavior and entrepreneurial mindset in the government's attempts to generate more entrepreneurs among graduates, reduce unemployment, and expand business prospects (Anuar & Sahid, 2020). For that, Vasanthadevi and Norasmah (2016) mentioned that instructors must be proactive in the classroom to guarantee that pupils have the traits and entrepreneurial mentality. This is consistent with the purpose of education, which is to instill in pupils an entrepreneurial mindset. The topic of the entrepreneurial mind is a scholarly study of interest to several researchers in the field of entrepreneurship (Ireland, Hitt, & Sirmon, 2003; Ananda & Mukhadis, 2016; Halim & Sahid, 2020; Subramaniam & Shankar, 2020). McGrath and MacMillan (2000) argue that a person would have had an entrepreneurial mindset if they had acted and had a thinking as another entrepreneur. Thus, entrepreneurial leaders need to have an entrepreneurial mindset that can be used to encourage entrepreneurial behavior (Renko, El Tarabishy, Carsrud, & Brännback, 2015). The mindset is a comprised cognitive belief system from mutual beliefs, assumptions and knowledge related used to process information, inform decisions and control behavior (Rettig, 2017). A set of beliefs, knowledge, and mental processes that drive entrepreneurial conduct is known as the entrepreneurial mindset. Entrepreneurial mindset can be cultivated and honed via hands-on experience. (Solesvik, Westhead, Matlay, & Parsyak, 2013). In addition, to cultivate a set of minds, entrepreneurship is about creating experiences of entrepreneurship learning in the classroom, organization, and community.

Entrepreneurship education is increasingly being employed as a school-wide technique for inspiring an entrepreneurial mentality and developing entrepreneurial competence among students in a variety of educational environments and at various educational levels. The benefits

of including entrepreneurship in educational programmes are obvious: entrepreneurship is a critical skill for lifelong learning. As a result, entrepreneurship offers an intriguing and relevant viewpoint for evaluating how best to prepare young people for their future roles in society, in which they will be faced with an increasing number of complicated, high-impact societal issues. Individuals should have the opportunity to build an entrepreneurial mindset through broad entrepreneurial education, allowing them to approach entrepreneurship as a daily practise (Blenker et al., 2011; Lack eus, 2015, 2020). A perspective like this may give entrepreneurial energy, enhancing lives and enabling people to help solve societal problems (Blenker et al., 2011).

To handle environmental concerns, global-class entrepreneurship necessitates thorough business management (Zafir and Fazilah, 2017). The changes in the business environment necessitate far-sighted and knowledgeable entrepreneurs who understand the fundamentals of entrepreneurship. Every person has the potential to become an entrepreneur. However, not everyone has the desire to enter the field of entrepreneurship due to society's impression that it is a risky and difficult field. As a result, the community's perception of entrepreneurship is expected to change because of entrepreneurship education . Entrepreneurship education, according to Cheung's (2008) research, has a favorable impact on student lives in a variety of ways. Similarly, Ali Kiyani's (2017) research found that entrepreneurship education and entrepreneurship activities have a substantial impact on students' attitudes. The study's findings include those of Njomza and Ymer (2020), who discovered that the level of ongoing education and learning by business owners is an essential element in the development of SMEs and the economy in Kosovo in general. Furthermore, the study's findings reveal that there is a strong link between education and successful business operations.

Previous research has found that students' intrinsic and extrinsic barriers to entrepreneurship have been greatly lowered after receiving entrepreneurship education (Noorizda, 2018). Entrepreneurial myths also show that in the early stages of a country's growth, entrepreneurs are externally or genetically motivated (Rahim, 2017). Entrepreneurs nowadays are familiar with the fundamentals of entrepreneurship. All parties must pay attention to that string, education entrepreneurship. Entrepreneurship education is linked to something useful and consistent, referring to an individual's suitability. Furthermore, at various stages of education and training, the effectiveness and efficiency of a course or program leading to entrepreneurship are needed (Fayolle, 2018). Entrepreneurship education is essential for young people to succeed as entrepreneurs (Blenker et al., 2014). Entrepreneurship education is an incentive for kids to improve life skills and to reduce high-risk behaviours in society (Tingey et. al., 2016).

Entrepreneurship education covers components of entrepreneurial thinking, attitudes, and abilities and focuses on factors of creativity, invention, and the development of individual skills as an entrepreneur. Students with entrepreneurial views, attitudes, and a high tendency can benefit from entrepreneurship education (Armanurah et al. 2006). It is also a process of developing information and skills concerning all the activities that entrepreneurs engage in, either formally or informally (Buang, 2006). The goal of entrepreneurship education is to help students realize their potential as innovative, proactive, and savvy decision-makers. In addition to surviving and being sensitive to change and uncertainty, entrepreneurship education teaches a person to be prepared to identify and seize opportunities that arise in his environment, and to translate ideas into a form of reality or an economic activity (Buang, 2002). The major objective of enterprise education, according to Pyysiainen et al. (2006), is to promote enterprising attitudes, abilities, and traits. Education entrepreneurship can shape these entrepreneurial habits and characteristics (Kuratko 2009). University students have good entrepreneurship potential; all the university needs to do now is to figure out how to fully develop that potential.

Skills

The first element in the mind of an entrepreneur is decision -making skills. Zakri and Saemah (2015) consider decision making to be a cognitive talent that causes critical thought in each scenario in daily life. Decision-making abilities are also vital in generating future generations capable of making sound judgments that will propel the country forward. (Abdullah M. S., 2017). For Safiah et al. (2016) meanwhile, decision making refers to the process of choosing over available alternative options. The study of Nor Hamizah et al. (2020) also shows that decision-making abilities have a link with resilience, which can help pupils cope with social and emotional challenges. Students are stated to make decisions frequently since it is a necessary aspect of their existence. In the study of Safiah et al. (2016) youths who take part in the decision-making process can develop leadership abilities. Characteristics such as friendliness, confidence, maturity, and risk-taking attitudes may all have an impact on how a person makes judgments. (Greenbank, 2010).

The ability to solve problems is the next component of the entrepreneurial mentality. Problem-solving abilities are cognitive processes that identify circumstances to improve and acquire acceptable answers using a variety of ways (Hassan & Buang, 2019). Azizi (2010) defines problem - solving skills as cognitive processes that use information to find appropriate methods to achieve goals. According to Ayu and Ariyadi (2018), students' problem-solving abilities can be utilized to measure their learning. However, issue-solving experiences in everyday life are typically unstructured, complicated, and diverse, leaving pupils unable to handle problems outside of the classroom owing to a lack of adequate problem solving and possibilities for knowledge application in real-world scenarios. (Kuang, Szu, & Kuen, 2104).

Opportunity tracking skills are the third element in the minds of entrepreneurs. According to Nor Liza et al. (2019) tracking opportunities is identifying a product or service that has value and can be converted into profit. Opportunity tracking skills not only identify ideas from opportunities that have potential but can also direct a person to convert opportunities into successful endeavors (Wasdani & Manimala, 2015). Cristian et al. (2011) claimed that by looking at and acting on reality when finding opportunities, entrepreneurship education will have a significant impact on pupils. Process models, cognition, and tactics for improving creativity, as well as ways to develop skills for tracking opportunities, all have parallels.

Dare to take chances is described as a person's attitude toward accepting and avoiding risks in circumstances with the possibility for equal profits and losses (Farida, 2019). Abdul Aziz et al. (2011) said that although entrepreneurs have the nature to dare to take risks but need to make careful judgments first to face the risk. Mohamad Ayub and Radin Siti (2019)) also agree with the statement that daring to take risks is a characteristic of entrepreneurship that an entrepreneur must have but not blindly daring. For Nahid et al. (2019) meanwhile, individuals who are less willing to take risks are often described as risk avoidance and individuals who are more willing to take risks are often characterized as risk seekers.

The ability to work in a group is the final aspect on entrepreneurs' thoughts. A group of people with teamwork abilities work together and independently to achieve goals, have the power to manage at least part of operations, and communicate freely and effectively. (Sulaiman, et al., 2017). A person's capacity to collaborate with individuals from diverse sociocultural backgrounds to attain the same goals is often referred to as teamwork abilities. (Ngadiman & Jamaludin, 2018) . Each team member needs to contribute ideas so that the decisions made are effective. The findings of the study of Norazila et al. (2017) showed that students' involvement in co-curricular units is related to the formation of students 'teamwork skills. Akindele (2012) says that teamwork activities that are often held in the classroom help students to prepare themselves to interact with others in the workplace later.

Thinking Patterns

When faced with uncertain conditions, there are three mental patterns that help leaders to engage their organizations. People-oriented thinking, goal-oriented thinking, and learning-oriented thinking are the three entrepreneurial brains. According to Obschonka and Stuetzer (2017) , leaders who stay inclusive and open are classed as people-oriented thinkers, as are leaders who are upbeat and appreciate their subordinates. This element can help leaders win the respect and trust of their employees and team members. This is critical to foster an entrepreneurial culture within the company and encourage people to think and behave entrepreneurially. Leaders who can stay open and inclusive can acquire the support of subordinates and even external stakeholders. As a result, a people-oriented entrepreneurial perspective might have an impact on the type of entrepreneurial action taken.

Next, people -oriented thinking is related to goal-oriented thinking (Duening & Metzger, 2017). The balance between human orientation and goal orientation becomes a catalyst for action to entrepreneurial leaders (Kirkley, 2016). Because of a strong emphasis on the goal to be attained, entrepreneurs with a goal-oriented entrepreneurial mindset persevere in the long run. Entrepreneurial leaders must recognize that being an entrepreneur is not an easy or quick path, and they must believe in reasons to keep going. The firm's vision and mission may be attainable because of a goal-oriented entrepreneurial mindset.

Meanwhile, entrepreneurs who listen to and choose signals from all parties are classified into two categories: learning-oriented thinking and entrepreneurial thinking. or entrepreneurs that are trying something new (Subramaniam & Shankar, 2020). The two components, on the other hand, have something in common: they can motivate subordinates since they are participating in entrepreneurial activities. These entrepreneurs' entrepreneurial minds are linked to people-centered ways of thinking, purpose, or learning. Subordinates' participation in entrepreneurial activities is also critical to the firm's existence.

3. Research Methodology

In exploring the theme of Entrepreneurial Mindset, the author began by performing a narrative literature review approach. This strategy is used since mindset exploration is part of psychology's body of knowledge. This approach is recommended by Baumeister (1997) and Snyder (2019) in conducting research on psychology. A narrative literature review is an examination of the present state of knowledge on a particular subject. They are important because they build a theoretical structure and a research focus or perspective (Baker, 2016). The aim, underlying hypothesis or problem, or the reviewer's argumentative thesis must all be specified in this broad literature review, which serves as the start of a thesis or dissertation. A survey of the most significant and critical components of current knowledge on the issue is provided in this general literature review (Onwuegbuzie AJ, 2016). Narrative overviews are valuable instructional materials since they condense a lot of information into one understandable package. They are useful for giving a general overview of a subject and frequently discuss the history or evolution of an issue or its management (Green, Johnson, & Adams, 2006).

Because the breadth and character of the literature search are determined by the search terms (keywords), they should be defined thoroughly to allow for the selection of all relevant articles while eliminating those that are not. (Ferrari, 2015). For this study, the author used the term “entrepreneurial mindset”, “measuring entrepreneurial mindset”, “entrepreneurial mindset and primary school”, “entrepreneurial mindset and children”, “entrepreneurial mindset and youth”,

"entrepreneurial mindset and university", "entrepreneurial mindset and retiree", and "entrepreneurial mindset and mature entrepreneur" to find publications on the issues being studied. The publications were downloaded from SCOPUS database and Google Scholar database.

4. Findings

Children

Children must thrive not just academically but also in terms of soft skills in order to generate learners who are competitive and successful in the future. This aligns with Ab. Wahid's (2019) perspective, which is that to generate human capital for the country's requirements, the attributes that present in social entrepreneurs must be nurtured in students. Entrepreneurial theory, or the creation theory to entrepreneurial value, explains the entire entrepreneurial process, from entrepreneurial purpose and opportunity discovery through the growth of entrepreneurial skill and distribution of entrepreneurial rewards (Mishra & Zachary, 2015). Parents are the most accessible and easiest individuals to persuade their children to start their own business. According to Othman & Misman (2010), most families assist their children while they participate in economic activities. One of the variables that drives kids' interest in entrepreneurship is instructor motivation and the instructor can come from internal or external members of the family. Aigerim Mukhambetova et al. (2019) explore how to foster an entrepreneurial culture and a development mindset in children aged 9-11, and they advocate for the creation of an alternative learning experience that would not only challenge traditional academia's stranglehold on students' imaginations, but also acknowledge the impact of climate change, population growth, and high levels of automation, all of which could jeopardise humanity if left unaddressed.

Knowledge disclosure is connected to managing business and commerce, and it has an impact on children's knowledge when it is implemented through the curriculum and co-curricular activities at the secondary school level. Learning at this young age might result in youngsters who are more self-assured and have a strong interest in the subject of business. In addition to fundamental information, a student's success as an entrepreneur is heavily influenced by their prior experience. The manual activities had an effective effect in developing children's skills for entrepreneurial thinking and its dimensions. The choice of proper teaching methods is critical since it may aid in increasing students' grasp of a subject. Teaching entrepreneurial program in schools using student-centered teaching approaches is completely supported by related sources and literature. However, there is still a dearth of solid data to support or disprove this assertion. In research of the Kolb Model-based teaching approach used by speakers in the Youth Entrepreneurship Program, it is evident that there is a divide between the frequency with which speakers utilize teaching methods and the suitability of such approaches in the eyes of students (Othman, Pihie, Nazri, & Tarmizi, 2003). Even in a dangerous and unpredictable setting, students with an entrepreneurial mindset used reflective thinking and reasoned decision-making to solve difficulties utilizing their ingenuity and creativity (Hashim, Ali, & Shamsudin, 2018).

A study conducted by Sharpe (1994) aimed to emphasize the need for parents to instill an entrepreneurial mindset in their children. It suggested that successful adults identified these values, attitudes, and practices as children while internalizing their parents' demands for high levels of achievement. The importance of developing intrinsic motivation, where reward is based on success in performance was also emphasized. Typically, children are born to parents who value success and achievement while providing support, encouragement, and appropriate resources. This takes the form of a focus on high standards of performance, successful task completion, providing experiences and activities that require learning and practice, efficient time

management with prioritized tasks, guidance to be self-sufficient within family-agreed boundaries, and setting short-time deadline goals. Also, the role of parents in this process shifts from being a guide, teacher, and initiator of stimulating activities, experiences, and engagements, to being a supporter of hard work and practice, replacing the parent teacher with a professional who understands the evolving competencies of the child and who can set appropriate tasks that challenge the child's curiosity and spur him into growing and sustaining businesses where new skills are learned, practiced, perfected, and honed.

Ngwoke, Aneke and Oraelosi's (Ngwoke, Aneke, & Oraelosi, 2020) proposals focused on the importance of increased government involvement in both the public and private sectors, which should be represented in the areas of funding, oversight, training of teachers, promotion of outside help and parent education to instill entrepreneurial mindset among children. As a result of these advancements, early childhood education practices are more closely aligned with the developmental characteristics and needs of preschool children, allowing them to develop an entrepreneurial mindset that will prepare them to acquire the entrepreneurial skills required to become successful entrepreneurs. Zupan, Cankar and Cankar (2018) discussed on the utilization of the design thinking technique, a teaching strategy for promoting creativity, inventive thinking, and an entrepreneurial mindset in young people as a universally applicable talent where teachers utilized the design thinking process to promote hands-on student projects and assessed their success in instilling an entrepreneurial mindset among school children in Slovenia.

To summarise the literature, the most common method of developing entrepreneurial mindsets in this age group is through entrepreneurship curriculum and co-curricular activities, with the majority of these programmes taking place in a formal school context. In addition, the literature emphasises the relevance of parental involvement in the development of a child's entrepreneurial mindset.

University Students

The area of entrepreneurship is defined as an activity aiming at enhancing national wealth through greater economic activity, public job creation, and self-income production (Bakar, et al., 2015; William & A.J., 2013). Unemployment is a global problem that has long occupied the attention of governments, companies, job seekers, and educators (Eze, Ezenwafor, & Igberaharha, 2016).This becomes even more critical when the number of job vacancies is insufficient to meet the job demand. At the individual level, there are also students who do not achieve a certain level of mastery of skills or have high but low skills in soft skills, leadership skills as well as weak English making them difficult to penetrate the job market (Chiu, Mahat, Rashid, Razak, & Omar, 2016). One of the main mediums to solve the problem of unemployment nowadays is, by making entrepreneurship as a major career choice. This can be achieved through the process of cultivating entrepreneurship through strengthening the entrepreneurial mindset in the society either formally or informally.

Entrepreneurial education is getting a lot of tractions in higher learning institutions all over the world. The European Commission is promoting increased entrepreneurship education at all levels of education through the ENTRECOMP framework, to equip the public with the ability to translate concepts into actions, ideas that generate value for someone other than oneself (Colombelli, Loccisano, Panelli, & Pennisi, 2022). Since 2007, entrepreneurship has been taught as a required topic in all Malaysian higher education institutions (Jabatan Pendidikan Tinggi, 2022). Students in entrepreneurship courses are more likely to agree that they are taught entrepreneurial abilities and encouraged to acquire entrepreneurial skills. Entrepreneurship is offered as a career choice, but they also feel they need to learn more about entrepreneurship, according to research carried out by the University of Bristol (João & Silva, 2018). The introduction of entrepreneurship education as a

commencement prerequisite job assignment workshop has been advocated as a method to improve entrepreneurship education for engineering students, with results indicating that the proposed solution had a positive impact on students' entrepreneurial attitudes, mindsets, and intents (Sababha, Abualbasal, & Al-Qaralleh, 2020).

In a study conducted among 1000 students at the Malaysia Technical and Vocational Education and Training (TVET) institutes, the results showed a significant difference in entrepreneurial mindset between level of certification received and their level of exposure to the business (Dahalan, D'Silva, Ismail, & Mohamed, 2018). Having an entrepreneurial mindset has successfully expedited university students' entrepreneurial intentions and it has an influence on entrepreneurship education and aim in part thus suggesting that the university has established itself as a major intervention in boosting students' entrepreneurial intentions (Mukhtar, Wardana, Wibowo, & Narmaditya, 2021). Entrepreneurship education has a positive influence on students' entrepreneurial desires and mentality, according to a study of TVET students in Indonesia which suggests that the entrepreneurship mindset has successfully mediated the association between learning and entrepreneurial objective among learners (Handayati, Wulandari, Soetjipto, Wibowo, & Narmaditya, 2020). Another pedagogical method that has been implemented in higher education institutions in Sweden and Russia is intervention by creating a learning environment in which undergraduates become engaged, forward-thinking students (Tosey, Dhaliwal, & Hassinen, 2015; Hulténa & Tumunbayarova, 2020). The use of problem-based and project-based instructional methods to instil entrepreneurial mindset in undergraduate students was shown to be engaging and successful in two studies conducted in South Africa (Swart, 2014; Botha, 2010). By collaborating across programmes and learning goals, Schakett et al. (2014) proposed a multichannel strategy to acculturating an entrepreneurial mindset. Kuznetsova-Bogdanovits et.al. (2018) believe that it is necessary to build an educational concept that helps students to broaden their understanding and critically examine their own entrepreneurial mindset as well as what is going on in the market and in the wider public. The use of ICT, particularly eLearning, in delivering entrepreneurship education might be another way to broaden the course's reach and the introduction of entrepreneurial thinking and acting as alternatives to standard teaching methodologies is an important part of a university's aim to attract and retain students (Loboda, Ostrovskyi, & Katernyak, 2018). Despite the importance of pedagogical enrichment in instilling an entrepreneurial mindset in students, Nadelson et al. (2018) believe that professional development to improve faculty members' awareness of entrepreneurial thinking, as well as support for instructional and material choices that might help students acquire an entrepreneurial mindset, are also necessary. Incorporating environmental and sustainability problems into entrepreneurship education programmes in order to foster a green entrepreneurial mentality among students and gain green business operations is another fascinating addition to existing research on entrepreneurial mindset (Uvarova, Mavlutova, & Atstaja, 2021).

In the university, there are a lot of approaches to teaching and learning. Bosman et. al. (2019) discovered that blended learning, notably entrepreneurially inclined online dialogues, is an excellent way to bring the entrepreneurial mindset into the teaching space. Challenge-Based Learning is another teaching and learning strategy that has been used to help students develop an entrepreneurial mindset. It is a teaching style in which learners learn in a real-world setting while dealing with questions and real-world problems that they or current businesses have offered (Chanin, et al., 2018). A study by Colombelli et. al. (2022) suggest that Challenge-Based Learning programmes have a good and significant impact on students' entrepreneurial mindsets and skills, such as financial literacy, creativity, and planning. To conclude based on the literature, the most prevalent technique of instilling entrepreneurial mindset in this particular age group is through entrepreneurship education, with the majority of these programmes taking place in a formal educational setting.

Matured Entrepreneurs and Retirees

The issue for the government, businesses, institutions, and civil society is to encourage adult individuals to work in a healthy and economically active way. A large number of these professionals work and strive to reinvent themselves professionally, looking for personal significance in their job. Mature and professional above the age of 50 entrepreneurs are also in charge of their own development and must seek out avenues for progress, such as those outlined earlier in these concluding considerations (Sousa, 2020). To serve the adult audience, the mechanisms must become more accessible and qualified. This incentive boosts the local economy while also serving as a model for the national economy, reducing the negative consequences of the social security issue. Singh and DeNoble (2003) examine early retirees' decision to become self-employed from a labour economics and entrepreneurial perspective and believe that early retirees must first decide whether to remain in permanent employment or work part-time.

Currently, little is known about the advantages of late entrance into entrepreneurship for individuals, although it is thought that tacit knowledge gathered from past jobs is critical to an individual's capacity to establish and build a small business (Stephens & Hegarty, 2021). Thus, developing and running a small enterprise has the potential to have a positive impact on members of the silver economy. The retirees offer significant advantages in terms of resources and knowledge, both of which are critical for entrepreneurship. Retirees who are involved in commercial business interests should be recognized as catalysts in the economic development process because it is assumed that they are knowledgeable enough to manage their entrepreneurial passions and thus energise the economy of the country in question. Furthermore, encouraging elders to start businesses might be viewed as a way to extend the working lives of the ageing population. In the context of a dynamic society that often fails to solve fundamental social, environmental, and cultural problems, social entrepreneurship and social economy are complicated and evolving concepts and realities. Legal and institutional frameworks are being developed around the world to support social ventures that are proving to be inventive and long-lasting solutions to complicated problems. Vulnerable socio-economic groups such as retirees need innovative solutions to maximize their economic and social potential. Social entrepreneurship and social economics are complicated, developing concepts and realities. Retirees are at the centre of a social entrepreneurship movement aimed at making them more socially inclusive (Drăguşin, Welsh, Grosu, Iosif, & Zgură, 2015). In a study done by Napi (2012) on the retired armed forces personnel in Malaysia, he discovered that factors such as pension income, education level, family business history, and business experience prior to leaving the Malaysian Armed Forces are important in developing the retirees' entrepreneurial mindset. To conclude based on the literature, the entrepreneurial mindset for this particular group was developed at the early stage of their lives. Pushing factors such as family factors, economic factors, and the entrepreneurial experience factors are the most prevalent factors that influence their entrepreneurial mindset.

People with Disabilities (PWDs)

People with Disability, according to Samuel et al. (2001), are those who require supports to live independently in the community owing to physical or mental disabilities. Those with Disabilities (PWDs) are defined by Sulaiman (2008) as people who have restricted mobility (movement), whether physical (limbs), eyesight, hearing, or mental (light, medium or heavy). PWDs have the same right to life as everyone else, and their needs and rights must be addressed for them to be treated equally. PWDs concerns must be prioritized, according to the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP, U. , 2012), to guarantee that PWDs enjoy their rights and benefits and are able to fully engage in society. Barriers to handicapped people's

equal rights must be addressed in areas such as work, education, health, and transportation. Society should foster a compassionate attitude toward the unfortunate persons with disabilities, in addition to no longer rejecting their rights and needs.

Moore et al. (2019) looked at the link between ADHD and the entrepreneurial mentality and discovered that entrepreneurs with ADHD had a more intuitive cognitive style and higher degrees of entrepreneurial awareness. The potential impact of ADHD looms big, since a slew of recent research demonstrate a beneficial link between creativity, entrepreneurial orientation, and new venture start. Thus, accepting that ADHD should not be stigmatized or sentimentalized in the context of entrepreneurship, scholars will offer a more comprehensive framework for ADHD (Lerner, Hunt, & Verheul, Dueling Banjos: Harmony and Discord Between ADHD and Entrepreneurship, 2018). Lerner, Verheul, & Thurik (2019) discovered that, despite ADHD's drawbacks and persons with enough condition to be professionally diagnosed, ADHD has a favourable rather than negative impact on the chance of exploring into the entrepreneurial field. Entrepreneurial adults with ADHD have indicated that having ADHD has aided them in their endeavors, and the contentions are more likely to be caused by hyperactive symptoms rather than inattentive symptoms in studies such as entrepreneurial adults with ADHD have indicated that having ADHD has aided them in their undertakings (Antshel, 2016). According to Dimic and Orlov (2015), ADHD patients have a much greater marginal chance of becoming entrepreneurs, although ADHD has no effect on the prospect of being employed or jobless. Furthermore, as compared to the general population, those with ADHD had much higher entrepreneurial propensity scores. A model by Wiklund, HolgerPatzelt, & Dimov (2016) highlights impulsivity as a primary motivator of entrepreneurial activity and hyperfocus as a major catalyst for its good and negative repercussions, based on a multiple case study of fourteen entrepreneurs previously diagnosed with ADHD. To summarise, the most common method of establishing entrepreneurial mindsets in this group is through activities that promote creativity and invention, with the majority of these programmes taking place in a formal training context, according to the literature.

5. Implications And Recommendations

With a migration to the digital age, parental influence on instilling entrepreneurial mindsets among children should be further analyzed. Given conditions, such as parental attitudes, support, control, and reinforcement, Sharpe (1994) argue that the relevance of parental and family effects on molding children's behavior and cognitive processes is critical. This is supported by Lindquist, Sol, & Praag (2015) research in which they found out that parental influence regardless of whether biological or adopted parents will significantly increase the likelihood of the children to enter entrepreneurial stage by 60%. The success of such impacts will be argued to be highly dependent on the kid as an individual, as well as the degree to which parenting techniques correspond to developmental stages. Future research should explore that effect of technology as a moderating factor between parental influence and instilling entrepreneurial mindset among children.

Aside from that, a pedagogical approach to entrepreneurial education encourages entrepreneurial learning via hands-on experiences that mimic the environment in which entrepreneurs operate. There are a lot of research done on pedagogical approaches towards instilling entrepreneurial mindset among children and youth (Arfiana & Wijaya, 2018; Bosman, Duval-Couetil, Mayer, & McNamara, 2019; Botha, 2010; Chanin, et al., 2018). The current pedagogical setup is a formal education setup ranging from primary education up until the university level. A close look up should focus on developing a suitable pedagogical approach for the mature/retirees' entrepreneurs due to the training is normally not in a formal educational setup. Thus, the author would like to suggest an exploration on pedagogical approach for the

mature/retirees' entrepreneurs. This idea should be justified for two reasons: (1) to determine if the pedagogy utilized in the formal classroom is appropriate for mature/retiree entrepreneurs, and (2) to investigate novel pedagogical approaches for this specific target group. Furthermore, a customized pedagogical approach for persons with disabilities, whether physical or non-physical, should be designed based on the unique impairments.

In addition, the author would also like to suggest that empirical studies should be expanded to develop and strengthen the theory of entrepreneurship as a dominant set of entrepreneurial mindsets. This study should also be highlighted because the economy today requires the country to take seriously the importance of entrepreneurship in economic growth. Moreover, the measuring of entrepreneurial mindset for various age groups and forms of engagement, including full-time, part-time, and even serial entrepreneurs, is an issue worth studying in terms of future research.

6. Implications And Recommendations

To become competitive and successful students in the future, children must excel in both academics and soft skills. Early intervention can aid in the development of confidence and a strong interest in entrepreneurship among children. The children's entrepreneurial thinking abilities and dimensions improved because of the hands-on and experiential learning activities. However, there is still a scarcity of solid data to back up or reject this assertion. Furthermore, parents' responsibilities are critical in stimulating children's curiosity and inspiring the development of expanding and sustainable enterprises where new abilities are found, applied, and polished.

Entrepreneurship is the foundation and platform for young people all around the world to create new career opportunities. Unemployment is closely linked to a reduction in entrepreneurial activity, particularly among graduates. This can be accomplished through the institutional or informal cultivation of entrepreneurship in society. Entrepreneurial education is becoming increasingly popular at universities across the world. Apart from that, to enhance entrepreneurial education in a formal education setting, professional development to raise teacher knowledge of entrepreneurial thinking is also required, as is support for instructional and material choices that may assist students develop an entrepreneurial mindset. The instructor in an entrepreneurship education environment should have the upper hand in terms of having appropriate business acumen as well as the correct entrepreneurial mentality.

Entrepreneurial mentality is a way of thinking that drives students' behavior toward entrepreneurial results and activities. Entrepreneurial-minded students are more likely to seek out new possibilities and develop new things. Meanwhile, sub-attributes such as entrepreneurial experience, identifying entrepreneurial possibilities, risk tolerance, locus of internal control, achievement, and tenacity, as well as financial management, are all part of entrepreneurial talents. Every institution of higher learning should encourage students to participate in entrepreneurial programs to develop the area of entrepreneurship and reduce graduate unemployment. Students benefit greatly from university entrepreneurship programs so that they do not have to rely just on their main discipline to develop a profession. This is because most students who participate in these programs obtain a range of information and abilities, including soft skills and entrepreneurial skills, as well as increased self-confidence and formed a network of their peers. Entrepreneurial students can benefit from a network of entrepreneurs, including family, friends, suppliers, the government, and others, who can give resources, knowledge, support, and opportunities. This study has discussed the need to explore in more depth about the entrepreneurial mindset. Entrepreneurship education can help develop the attitude and mindset of students in the efforts to increase the number of entrepreneurs among graduates and can reduce unemployment and increase business opportunities that will have a

direct impact on the achievement of developed country status. Effective education will have a positive impact on other fields such as entrepreneurship and others.

Adults must be encouraged to work in a healthy and productive manner by the government, companies, institutions, and civil society. To appeal to an adult audience, the processes must become more accessible and qualified. At this time, little is known regarding the advantages of late entrance into entrepreneurship for individuals, although it is considered that tacit knowledge gathered from past jobs is essential to an individual's capacity to establish and build a small business. In the context of a dynamic society that frequently fails to address basic social, environmental, and cultural concerns, social entrepreneurship and social economy are complex and evolving concepts and realities. Retirees, for example, are a vulnerable socioeconomic group in need of fresh solutions to help them achieve their economic and social goals.

Overall, a variety of ways are utilized to instill an entrepreneurial mentality in children, adolescents, adults, retirees, and people with disabilities. There are currently no one-size-fits-all techniques to dealing with these distinct populations. Furthermore, independent of pedagogical contexts, entrepreneurship education has a vital role in creating entrepreneurial mindset, as evidenced by this article.

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