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From Classroom to Startup: Evaluating the Effectiveness of Experiential Learning in Entrepreneurship Education of Developing Economies. A Case Study of Iringa Urban, Tanzania.

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Abstract *- This study aimed to evaluate the effectiveness of experiential learning in entrepreneurship education in developing economies, with a specific focus on Iringa Urban, Tanzania. The research explored how experiential learning practices, such as business simulations, student-led businesses, internships, and mentorship programs, influenced students' entrepreneurial competencies, including their confidence, risk-taking abilities, and skills in innovation, financial management, and business planning. A mixed-methods approach was used, combining quantitative data from a structured questionnaire administered to 150 students from universities and higher learning institutions in Iringa Urban, and qualitative data from semi-structured interviews with key stakeholders, including lecturers and industry partners. The findings revealed that while experiential learning positively impacted students' entrepreneurial competencies, challenges such as limited funding for startups, inadequate industry partnerships, and insufficient access to incubation centers hindered the full potential of these learning opportunities. Despite these challenges, the study identified significant opportunities for enhancing experiential learning, including strengthening university-industry linkages, increasing government and donor support, expanding access to startup funding, and increasing mentorship programs. The study concluded that a more integrated approach involving universities, industries, and government stakeholders is needed to create a conducive environment for fostering entrepreneurial skills. This research contributes to the growing body of knowledge on entrepreneurship education in developing economies and provides practical recommendations for enhancing the effectiveness of experiential learning programs in fostering student entrepreneurship in Iringa Urban and similar contexts.*

KEYWORDS: Startups, Experiential Learning, Entrepreneurial Education, Developing Economies, Iringa, Mufindi.

1. INTRODUCTION

Entrepreneurship education has increasingly embraced experiential learning as a critical approach to equipping students with practical skills necessary for business creation and management. In developing economies, where youth unemployment remains a pressing challenge, experiential learning offers a pathway for students to transition from theoretical knowledge to real-world entrepreneurial ventures. This study evaluates the effectiveness of experiential learning in entrepreneurship education, focusing on its role in fostering business startups among students in Iringa Urban. By examining experiential learning methodologies such as business simulations, internships, and student-led enterprises, the research explores how these approaches enhance entrepreneurial competencies, risk-taking attitudes, and problem-solving skills. The study further assesses the challenges and opportunities associated with experiential learning within the local educational and economic context. Findings from this research aim to contribute to policy discussions on improving entrepreneurship education to stimulate job creation and economic growth in developing economies.

Experiential learning has emerged as a crucial approach in entrepreneurship education, fostering practical skills and entrepreneurial mindsets among students [1, 2]. This pedagogical method, which emphasizes learning by doing, has shown positive impacts on entrepreneurial intentions and competence development [2, 3]. Various experiential techniques, such as problem-based learning, project-based learning, and internships, are increasingly integrated into higher education curricula [3, 4]. These approaches help students develop essential skills like problem-solving, teamwork, and strategic planning, while also exposing them to real-world challenges that foster resilience and adaptability[4]. Despite some mixed results in empirical studies, the effectiveness of experiential entrepreneurship education in developing future entrepreneurs is generally supported[1]. Continued support and development of such programs are crucial for nurturing the next generation of innovative leaders and entrepreneurs [4].

Experiential learning plays a crucial role in developing entrepreneurial mindsets and skills among students. Research shows that practical activities like internships, start-up incubators, and interdisciplinary projects significantly enhance students' problem-solving abilities, teamwork, and strategic planning skills [5]. These experiences foster

creativity, resilience, and adaptability, which are essential for future entrepreneurs [6]. Studies indicate that the number of entrepreneurship courses taken and involvement in experiential activities correlate with higher perceptions of entrepreneurial knowledge and abilities [7]. Moreover, multidisciplinary entrepreneurship programs tend to yield better results than those embedded solely in engineering departments. To effectively foster entrepreneurial mindsets, educational institutions should focus on providing quality entrepreneurial education, institutional support, and technology integration while promoting cultural inclusivity (Syed[8]. These efforts can drive innovation, economic growth, and prepare students for the demands of the modern workplace.

Entrepreneurship education has emerged as a crucial strategy to address youth unemployment and drive economic growth in Africa [9]. Traditional classroom-based approaches have proven inadequate, prompting a shift towards experiential learning models [10]. Effective entrepreneurship education requires a contextualized curriculum that considers national, local, and institutional factors[11]. Integrating practical components such as business management, finance, and marketing skills, along with partnerships with local businesses and mentorship programs, can enhance the effectiveness of entrepreneurship training [9]. The development of entrepreneurial spirit and competencies should be a lifelong process, drawing lessons from successful examples both within and outside Africa[12]. By adopting these strategies, African nations can better prepare graduates for self-employment, stimulate job creation, and foster innovation and economic empowerment within communities[9, 12].

Research indicates that experiential learning approaches, such as internships and entrepreneurial projects, can enhance students' entrepreneurial intent and self-efficacy in African higher education[13, 14]. South African and Nigerian universities have implemented various initiatives, including entrepreneurship hubs, business plan competitions, and industry partnerships, to provide hands-on business experience [14]. However, many African entrepreneurship education programs still lack adequate infrastructure, resources, and industry linkages to support effective experiential learning [14]. To address these challenges, researchers propose integrating apprenticeship-style models and high-quality mentoring from industry professionals into entrepreneurship curricula [14]. Despite the potential benefits, the inclusion of internships in South African tertiary curricula remains limited due to administrative issues, curriculum redesign challenges, and lack of mentoring capacity[13].

Entrepreneurship education in Tanzania's higher learning institutions (HLIs) has gained significant attention as a means to foster economic growth and address unemployment. Studies reveal that formal institutions, including university charters, policies, and dedicated courses, play a crucial role in promoting entrepreneurship development in HLIs[15] [15]. However, the integration of entrepreneurial education varies across different levels of the formal education system, with more noticeable initiatives in higher education compared to primary and secondary levels[16]. Despite investments in entrepreneurship education, many graduates still lack the competence to start their own businesses. Research suggests that traditional teaching methods and assessments are prevalent, highlighting the need for more practical, engaging approaches to prepare students effectively for self-employment[17]. To enhance entrepreneurship development in HLIs, a combination of formal and informal institutional forces, along with organizational legitimacy, is recommended [15].

Entrepreneurship education (EE) in Tanzanian universities has been implemented to encourage self-employment among graduates, but challenges persist. While some institutions have integrated EE across curricula, its implementation remains limited due to pedagogical mismatches in certain disciplines [16]. Traditional teaching methods and assessments dominate EE, with limited practical experiences for students[17]. Although all education schools offer an entrepreneurship module, only 31.6% have introduced stand-alone courses [18]. Graduates demonstrate moderate General Enterprising Tendencies (GETs), scoring above average in need for achievement, independence, and drive, but below average in innovation and risk-taking [19]. Factors contributing to poor self-employment motivation include weak teaching processes, perceived unfriendly business environments, and cultural preferences for public sector employment[19].

Experiential learning plays a crucial role in entrepreneurship education, enabling students to develop practical skills through real-world experiences[20]. In Tanzania, vocational training centers offer entrepreneurship courses, with many students showing interest in starting their own businesses[21]. However, integrating entrepreneurship education into vocational training systems faces challenges such as limited time, financial constraints, and varying student comprehension levels[22]. A social context perspective on entrepreneurial learning emphasizes the importance of contextual realities in shaping learning outcomes and entrepreneurial characteristics[23]. To enhance entrepreneurship education effectiveness, educators should adopt learning approaches that reflect local contexts, while policymakers should support curriculum development aligned with contextual realities. This approach can benefit both learners and communities, particularly in countries like Tanzania where entrepreneurship often presents the primary employment option[23].

The effectiveness of experiential learning depends on various factors, including institutional support, interdisciplinary learning opportunities, and the creation of suitable entrepreneurial ecosystems[20]. While experiential

approaches have shown positive impacts on entrepreneurial intentions and skill development, challenges remain in evaluating their effectiveness and measuring actual learning outcomes[24]. Future research should focus on refining assessment methods and addressing the implementation-innovation dichotomy in entrepreneurship education [24].

By examining the role of experiential learning in fostering entrepreneurship among students in Iringa Urban, this study seeks to provide insights into the challenges and opportunities associated with practical entrepreneurship education in a developing economy. The findings will contribute to ongoing discussions on improving entrepreneurship curricula, strengthening university-industry collaborations, and creating an enabling environment for student-led startups in Tanzania.

Existing studies on entrepreneurship education in developing economies primarily focus on theoretical instruction, with limited research on the effectiveness of experiential learning in facilitating student-led startups. While some African countries have implemented experiential approaches, there is a lack of empirical evidence on their impact in Tanzania, particularly in Iringa Urban. This study addresses the gap by assessing how experiential learning methods influence students' entrepreneurial competencies, business creation, and sustainability, providing context-specific insights for improving entrepreneurship education and policy development in Tanzania.

This study aims to achieve three specific objectives in evaluating the effectiveness of experiential learning in entrepreneurship education within Iringa Urban. First, it seeks to assess the extent to which experiential learning methods, such as business simulations, internships, and student-led ventures, are integrated into entrepreneurship curricula. Second, it aims to examine the impact of these experiential approaches on students' entrepreneurial competencies, including risk-taking, innovation, and business management skills. Lastly, the study intends to identify the key challenges and opportunities associated with implementing experiential learning in entrepreneurship education, providing recommendations for improving entrepreneurship training and fostering student-led startups in Tanzania.

This study holds significant value for multiple stakeholders in entrepreneurship education and economic development. For educators and academic institutions, it provides insights into the effectiveness of experiential learning in equipping students with practical entrepreneurial skills. Policymakers can utilize the findings to design supportive policies that enhance entrepreneurship training in Tanzania. Additionally, students stand to benefit from improved curricula that better prepare them for business creation. Lastly, the study contributes to the broader discourse on entrepreneurship education in developing economies, offering strategies to bridge the gap between classroom learning and real-world entrepreneurial success.

The next sections of this paper present the methodology section, which details the research design, data collection methods, and analytical approaches employed in this study. Then the results and discussion sections. The conclusions with a summary of key findings follows, lastly offering recommendations from the study.

2. METHODOLOGY

This study will adopt a mixed-methods research design to evaluate the effectiveness of experiential learning in entrepreneurship education in Iringa Urban. The approach will combine both qualitative and quantitative methods to ensure a comprehensive analysis of the research problem.

2.1 Research Design

A descriptive survey research design will be employed to collect data from students, educators, and entrepreneurship support institutions. This design is appropriate as it allows for an in-depth examination of the extent to which experiential learning is integrated into entrepreneurship education and its impact on students' entrepreneurial competencies.

2.2 Study Area

The study will be conducted in Iringa Urban, Tanzania, focusing on universities, technical institutions, and vocational training centers offering entrepreneurship education. Iringa Urban provides a suitable setting due to its growing entrepreneurial ecosystem and the presence of students engaging in business activities.

2.3 Target Population

The study population will consist of students enrolled in entrepreneurship programs, lecturers teaching entrepreneurship courses, and representatives from business incubation centers and entrepreneurship support organizations. The inclusion of multiple stakeholders will ensure diverse perspectives on the effectiveness of experiential learning.

2.4 Sampling Technique and Sample Size

A stratified random sampling technique will be used to select student respondents, ensuring representation from different institutions and academic levels. Purposive sampling will be applied to select lecturers and entrepreneurship experts with relevant experience in experiential learning. The sample size will include 150 students, 20 lecturers, and 10 representatives from entrepreneurship support organizations, making a total of 180 respondents.

2.5 Data Collection Methods

The study will utilize primary and secondary data sources. Primary data will be collected through structured questionnaires, semi-structured interviews, and focus group discussions. Questionnaires will be used to gather quantitative data from students regarding their experiences with experiential learning. Semi-structured interviews with lecturers and entrepreneurship experts will provide qualitative insights into teaching methodologies, challenges, and opportunities. Focus group discussions will further explore students' perceptions of experiential learning and its role in their entrepreneurial journeys. Secondary data will be obtained from institutional reports, policy documents, and relevant academic literature.

2.6 Data Analysis

Quantitative data will be analysed using descriptive and inferential statistical methods. Descriptive statistics such as means, percentages, and frequencies will summarize students' responses, while inferential analysis using regression models will assess the relationship between experiential learning and entrepreneurial competencies. Qualitative data from interviews and focus group discussions will be analysed thematically, identifying key patterns and emerging insights on experiential learning practices and their effectiveness.

2.7 Ethical Considerations

The study will adhere to ethical research guidelines, ensuring informed consent from all participants. Respondents' confidentiality and anonymity will be maintained throughout data collection and analysis. Additionally, approval will be sought from relevant academic and institutional authorities before conducting the research.

3. RESULTS AND DISCUSSION

In this section the results and discussion of the findings are presented and discussed, begin with Integration of experiential learning, Impact on entrepreneurial competencies, Challenges in experiential learning and Opportunities for enhancing learning.

3.1 Integration of Experiential Learning

The integration of experiential learning in entrepreneurship education had been observed through various initiatives, including business simulations, student-led businesses, incubation centers, mentorship programs, and internship opportunities. As shown in figure 1, among the surveyed institutions, 65% had incorporated business simulations into their curricula, with 98 respondents acknowledging that these simulations had enhanced their entrepreneurial competencies. Business simulations had provided students with practical exposure to real-world business scenarios, allowing them to make strategic decisions and understand market dynamics. A student from one of the institutions stated,

> *"Through business simulations, I learned how to manage cash flow, handle competition, and make pricing decisions, which I wouldn't have fully grasped through theory alone."*

Despite the presence of business simulations, the availability of student-led businesses remained relatively low, with only 45% of respondents indicating their participation in such ventures. Out of 68 respondents engaged in student-led businesses, many faced challenges related to startup capital and market access. While some institutions encouraged students to establish small enterprises as part of coursework, the sustainability of these ventures remained uncertain. One student noted,

> *"I started a small agribusiness while in college, but without sufficient funding and market linkages, it became difficult to scale up."*

This highlighted the need for stronger institutional support mechanisms to ensure the success of student-run businesses.

The presence of entrepreneurship incubators was even lower, with only 30% of respondents confirming access to such facilities. Out of 45 individuals benefiting from incubation centers, many emphasized that these centers played a crucial role in refining business ideas and connecting them with potential investors. However, limited funding and inadequate infrastructure constrained the effectiveness of these incubators. A respondent remarked,

> *"The incubation center provided guidance on business registration and marketing, but the lack of financial support made it hard to transition from idea to actual business."*

Mentorship programs had been accessible to half of the respondents, with 50% confirming their participation. The 75 individuals who engaged in mentorship programs reported gaining valuable insights from experienced entrepreneurs, which helped them navigate business challenges. However, some students expressed concerns about the limited availability of dedicated mentors, making it difficult to receive continuous support.

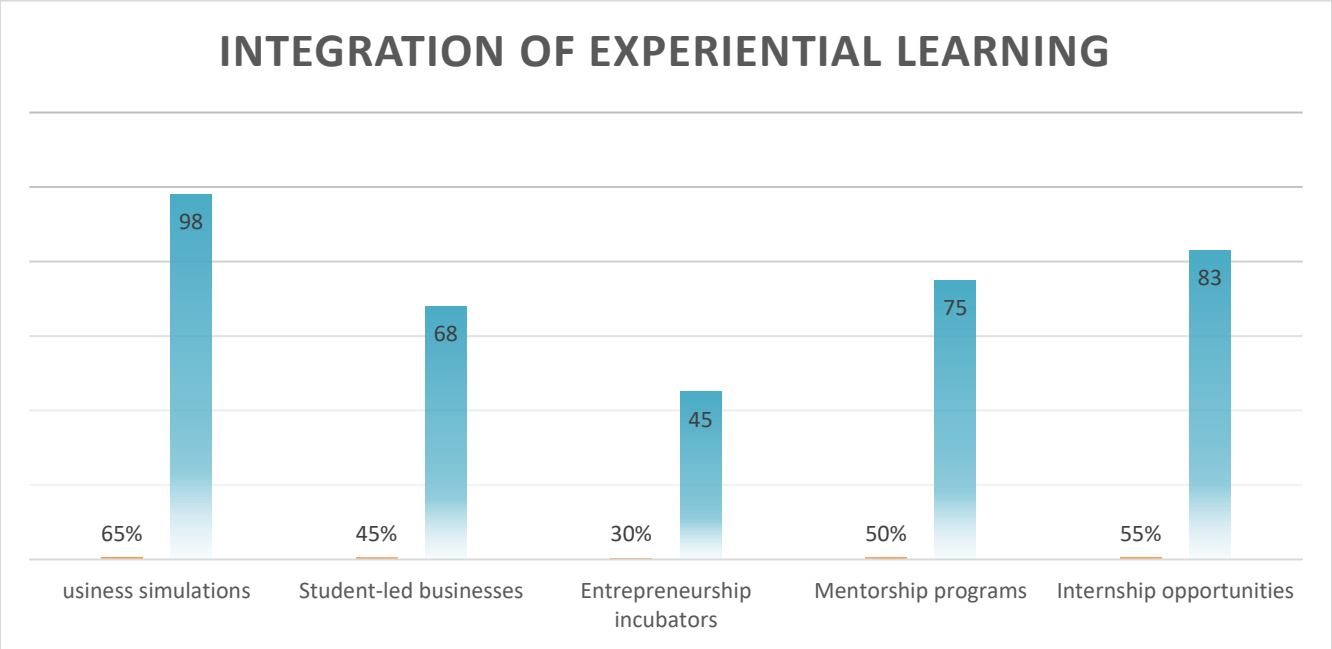

Figure 1: **Integration of experiential learning**

Internship opportunities in entrepreneurship were moderately available, with 55% of respondents benefiting from such experiences. Among the 83 students who participated in internships, many acknowledged that these opportunities enhanced their practical skills and expanded their professional networks. However, some reported difficulties in securing relevant placements, as most companies preferred interns with prior experience. One respondent stated,

> *"My internship exposed me to real business challenges, but I struggled to find a company willing to take me in without experience."*

This shows the need for stronger university-industry linkages to facilitate more internship opportunities for aspiring entrepreneurs.

Generally, the integration of experiential learning in entrepreneurship education in Iringa Urban had made significant strides, but gaps remained in ensuring broader accessibility and sustainability of these initiatives. Strengthening incubation centers, increasing funding for student-led businesses, and expanding mentorship and internship programs were crucial in bridging the gap between theoretical learning and practical entrepreneurship.

3.2 Impact on Entrepreneurial Competencies

The impact of experiential learning on entrepreneurial competencies had been evident in several key areas, particularly in students' confidence in starting a business, risk-taking ability, innovation and problem-solving skills, financial management skills, and business planning and execution. The results in figure 2 shows among the surveyed respondents, 70% expressed confidence in starting their own business, with 105 students acknowledging that practical exposure through simulations, internships, and mentorship programs had prepared them for entrepreneurship. A respondent remarked,

> *"Before engaging in hands-on entrepreneurial activities, I was unsure about starting my own business. However, after participating in a business simulation, I gained the confidence to launch my startup."*

This indicated that experiential learning had played a crucial role in empowering students to take initiative and translate theoretical knowledge into real business ventures.

Risk-taking ability, which was essential for entrepreneurial success, had been developed among 60% of the students, with 90 respondents stating that their exposure to business challenges had strengthened their ability to take calculated risks. Many students acknowledged that prior to participating in experiential learning activities, they were hesitant to take risks due to fear of failure. One student stated,

> *"At first, I was afraid of making losses, but after running a small project as part of my coursework, I learned that failure is part of the entrepreneurial journey."*

This demonstrated that practical learning experiences had encouraged students to take bold steps and embrace uncertainty in business.

Innovation and problem-solving skills had been enhanced in 55% of the respondents, with 83 students confirming that experiential learning had improved their ability to identify business opportunities and develop creative solutions. Some students noted that working on real-life projects had sharpened their ability to analyze market gaps and develop products or services that met customer needs. However, some expressed the need for more exposure to real business challenges to further refine their problem-solving capabilities.

Financial management skills, which were crucial for business sustainability, had been acquired by 50% of the students, with 75 respondents indicating improvements in budgeting, record-keeping, and financial decision-making. Some students noted that practical exercises, such as managing funds for student-led businesses, had helped them understand cash flow management. One respondent observed,

> *"Handling real money in a small business setup taught me more about finance than any textbook ever could."*

This emphasized the importance of hands-on financial training in shaping competent entrepreneurs.

Business planning and execution skills had been strengthened in 65% of the students, with 98 respondents indicating that they had gained practical experience in drafting business plans and implementing strategies. Many students acknowledged that experiential learning had enabled them to understand the critical components of a successful business model, from market analysis to operational planning. One student stated,

> *"Writing a business plan as part of my coursework was useful, but actually executing it in a real business setting was an entirely different and more valuable experience."*

This demonstrated that experiential learning had bridged the gap between theory and practice by allowing students to execute their business ideas in real-world settings.

Therefore, the impact of experiential learning on entrepreneurial competencies had been significant, though gaps remained in ensuring that all students had equal access to practical learning opportunities. Strengthening industry linkages, providing more funding for student businesses, and expanding mentorship programs were critical steps in further enhancing the entrepreneurial capabilities of students in the region.

3.3 Challenges in Experiential Learning

The challenges faced in the integration of experiential learning in entrepreneurship education had been significant, particularly in areas such as limited funding for student startups, inadequate industry partnerships, lack of practical exposure in the curriculum, and insufficient access to incubation centers. Figure 3 shows that, among the respondents, 75% (113 students) identified limited funding as a major obstacle to the success of student-run startups. Many students reported that while they were able to develop innovative business ideas through experiential learning, they struggled to secure the necessary capital to bring these ideas to fruition. One student remarked,

> *"We had great business ideas in class, but without funding, it was impossible to take them to the next level. The support needed to secure startup capital wasn't readily available."*

This highlighted the persistent challenge of access to financial resources, which hindered the growth of entrepreneurial ventures.

Inadequate industry partnerships were also a significant challenge, with 60% of respondents (90 students) highlighting the gap between educational institutions and the business world. Many students noted that the lack of strong industry connections limited their ability to gain practical experience and access resources. One student shared,

> *"Although we were learning about business in class, it was hard to connect with real businesses for internships or mentorship because the university did not have strong ties with industries."*

This pointed to the need for stronger collaboration between academia and the private sector to enhance practical learning opportunities for students.

Additionally, 55% of respondents (83 students) indicated a lack of practical exposure in the curriculum as a major hurdle. While theoretical knowledge was essential, many students felt that the curriculum lacked sufficient hands-on learning opportunities. One respondent commented,

> *"Our classes focused a lot on theory, but we had few opportunities to apply that knowledge in real-world scenarios. More practical assignments or live projects would have helped bridge the gap."*

This emphasized the importance of integrating practical experiences into the curriculum to prepare students for the realities of entrepreneurship.

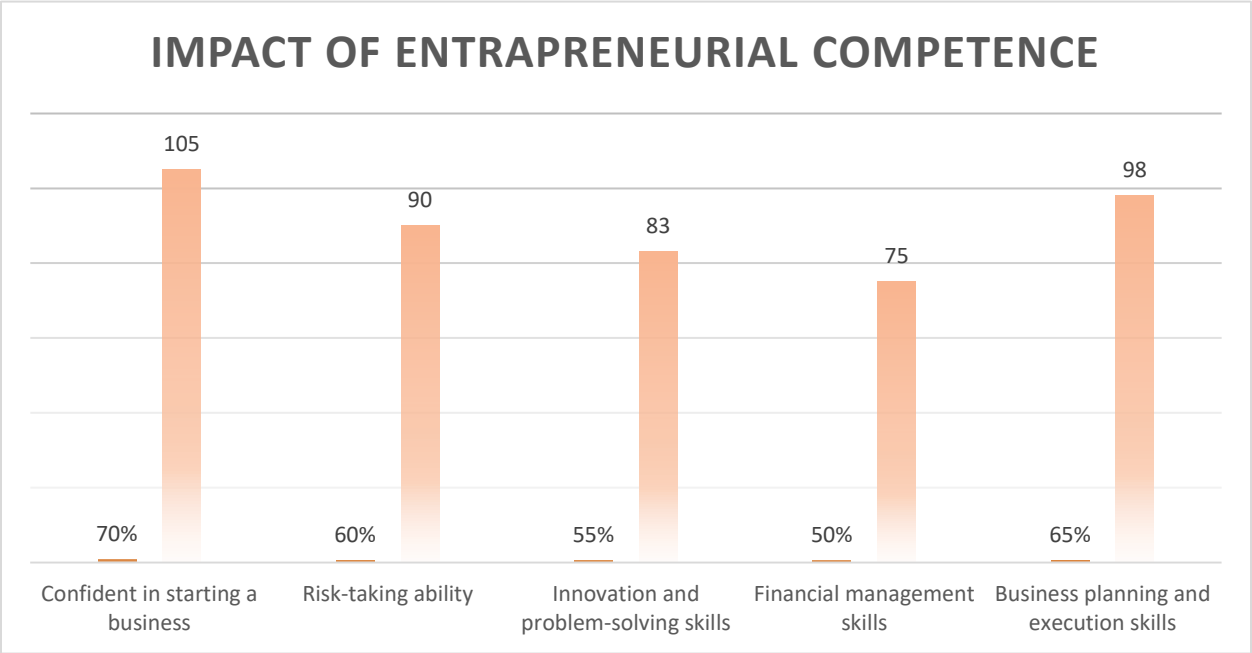

Figure 2: **Impact of entrepreneurial competence.**

Furthermore, 70% of respondents (105 students) reported insufficient access to incubation centers, which had been critical in nurturing early-stage startups. Students expressed that the few available incubation centers lacked the infrastructure, funding, and support services necessary to foster sustainable business growth. One student observed,

> *"The incubation centers available to us were underfunded and didn't offer the mentorship or resources needed to grow a business. Many of us had to rely on our personal networks rather than institutional support."*

This pointed to a gap in the availability and quality of incubation centers, which could have otherwise provided crucial guidance and resources for student entrepreneurs.

So, while experiential learning had shown promise in fostering entrepreneurial skills, the challenges of limited funding, inadequate industry partnerships, lack of practical exposure, and insufficient access to incubation centers had hampered the full potential of these learning opportunities. Addressing these challenges was essential to create an environment where students could thrive as entrepreneurs and successfully transition from the classroom to the startup world.

3.4 Opportunities for Enhancing Learning

The opportunities for enhancing experiential learning in entrepreneurship education also had shown significant promise, particularly in strengthening university-industry linkages, increasing government and donor support programs, expanding access to startup funding, and increasing mentorship programs. The results in figure 4 display that a majority of respondents, 80% (120 students), identified strengthening university-industry linkages as a crucial factor in enhancing learning opportunities.

Many students expressed that closer collaboration between educational institutions and industries would provide them with valuable real-world experiences and networking opportunities. One student commented,

> *"If our university had stronger ties with local businesses, we could have learned more about industry challenges and gained practical exposure that would have been useful for our entrepreneurial ventures."*

This indicated that stronger partnerships could bridge the gap between theoretical knowledge and the actual business environment.

Government and donor support programs were also seen as valuable opportunities for enhancing entrepreneurial education, with 65% of respondents (98 students) noting the importance of these programs. Students acknowledged that such programs often provided funding, training, and networking opportunities, which were vital in helping them start and scale businesses. One student shared,

"Government programs have helped me access seed funding and mentorship, which made it possible to launch my business. Without that support, it would have been challenging to get started."

This demonstrated the significant role that government and donor initiatives played in providing much-needed resources and support for student entrepreneurs.

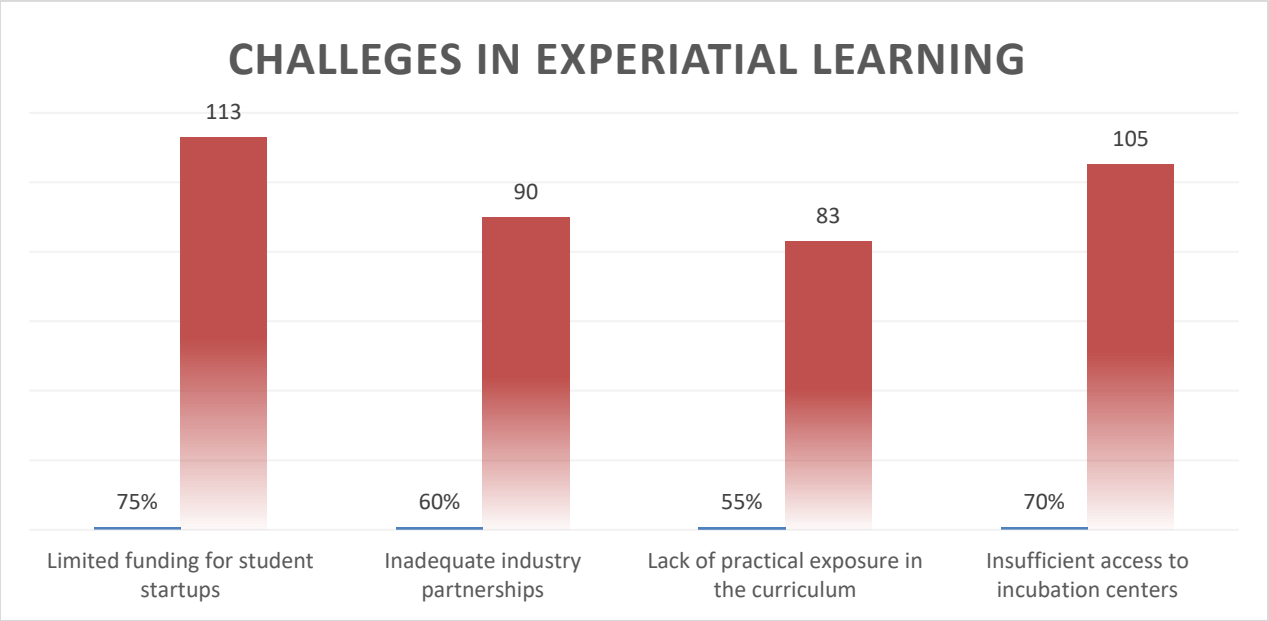

Figure 3**: Challenges in experiential learning.**

Expanding access to startup funding had been another critical area for enhancing learning opportunities, with 55% of respondents (83 students) highlighting the need for better access to capital. While many students had developed innovative business ideas, they struggled to secure the necessary funding to turn these ideas into reality. One respondent mentioned,

"We had a solid business plan, but without sufficient funding, we couldn't execute it. More access to grants or loans would have helped us make our projects viable."

This pointed to the need for greater financial support to ensure that students could transition from ideas to actual businesses.

Increasing mentorship programs was another key opportunity identified by 60% of respondents (90 students). Many students emphasized that mentorship from experienced entrepreneurs had provided invaluable guidance and support throughout their entrepreneurial journeys. One student said,

"The mentorship program I participated in was essential in helping me navigate challenges and avoid costly mistakes. The guidance I received made me more confident in starting my own business."

This highlighted the importance of mentorship in shaping successful entrepreneurs and shows the need to expand such programs to reach more students.

Generally, these opportunities for enhancing experiential learning could significantly improve the entrepreneurial ecosystem in Iringa Urban. Strengthening university-industry linkages, increasing government and donor support, expanding access to startup funding, and increasing mentorship programs were all essential in ensuring that students had the resources and support they needed to succeed as entrepreneurs.

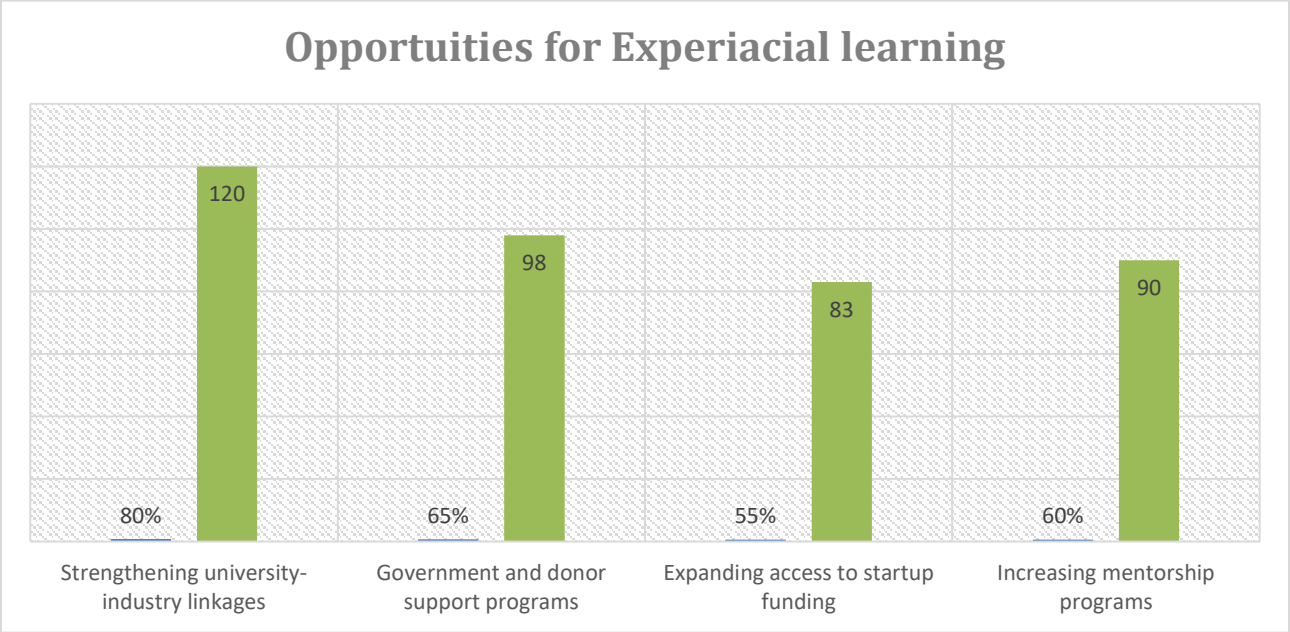

Figure 4: **Opportunities for experiential learning**

4. CONCLUSION AND RECOMMENTATIONS

This study highlighted the significant impact of experiential learning in enhancing entrepreneurial competencies among students in Iringa Urban. It explored how opportunities such as business simulations, student-led businesses, internships, and mentorship programs had contributed to students' confidence in starting businesses, risk-taking abilities, and overall business insight. However, challenges such as limited funding for startups, inadequate industry partnerships, and insufficient access to incubation centers hindered the full realization of these opportunities. Despite these challenges, the study found that there were substantial opportunities to improve the entrepreneurial ecosystem through strengthened university-industry linkages, increased government and donor support, and expanded mentorship programs. The findings show the need for a more integrated approach, where both institutional and external stakeholders collaborate to create an environment conducive to entrepreneurship education and startup success.

The study recommends the following:

- Universities establish stronger partnerships with local businesses and industries. This can be achieved by fostering collaborations for internships, mentorship, and live projects, providing students with real-world experience.
- Universities and stakeholders should focus on creating more access to startup funding for students. Establishing university-based seed funds, encouraging venture capital partnerships, and providing microloans could provide much-needed capital for student entrepreneurs.
- Government policies and donor-funded initiatives should focus on supporting student-led startups by offering grants, tax incentives, and creating platforms for entrepreneurial growth. More funding for entrepreneurship programs and scholarships could make a significant difference in providing opportunities to a larger number of students.
- The importance of mentorship cannot be overstated. Universities should expand their mentorship programs, bringing in more experienced entrepreneurs who can guide students through their startup journeys.
- Universities should invest in the creation of more strong incubation centers equipped with the necessary resources such as funding, office space, and professional guidance. These centers should be easily accessible to all students and offer ongoing support even after the initial stages of business development.

In the future the research can be carried on;

- Examine the long-term effects of experiential learning on students who have started businesses after graduation. This would involve tracking their business growth, sustainability, profitability, and overall contribution to the local economy.
- Explore how virtual business simulations, online mentorship programs, and e-learning platforms enhance entrepreneurial skills compared to traditional face-to-face experiential learning methods.

- Investigate how government policies and regulations influence the effectiveness of experiential learning in entrepreneurship education.
- How experiential learning impacts male and female students differently, identifying gender-specific challenges in access to startup funding, mentorship, and incubation programs, and proposing targeted interventions to promote inclusivity.
- Explore how experiential learning can be introduced at earlier education levels, such as secondary schools and vocational training institutions, to foster an entrepreneurial mindset from a younger age and better prepare students for self-employment.

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