

Entrepreneurship Development through Teaching Practices of Private University Students in Cumilla, Bangladesh

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Abstract

This study explores how classroom teaching practices shape entrepreneurship development among students at private universities in Cumilla, Bangladesh. This is a qualitative research design within an interpretivist paradigm and uses a phenomenological approach to reveal and understand the vivid experiences of students and faculty members in entrepreneurship education. Semi-structured interviews are used to collect data from the undergraduate and graduate business students, as well as faculty members who are directly involved in teaching or supporting entrepreneurship education. This approach allows the study to gain deeper perceptions of the participants' experiences and views regarding entrepreneurship education. Using thematic analysis, the data were analysed to identify key forms and connotations connected to pedagogical practices and entrepreneurial skill development. The findings reveal that experiential and student-centred teaching approaches, namely problem-based and project-based learning, case studies, industrial attachments, business simulations, and mentorship, play an important role in fostering entrepreneurial competencies, mostly innovative creativity, business planning ability, and collaborative teamwork. At the same time, the study highlights several challenges, including limited practical exposure, constraints in curriculum design, and gaps in faculty training. Participants emphasized the emergence of contextually relevant and practice-oriented teaching-learning techniques to support entrepreneurial learning well. The study contributes by providing in-depth, context-specific insights into entrepreneurship education within a regional setting of Bangladesh. It offers practical suggestions for educators and policymakers by signifying the adoption of more interactive and experiential pedagogies to enhance entrepreneurship development. The findings also suggest updating curriculum and teachers' training initiatives aimed at fostering a more supportive environment for entrepreneurial growth in higher education.

Keywords: Entrepreneurship, Classroom Pedagogies, Creativity, Business Planning, Teamwork, Private University Graduates, Higher Education in Bangladesh

Introduction

Preparing and developing new entrepreneurs in Bangladesh has become increasingly challenging in recent years, particularly in the aftermath of the COVID-19 pandemic due to the collapse of the socio-economic hierarchy of the country. The pandemic has disrupted the socio-economic structure, creating significant gaps in the growth of entrepreneurship. Many graduates passing from the university struggle to find suitable employment, and a substantial portion remain jobless. According to the World Bank (2023), the unemployment rate among university graduates in Bangladesh has reached 38.9 percent. For the overall development of the country, there should be a proper mission to meet the Sustainable Development Goals (SDGs). Without an appropriate solution to the current problem, the nation will be unable to reach its targeted goals.

In the past few years, promoting entrepreneurship among university students has become an important priority for higher education organizations, particularly in emerging economies such as Bangladesh. Entrepreneurship education helps students develop the knowledge, skills, attitudes, and competencies needed to identify opportunities and engage in entrepreneurial activities (Fayolle & Gailly, 2008; Nabi et al., 2017). Private universities can contribute significantly to this process by using practical and learner-centred approaches such as experiential learning, case studies, simulations, and collaborative projects (Pittaway & Cope, 2007; Neck & Greene, 2011). These approaches empower students to connect theoretical knowledge with real-world entrepreneurial challenges. As Bangladesh's economic growth increasingly depends on innovation and entrepreneurship, understanding how classroom practices foster future entrepreneurs is essential for creating a supportive ecosystem within higher education. This study's findings will provide a deep understanding for faculty members, government high officials, and institutions committed to enhancing entrepreneurship education and ultimately driving sustainable economic growth in Bangladesh.

Background of the Study

According to the Organisation for Economic Co-operation and Development (OECD) report, Entrepreneurship is extensively recognized as a significant weapon of innovation, employment creation, and overall economic advancement in today's global economy (OECD, 2021). As countries increasingly seek to influence the potential of their youth, the integration of entrepreneurship-focused skills within higher education has become essential (Gibb, 2011). In Bangladesh, a rapidly developing nation with a growing youth demographic, private universities play a significant role in shaping future graduates for a growing labour market. Cumilla, recognized as an emerging educational hub in the eastern region of Bangladesh, presents an important context for understanding how specific teaching practices influence the development of competencies of entrepreneurship among university graduates.

Pedagogical approaches include diverse teaching strategies that educators implement to engage learners and enhance knowledge acquisition. In entrepreneurship education, such approaches substantially shape students' capacity for critical thinking, problem-solving, and the management of real-world business challenges (Fayolle & Gailly, 2015). Conventional lecture-based or rote learning methods may limit creativity and innovation. In contrast, more interactive, student-centred methods, such as experiential learning, collaborative tasks, and

case-based instruction, are shown to foster an entrepreneurial mindset and promote practical skill development (Kolb, 2015; Neck & Greene, 2011).

Recently, entrepreneurship has become an important concern in higher education, as it is increasingly recognized as a means of promoting economic development, innovation, employment, and self-employment. Entrepreneurship education can equip university students with the knowledge, skills, self-efficacy, and attitudes required to identify and pursue entrepreneurial prospects, particularly in developing-country contexts (Ahmed Mohamed & Sheikh Ali, 2021; Yousaf et al., 2021). In Bangladesh, entrepreneurship education is particularly relevant because university graduates face challenges related to employment and entrepreneurial opportunities. Recent research on Bangladeshi university students suggests that entrepreneurship education and entrepreneurship-related programmes can contribute to students' entrepreneurial intentions and aspirations (Sobhan & Hassan, 2024). Pedagogy of tertiary education refers to the set of teaching methods along with learning environments that promote student experiences and skills obtained. Traditional lectures as a method of teaching have often been criticized for being terribly ineffective in teaching critical thinking and practical skills that every entrepreneur needs (Kivunja, 2014). On the contrary, the implementation of creative teaching methods (e.g., experiential learning, project-based learning, and collaborative learning) has increased students' commitment and self-control, benefiting the development of entrepreneurial competencies (Gibb, 2016; Solesvik et al., 2019).

The private university sector has expanded significantly in Bangladesh and has an increasingly important role in preparing graduates with the knowledge, skills, and competencies required for employment and entrepreneurship. Research indicates that private universities contribute to developing students' entrepreneurial abilities and mindsets, although challenges remain in providing adequate practical and experiential learning opportunities (Akter, 2020; Islam et al., 2020). In this context, entrepreneurship education can provide a valuable pathway for developing students' creativity, critical thinking, problem-solving, and analytical skills, which are essential for responding to the rapidly changing economic environment. Strengthening classroom teaching practices and entrepreneurial learning in private universities can therefore contribute to broader educational and economic development in Bangladesh.

The purpose of this research is to investigate the influence of different classroom educational approaches on the growth of entrepreneurship skills among students at private universities in Cumilla. By exploring the alignment between teaching practices and the acquisition of entrepreneurial competencies, this research seeks to provide insights into how educational institutions can prepare students well for meeting the obstacles and prospects of entrepreneurship. In addition, understanding these dynamics can inform policymakers and educators about effective strategies for enhancing entrepreneurship education, ultimately contributing to the economic advancement of Bangladesh's regional context. Through a comprehensive analysis of current pedagogical practices and their effectiveness in fostering entrepreneurial skills, this research will contribute to the increasing number of scholarships in the field of entrepreneurship teaching-learning in Bangladesh. It will also highlight the necessity for innovative teaching methods that not only impart knowledge but also inspire and empower the next generation of entrepreneurs.

The Problem Statement

Entrepreneurship is popularly known as a significant driver of financial development, innovation, and employment generation, particularly in emerging economies such as Bangladesh. Recent studies indicate that entrepreneurship studies have a leading role in developing university students' entrepreneurial goals, self-efficacy, attitudes, and perceived behavioural control in Bangladesh (Ferdousi et al., 2025; Sobhan & Hassan, 2024). Research has also highlighted the influence of teachers, course content, peers, and experiential learning on students' entrepreneurial aspirations (Ferdousi et al., 2025).

However, existing studies have largely focused on entrepreneurial intention and its psychological and contextual determinants rather than examining how specific classroom teaching practices contribute to students' actual entrepreneurship development. Here, entrepreneurial intention is treated as mere attention to entrepreneurship and as a theoretical rather than practical development of Entrepreneurship.

Moreover, limited qualitative research has explored the experiences of both students and faculty members regarding the effectiveness of entrepreneurship teaching practices in Bangladeshi private universities. This gap indicates the need for an in-depth investigation of classroom practices that can develop students' creativity, business planning, problem-solving, teamwork, and other entrepreneurial competencies. Therefore, the present study explores how classroom teaching practices within private university in Bangladesh contribute to the development of future entrepreneurs.

The Objectives of the Study

The study objective is to explore how classroom teaching and learning practices contribute to entrepreneurship development among students in private universities in Bangladesh. Specifically, the study seeks to:

1. To explore the key pedagogical strategies used in teaching and learning to develop entrepreneurial skills among students in private universities in Bangladesh.
2. To examine how these pedagogical strategies contribute to the development of entrepreneurial skills among private university students.
3. To explore the perceptions of students and faculty members regarding the effectiveness of these pedagogical strategies in developing entrepreneurial skills.
4. To propose recommendations for improving teaching and learning practices to strengthen entrepreneurship development in private universities in Bangladesh.

Research Questions

1. What pedagogical strategies are used in teaching and learning to develop entrepreneurial skills among students in private universities in Bangladesh?
2. How do these teaching and learning strategies contribute to the development of entrepreneurial skills among private university students?
3. How do students and faculty members perceive the effectiveness of these pedagogical strategies in developing entrepreneurial skills?
4. What teaching practices can be recommended to further enhance entrepreneurship development among students in private universities in Bangladesh?

The Significance of the Study

This research carries not only academic but also pragmatic significance. From the standpoint of academic perception, it contributes to the growing literature on entrepreneurship education by providing a comprehensive, context-specific realization of how teaching practices shape entrepreneurship development within private universities in Cumilla, Bangladesh. While much of the existing research has focused on large urban institutions, this study offers qualitative insights into a relatively underexplored regional context, thereby enriching the discourse with locally grounded perspectives. From a practical standpoint, the findings provide an essential understanding for government and non-government high officials, teachers, and university administrators by highlighting how classroom pedagogies are experienced and perceived by students and faculty. These insights can inform the design of more rational, context-sensitive teaching styles that emphasize the development of entrepreneurial skills. Therefore, in a developing economy where youth unemployment remains a significant concern, strengthening entrepreneurship education through improved pedagogical practices may contribute to fostering innovation, self-employment, and sustainable economic participation among graduates.

The Contribution of the Study

This study contributes by offering in-depth insights into how teaching practices in private universities shape students' entrepreneurial learning experiences. It highlights context-specific pedagogical approaches and explores how these are perceived by both students and educators in fostering entrepreneurial skills. The study also sheds light on the difficulties faced by faculty in implementing experiential and student-centred teaching methods. By providing a sophisticated understanding of these dynamics, the findings can inform curriculum development and teacher training initiatives aimed at strengthening entrepreneurship education within the higher education context of Bangladesh.

Limitations of the Study

There are some limitations of the study. Firstly, it is conducted within a specific geographic area, focusing only on the Cumilla region rather than the broader national context. Secondly, the scope was limited to private universities, excluding public universities from the investigation. In addition, other educational institutions such as National University-affiliated colleges, madrasahs, and the Bangladesh Open University were not included. Despite these limitations, the study offers meaningful empirical insights into entrepreneurship development through teaching practices in private universities in Cumilla, Bangladesh. It contributes to understanding how pedagogical approaches influence students' entrepreneurial learning within this context. Future research may extend this inquiry by incorporating a wider geographical scope and including diverse types of higher education institutions across Bangladesh.

Literature Review

Entrepreneurship is widely recognized as an important contributor to financial development, innovation, and employment. From a global perspective, entrepreneurship education has evolved from traditional knowledge-based instruction towards approaches that emphasize entrepreneurial thinking, action, and practice (Schumpeter, 1934; Neck & Greene, 2011). Contemporary entrepreneurship education increasingly emphasizes learner-centred and experiential pedagogies that develop creativity, problem-solving, decision-making, and

entrepreneurial competencies. Practice-based approaches, including simulations, business projects, case studies, and learning-by-doing activities, provide students with opportunities to apply entrepreneurial knowledge in realistic contexts (Neck & Greene, 2011; Rasmussen & Sørheim, 2006). However, evidence also suggests that the effectiveness of entrepreneurship education depends substantially on programme design, pedagogical quality, and learning context (Fayolle & Gailly, 2015; Rideout & Gray, 2013).

In Bangladesh, entrepreneurship education has received increasing attention within higher education as a means of developing entrepreneurial capabilities and addressing graduate unemployment. However, existing research indicates that entrepreneurship education remains constrained by curriculum limitations and inadequate institutional support. Dhar and Farzana (2020) found that existing university curricula did not adequately fulfil students' needs for entrepreneurship education and identified insufficient institutional support as a significant concern. Similarly, Azim and Akbar (2010), in their study of entrepreneurship education programmes in Bangladeshi public and private universities, found that such programmes operated with only a moderate level of effectiveness.

More recent evidence highlights continuing challenges within Bangladesh's private higher education sector. Uddin et al. (2025) identified barriers including weak industry-academia collaboration, limited institutional support, curriculum deficiencies, inadequate practical opportunities, skills gaps, and shortages of qualified entrepreneurial educators. The study consequently emphasizes entrepreneurship-centred curricula, experiential learning, stronger institutional collaboration, technology integration, and incubator-based support as important strategies for improving entrepreneurship education in Bangladeshi higher education institutions.

Overall, the literature demonstrates a clear movement from predominantly theoretical instruction towards practical, experiential, and student-centred entrepreneurship education. Nevertheless, the Bangladeshi context, particularly private universities, continues to require stronger classroom practices and institutional mechanisms that can translate entrepreneurial knowledge into practical competencies. This gap provides a strong rationale for examining how classroom teaching practices contribute to entrepreneurship development among students in private universities in Cumilla.

Research Gap

Although entrepreneurship education has received growing scholarly attention worldwide, most existing studies have primarily focused on developed economies or national-level contexts, with limited emphasis on regional disparities within developing countries. Prior research has consistently established that experiential and student-centred pedagogical methods, namely case studies, simulations, project-based learning, and internships, enhance entrepreneurial knowledge, skills, and intentions (Fayolle & Gailly, 2015; Neck & Greene, 2011; Rae, 2010). However, the translation of these pedagogical models into practice remains uneven, particularly in South Asian higher education systems.

In the context of Bangladesh, existing studies have largely examined entrepreneurship education at a general level across private universities, often treating institutions as a similar group. These studies tend to focus on structural limitations such as insufficient faculty

training, lack of industry collaboration, and reliance on traditional lecture-based teaching (Haque & Kabir, 2017; Alam et al., 2021). Nevertheless, there is a noticeable absence of context-specific pragmatic investigation into how classroom teaching practices directly influence entrepreneurial skill development among students in particular regional settings. More specifically, very little research has examined entrepreneurship education at private universities outside major metropolitan hubs such as Dhaka and Chattogram. Cumilla, despite being an emerging educational hub with a growing number of private universities, remains under-researched in terms of pedagogical effectiveness in entrepreneurship education.

Furthermore, existing literature has not sufficiently examined students' practical learning experiences of entrepreneurship development through teaching practices, particularly from a qualitative perspective. As a result, there is a clear gap in understanding how different classroom pedagogical approaches are actually experienced, interpreted, and translated into entrepreneurial competencies by students in private universities in Cumilla.

Theoretical Framework

This research is grounded in three corresponding theoretical perspectives: Experiential Learning Theory, Constructivist Learning Theory, and the Theory of Planned Behaviour. Together, these theories elucidate how pedagogical practices influence entrepreneurial development among university students.

Experiential Learning Theory (Kolb, 1984)

Kolb's Experiential Learning Theory argues that learning is a continuous process grounded in experience. Knowledge is created through a cycle of four stages: concrete experience, thoughtful reflection, abstract conceptualization, and dynamic investigation. In entrepreneurship education, this theory is highly applicable because it emphasizes "learning by doing," in which students develop entrepreneurial skills through real or simulated business experiences, such as projects, internships, and business simulations. This study uses Kolb's theory to explain how experiential teaching practices contribute to students' entrepreneurial skill development.

Constructivist Learning Theory (Piaget, 1976; Vygotsky, 1978)

The Constructivist Theory suggests that learners enthusiastically build their knowledge through interaction with their environment, experiences, and others, rather than simply receiving information passively. Teaching-Learning becomes meaningful when students participate in problem-solving, collaboration, and reflection. In entrepreneurship education, this theory supports learner-centred pedagogies such as group projects, case studies, and collaborative tasks. The theory helps explain how students in private universities in Cumilla develop entrepreneurial understanding through active participation in classroom activities.

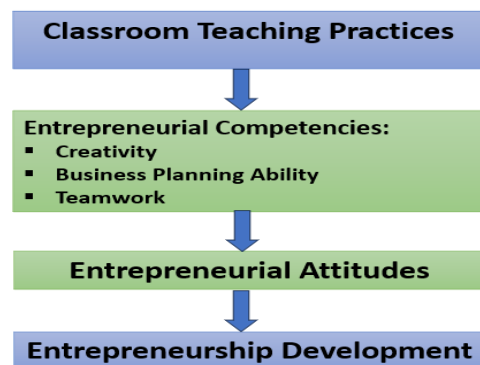
Theory of Planned Behaviour (Ajzen, 1991)

The Theory of Planned Behaviour (TPB) explains how individual intentions are formed based on attitudes, subjective norms, and perceived behavioural control. In entrepreneurship educational research, TPB is extensively employed to explain entrepreneurial intention. It suggests that students who develop positive attitudes toward entrepreneurship and feel confident in their abilities are more likely to pursue entrepreneurial careers. This study uses

TPB to explain how teaching practices influence students' entrepreneurial attitudes and intentions, leading to entrepreneur development.

The Conceptual Framework

The following conceptual idea is represented in the following diagram



Research Methodology

This study employs a qualitative research design to explore how teaching practices contribute to entrepreneurship development among students of private universities in Cumilla, Bangladesh. The study follows an interpretivist paradigm, which views reality as socially constructed and emphasizes understanding participants' experiences within their social and educational contexts. More specifically, the research follows a phenomenological research approach to investigate how students and faculty members experience and perceive classroom pedagogies in relation to entrepreneurship development. The phenomenological approach enables the researcher to attain an in-depth understanding of how teaching practices influence the growth of entrepreneurial skills such as innovative creativity, business planning ability, and collaborative teamwork in the higher education context.

This study is conducted in selected private universities in Cumilla, Bangladesh. The participants are nominated through purposive sampling to confirm that they possess appropriate knowledge and experience related to entrepreneurship education. The sample consists of 15 faculty members who teach entrepreneurship or business-related courses and 30 undergraduate and graduate business students who have completed entrepreneurship-related courses or participated in entrepreneurial learning activities. This combination of participants allows the study to capture both instructional and learner perspectives regarding teaching practices and entrepreneurial skill development.

The population of the study is the undergraduate and graduate-level business students and the faculty members from private universities in Cumilla, Bangladesh. There are four Private Universities in the Comilla region offering Graduate and Undergraduate programs in the field of Business. They are CCN University of Science & Technology (CCN-UST), Bangladesh Army International University of Science & Technology (BAIUST), Cumilla, Feni University (FU), and Britannia University (BU).

Semi-structured interviews were used to collect data, which allowed participants to share their views and experiences freely while keeping the discussion focused on the objectives of the study. The interview questions covered classroom teaching practices, entrepreneurial

competencies, learning experiences, and challenges in entrepreneurship education. Each interview lasted approximately 15 to 20 minutes and was conducted with the consent of the participants. The interviews were audio-recorded and transcribed for analysis. Due to the limited availability of some participants, a few interviews were conducted by telephone. This approach provided flexibility in data collection while ensuring that relevant participants could be included in the study.

The collected data are analysed using thematic analysis. The analysis process involves familiarization with the data, coding significant statements, identifying recurring patterns, and developing themes that reflect participants' experiences and perceptions (Braun and Clarke's (2006). This analytical approach enables the researcher to interpret how teaching practices shape entrepreneurship development among private university students.

Analysis

The researcher selected the Thematic analysis as it provides a flexible and systematic approach for recognizing, analysing, and interpreting patterns of meaning within qualitative data. This method was considered appropriate for exploring participants' experiences and perceptions regarding classroom pedagogies and entrepreneurship development in private universities.

The process of analysis began with the transcription of all interview recordings. The researcher repeatedly read the transcripts to become familiar with the data and to obtain a comprehensive understanding of participants' responses. Throughout this phase, important statements, recurring ideas, and meaningful expressions related to teaching practices and entrepreneurial skill development were noted.

After familiarization, the researcher employed an initial coding process by recognizing important words, phrases, and concepts from the interview transcripts. These codes were generated inductively from the data rather than being predetermined. Similar codes were then grouped to form broader categories and emerging themes. The themes were carefully revised and polished to ensure consistency and relevance to the objectives of the study.

The final themes focused on key areas such as experiential classroom pedagogies, innovative creativity, business planning ability, collaborative teamwork, students' entrepreneurial learning experiences, and challenges in entrepreneurship education. Participants' quotations were incorporated where appropriate to support the interpretation of findings and to maintain the authenticity of their experiences. The researcher also maintained detailed notes and documentation throughout the analytical process to ensure transparency and dependability. The findings were interpreted in alignment with the research objectives and existing literature on entrepreneurship education and pedagogical practices.

The demographic profile

Table 1

Demographic profile of the students interviewed

SN	Name of the University	Undergraduate Students	Graduate Students	Male	Female	Total
01	CCN-UST	6	4	5	5	10
02	BAUIST	5	3	4	4	8
03	BU	4	2	3	3	6
04	FU	4	2	3	3	6
Total						30

Analysis based on the Students' Interview

Most final-year students described entrepreneurship as the process of creating and managing an organization by identifying opportunities, considering risks, and generating employment for themselves and others. They viewed entrepreneurship not only as a way to earn income but also as a means of contributing to financial and social progress.

The students reported that their classroom learning experiences had positively influenced their interest in entrepreneurship. Courses related to business, management, marketing, HRM, Organizational Behaviour, and innovation exposed them to entrepreneurial concepts and inspired some students to think of self-employment as a future job possibility. Several participants stated that learning about successful entrepreneurs increased their motivation and confidence.

According to the students, lecture-based teaching remains the most commonly used method in their classes. However, instructors also incorporate presentations, group discussions, case studies, assignments, and project work. Students noted that while traditional lectures provide theoretical knowledge, interactive teaching methods are more effective in developing entrepreneurial competencies.

Participants emphasized that case studies, project-based learning, business simulations, and practical assignments were particularly helpful in developing entrepreneurial skills. These activities allowed them to apply theoretical knowledge to practical circumstances, improve decision-making abilities, and understand business challenges.

Most students felt that classroom activities encouraged creativity and innovative thinking to some extent. Group discussions, presentations, and problem-solving exercises helped them generate new ideas and think critically. However, some students believed that there should be more opportunities for innovation-focused activities and practical business experiences.

Regarding business planning skills, many students reported learning the basic components of a business plan through entrepreneurship, management, or project-based courses. They gained experience preparing business plans as part of academic assignments, although some felt they needed more practical training to develop comprehensive business planning skills.

Students highlighted that group work, presentations, and class projects significantly improved their teamwork and communication skills. Working with peers helped them learn

cooperation, leadership, conflict resolution, and time management, which they considered essential for entrepreneurial success.

Most participants agreed that their courses helped them develop a positive attitude toward entrepreneurship. Exposure to entrepreneurial theories, business success stories, and practical activities increased their awareness of entrepreneurship as a viable career path.

Students generally expressed moderate confidence in taking risks and solving business-related problems after completing their university education. While they felt more knowledgeable and capable than before, many acknowledged that real-world business experience is still necessary to build stronger confidence and practical problem-solving abilities. Some students also expressed their fear of socio-economic infrastructure. The lack of confidence due to political instability also highly impact on encouraging them to pursue entrepreneurship.

Many students had participated in entrepreneurship-related activities, including business plan competitions, seminars, workshops, internships, and university-organized entrepreneurship programs. These experiences helped them gain practical insights into business operations and entrepreneurial thinking. Some of the participants argued that they didn't have many opportunities to attend such activities at the university. They have little opportunity to attend such practical exposure-based activities.

Despite their interest in entrepreneurship, students identified several challenges that discourage them from starting a business. Common barriers included lack of access to finance, fear of business failure, limited practical experience, insufficient mentoring, market uncertainty, and family preference for secure salaried jobs. Some students also mentioned the difficulty of navigating administrative and regulatory processes.

To improve entrepreneurship development among students, participants recommended that universities provide more practical training, business incubation facilities, startup funding opportunities, mentorship programs, industry collaborations, internships, and entrepreneurship-focused workshops. They also suggested increasing experiential learning activities, namely, real business projects and innovation competitions, to better prepare students for entrepreneurial careers.

Overall, the findings suggest that final-year students in Cumilla have a positive perception of entrepreneurship and recognize its potential as a career option. However, they believe that greater practical exposure, organizational support, and access to resources are necessary to transform entrepreneurial intentions into actual business ventures.

Table 2

Demographic profile of the faculty members for the interview

SN	Name of the University	Male	Female	Total
01	CCN-UST	3	3	6
02	BAUIST	2	2	4
03	BU	2	1	3
04	FU	1	1	2

Total	15
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Analysis based on the Faculty Members' Interviews

Based on the interview responses of 15 faculty members who were directly or indirectly involved in teaching entrepreneurship-related courses, several important findings emerged. The findings are organized according to the study factors: Classroom Teaching Practices, Creativity, Business Planning Ability, Teamwork, Entrepreneurial Attitude, and Entrepreneurship Development. The themes are also consistent with the provided research notes on faculty perceptions, teaching methods, institutional support, and practical limitations.

Classroom Teaching Practices

Most faculty members stated that they use a combination of lecture-based and interactive teaching methods. Traditional lectures are primarily used to explain basic theories, concepts, and definitions in entrepreneurship. However, many faculty members also use case studies, group discussions, presentations, assignments, and project-based learning to increase student engagement. The findings indicate that interactive teaching practices are more effective than only lecture-based teaching because they allow students to participate actively, think critically, and relate classroom knowledge to real business situations.

Creativity

Faculty members reported that classroom activities such as idea generation tasks, case analysis, problem-solving exercises, and project work help students develop creativity. These activities inspire students to contemplate beyond memorization and explore innovative business ideas. However, some faculty members mentioned that students' creativity is sometimes limited because of exam-focused learning, lack of practical exposure, and fear of making mistakes.

Business Planning Ability

The interviews revealed that faculty members try to develop students' business planning ability through assignments, business plan writing, group projects, and entrepreneurship-related presentations. Students are often asked to identify business opportunities, analyse markets, prepare basic financial ideas, and present business proposals. However, faculty members also noted that many students still lack strong practical knowledge about market research, costing, funding, risk analysis, and business implementation. Therefore, business planning ability remains moderate rather than fully developed.

Teamwork

Faculty members agreed that group work, class presentations, and project-based assignments help students improve teamwork skills. These activities teach students how to divide responsibilities, share ideas, solve problems together, and communicate within a team. At the same time, some faculty members observed that unequal participation is a common problem in group tasks. In many cases, a few active students complete most of the work, while others remain less involved.

Entrepreneurial Attitude

The findings show that teaching practices positively influence students' entrepreneurial attitude. Faculty members stated that students become more interested in entrepreneurship when they are exposed to real business examples, success stories, case studies, and practical assignments. However, many faculty members also observed that students have a fear of failure, low confidence, limited risk-taking ability, and financial insecurity. These issues reduce their willingness to start a business, even when they have entrepreneurial interest.

Entrepreneurship Development

Faculty members believed that classroom teaching practices contribute to entrepreneurship development by improving students' awareness, creativity, confidence, communication skills, and business-related knowledge. The courses help students understand entrepreneurship as a possible professional opportunity rather than only depending on traditional jobs. However, the findings also specify that entrepreneurship development is still limited because of insufficient practical learning opportunities, weak industry linkage, lack of incubation facilities, limited funding support, and absence of structured university-level entrepreneurship programs.

Overall, the responses from the 15 faculty members suggest that classroom teaching practices play a positive role in developing entrepreneurial knowledge, creativity, teamwork, business planning ability, and entrepreneurial attitude among private university students in Cumilla. However, the development is not yet fully practical or outcome-oriented. To strengthen entrepreneurship development, universities need to introduce more business simulations, startup competitions, incubation support, industry mentoring, practical projects, and entrepreneurship clubs.

The study finds that faculty members are conscious of the importance of entrepreneurship education and are gradually applying interactive teaching practices. Yet, the effectiveness of these practices depends on stronger institutional support, practical exposure, and structured entrepreneurship development programs.

Findings, Summary, and Recommendations

Key Findings

The study reveals that classroom pedagogies significantly influence entrepreneurship development among private university students in Cumilla. Interactive teaching methods, as well as Case studies, Group discussions, Presentations, and Project-based learning, were found to be more impactful than traditional lectures in developing entrepreneurial competencies. These approaches enhance students' creativity, business planning ability, teamwork, and entrepreneurial attitudes. Both students and faculty members acknowledged that entrepreneurship education increases awareness and interest in entrepreneurial careers. However, several challenges continue to hinder entrepreneurship development, including limited practical exposure, inadequate industry collaboration, lack of mentoring and incubation support, financial constraints, and fear of business catastrophe. The findings suggest that while current teaching practices positively contribute to entrepreneurial learning, stronger institutional support is required to translate entrepreneurial intentions into actual ventures.

Summary

This qualitative study explored the influence of teaching practices in the development of entrepreneurship among private university students in Cumilla, Bangladesh. Based on interviews with 30 students and 15 faculty members, the findings indicate that experiential and student-centred pedagogies play a vital role in fostering entrepreneurial skills and attitudes. Despite these positive outcomes, the efficiency of entrepreneurship education is constrained by insufficient practical opportunities and limited institutional support. The study concludes that entrepreneurship development can be strengthened by placing more emphasis on experiential learning and on entrepreneurial ecosystem support within universities.

Key Recommendations

The following recommendations are proposed to support entrepreneurship education and promote entrepreneurship development in private universities in Cumilla:

1. **Integrate experiential learning into the curriculum:**
Entrepreneurship education should move beyond theory by incorporating business simulations, startup projects, case competitions, and problem-based learning as core curricular components.
2. **Enhance University-Industry Collaboration:**
Partnerships with local entrepreneurs, businesses, and industry professionals should be expanded to provide mentorship, internships, guest lectures, and real-world exposure for students.
3. **Establish institutional entrepreneurship support structures:**
Private universities should develop dedicated entrepreneurship centres, innovation hubs, and incubation facilities to support student startups and entrepreneurial initiatives.
4. **Improve Faculty Capacity and Professional Development:**
Regular training programs should be organized to equip faculty members with innovative pedagogical tools and updated knowledge in entrepreneurship education.
5. **Promote financial literacy and risk-management education:**
Courses and workshops on financial planning, funding mechanisms, and risk management should be introduced to strengthen students' entrepreneurial self-efficacy.
6. **Provide Access to Mentorship and Funding Opportunities:**
Universities, in collaboration with government agencies and private organizations, should facilitate access to startup funding, seed grants, and entrepreneurial mentoring programs to reduce barriers faced by aspiring entrepreneur
7. **Promote Innovation and Creativity:**
Universities should organize innovation competitions, idea-generation workshops, startup fairs, and entrepreneurship boot camps to encourage creative thinking and entrepreneurial problem-solving
8. **Enhance Global Business Awareness:**
Universities should integrate current business trends, technological innovations, and international case studies into teaching to help students develop a global entrepreneurial perspective and adapt to changing market conditions.
9. **Motivate Entrepreneurship through Recognition and Rewards:**

Universities should introduce awards, startup competitions, and recognition programs to motivate students' entrepreneurial creativity and innovation. Support from universities, government agencies, and business leaders can further encourage students to pursue entrepreneurial ventures.

10. Create supportive entrepreneurial ecosystems:

Universities, policymakers, and industry stakeholders should collaborate to design policies, funding opportunities, and institutional frameworks that encourage student entrepreneurship.

These recommendations can help private universities in Cumilla create a more dynamic and supportive environment for entrepreneurship development and better prepare graduates to become innovative entrepreneurs and job creators.

Conclusion

This study explored the role of teaching practices in evolving entrepreneurship among private university students in Cumilla, Bangladesh. The findings indicate that classroom pedagogies meaningfully influence the development of entrepreneurial knowledge, skills, attitudes, and aspirations. Although lecture-based teaching remains prevalent, interactive and experiential approaches, for example, case studies, group discussions, presentations, and project-based learning, are more effective at fostering entrepreneurial competencies. The study revealed that these pedagogical practices contribute positively to the development of innovative creativity, business planning ability, collaborative teamwork, critical thinking, and entrepreneurial confidence. Both students and faculty members emphasized that entrepreneurship education enhances awareness of business opportunities and encourages students to think of entrepreneurship as a viable employment option. However, several challenges continue to limit the effectiveness of entrepreneurship education, including inadequate practical exposure, weak industry-academia collaboration, limited mentoring and incubation support, financial constraints, and fear of business failure. Socio-economic uncertainty and a preference for conventional employment further discourage students' entrepreneurial engagement. Finally, the study concludes that effective entrepreneurship development requires more than classroom instruction. It depends on a supportive educational ecosystem that combines experiential learning, industry engagement, mentorship, innovation support, and institutional commitment. Strengthening these elements can better prepare students with the competencies, confidence, and practical experience essential to pursue entrepreneurial ventures. Consequently, private universities have a crucial role in nurturing entrepreneurial graduates who can contribute to innovation, employment generation, and sustainable socio-economic development in Bangladesh.

Directions of the Future Research

Several paths for future research are recommended:

1. Expansion of the study context:

Future research may extend the investigation to public universities and other regions of Bangladesh to enable comparative analysis and enhance the generalizability of findings.

2. Quantitative measurement of outcomes:

Future studies may incorporate advanced quantitative methods to measure the direct impact of specific teaching practices on entrepreneurial competencies, intentions, and startup outcomes.

3. Evaluation of Experiential Learning Models:

Further research could explore the effectiveness of specific experiential learning interventions, such as incubation programs, mentorship schemes, and industry partnerships, in enhancing entrepreneurial readiness.

4. Exploration of gender and socio-economic factors:

Future studies may examine how gender, socio-economic background, and access to resources influence students' entrepreneurial intentions and outcomes.

5. Faculty development and institutional policy studies:

Additional research could focus on faculty training needs, institutional policies, and governance structures that support or hinder entrepreneurship education.

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