

Empowering the Entrepreneurial Students Mindset: The Role of Critical Thinking in Developing Entrepreneurial Student

Renforcer l'état d'esprit entrepreneurial des étudiants : Le rôle de la pensée critique dans le développement de l'étudiant entrepreneur.

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Abstract: In higher education, there's a prevalent trend of indoctrination despite calls for preparing students for the real world. Standards like entrepreneurship are emphasized, but lacking clear objectives and effective training methods hinder success. Consequently, students are indoctrinated and undertrained, lacking critical thinking skills vital for navigating reality. Today's students must invest in improving their critical thinking to shape their future effectively. Many educational programs neglect to foster critical thinking, erroneously assuming it as innate. However, critical thinking requires cultivation and illumination. This paper underscores critical thinking's significance in cultivating entrepreneurial students; emphasizing the need for curricula and teaching methods that nurture and refine this essential skill.

Keywords: Higher education-entrepreneurial mind-critical thinking-entrepreneurship-training methods.

Résumé : Dans l'enseignement supérieur, il existe une tendance répandue à l'endoctrinement malgré les appels à préparer les étudiants au monde réel. Des normes telles que l'entrepreneuriat sont mises en avant, mais le manque d'objectifs clairs et de méthodes de formation efficaces entrave la réussite. Par conséquent, les étudiants sont endoctrinés et sous-formés, manquant de compétences de pensée critique essentielles pour naviguer dans la réalité. Les étudiants d'aujourd'hui doivent investir dans l'amélioration de leur esprit critique afin de façonner efficacement leur avenir. De nombreux programmes éducatifs négligent de favoriser la pensée critique, la considérant à tort comme innée. Cependant, la pensée critique nécessite d'être cultivée et éclairée. Cet article souligne l'importance de la pensée critique dans la formation des étudiants entrepreneurs ; soulignant la nécessité de programmes et de méthodes d'enseignement qui nourrissent et affinent cette compétence essentielle.

Mots- clés : Enseignement supérieur-esprit entrepreneurial-pensée critique-entrepreneuriat-méthodes de formation.

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Introduction

Entrepreneurship has emerged as a critical driver of economic growth, innovation, and progress of society. As the global landscape continues to evolve, the demand for entrepreneurial thinkers capable of navigating complexities and creating novel solutions has never been more needed. Developing a cohort of skilled and dynamic entrepreneur students is essential to ensure a prosperous and sustainable future for them in particular and society in general. At the heart of this endeavor lies a foundational skill that transcends traditional academic boundaries - *critical thinking*. The ability to think critically empowers students to analyze information, evaluate possibilities, and make informed decisions. In the context of the new higher education entrepreneurship program and goals, critical thinking serves as the cornerstone for fostering innovative ideas, overcoming challenges, and investing in future opportunities. By this analytical research we seek to illuminate the deep-rooted link between critical thinking and the development of future entrepreneur students. Delving into the multifaceted aspects of critical thinking within the Algerian Higher educational context, we also try to underline its pivotal role in shaping entrepreneurial minds and preparing them to succeed in an ever-evolving business landscape.

1-Outlining Critical Thinking

Thinking is a feature of the human mind that distinguishes it from other creatures, and it is another characteristic of the complex human mind. Thinking happens after a series of mental activities that the brain performs when it is exposed to a stimulus that is received by one or more of the five known senses of the individual. **Vincent Ruggiero** describes thinking as “any mental activity that helps formulate or solve a problem, make a decision, or fulfill a desire to understand, a search for answers while reaching for meaning” (Ruggiero, 2012 p. 4).

We have to establish that through thinking, man deals with the things that surround him in his environment, and at the same time he deals with situations that confront him without an apparent action. Therefore, thinking is a behavior that uses ideas and symbolic representations of things and events that are not present, those that are mentioned, visualized or imagined. A person uses the thinking process when he faces a question or feels that there is a problem he encounters, and the relationship between thinking and the problem is overlapping as they are two sides of the same coin. There are many times where we encounter a stage of critical thinking but we don't pay attention to it as it goes smoothly in conception that it is a usual thing that humans do. However, it is absolutely the opposite. It is a phase of critical thinking that should be developed and nourished. Just like the many questions asked by the child, are they evidence of his exaggerated and boring intrusion or an evidence of his intelligence and high ability to analyze things? Another example of seeing thing is by asking if we are accustomed to taking matters as presented to us without a careful analysis of them, or a search in many sources with the aim of arriving at the information closest to logic? These questions can be a start for a definition of critical thinking. On another note, we see that CT generally pushes the person to analyze facts, be rational, be skeptical, or give objective analysis with the aim of making a judgment or arriving at a conclusion. Many definitions were given to this cognitive process, below is some of them:

Critical thinking is purposeful, self-regulatory, judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criterion logical, or contextual considerations upon which that judgment is based” (P. A. Facione, 2013, p. 21).

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and socio-centrism (**Richard Paul and Linda Elder, 2008**)

Edward Glaser defines critical thinking as follows “The ability to think critically, as conceived in this volume, involves three things:

- an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences
- knowledge of the methods of logical inquiry and reasoning
- some skill in applying those methods.

Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life.

As a final comprehensive, concise operating definition Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (**Michael Scriven and Richard Paul, 2003**).

2-Insights on Entrepreneurship

The notion of entrepreneurship has undergone significant expansion in recent decades, encompassing both extensive research and practical applications, as highlighted in this paper. However, despite this progress, a comprehensive and definitive definition of entrepreneurship remains elusive. In essence, entrepreneurship is an innovative pursuit wherein individuals introduce novel offerings to the market, according to **Balu (2010)**, entrepreneurship entails transforming productive resources into a new configuration, achieved through either managing the product or commercial process, or by leveraging both underutilized and already utilized means of production. It also can be described as the dynamic and competitive actions that propel the market process and introduce fresh economic activities, resulting in transformative changes within the marketplace (**Davidson, 2016**). Another definition given by **Hari Winrato (2011)** states that Entrepreneurship is defined as a process of identifying, developing, and bringing vision to life as discussed by the authors, which can be innovative ideas, opportunities, a better way in doing something. If we relate these definitions to Entrepreneur students we will find that students, once or even before they graduate, need to begin with recognizing opportunities or gaps in the market. They need to have a keen eye for spotting problems or unmet needs, which can be the foundation for their ventures. The moment the opportunity is identified, they have to start working on developing their ideas further. This involves creating a

Empowering the Entrepreneurial Students Mindset: The Role of Critical Thinking in Developing Entrepreneurial Students

clear vision for their business, refining the concept, and strategizing how to bring it to life. The essence of entrepreneur students lies in taking action to turn the identified opportunity into reality. Entrepreneur students take calculated risks and put in efforts to use their critical thinking for better ways of doing things into the market. Ultimately we can say that entrepreneurship is a process that involves finding and cultivating new ideas, seizing opportunities, and taking steps to implement them in a way that brings about positive changes in the marketplace.

3- Importance of critical Thinking in the student life

In the world of digital technology and the tremendous speed in the transmission of information, news, cultures and ideology, it has become more apparent that people from different backgrounds should keep the pace with the changing times so they won't be left behind. Old methods in different fields are no longer useful in a world based on creativity and linked by information and quick conclusions. Students of different nations cannot shelter themselves from the influence of other cultures on them, as a lot of books, ideas, information and sources are taken from abroad. Surely, it is something that enriches them in many cases, but it is comforting to have students who are able to use Critical thinking to free themselves from their erroneous convictions especially the ones that are borrowed from outer. When we look at a conviction such as "money can't buy you happiness" although this conviction is used a lot around the world, we can begin to analyze it and connect it with facts and experiences; It is possible to reach a different and more positive conviction, such as: "Money is a mean to development and betterment of lifestyle," In the Algerian context, money was always an issue to many families especially after more than a decade in communism and civil war. Nowadays with a government more stable economically and open to free trade, it is clear that the governing bodies are encouraging to have productive students and not just ones with diplomas. C.T is essential to change students' behaviors for it is based on new personal convictions that were drawn from experience and observation. For this reason **Bailian (1999)** thought that society's respect for the honesty of the word will increase through the spread of the culture of constructive criticism, and every scientist and every intellectual will make every effort to provide scientific content supported by sources, research and evidence.

Secondly, if we build a society of students with critical thinking, we know for sure that we are training people who can move beyond "typical" thinking models to an advanced way of thinking. This new generation of critical thinkers produces more improved ideas than poor thinkers (**Ruggiero, 2012**). They become more adept in their thinking by using a variety of probing techniques which enable them to discover new and often improved ideas. More specifically, Students with critical thinking skill tend to see the problem from many perspectives, to consider many different investigative approaches, and to produce many ideas before choosing a course of action. In addition, they are more willing to take intellectual risks, to be adventurous, to consider unusual ideas, and to use their imaginations while analyzing problems and issues.

Thirdly, C.T allows students to use their maximum mental abilities to interact positively with their environment, face the conditions of life in which interests are intertwined and demands increase, and achieve success and adapt to the developments of life. When applied, Critical thinking skills can help students:

- Lead to a deeper understanding of the content.
- Achieving independence in the learner's thinking.
- It encourages the spirit of inquiry and research.
- Give meaning to the educational content.
- Raising educational attainment.
- It makes the learner more positive and interactive.
- Enhance the ability to solve problems.
- Raising the confidence of learners and the rate of creativity and development (Murawski , 2014)

Fourthly, Critical thinking skills have become important and necessary in Higher education, because they help active participation not only in the classroom but they can extend to society, and give learners different experiences that prepare them to adapt to life's requirements, test their first impressions, make important distinctions among choices, and base their conclusions on evidence rather than their own feelings. Student can be aware of their own limitations and predispositions, they double-check the logic of their thinking and the workability of their solutions, identifying imperfections and complications, anticipating negative responses, and generally refining their ideas and eventually succeed in the future.

Finally, we can summarize all of the above according to Ruggiero, by this table (Ruggiero,2012):

Table1. Ruggiero Model on benefits of Critical Thinking

Critical Thinkers	Non-Critical Thinkers
Acknowledge personal limitations. - See problems as exciting challenges. - Have understanding as a goal. - Use evidence to make judgements. - Interested in others' ideas. - Are skeptical of extreme views. - Think before acting. - Avoid emotionalism. - Keep an open mind. - Engage in active listening	- Take the first approach that occurs to them. - Judge too quickly and not critically. - Fail to listen actively. - Think their ideas are best, others are less. - Resist change. - Think in stereotypes. - Deceive themselves often.

Source: Ruggiero, 2012.

4- Implementing Critical thinking in Algerian educational curricula:

The Algerian Higher educational curricula aims to have students graduate with projects not just a diploma. Therefore critical thinking skills should be included in scientific studies in all major educational systems to have students able in the context of problem-solving and decision-making. Contemporary cognitive psychology considers human reasoning to be a complex, reflective, and interactive process. The relationship between critical thinking skills, arrangements, and behavior is also an experimental question. Some practice this kind of thinking but lack its skills, some have those skills but no practice, and some don't have either. To reach the level of having skills and practice at the same time, Algerian students should be exposed to problem-solving and decision-making at an early age to reach the goal of having productive graduates (Baghoussi, 2021).

4-1. Thoughts on CT in Fundamental schools

Critical thinking is of particular importance in educational circles, as it is important in the process of education, building basic ideas, principles, and theories. It is also important in teaching application, as these ideas, principles and theories come into effect in the lives of learners.

Each field adapts the use, concepts, and principles of critical thinking. All areas share central concepts, but differ according to the content or substance of each topic. Pupils must be triggered to use their own thinking in order to learn the content. Everyone should use his own thinking, his own construction of knowledge. Teachers should also be aware of this and therefore focus on questions, readings and activities that stimulate the mind to possess the key concepts and principles in any issue or topic. Many studies confirmed the importance of exposing pupils to realistic problems and the importance of encouraging them to dialogue in a supportive environment. Strategies for teaching critical thinking are thought to be feasible in many educational settings (**Khemmad, 2022**).

4-2- Critical Thinking at University:

Critical thinking is important in academic fields because it allows one to analyze, evaluate, explain and reconstruct thinking, thus reducing the possibility of adopting a false belief. A person's preoccupation with critical thinking, knowledge of the rules of reasoning, and logical questioning does not prevent him from making mistakes, because there are some influences that push for mistakes, such as selfishness, biases, propaganda, self-deception, and misleading information. That is why critical thinking focuses on exposing such errors. Looking at research in cognitive psychology, teachers believe that schools and universities should focus on teaching students critical thinking and instilling those intellectual qualities in them from a young age (**Benmouhoub, 2022**).

Critical thinking is an important aspect of effective thinking and forms the basis for learning, evaluating what we learn and achieving success in life. Critical thinking denotes diligent research in order to understand and analyze information and determine its value and importance. Critical thinking inevitably leads to creative thinking, which is a process by which potential solutions or conclusions related to an issue are collected or arrived at. This process is often referred to as brainstorming, brainstorming, or introducing new proposals, and it enhances opportunities to find appropriate solutions to the dilemmas we face in our lives. One complements the other and if they are used optimally, they will lead to effective thinking (**Rogti, 2021**).

Many students attend university and use creative thinking skills to express their opinions and positions on various topics. Unfortunately, they think that expressing an opinion is enough, but they soon realize, due to their limited experience, that professors at the university expect to have better skills, especially those skills that require them to be able to analyze, evaluate and reach logical decisions, which we call critical thinking. Thus, the importance of applying critical thinking in higher education can be highlighted as follows:

- It greatly helps in understanding the cognitive and behavioral issues of the student.
- It is necessary for the student to be liberated with his ideas, away from dependency, as the importance of critical thinking lies in the fact that it serves as a cornerstone for building a knowledge base that leads the student to freedom and independence with his ideas.

- It makes the educational process of great impact and value in the life of the student due to his acquisition of knowledge and skills that help him in his personal life and daily situations.
- It helps the student to move forward on the path of success and acquire useful and fruitful knowledge that is in the interest of his personal, professional and academic life. **(Michael & Mike, 2014)**
- It enhances the student's self-confidence, and as a result of seeing a clear impact and a clear change in his way of thinking and his view of things, the educational process seems to him of great value and he is always positive, participating and interactive.
- It helps the student to test the knowledge and skills he has learned during the situations and problems he faces in his life.
- It enhances the student's view of himself, and is confident in his abilities and skills.
- It greatly assists the student in growth, development and thinking in a creative and creative way in his life in general. **(Hamdan, 2014).**

5- The teacher's roles in applying critical thinking

The teacher should plan how to develop critical thinking skills in his students, by choosing specific questions and activities. Some of the tasks that he has to do include but not limited to:

- He has to set the place and motivate the students to carry out the activities in an appropriate and productive manner.
- To use events and activities that have an impact on the daily situations of students' lives, so that the benefit is greater.
- Use encouragement and motivation methods so that the benefit includes all students in the class and that opportunities are distributed among them equally.
- The teacher should not interfere and hinder the thinking and analysis process of students, but can help them through guidance only.
- Therefore, you, as a student, have to collect information related to the topic of the lesson.
- Take stock of different opinions that discuss the same topic.
- Try to discuss the different opinions as a next stage to listening to them, in order to filter them and choose the right ones that serve your purpose, your cause, and the topic of your lesson.
- You have to be precise in your notes and logical in your discussions.
- Be careful, and don't get caught up in the common opinions and ideas shared by others.
- You should not be carried away by emotional meanings, but rather rely on logical arguments.
- Formulate questions that contribute to a deeper understanding of your problem, issue, or question from the teacher.
- Predict possible outcomes, based on logical and rational criteria.

- You should strive to be the owner of an opinion and not just echo and transmit the ideas of others.
- Do exercises that teach you critical thinking skills, which are many and available on the Internet in abundance (**Stephen, 2011**).

In conclusion, we can say that critical thinking is needed by every individual in his life, not just the student. We all need to learn critical thinking skills, regardless of our ages, educational levels, differences in mental knowledge, and different sensory and creative abilities.

6- Entrepreneurship in Higher Education

The concept of entrepreneurship has assumed an undeniable significance in contemporary society, attracting substantial scholarly interest, particularly in the context of economic and social progress. The escalating issues of unemployment and the labor market's inability to absorb the burgeoning youth population have intensified the focus on fostering entrepreneurship as a viable solution. Algeria, like many other nations, has recognized the urgency of addressing this challenge and has responded through a series of targeted measures and policies aimed at encouraging and supporting young individuals to embark on entrepreneurial journeys. In this context, the role of universities becomes pivotal, as these academic institutions bear the responsibility of instilling an entrepreneurial mindset among students and equipping them with the skills and knowledge to drive growth and development within the society (**Bouslikhane, 2014**).

The idea of Entrepreneurship education has emerged as a subject of burgeoning interest within academic circles, with a primary focus on nurturing entrepreneurial competencies among students. In fact, the pressing need to address unemployment and drive socio-economic progress, Algeria has taken significant strides in promoting entrepreneurship. The government has enacted policies that provide essential facilities, financial incentives, and moral support to aspiring entrepreneurs. Moreover, a conducive ecosystem has been established to foster the creation and growth of small and medium-sized enterprises, thereby creating an environment conducive to entrepreneurship. Multiple Empirical studies have shed light on the positive correlation between entrepreneurial competencies and student populations, revealing noteworthy variations based on gender and fields of study (**Stanic, 2021**). Educational institutions, including prominent universities in Algeria, have undertaken a pivotal role in proffering entrepreneurship education as a strategic response to the prevalent issue of graduate unemployment. The perceptual dimension of entrepreneurship education, encompassing critical aspects like curriculum design and teaching methodologies, has been subject to investigation, displaying a significant link with students' entrepreneurial intentions. Furthermore, the exploration of entrepreneurship has transcended traditional boundaries, with most universities like *Msila University*, witnessing a commendable rise in student-driven entrepreneurial endeavors. Such institutions have exhibited a particular emphasis on harnessing technological innovations and discovering untapped entrepreneurial potential. This comes from the fact of recognizing the profound impact of universities on shaping the future workforce and academic institutions in Algeria have actively embraced their role in cultivating an entrepreneurial spirit among students. Like mentioned before, diverse initiatives have been undertaken, such as integrating entrepreneurship standards into the curriculum, organizing seminars, and establishing forums and scientific institutions dedicated to promoting

entrepreneurship. These endeavors seek to empower students with the knowledge, skills, and mindset necessary to catalyze growth and development, steering them away from the passive role of idleness and positioning them as key contributors to the nation's progress (**Abd El Majid, 2020**).

While substantial strides have been made in entrepreneurship education, there remains an imperative to conduct comprehensive analyses of extant curricula to discern potential gaps and avenues for enhanced development. Such efforts promise to fortify the entrepreneurial acumen of aspiring young minds and foster an environment conducive to sustained economic growth and innovation.

7- Critical thinking and Entrepreneur students

Critical thinking plays a vital role in the realm of entrepreneurship. Entrepreneurs, depending on their styles of self-regulation, demonstrate varying degrees of critical thinking. Some considers Critical thinking as a crucial skill for entrepreneur students. It helps them build skills of making decisions, analyze situations, and solve problems effectively (**Galina, 2021**). Here are some of the major points where critical thinking can be beneficial to the development of entrepreneur students:

- Critical thinking encompasses the ability to analyze information objectively, identify assumptions, evaluate evidence, and draw well-reasoned conclusions. These cognitive processes are fundamental to entrepreneurship as students must assess market opportunities, anticipate challenges, and craft viable business strategies. By instilling critical thinking skills, educational institutions can nurture the core competencies essential for entrepreneurial success.
- Entrepreneurial endeavors often center on disruptive innovations. Critical thinking encourages students to question conventional wisdom, embrace creativity, and explore uncharted territories. An entrepreneurial mindset grounded in critical thinking fosters a culture of innovation, empowering students to develop groundbreaking ideas and solutions that can transform industries and markets.
- Entrepreneurs face a multitude of decisions that can shape the trajectory of their ventures. Critical thinking equips students with the analytical tools to assess risks, weigh alternatives, and make informed choices. By honing their ability to evaluate different scenarios, students develop the confidence to navigate uncertainties and seize opportunities that align with their entrepreneurial vision.
- The entrepreneurial journey is replete with challenges, ranging from market competition to resource constraints. Critical thinking enhances problem-solving skills, enabling students to approach obstacles with a solutions-oriented mindset. By viewing challenges as opportunities for growth, entrepreneur students can develop creative and effective strategies to overcome hurdles and drive their ventures forward.
- Entrepreneurship demands adaptability and resilience in the face of ever-changing market dynamics. Critical thinking nurtures a growth-oriented mindset, enabling students to embrace failure as a stepping stone to success and learn from setbacks. This mindset fosters perseverance and the ability to pivot in response to evolving

circumstances, essential qualities for entrepreneurial sustainability. (Alain & Heinz; 2006)

On a different note, we know that different students possess varying levels of critical thinking skills, depending on their self-regulation styles, which may impact their decision-making and problem-solving approaches. Developing critical thinking skills is essential for entrepreneur students, particularly in challenging circumstances and crises (Karla, 2020). It was found that Collaborative Transformative Learning method can be used to promote critical thinking among students aspiring to become entrepreneurs. By engaging in collaborative learning experiences that transform their perspectives, students can develop critical thinking skills relevant to entrepreneurship (Ananya, 2021) When Exploring theories from classical, neo-classical, and modern schools of thought offers diverse perspectives on entrepreneurship and contributes to understanding its connection with critical thinking , adding depth to our understanding of the subject. Strategic thinking, encompassing systems thinking, creative thinking, and opportunism intelligence, exerts a positive influence on entrepreneurial success. Moreover, learning models used to teach critical thinking skills have a significant impact on students' learning outcomes in entrepreneurship (Sharon, 2018).

Ultimately, critical thinking is a fundamental aspect of entrepreneurship. Developing this skill enables entrepreneur students to effectively address challenges, generate innovative ideas, and enhance their chances of success. Different theoretical perspectives and strategic thinking styles contribute to a more comprehensive understanding of the role of critical thinking in entrepreneurship, ultimately fostering innovation and achievement in entrepreneurial endeavors.

Conclusion

The theme of entrepreneurship has emerged as a critical focus in Algeria's quest for socio-economic development. With rising unemployment rates and the challenges faced by the labor market, fostering an entrepreneurial spirit has become an urgent priority. Algeria has made commendable efforts through policies and measures aimed at encouraging young individuals to embrace entrepreneurship. Universities play a pivotal role in this endeavor, actively engaging in initiatives to nurture the entrepreneurial foundation needed to drive societal growth and development. As students are empowered to become active contributors to the nation's progress, fostering an entrepreneurial culture will pave the way for sustainable economic prosperity and social advancement.

As we embark on an era of rapid transformation and unprecedented challenges, the significance of fostering entrepreneurial thinkers equipped with critical thinking skills cannot be overstated. This research seeks to highlight the integral role of critical thinking in shaping future entrepreneurs, unlocking innovative potential, enhancing problem-solving abilities, and fostering resilience. As educational institutions embrace the imperative of nurturing critical thinking, they lay the foundation for a new breed of dynamic entrepreneurs poised to leave an indelible mark on the global business landscape and drive positive change in society.

Entrepreneurship education stands as a pivotal instrument in nurturing the entrepreneurial competencies of students and addressing contemporary socio-economic challenges. We tried in this analytical study to illuminate various dimensions of CT and entrepreneurship education, ranging from competencies to perceptual factors and their impact on student ventures. As the

world embraces a future characterized by technological disruptions and unprecedented challenges, the cultivation of critical thinking skills in entrepreneur students assumes paramount importance. A robust entrepreneurial mindset grounded in critical thinking equips students to envision and realize innovative ideas, make strategic decisions, and navigate complexities with resilience. Educational institutions play a pivotal role in fostering this transformative skill set, laying the foundation for a new generation of adaptable and visionary entrepreneurs who can drive societal progress and shape the future of entrepreneurship.

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