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Assessing the Impact of the Educators Mentorship Pedagogy (EMP) on Sales Performance Among Diploma-Level Students

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Abstract:

The traditional entrepreneurship education (EE) in conventional formats needs to include effective components for behavioral change. This is an exploratory study of Educators Mentorship Pedagogy (EMP) framework utilizing Traditional Teaching (TTC), Psychosocial Mentorship (PTM), Career-Related Function (CRF) and Peer Mentoring (PMM) to determine the basis of recommendation for real-world sales performance. A qualitative multiple-case study was conducted analyzing 10 student groups across a four-week project assignment for business opportunities at an institution in Malaysia. The intervention embedded mentorship into weekly tutorials to convert explicit theoretical frameworks into tacit experience. Findings show that while TTC established the cognitive foundation, PTM and PMM were essential in mitigating the "fear of failure" and building sales resilience. Despite time and resource constraints, top cases achieved significant market traction: BrosJelly sold 360 units (RM720 revenue), Cakesistars sold 341 units (RM341 profit commission), and Kemamzz sold 200 units. Results demonstrate that structured, multidimensional mentorship effectively bridges the "knowledge-action gap," enabling diploma level students to achieve high-volume sales and operational efficiency. This study validates EMP as a superior pedagogical tool for driving tangible performance outcomes in the Malaysian Higher Learning Institution (HLI) ecosystem.

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INTRODUCTION

Entrepreneurship education (EE) has emerged as a primary strategic pillar for Malaysian economic development, with the government and the Ministry of Higher Education (MoHE) placing intense emphasis on mentorship programs to bolster student entrepreneurial development. MoHE specifically highlights that for a high-performing entrepreneurship ecosystem to flourish, staff engagement in upgrading mentoring and coaching skills is essential. However, the 2024 Khazanah Research Institute (KRI) report shows a persistent gap: self-employed graduates continue to face significant hurdles, particularly an inadequate understanding of strategies for business scaling and sustainability.

This evidence suggests that current pedagogical approaches may establish a theoretical base but fail to provide the structured guidance necessary to navigate the complexities of running a real-world business. For diploma-level students, the dynamics of an entrepreneurship subject often collide with the limitations of Traditional Teaching Functions (TTC). Unlike degree or postgraduate students who typically benefit from advanced cognitive maturity and greater autonomy, diploma cohorts are distinct. They often possess a more foundational, application-oriented perspective, and frequently exhibit nascent levels of academic self-efficacy. Consequently, within identical semester timelines, diploma students face a steeper curve in translating abstract theories into practice, making them more vulnerable to the rigidity of TTC. TTC is frequently characterized as a top-down, static method where students are expected to receive, store, and repeat information. While TTC is crucial for establishing the "cognitive foundation" and transmitting fundamental frameworks, like market analysis or financial planning, it provides inadequate opportunities for active interaction and fails to shift a student's long-term entrepreneurial plans. Technical instruction, such as teaching a student how to write a business plan, has proven insufficient for fostering a true entrepreneurial mindset; instead, the focus must shift toward changing attitudinal factors through a more dynamic pedagogical approach. Such an approach often involves immersive experiences and direct engagement with experienced practitioners, cultivating resilience and adaptability (Ademola et al., 2023; Carolis & Litzky, 2019; Mawson et al., 2022).

To move students from passive learning to active selling, the lecturer must act as an orchestrator of the Educators Mentorship Pedagogy (EMP) framework. Mentorship in this context goes beyond regular teaching to promote personal growth and prepare students for the inherent challenges of entrepreneurship. This pedagogical shift leverages personalized guidance and emotional support to transform theoretical knowledge into actionable business acumen, especially crucial for Technical and Vocational Education and Training students who often face competency gaps upon graduation (Ribeiro et al., 2018; Rofa & Ngah, 2024).

The EMP framework harmonizes four critical dimensions: TTC for academic knowledge enhancement, Psychosocial Mentorship Pedagogy (PTM) to build resilience and reduce the "fear of failure", Career-Related Function (CRF) to connect classroom theory with experiential learning and networking, and the Peer Mentoring Method (PMM) to provide a relatable and accessible support system through classmates (Badwan, 2022). This multi-dimensional orchestration is vital in converting explicit classroom knowledge into the tacit knowledge required for business success.

Current literature in the Malaysian context remains scarce regarding the specific efficacy of educator-led mentorship on actual behavioral outcomes like sales. Most studies use students as samples to measure "entrepreneurial intention" rather than examining hard performance data (Hu et al., 2021; Prastyaningtyas et al., 2023). This research addresses this gap by analyzing the impact of a four-week EMP intervention on the sales volume and unit achievement of student ventures. By analyzing actual results from projects like BrosJelly, which achieved a volume of 360 units, and Cakesistars, which sold 341 units and generated over RM341 in net profit within 30 days, this study proves that an orchestrated mentorship approach can successfully bridge the theory-practice to the students.

LITERATURE REVIEW

The Concept of Educators Mentorship Pedagogy (EMP)

Mentorship is defined as a formalized process established through a developmental relationship between a more experienced individual (mentor) and a less experienced person (Letloenyane et al., 2025) In an educational context, mentoring serves as a pedagogical tool that complements traditional teaching methods to enhance students' overall learning experiences. The Malaysian Ministry of Higher Education

(MoHE) has increasingly emphasized the integration of mentoring and coaching within Higher Learning Institutions (HLIs) to develop an excellent entrepreneurship ecosystem. Educators, particularly in entrepreneurship education (EE), often utilize their industry knowledge and professional connections to provide personal assistance and useful advice that goes beyond regular classroom instruction (Johari et al., 2023; Vizdák & Kovács, 2023). This study adapts the Educators Mentorship Pedagogy (EMP) framework based on dimensions identified by Badwan (2022), which includes traditional teaching, psychosocial mentoring, and career-related functions, while incorporating peer mentoring as a critical complementary strategy.

Traditional Teaching Function (TTC)

The Traditional Teaching Function (TTC) represents the essential element in the transfer of explicit academic knowledge and theoretical frameworks from educators to students. Characterized as a top-down static method, it typically involves lectures, assignments, and standardized assessments in areas such as market analysis and financial planning. TTC is critical to pedagogy because it provides the "cognitive foundation" required for students to advance toward practical and innovative skills. However, recent research suggests that traditional teaching alone is an inadequate approach for changing students' entrepreneurial intentions (Phạm et al., 2023). While TTC establishes discipline and a systematic approach to problem-solving, it is most effective when integrated with other mentorship techniques that promote creativity and risk-taking.(Malathi & Venugopal, 2025).

Psychosocial Mentorship Pedagogy (PTM)

Psychosocial Mentorship Pedagogy (PTM) focuses on the personal and mental growth of individuals by strengthening their self-confidence, self-esteem, and self-identity. This dimension goes beyond academic content delivery to create a supportive environment that responds to students' emotional and social needs.(Gonçalves et al., 2025; Jitjumnong & Suksakulchai, 2021) A primary role of PTM in entrepreneurship education is reducing the "fear of failure," which often acts as a significant barrier to entrepreneurial desire. Mentors using this function serve as role models, offering emotional support and encouragement that allow students to consider failure as a learning opportunity rather than an obstacle(Chasaya & Ayandibu, 2025). By developing resilience, flexibility, and perseverance, PTM enables students to perceive complex challenges as opportunities for development.

Career-Related Function (CRF)

The Career-Related Function (CRF) in mentorship encompasses coaching, goal setting, professional networking, and providing exposure to demanding tasks. CRF is designed to help students achieve professional goals by providing a deeper understanding of future career paths and entrepreneurial prospects (Ismail et al., 2023). A key aspect of this dimension is its heavy emphasis on experiential learning, where students engage with real-world situations, such as strategic planning and resource management in uncertain conditions. By integrating classroom experiences with future professional roles, educators enhance students' preparedness and confidence to pursue entrepreneurship beyond the campus environment. Furthermore, CRF is essential for widening students' professional networks, connecting them with industry professionals and alumni to support their business ventures (Johari et al., 2023).

Peer Mentoring Method (PMM)

While traditional literature heavily centers on educator mentoring, the Peer Mentoring Method (PMM) is increasingly recognized as a practical and relatable support system where mentors and mentees hold similar positions. In a classroom setting, PMM often emerges informally through interactions with classmates who possess prior entrepreneurial exposure or experience (Elliott et al., 2017; Hird, 2020) Consistent with social learning theory, students learn indirectly through observation, discussion, and shared experiences with close peers. PMM offers a more accessible and scalable support system than traditional models, helping to overcome structural limitations such as academic workload or mentor unavailability. Peer mentors impart their own entrepreneurial experiences to fulfill roles as coaches and familiar role models, fostering a sense of reciprocity and mutuality that can significantly strengthen a student's intention to engage in an entrepreneurial career (Villa et al., 2021).

The Interaction of EMP Dimensions

Rather than operating in pedagogical isolation, the four dimensions of the EMP framework function as an interdependent system that systematically converts explicit knowledge into actual behavioural outcomes, such as sales execution (Badwan, 2022). As discussed in an earlier subsection of the literature review, the Traditional Teaching Function (TTC) acts as the foundational baseline by providing the structural vocabulary and financial frameworks necessary for business planning (Phạm et al., 2023). However, moving students from theoretical comprehension to market execution requires them to navigate intense emotional barriers. In this regard, Psychosocial Mentorship Pedagogy (PTM) acts as a critical psychological prerequisite; by actively mitigating the fear of failure and building self-efficacy, PTM creates the emotional resilience required for students to engage with customers and meet the experiential learning demands of the Career-Related Function (CRF) (Chasaya & Ayandibu, 2025; Malathi & Venugopal, 2025). Literature consistently demonstrates that, without the emotional safety net and anxiety-reduction mechanisms established by PTM, students are highly likely to retreat into passive classroom compliance rather than embrace the market and venture uncertainties inherent in CRF tasks, such as real-world sales execution (Gonçalves et al., 2025). Additionally, the study by Neneh and Dzomonda (2024) affirms that once individuals become emotionally attached to a goal, they feel obligated to perform the behaviour and realise that giving up can be costly. Finally, the Peer Mentoring Method (PMM) acts as a lateral catalyst throughout this process. While the educator orchestrates TTC, PTM, and CRF vertically, peers provide real-time horizontal validation and reciprocal troubleshooting (Villa et al., 2021). This peer-to-peer interaction translates complex educator directives into relatable, actionable strategies on the ground, thereby bridging the knowledge-action gap within compressed timelines (Elliott et al., 2017; Mawson et al., 2022).

RESEARCH METHODOLOGY

Research Design

This study utilizes a multiple-case study qualitative approach to evaluate a four-week pedagogical intervention. The study examines how the orchestration of the four EMP dimensions TTC, PTM, CRF, and PMM bridges the gap between entrepreneurial theory and actual sales behavior. This design allows for an in-depth exploration of the concepts interactions and impacts of each mentorship component on student outcomes, particularly regarding their engagement in real-world entrepreneurial challenges (Ghannad & Sörensson, 2024).

Sampling

The sample comprises N=10 student-led ventures from a Malaysian Higher Learning Institution (HLI). These ventures were part of a month-long "Business Opportunity" assignment where students were required to identify, source, and sell products to the public. The cohort consisted of diploma-level students operating with zero to minimal startup capital. To ensure methodological rigor, case selection followed a strict purposive sampling protocol based on three criteria: (1) full completion of the four-week operational cycle, (2) representation of diverse product types to ensure cross-case variance (e.g., fast-moving consumer goods vs. customized services), and (3) absolute transparency and completeness in both quantitative sales logging and qualitative reflective reporting. This approach facilitates a comprehensive understanding of how specific mentoring activities conducted during the intervention influenced the students' entrepreneurial learning processes and subsequent venture performance, especially within a constrained operational environment (Silva, 2021; Sørensen & Gronemann, 2021).

Operationalization of EMP

The lecturer acted as an orchestrator of the EMP framework, integrating four key dimensions into weekly tutorial discussions over the one-month assignment period:

i. TTC: The lecturer delivered the cognitive foundation by instructing students on fundamental frameworks, including SWOT Analysis and the Business Model Canvas (BMC), as well as pricing strategies and market analysis.
ii. PTM: During weekly discussions, the lecturer provided emotional support and encouragement to reduce the "fear of failure" inherent in public selling. This dimension focused on building resilience when students faced customer rejection.
iii. CRF: The intervention emphasized experiential learning by guiding students through real-world operational challenges, such as collaborating with external vendors (e.g., Sahabat Vendor or Alice's Kitchen) and managing professional financial transactions via digital tools like QR Pay.
iv. PMM: The lecturer facilitated a collaborative environment where students engaged in informal peer-to-peer coaching. This allowed students with prior experience or early success to serve as accessible role models for their classmates.

Data Collection and Analysis

Data were collected from two primary components within the student business reports:

i. Quantitative Data: Weekly sales logs, total units sold, and net profit calculations were extracted to measure hard performance outcomes. This enabled a direct empirical assessment of entrepreneurial effectiveness, specifically quantifying the tangible outputs of the students' ventures.
ii. Qualitative Data: "Experiential Learning" reflections were analyzed using content analysis to identify evidence of the four EMP dimensions. Specifically, the qualitative analysis focused on uncovering instances where students described applying theoretical concepts, leveraging emotional support, navigating practical career-related challenges, or benefiting from peer interactions in their sales activities.

The analysis focused on correlating the orchestrated mentorship interventions with unit-sold milestones. Descriptive statistics were used to summarize the financial achievements of each group to demonstrate the efficacy of the EMP approach under resource-constrained conditions.

RESULTS AND DISCUSSION

Quantitative Sales and Financial Performance

The EMP intervention successfully translated theoretical classroom knowledge into significant market traction. Over the four-week period, the 10 student-led ventures achieved a combined sales volume exceeding 1,800 units. Despite operating as resource-constrained diploma projects, several groups achieved profit margins as high as 64% through strategic cost management coached during tutorial sessions.

Table 1: Quantitative Sakes and Financial Performance of the Groups

Case ID	Venture Name	Primary Product	Units Sold	Total Revenue (RM)	Net Profit (RM)	Profit Margin (%)
G1	Loaded Potatooties	Loaded Potatoes	97	625.20	135.20	21.6%
G2	Cakesistars	Mini Cakes	341	2,046.00	341.00	16.7%
G3	Kemamzz	Candy Packs	200	400.00	183.95	46.0%
G4	Budiscent	Fragrance/Scrub	20	920.00	80.00	8.7%
G5	BrosJelly	Coconut Jelly	360	720.00	220.00	30.6%
G6	Snackaholic	Cookies & Milk	185	692.00*	208.89	30.2%
G7	Banubi Bites	Traditional Chips	140	460.50	86.60	18.8%
G8	Saudagar Ramen	Korean Ramen	280	1,456.00	302.00	20.7%
G9	Mee Siput Muar	Traditional Snack	100	380.00	52.79	13.9%
G10	Cocoaé	Choco-jars	130**	**912.00	**588.84	**64.6%

*Estimated based on unit price and total units sold.
**Ambiguous numbers.

The financial performance of the ten student-led ventures demonstrates the efficacy of the EMP intervention, with a cumulative sales volume exceeding 1,800 units over a four-week period. Cakesistars (G2) and BrosJelly (G5) emerged as the volume leaders, moving 341 and 360 units respectively, while Cakesistars also achieved the highest total revenue at RM 2,046.00. Despite varying product types and price points, the ventures showcased significant profitability; notably, Cocoaé (G10) recorded a peak profit margin of 64.6%, nearly double the cohort average, suggesting an exceptional mastery of cost-plus pricing or high-value niche positioning for their "Choco-jars." However, the numbers reported by G10 should be carefully extrapolated since they are marked as ambiguous compared to the rest of the groups. This discrepancy serves as a pedagogical reflection point, as students at the diploma level may perform typical reporting mistakes even when EMP is being practiced.

Nonetheless, these results collectively highlight how coached tutorial sessions on financial calculation enabled resource-constrained projects to achieve substantial market traction and healthy net profits.

Beyond financial metrics, the intervention also fostered significant personal and professional growth, as students developed critical problem-solving and strategic planning skills through their engagement with real-world challenges like inventory management and market dynamics (Ali et al., 2024).

Qualitative Evidence of EMP Dimensions

The success of the ventures was not solely attributed to the technical frameworks provided via Traditional Teaching (TTC), but rather to the lecturer's orchestration of Psychosocial (PTM) and Peer (PMM) support. The following table maps student qualitative reflections to the four specific dimensions of the EMP framework.

Table 2: Qualitative Evidence Mapping to EMP Dimensions

EMP Dimension	Operational Definition	Supporting Student Evidence (Reflections)
TTC	Cognitive Foundation	"Applied what we learned in class, such as SWOT Analysis and Business Model Canvas (BMC)."
PTM	Reducing Fear of Failure	"I force myself to approach a stranger after seeing my friend doing it without hesitation... I have no more problem communicating with strangers."
CRF	Experiential Learning	"I learned how to negotiate with our supplier... this taught me to develop effective communication skills and sales management."
PMM	Peer-Based Influence	"Everyone was given their own task... we complement each other. Izzhar handled promotion while Uzer and Arif were good at direct selling."

The qualitative evidence demonstrates that the success of the student ventures was driven by a holistic orchestration of the four EMP dimensions, moving beyond simple theory to internalize entrepreneurial mindsets. While Traditional Teaching (TTC) provided the necessary cognitive foundation through tools like SWOT Analysis and BMC, the intervention's real impact is seen in the development of soft skills and resilience. For instance, Psychosocial support (PTM) effectively reduced the "fear of failure," enabling students to confidently approach strangers, while Experiential Learning (CRF) translated into practical negotiation and sales management skills. Furthermore, the Peer-Based Influence (PMM) dimension highlighted a shift toward collaborative synergy, where students learned to complement each other's strengths in promotion and direct selling. Collectively, these reflections suggest that the EMP framework successfully bridged the gap between classroom knowledge and real-world entrepreneurial execution. This comprehensive pedagogical strategy not only cultivated practical competencies but also significantly enhanced entrepreneurial intention and its antecedents among participants, as demonstrated by the observed increase in their entrepreneurial attitude and perceived behavioral control compared to traditional teaching methodologies (Ali & Negasi, 2021).

Behavioral Triggers and Pivots

A critical finding was the "Mid-Assignment Pivot," where mentored sessions triggered a change in strategy that saved ventures from failure.

Table 3 illustrates the critical role of the "Mid-Assignment Pivot," where mentorship-driven triggers directly enabled students to overcome operational and psychological hurdles. By applying different dimensions of the EMP framework, ventures were able to transform initial challenges into successful outcomes:

- Snackaholic (G6) utilized PTM (Resilience) to abandon a failing product and switch to cookies, resulting in a RM 208.89 profit.
- Mee Siput Muar (G9) addressed logistical burdens through CRF (Experiential Strategy), implementing an "Honesty Box" system that immediately boosted sales.
- Loaded Potatooties (G1) and Kemamzz (G3) leveraged TTC and PMM to adjust pricing and overcome social anxiety, respectively.

These pivots prove that the EMP framework functions as a dynamic intervention tool, allowing student entrepreneurs to adapt in real-time rather than following a static, predetermined plan. This dynamic adaptability, fostered by direct mentorship and real-world insights, directly stimulated behavioral control and enhanced entrepreneurial intentions among the diploma students (Soelaiman et al., 2024; Udeozor et al., 2025).

Table 3: Mentorship-Driven Behavioral Triggers

Venture	Initial Challenge	Mentorship Trigger (EMP Dimension)	Tangible Pivot/Outcome
Snackaholic (G6)	Poor product taste/quality (Cereal)	PTM (Resilience/Flexibility)	Switched to cookies; profit rose to RM208.89.
Mee Siput Muar (G9)	High delivery burden & poor timing	CRF (Lobby Placement Strategy)	Shifted to "Honesty Box" in college lobbies; immediate sales increase.
Loaded Potatooties (G1)	Uncertain pricing/demand	TTC (Market Observation)	Confidently adjusted price from RM6.00 to RM6.60 based on demand.
Kemamzz (G3)	Individual sales anxiety	PMM (Observation of Peers)	Approached strangers after watching peers; achieved 200 unit sales.

The EMP Mastery Heatmap

The EMP Mastery Heatmap in Figure 1 maps the performance of each venture against the four Dimensions of the Educators Mentorship Pedagogy (EMP) framework. The Mastery Score is a qualitative metric designed to evaluate the degree to which students internalized and applied the four dimensions of the Educators Mentorship Pedagogy (EMP) framework during their one-month sales assignment. Measured on a five-point Likert scale, the score represents a progression from theoretical awareness to full behavioral transformation.

A score of 1 (Emerging) indicates minimal evidence of dimension application, while a score of 3 (Proficient) shows that students utilized the framework but faced operational or psychological hurdles. High scores of 4 (Advanced) and 5 (Mastery) require tangible proof of impact: in the Traditional Teaching (TTC) dimension, this involves the accurate execution of SWOT and BMC models to drive business decisions. For Psychosocial Mentorship (PTM), top scores are awarded when students document a successful transition from "sales anxiety" to "proactive selling," often described as "fighting one's character" to approach strangers. Career-Related Function (CRF) mastery is evidenced by successful "mid-project pivots," such as changing product lines or optimizing logistics to save a venture from failure. Finally, Peer Mentoring Method (PMM) mastery is characterized by intensive collaborative learning, where students explicitly credit the observation of their classmates' success as the primary trigger for their own sales breakthroughs.

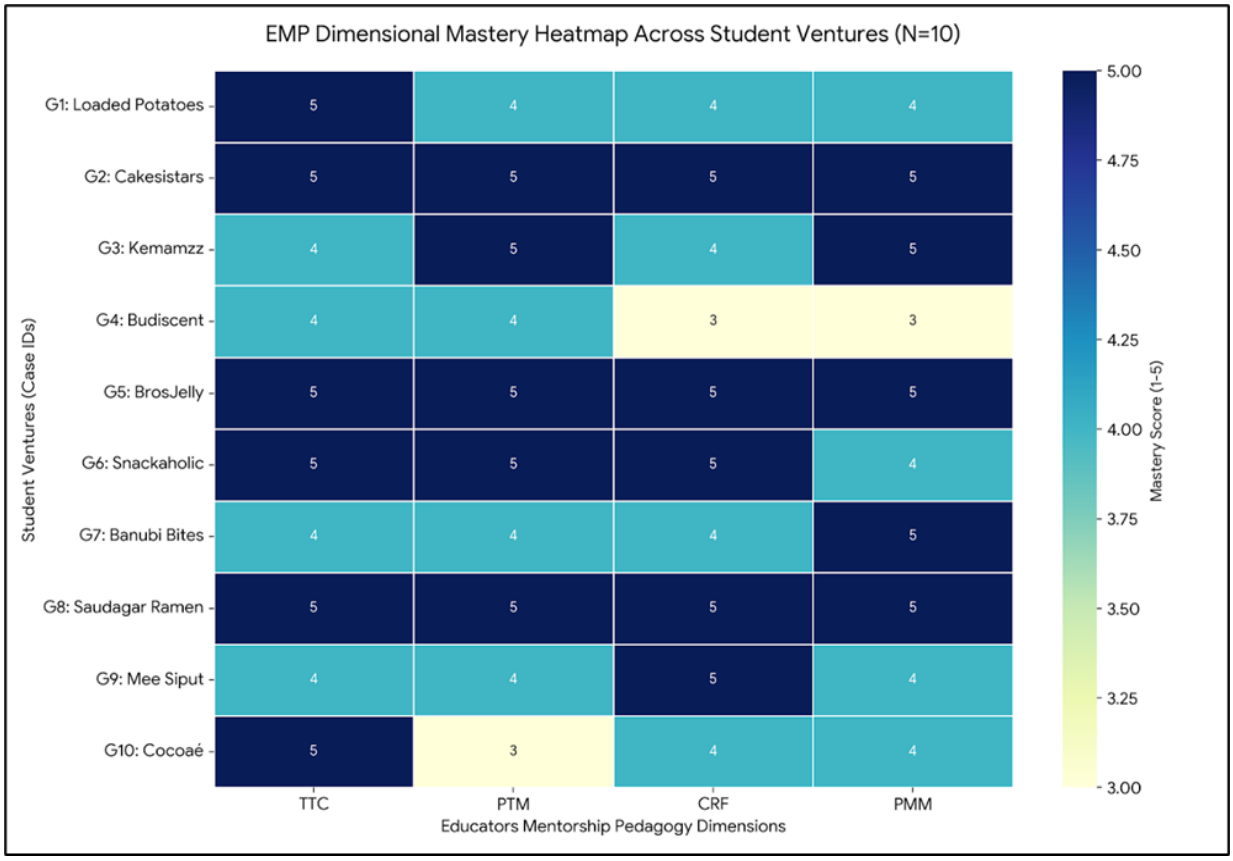

Figure 1: The EMP Mastery Heatmap (Source: Authors)

The analysis of the EMP Mastery Heatmap reveals a clear correlation between balanced pedagogical orchestration and market success. Groups categorized under "Orchestrated Mastery," specifically G2 (Cakesistars), G5 (BrosJelly), and G8 (Saudagar Ramen), demonstrated uniform high mastery across all four dimensions. Notably, these ventures also recorded the cohort's highest sales volumes, reaching 341, 360, and 280 units respectively. This alignment suggests that when a lecturer successfully harmonizes traditional instruction with psychosocial, career-related, and peer-based functions, the result is maximum market impact and operational excellence. Conversely, ventures exhibiting "Partial Mastery" or "Emergent Mastery" often struggled in areas where specific EMP dimensions were underutilized or inconsistently applied, leading to lower sales and less effective problem-solving strategies, thereby reinforcing the interconnectedness of these pedagogical elements for optimal student performance (Pantano, 2024).

A significant finding within the "Psychosocial Transformation" (PTM) dimension was the near-universal achievement of high mastery scores (4 or 5) across almost all groups. This density reflects a critical psychological transition where students moved from initial sales anxiety to proactive, confident behavior. Qualitative evidence from student reflections, such as those in Group G8 and G3, confirms that PTM serves as the primary "character builder" in the diploma curriculum, effectively reducing the fear of failure and enabling students to approach strangers and manage rejections professionally. This emphasis on emotional intelligence and resilience cultivated through psychosocial mentorship is crucial for entrepreneurial success, as it allows students to navigate the inherent uncertainties and challenges of launching a new venture (Neergård et al., 2021).

The "Peer Driver" (PMM) dimension also emerged as a consistently high-scoring area, particularly for groups like G3 (Kemamzz) and G7 (Banubi Bites). High scores in this column indicate that the Peer Mentoring Method functioned as the most resilient support layer throughout the assignment. In an environment where direct lecturer access is often limited by large class sizes, students relied on social learning through the observation of their classmates' successful sales tactics and informal coaching to overcome personal hurdles. This collaborative social learning environment, where students provide and receive immediate feedback, significantly enhances their entrepreneurial and marketing competencies through active and experiential learning (Petrylaitė & Rusk, 2020).

Finally, the study highlights "Strategic Flexibility" within the Career-Related Function (CRF), where groups such as G6 (Snackaholic) and G9 (Mee Siput Muar) achieved high mastery scores. These scores represent successful operational pivots initiated through mentored discussions. Examples of this flexibility include G6's decision to pivot their entire product line from cereal to cookies based on quality feedback, and G9's shift to a strategic "honesty box" placement in college lobbies to overcome delivery limitations. These actions demonstrate that the CRF dimension is vital for teaching students how to navigate real-world uncertainty and optimize business processes for sustainability. This highlights the importance of experiential learning, which allows students to apply theoretical knowledge in dynamic, real-world scenarios, thereby enhancing their problem-solving and decision-making capabilities (Tanggaard et al., 2015; Vickers et al., 2023).

CONCLUSION

The empirical findings of this research indicate that the orchestration of Educators Mentorship Pedagogy (EMP) is critical for converting explicit theoretical concepts into tangible entrepreneurial outcomes. While all ten student groups utilized Traditional Teaching Functions (TTC) specifically the application of the Business Model Canvas and SWOT analysis the results suggest that technical academic knowledge alone is an inadequate approach for driving market action or changing student behavior. The success of high-volume ventures such as BrosJelly and Cakesistars, which achieved sales volumes of 360 and 341 units respectively, demonstrates that the lecturer’s role as an orchestrator of Psychosocial Mentorship (PTM) and Peer Mentoring (PMM) dimensions served as the essential bridge to overcome the "knowledge-action gap". By harmonizing emotional support to reduce the fear of failure with relatable peer-based influence, the pedagogy facilitated a transition from theoretical awareness to proactive market engagement.

Additionally, the findings of this research hold significant implications for national entrepreneurship development policies, particularly those spearheaded by the Malaysian Ministry of Higher Education (MoHE). By validating the multidimensional EMP framework, this study provides empirical support for the government’s emphasis on integrating structured mentorship and coaching programs within student development activities. The high-volume sales and operational resilience demonstrated by the student participants align with the strategic objectives of producing "job creators" as outlined in the National Entrepreneurship Policy 2030 (DKN 2030) and the HEI Entrepreneurship Action Plan 2021-2025. At an institutional level, these findings suggest that Higher Learning Institutions (HLIs) must move away from evaluating entrepreneurship educators solely on academic qualifications and instead shift focus toward standardized training in coaching and psychosocial support. University administrators may incorporate EMP-aligned professional development modules into faculty training blueprints, ensuring that lecturers are better equipped to manage student anxiety and facilitate real-time operational pivots to the students.

However, despite the empirical contributions presented, this study acknowledges two primary limitations. First, the intervention was bounded by a compressed four-week operational duration. While this short timeline successfully captured immediate behavioral adjustments and initial sales traction, it restricts insights into the long-term sustainability and scalability of the student ventures beyond the graded academic module. Second, the study was conducted within a single-institution context utilizing a purposive sample of diploma-level cohorts, which may limit the direct generalizability of the findings to degree-level or postgraduate environments with different demographic profiles.

Future research should adopt longitudinal tracking to evaluate whether the behavioural transformations triggered by the EMP framework persist across multiple semesters, rather than merely representing short-term outcomes within a single semester. Additionally, cross-institutional comparative studies involving both public and private Malaysian HLIs would broaden the generalisability of the EMP framework and validate its scalability across diverse institutional and academic contexts.

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