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Coaching for Wellbeing in Entrepreneurial Education: A PERMA+4-Informed Framework for Higher Institutions in Emerging Economies

Elona Ndlovu

BizPreneur (South Africa)
ORCID: https://orcid.org/0000-0002-1697-610X

Patrick Ebewo

Tshwane University of Technology, Centre for Entrepreneurship Development (South Africa)
ORCID: https://orcid.org/0000-0002-0128-8558

Tendai Makwara

Tshwane University of Technology, Centre for Entrepreneurship Development (South Africa)
ORCID: https://orcid.org/0000-0002-4132-7224

Abstract

Entrepreneurship education in emerging economies often emphasises venture creation and technical competencies, with comparatively less attention to the psychological, relational, physical, environmental, and economic conditions that may shape students' entrepreneurial learning and well-being. This paper develops the Coaching for Well-being (C4W) conceptual framework to integrate coaching-informed pedagogy and student well-being within entrepreneurship education. The framework was developed through a conceptual synthesis of relevant literature, informed in part by findings from an earlier systematic review of entrepreneurial coaching, complementary scholarship on coaching, positive psychology, well-being and entrepreneurship education, and the authors' practice-informed experience in African higher education. C4W uses the nine dimensions of PERMA+4, Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Physical Health, Mindset, Environment, and Economic Security as its well-being architecture, and conceptually maps these dimensions to entrepreneurship teaching and coaching-informed activities. These include reflection, peer coaching, goal setting, networking, business simulations, values clarification, ecosystem mapping, and financial-resource activities. The framework articulates the pedagogical rationale that links these activities to the PERMA+4 dimensions and identifies the intended entrepreneurial learning outcomes. C4W contributes a context-sensitive framework that positions well-being as integral to entrepreneurial learning rather than as a separate student-support concern, with relevance to resource-constrained higher education environments. As a

theoretically informed conceptual framework rather than an empirically validated intervention, its proposed relationships require testing and refinement across different institutional, cultural, and socioeconomic contexts.

***Keywords*:** entrepreneurship education; coaching-informed pedagogy; student well-being; PERMA+4; emerging economies

1. Introduction

The process of learning through entrepreneurship is increasingly associated with emotional stress among students, particularly in emerging economies (González-López et al., 2019; Hjelle & Roald, 2025). This phenomenon frequently occurs in challenging environments, thereby affecting students' capabilities and learning outcomes. Developing resilience is crucial for achieving success in entrepreneurship (White & Gupta, 2020), as is fostering qualities such as innovation, adaptability, and problem-solving skills in resource-constrained settings (Nabi et al., 2017). Nevertheless, pedagogical approaches that incorporate positive psychology and coaching remain underrepresented. The primary sources of stress are environmental factors, including financial hardships, peer and instructor-related issues, and domestic problems (Alsulami et al., 2018; Almojali et al., 2017; Khumalo, 2026). Entrepreneurial students encounter distinctive challenges, such as balancing academic responsibilities with business pressures, limited time for learning, and market uncertainties (Mulyono & Mulyana, 2025; Khumalo, 2026). Such stressors adversely affect mental health and academic achievement. In South Africa, students attending underserved institutions often contend with socio-economic instability, identity crises, and psychological stress (Cele et al., 2025). Many of these students are first-generation learners susceptible to systemic inequalities, including financial hardship, food insecurity, language barriers, and social exclusion (Naudé & Breshears, 2025). These issues are compounded by legacy apartheid policies, resulting in learning environments that are both emotionally and cognitively demanding (Akokuwebe et al., 2026; Ebewo et al., 2026). The implementation of well-being support measures has the potential to enhance learning outcomes (Wilson Fadiji et al., 2025; Weiss et al, 2025).

Research indicates that learning constitutes a rational process influenced by emotional, psychological, and social factors (Immordino-Yang & Damasio, 2007). In high-adversity contexts such as South Africa, limited emotional safety diminishes the cognitive resources necessary for learning, creativity, and engagement (Mutinta, 2022; Ebewo, Ndlovu & Mlotshwa, 2026; Vogel & Schwabe, 2016). A study identified a positive correlation between psychological safety and students' creativity in project-based learning (Han et al., 2022). Ávila et al. (2023) underscore the significance of emotions in entrepreneurship, highlighting their motivational function and social influences. In fields characterised by risk-taking, such as entrepreneurship, emotional and psychological well-being are of paramount importance, as trauma or self-doubt impede essential personal skills. Therefore, entrepreneurship education must also focus on developing emotional and psychological capabilities, as recommended by Ou and Kim (2025), who advocate integrating psychological interventions to foster ambition, personality, and emotional skills. Existing pedagogical approaches predominantly emphasise outcomes such as business planning and innovation, often at the expense of student well-being, identity, and resilience (Göksen-Olgun et al., 2022; Ndlovu et al., 2025). This study investigates

the potential of well-being coaching, grounded in a PERMA+4 framework, to support entrepreneurial learning within emerging economies.

The PERMA+4 model of well-being, developed by Donaldson et al. (2021), expands upon Seligman's (2011) PERMA, incorporating Physical Health, Mindset, Environment, and Economic Security to enhance the prediction of well-being and work-related outcomes. Its widespread application in workplace settings is complemented by its support for student flourishing on an international scale, although its utilisation among African entrepreneurship students remains relatively limited (Song et al., 2025; Dorri Sedeh & Aghaei, 2024). The model demonstrates considerable adaptability, as evidenced by its PERMAH variant implemented in the Philippines to align with indigenous values (Guinto & Campoamor-Olegario, 2025), and may be employed to address well-being among African entrepreneurship students. The PERMA+4 framework can be integrated into coaching methodologies, which are increasingly prevalent in entrepreneurship education (Rajasinghe & Mansour, 2019; Ndlovu et al., 2025). Coaching facilitates self-reflection, identity development, and learner agency, with significant connections to positive psychology (Cannon-Bowers et al., 2023). Research indicates that coaching enhances self-efficacy within entrepreneurship education contexts (Ndlovu et al., 2025; Rajasinghe & Mansour, 2019; Wijaya et al., 2025). Nonetheless, as Wilson Fadiji et al. (2025) observed, notable gaps persist in the application of coaching strategies to promote well-being in higher education within emerging economies, particularly in resource-constrained undergraduate environments, compared with contexts in the Global North. Few studies have developed frameworks for coaching well-being in entrepreneurial education that employ the PERMA+4 model within these academic institutions.

This study presents a Coaching for Well-being framework that integrates well-being science with coaching methodologies and is specifically designed for developing nations such as South Africa, where students face a range of social, emotional, and economic challenges. Arguably, this proposed framework can be regarded as a response to Wilson Fadiji et al.'s (2025) concerns that the dominance of Global North literature and models and their interpretations of relationships between well-being, engagement, and learning experiences among students in higher socioeconomic contexts have been a significant limitation in identifying appropriate well-being interventions to improve learning outcomes among African higher education students. It utilises the PERMA+4 well-being domains and aligns them with pragmatic coaching strategies tailored for entrepreneurship education. The aim is to reconceptualise entrepreneurship instruction not merely as a means of developing economic skills but also as a pathway to personal identity, emotional resilience, and holistic flourishing.

2. Literature Review

2.1. Entrepreneurship Education in Emerging Economies: A Pedagogical Gap

Entrepreneurship education in emerging economies, particularly in Africa, is associated with promoting employment, innovation, and social development. In South Africa, challenges such as inequality, youth marginalisation, and graduate unemployment have compelled universities to adopt a competency-based approach that emphasises economic participation and self-reliance, often at the expense of transformative learning (Iwu et al., 2021). This approach tends to confine pedagogy to technical skills, business plan development, and venture creation, with minimal emphasis on students' psychological, emotional, and identity-related well-being,

especially among marginalised groups. First-generation students encounter difficulties, including financial insecurity, identity dislocation, trauma, and insufficient psychosocial support (Ebewo et al., 2026). These obstacles impede academic success and personal development, both of which are vital for entrepreneurial endeavours. Educational models that overlook learners' lived realities risk perpetuating inequalities rather than alleviating them, thereby underscoring the necessity for frameworks that also cultivate self-efficacy, reflective capacity, and resilience to enable thriving in uncertain, resource-constrained environments (Emami & Hunt, 2025).

2.2. Coaching as a Pedagogical Approach to Entrepreneurial Learning

Coaching, and particularly entrepreneurial coaching, is increasingly recognised as a learner-centred developmental approach within entrepreneurship education (Cronje et al., 2025a, 2025b). In this study, coaching is understood as a facilitative process that supports learners in reflecting on their experiences, clarifying goals and values, developing self-awareness, and identifying actions and solutions rather than relying primarily on directive advice. This distinguishes coaching from conventional instruction, in which educators predominantly transmit knowledge, and from mentoring, in which a more experienced individual may provide advice, guidance, and expertise. Coaching instead emphasises questioning, reflection, goal clarification, and learner agency (Passmore & Fillery-Travis, 2011; van Nieuwerburgh & Rehal, 2026).

Within entrepreneurship education, this orientation is particularly relevant because entrepreneurial learning involves more than acquiring technical knowledge about business creation. Students must also learn to navigate uncertainty, setbacks, relationships, decision-making, and evolving entrepreneurial identities (Göksen-Olgun et al., 2022). Previous research associates entrepreneurial coaching with the development of self-efficacy, adaptive learning, agency, and identity formation (Molema et al., 2026; Ndlovu et al., 2025). Coaching-informed activities such as reflective dialogue, goal setting, narrative reflection, peer coaching, and feedback can complement experiential entrepreneurship education by encouraging students to examine not only what they do but also how they interpret experiences and respond to entrepreneurial challenges (Ndlovu & Ebewo, 2026).

Entrepreneurial learning also involves relational capabilities (Emami & Hunt, 2025). Students need to develop networks and establish relationships with peers, customers, partners, suppliers, and other actors within entrepreneurial ecosystems. Consequently, coaching-informed pedagogy can be combined with experiential activities such as networking exercises, peer interaction, and simulated business encounters. Such activities provide opportunities for students to practise communication and relationship-building while reflecting on their interpersonal experiences. This relational orientation is particularly relevant in African contexts, where communal learning, relational identity, and social interconnectedness can be important dimensions of development (Chilisa, 2012).

However, the use of coaching techniques in education should not imply that any educator who employs a coaching framework becomes a professional coach. Coaching effectiveness depends partly on how practices are facilitated and on the practitioner's competence, relational skills, and contextual awareness. Evidence-based research on coaching and mentoring similarly points to the importance of structured developmental processes in supporting entrepreneurial self-

efficacy (Cronje et al., 2025a, 2025b). The present study, therefore, uses the term "coaching-informed pedagogy" to describe the integration of selected coaching principles and practices into entrepreneurship education. This distinction recognises the professional expertise associated with coaching while allowing educators to incorporate appropriately bounded reflective, relational, and goal-oriented practices into learning environments.

2.3. The Role of Well-being in Higher Education Learning

Well-being science, rooted in positive psychology, has evolved beyond an emphasis on alleviating distress towards promoting optimal functioning across emotional, psychological, and social domains (Irene et al., 2025). In higher education, well-being is increasingly recognised as relevant to students' learning experiences because emotional and psychological conditions shape cognitive functioning, motivation, memory, creativity, and engagement. Students' capacity to engage effectively with learning may therefore depend not only on the acquisition of disciplinary knowledge and skills but also on the psychological and social resources available to them.

This relationship is particularly important in demanding or resource-constrained educational environments. Students at underserved institutions may face financial pressures, social marginalisation, academic demands, and limited psychological safety during their studies. Hammond (2015) highlights the importance of emotional regulation and resilience for cognitive functioning in stressful or marginalised settings. Similarly, the broader literature suggests that learning environments that support well-being can enhance students' capacity to engage, adapt, and respond constructively to academic challenges (Seligman et al., 2011; van Nieuwerburgh & Meehan, 2024). Well-being should therefore not be understood as separate from the educational process, but as one of the conditions that may influence how students participate in and respond to learning.

This has particular relevance for entrepreneurship education. Entrepreneurial learning frequently requires students to operate under conditions of uncertainty, take initiative, respond to setbacks, collaborate with others, and persist when outcomes are unclear. Supporting well-being in such environments may, in turn, complement the development of entrepreneurial competencies by helping students build the personal and relational resources needed to navigate demanding learning experiences. Rather than positioning well-being as an additional or peripheral student-support activity, integrating it into pedagogy offers an opportunity to consider students' cognitive, emotional, and social development alongside entrepreneurial learning.

However, the application of well-being approaches within South African higher education also requires attention to context. Many established well-being frameworks originate predominantly from Western theoretical traditions, raising questions about their cultural and contextual fit when applied to students whose experiences are shaped by different social, economic, institutional, and communal realities. Consequently, well-being approaches in South African higher education should not simply be transferred without consideration of students' lived circumstances. This reinforces the need for context-sensitive approaches that recognise both psychological dimensions of flourishing and the wider relational, environmental, and socioeconomic conditions that shape students' capacity to thrive.

2.4. The PERMA+4 Well-being Framework

Seligman's (2011) PERMA framework conceptualises well-being through five dimensions: Positive Emotion, encompassing positive affect and optimism; Engagement, referring to absorption and involvement in meaningful activities; Relationships, emphasising supportive social connections; Meaning, reflecting purpose and contribution beyond the self; and Accomplishment, involving progress, mastery, and achievement. PERMA+4 extends this framework by incorporating Physical Health, Mindset, Environment, and Economic Security, thereby recognising the physical, cognitive, contextual, and financial conditions that also shape well-being (Donaldson et al., 2021; Donaldson et al., 2022; Cabrera & Donaldson, 2024).

This expanded framework is particularly relevant to entrepreneurship education in resource-constrained contexts, where student well-being may be shaped simultaneously by psychological resources, relationships, physical functioning, learning environments, and financial insecurity. PERMA-related measures have also demonstrated relevance among university students, including within sub-Saharan contexts (Magare et al., 2022). C4W therefore adopts PERMA+4 because dimensions such as Economic Security and Environment enable consideration of material and contextual realities alongside psychological well-being. While alternative well-being approaches offer distinct perspectives, PERMA+4 provides a useful, multidimensional framework for integrating well-being with coaching-informed entrepreneurship pedagogy.

2.5. Synthesis: Integrating Coaching and Well-being in Entrepreneurship Education

Coaching and positive psychology share an emphasis on development, agency, strengths, reflection, and purposeful action (Cannon-Bowers et al., 2023), yet they have generally developed as distinguishable strands of scholarship. Within entrepreneurship education, coaching has primarily been examined in relation to entrepreneurial development, self-efficacy, reflective learning, and venture-related outcomes (Ndlovu et al., 2025; Cronje et al., 2025a, 2025b). PERMA and PERMA+4, by contrast, provide multidimensional accounts of well-being but do not prescribe a pedagogy specifically for entrepreneurship education.

This creates a conceptual gap between what dimensions of well-being might require attention and how entrepreneurship educators might create learning activities through which students can reflect on and develop those dimensions. The gap may be particularly consequential in resource-constrained higher education contexts, where entrepreneurial learning occurs alongside financial uncertainty, identity development, social pressures, and unequal access to entrepreneurial resources.

The C4W framework addresses this gap by establishing a proposed pedagogical relationship between the two bodies of scholarship. PERMA+4 provides the organising architecture of well-being, while coaching-informed and experiential activities offer potential pedagogical mechanisms for students to engage with these dimensions. The contribution is therefore not the claim that either coaching or PERMA+4 is independently new, but the conceptual integration of coaching-informed entrepreneurship pedagogy with the nine PERMA+4 dimensions in a context-sensitive framework for entrepreneurial learning.

Importantly, this integration remains propositional. Existing evidence can support the theoretical plausibility of individual components, but it does not establish the effectiveness of C4W as an integrated framework. Empirical evaluation is therefore required to determine

whether the proposed relationships operate as anticipated, under what conditions, for which students, and with what implications for educators' coaching competence and professional boundaries.

3. Methodological Approach

3.1. Research Design and Knowledge Sources

This study adopts a conceptual framework development approach informed by a structured narrative synthesis of the literature. This study did not conduct a new systematic literature review; instead, it integrated relevant theoretical, empirical, and practice-informed knowledge to develop the Coaching for Well-being (C4W) framework. The conceptual synthesis was informed, in part, by findings from an earlier systematic literature review of entrepreneurial coaching (Ndlovu et al., 2025), as well as scholarship on well-being, positive psychology, entrepreneurship education, and higher education in emerging-economy contexts.

The framework draws on three interconnected knowledge bases. First, evidence on entrepreneurial coaching and coaching-informed pedagogy drew particularly on Ndlovu et al. (2025), whose systematic literature review examined the role of entrepreneurial coaching in entrepreneurship education. This evidence was complemented by scholarship concerned with reflective learning, goal setting, learner agency, self-efficacy, and identity development (Passmore & Fillery-Travis, 2011; Rajasinghe & Mansour, 2019; Ndlovu & Ebewo, 2026; Iwu et al., 2025). These sources informed consideration of coaching practices relevant to student well-being and entrepreneurial learning.

Second, the well-being architecture of C4W was derived from the PERMA+4 framework. PERMA+4 extends Seligman's (2011) original dimensions of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment by incorporating Physical Health, Mindset, Environment, and Economic Security (Donaldson et al., 2021; Donaldson et al., 2022). This expanded framework was considered particularly relevant to entrepreneurship education in resource-constrained higher education contexts because it incorporates psychological and relational functioning alongside physical, environmental, and economic conditions.

Third, the authors' scholarship and professional experience in entrepreneurship education and coaching in African higher education provided a practice-informed, contextual knowledge base (Ebewo et al., 2026; Ndlovu & Ebewo, 2026). This experience informed consideration of the contextual relevance and practicability of the pedagogical activities incorporated into C4W. It was not treated as empirical evidence of the framework's effectiveness. The authors' positioning and its potential influence on the conceptual-development process are considered explicitly in Section 3.3.

3.2. Conceptual Mapping and Framework Development

The C4W framework was developed through an iterative process of conceptual synthesis and mapping. The nine PERMA+4 dimensions provided the organising architecture of well-being, while the pedagogical activities reflected coaching-informed and experiential practices used in the authors' entrepreneurship education practice. Their selection and interpretation were further informed by the earlier systematic review of entrepreneurial coaching (Ndlovu et al., 2025) and

complementary scholarship on coaching and entrepreneurship education (Passmore & Fillery-Travis, 2011; Rajasinghe & Mansour, 2019; Ndlovu & Ebewo, 2026).

The mapping proceeded in three stages. First, each PERMA+4 dimension was considered in relation to its underlying well-being construct and relevance to entrepreneurship students (Seligman, 2011; Donaldson et al., 2021; Donaldson et al., 2022). Second, we considered existing entrepreneurship teaching and coaching-informed activities, including reflection, peer coaching, networking, business simulations, goal setting, experiential learning, ecosystem mapping, and financial-resource activities, in relation to the psychological, behavioural, relational, or contextual processes they were intended to engage. Third, activities were mapped to the PERMA+4 dimensions, in which a theoretically coherent relationship could be established among the well-being construct, pedagogical mechanism, and intended entrepreneurial-learning outcome.

Table 1. operationalises these relationships by presenting the activities, rationale for their PERMA+4 alignment, and intended learning outcomes. The mappings represent theoretically informed pedagogical propositions rather than empirically established causal relationships. Accordingly, C4W is presented as a conceptual framework that requires empirical evaluation and refinement across diverse institutional, cultural, and socioeconomic contexts.

3.3. Reflexivity

The development of C4W was informed in part by the authors' experience in entrepreneurship education and coaching in African higher education. This practitioner's positioning provided contextual insight into the challenges that entrepreneurship students encounter. It informed consideration of pedagogical activities such as reflection, peer coaching, networking, business simulations, goal setting, and resource-focused exercises. At the same time, the authors recognise that their professional backgrounds and pedagogical assumptions may have influenced which activities were considered relevant and how these were interpreted and mapped onto PERMA+4 dimensions. The mapping process should therefore be understood as an interpretive conceptual exercise informed by both scholarship and practitioner knowledge, rather than as an objective or empirically validated classification. To strengthen transparency, the framework distinguishes the authors' practice-informed judgements from the supporting literature and presents the resulting mappings as propositions that require empirical testing and refinement.

4. The Coaching for Well-being (C4W) Conceptual Framework

Building on the literature synthesis and conceptual-development process described above, this study proposes the Coaching for Well-being (C4W) conceptual framework for entrepreneurship education. C4W connects the nine PERMA+4 dimensions with coaching-informed and experiential pedagogical activities to provide a structured approach for considering student well-being alongside entrepreneurial learning.

The framework responds to the premise that entrepreneurial learning extends beyond technical knowledge and venture-creation competencies. Students also navigate uncertainty, setbacks, relationships, identity development, resource constraints, and decisions about their entrepreneurial futures (Rajasinghe & Mansour, 2019; Iwu et al., 2025; Ndlovu et al., 2025;

Ndlovu & Ebewo, 2026; Iwu et al., 2026). C4W therefore positions well-being as integral to the entrepreneurial learning experience rather than as a separate student-support activity.

Within C4W, PERMA+4 provides the organising well-being architecture, while coaching-informed and experiential activities provide the proposed pedagogical mechanisms through which students engage with its dimensions. Activities such as reflective questioning, peer coaching, goal setting, values clarification, networking, business simulations, ecosystem mapping, and financial-resource reflection connect wellbeing-oriented reflection with entrepreneurial learning and action. This integration is particularly relevant to relational, identity, agency, and resource dimensions of entrepreneurial learning, which may be especially salient in resource-constrained contexts (Chilisa, 2012; Rajasinghe & Mansour, 2019; Ndlovu et al., 2025).

C4W does not assume that particular activities automatically produce well-being or entrepreneurial outcomes. Rather, the relationships within the framework are theoretically informed mappings derived through the conceptual process described in Section 3. Existing scholarship supports the relevance of individual constructs and practices, but C4W as an integrated framework has not yet been empirically evaluated. Its intended outcomes should therefore be understood as propositions requiring empirical examination.

Table 1. operationalises C4W by mapping each PERMA+4 dimension to entrepreneurship-teaching- and coaching-informed activities, explaining the pedagogical rationale for each alignment, identifying intended entrepreneurial learning outcomes, and providing supporting literature.

TABLE 1. OPERATIONALISATION OF THE C4W FRAMEWORK THROUGH ENTREPRENEURSHIP TEACHING AND COACHING-INFORMED ACTIVITIES

PERMA+4 dimension	Entrepreneurship teaching and coaching-informed activities	Pedagogical rationale for alignment	Intended entrepreneurial-learning outcomes	Supporting literature
Positive Emotion	Reflective journaling; recognition of successes and progress; personal SWOT and strengths reflection	Encourages students to identify strengths, resources and progress and to reflect constructively on entrepreneurial experiences, including setbacks.	Self-awareness; optimism; confidence; entrepreneurial self-efficacy	Seligman (2011); Van Tonder et al. (2022); Ndlovu et al. (2025)
Engagement	Real-world entrepreneurial simulations; experiential activities using students' business ideas;	Actively engages students in entrepreneurial tasks and problems. Combining experience with	Active learning, problem-solving, persistence, adaptive thinking, and application of	Iwu et al. (2025); Ndlovu et al. (2025); Ndlovu & Ebewo (2026)

PERMA+4 dimension	Entrepreneurship teaching and coaching-informed activities	Pedagogical rationale for alignment	Intended entrepreneurial-learning outcomes	Supporting literature
	entrepreneurial problem-solving; reflective debriefing	reflection encourages involvement, application and learning through action rather than passive content acquisition.	entrepreneurial knowledge	
Relationships	Peer coaching, structured group dialogue, networking exercises, business-relationship simulations	Provides opportunities to practise listening, reciprocal communication, trust-building and collaboration. Networking and simulations extend relational learning to interactions with customers, partners, and other actors in the entrepreneurial ecosystem.	Communication and interpersonal skills; networking competence; collaboration; relationship-building; social capital development	Chilisa (2012); Molema et al. (2026); Ndlovu & Ebewo (2026)
Meaning	Identity storytelling; values clarification; reflection on entrepreneurial purpose and aspirations	Enables students to connect entrepreneurial aspirations with personal identity, values, purpose and desired contribution, rather than viewing entrepreneurship solely as an economic activity.	Entrepreneurial identity development, values awareness, clarity of purpose, and intrinsic motivation	Rego (2020); Kimmitt et al. (2024); Ndlovu et al. (2025)
Accomplishment	SMART goal setting; milestone mapping; action	Translates entrepreneurial aspirations into specific goals and manageable	Goal-setting competence; action orientation; entrepreneurial	Seligman (2011); Passmore & Fillery-Travis (2011);

PERMA+4 dimension	Entrepreneurship teaching and coaching-informed activities	Pedagogical rationale for alignment	Intended entrepreneurial-learning outcomes	Supporting literature
	planning; progress reviews	actions. Reviewing milestones enables students to identify progress, barriers and necessary adjustments.	agency; self-efficacy; progress monitoring	Rajasinghe & Mansour (2019)
Physical Health	Well-being and resilience reflection; workload reflection; boundary setting; self-care planning	Encourages students to consider the relationship between workload, physical functioning, recovery and sustainable entrepreneurial activity.	Self-management; awareness of sustainable working practices; resilience; awareness of burnout risk	Donaldson et al. (2021, 2022); Dorri Sedeh & Aghaei (2024)
Mindset	Failure and setback debriefing; reflective questioning; reframing activities; learning-from-failure exercises	Encourages students to examine interpretations of challenge and failure, extract learning from setbacks and consider alternative responses and courses of action.	Reflective learning; learning orientation; adaptive thinking; resilience; constructive responses to setbacks	Donaldson et al. (2021, 2022); Donaldson & Donaldson, 2025; Ndlovu et al. (2025); Ndlovu & Ebewo (2026)
Environment	Entrepreneurial ecosystem mapping; stakeholder mapping; support-network planning; resource identification	Directs attention beyond individual capabilities towards the institutional, social, and entrepreneurial environment, enabling students to identify resources, constraints, stakeholders, and	Ecosystem awareness; stakeholder awareness; contextual intelligence; resource navigation; support mobilisation	Donaldson et al. (2021, 2022); Ndlovu & Ebewo (2026)

PERMA+4 dimension	Entrepreneurship teaching and coaching-informed activities	Pedagogical rationale for alignment	Intended entrepreneurial-learning outcomes	Supporting literature
		potential sources of support.		
Economic Security	Financial planning activities; resource mapping; bootstrapping exercises; resource-constrained venture simulations	Enables students to work with realistic financial constraints, prioritise expenditure, identify resources already available and explore lower-cost ways of mobilising resources before or alongside external finance.	Financial awareness; resourcefulness; financial decision-making; bootstrapping capability; financial resilience	Donaldson et al. (2021, 2022); Donaldson & Donaldson, 2025; Ndlovu et al. (2025)

Source: own compilation

Table Note: The activities presented in Table 1. reflect entrepreneurship teaching and coaching-informed practices used within the authors' educational context and informed by relevant scholarship. C4W conceptually aligns these pedagogical activities with the PERMA+4 dimensions and articulates the mechanisms by which they may contribute to intended entrepreneurial learning and well-being outcomes. The mappings and outcomes are theoretically informed propositions and should not be interpreted as empirically established effects of C4W.

5. Implications, Limitations and Future Research

5.1. Practical Implications

The C4W framework provides entrepreneurship educators with a structured way to consider student well-being alongside entrepreneurial learning. Rather than requiring a separate well-being intervention, C4W can inform the design of existing entrepreneurship activities through coaching-informed practices such as reflective questioning, peer dialogue, goal setting, networking exercises, business simulations, ecosystem mapping, and financial-resource reflection. These activities can be aligned with PERMA+4 dimensions according to the pedagogical relationships proposed in Table 1.

Implementing C4W nevertheless requires appropriate educator competence and institutional support. The framework does not assume that educators using coaching-informed practices become professional coaches or can provide the same services as trained or accredited coaching practitioners. Educators need appropriate skills in facilitative questioning, listening, feedback,

reflection, and managing professional boundaries. With these coaching competencies, teachers can encourage students' self-discovery journeys, enhance their professional development, and unlock their potential as entrepreneurs (van Ede et al., 2023). Institutions may therefore need to provide professional development for educators who intend to use coaching-informed approaches within entrepreneurship programmes. Van Ede et al. (2023) make a similar argument in their study examining an innovative, longitudinal training for (bio)medical educators to fulfil roles as a teacher and a coach.

Ethical considerations are particularly important where educators combine teaching, assessment, and coaching-informed roles. The power asymmetry between educator and student may affect students' willingness to disclose personal experiences or participate openly in reflective activities (Duby et al., 2022). Implementation should therefore establish clear boundaries concerning confidentiality, voluntary disclosure, safeguarding, and the limits of the educator's role. Where student needs extend beyond pedagogical support, consider appropriate referral to qualified coaching, counselling, or other professional services. C4W should therefore be understood as a coaching-informed pedagogical framework, not a substitute for professional coaching or psychological support.

5.2. Limitations

C4W is a conceptual framework and has not yet been empirically evaluated as an integrated pedagogical approach. Although its individual components draw on existing scholarship and the authors' entrepreneurship education practice, the proposed relationships among coaching-informed activities, the PERMA+4 dimensions, and intended entrepreneurial learning outcomes should not be interpreted as established causal effects. The conceptual mapping also reflects the authors' interpretive judgements. It may therefore have been influenced by their pedagogical experience, disciplinary perspectives, and assumptions about the relevance of particular activities for entrepreneurship students. An empirical investigation is required to test and refine these relationships.

A further limitation concerns context. C4W was developed primarily with entrepreneurship education in mind for African and resource-constrained higher education environments. Consequently, its relevance should not be assumed to be uniform across institutions, student populations, cultures, or socioeconomic settings. PERMA+4 also represents one multidimensional conceptualisation of well-being and does not encompass every theoretical perspective on human flourishing. Its selection in C4W reflects its conceptual fit with the psychological, relational, physical, environmental, and economic conditions considered relevant to the study rather than the outcome of a comparative empirical test against alternative well-being frameworks.

5.3. Future Research

Future research should empirically examine the feasibility, acceptability, and outcomes of C4W before claims are made about its effectiveness. An initial pilot study could implement selected C4W activities within an entrepreneurship education programme and examine students' and educators' experiences of the framework. A mixed-methods design could combine pre- and post-intervention measures of relevant well-being and entrepreneurial learning constructs with interviews, focus groups, reflective accounts, or classroom observations to investigate how

students experience the proposed relationships among coaching-informed activities, the PERMA+4 dimensions, and entrepreneurial learning.

Subsequent research could compare implementation across institutions and student populations to examine how socioeconomic, cultural, and institutional conditions influence the framework's application. Longitudinal studies would also help determine whether changes observed during entrepreneurship education are sustained beyond the immediate learning experience. Research should also investigate implementation conditions, including educators' competence, training requirements, role boundaries, students' willingness to engage in coaching-informed activities, and the ethical implications of combining teaching, assessment, and coaching-informed roles.

Although C4W was developed primarily for entrepreneurship education in African and resource-constrained higher education contexts, some of its underlying principles may be relevant in other educational, geographical, or community settings. This potential transferability should be treated as an empirical question rather than assumed. Comparative research across settings could therefore establish which elements of C4W are context-specific, which may be transferable, and what adaptations are necessary before wider application.

6. Conclusion

This paper proposes the Coaching for Well-being (C4W) conceptual framework as an approach to integrating student well-being with entrepreneurship education. By connecting coaching-informed and experiential pedagogical activities with the nine dimensions of PERMA+4, C4W extends attention beyond technical entrepreneurial competencies to include the psychological, relational, physical, environmental, and economic conditions that may shape students' entrepreneurial learning.

The contribution of C4W lies in bringing together two established bodies of scholarship, coaching-informed pedagogy and multidimensional well-being, within a context-sensitive framework for entrepreneurship education. It provides a structured basis for considering how activities such as reflection, peer coaching, goal setting, networking, business simulations, ecosystem mapping, and financial resource exercises can be aligned with well-being dimensions and intended entrepreneurial learning outcomes.

C4W remains a theoretically informed conceptual framework rather than an empirically validated intervention. Its value at this stage, therefore, lies in providing a foundation for pedagogical application, critical examination, and subsequent empirical evaluation. By positioning well-being as integral to entrepreneurial learning rather than peripheral, the framework contributes to ongoing efforts to develop more holistic and context-sensitive approaches to entrepreneurship education in emerging-economy higher education contexts.

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For studies involving human participants, the authors confirm that the research complied with relevant institutional and national ethical standards. Ethical approval was obtained where required, and informed consent was secured from all participants prior to data collection. If ethical approval was not required, the authors confirm that the study adhered to applicable ethical guidelines.

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Corresponding Author
The corresponding author for this manuscript is Elona Ndlovu, who can be contacted by email via elona@bizpreneur.co.za.