@page{margin:1in}body{font-family:DejaVu Sans,Arial,sans-serif;color:#111;font-size:12pt;line-height:1.6}h1{font-size:20pt;margin:0 0 10pt}h2{font-size:14pt;margin:18pt 0 6pt}p{margin:0 0 10pt}.meta{color:#444}The Impact of The Classroom Environment of ERP Business Simulation on College Students' Innovative AbilityDOI: https://doi.org/10.64025/j.lmjim.25.217032Published: 2025-12-25AbstractBased on Bandura's social cognitive theory, this study investigates the impact mechanism of the ERP sand table simulation classroom environment on college students' Innovative ability, with a specific focus on the mediating role of self-efficacy. A theoretical model was constructed with the classroom environment as the independent variable, self-efficacy as the mediator, and Innovative ability as the dependent variable, systematically examining the direct effects of the physical and learning environment dimensions on Innovative ability, as well as their indirect pathways through self-efficacy. Methods: A questionnaire survey was administered to students participating in ERP sand table simulation courses across multiple Chinese universities. Data from 238 valid questionnaires were analyzed using SPSS 26.0 for descriptive statistics, correlation analysis, and Bootstrap mediation effect testing. Results: The overall ERP sand table simulation classroom environment significantly and positively predicted college students' Innovative ability. The learning environment not only directly promoted Innovative ability but also exerted a partial mediating effect through self-efficacy. In contrast, the physical environment exhibited only a direct effect, with its mediating path being non-significant. Further analysis revealed that factors within the learning environment, such as interactive support, task challenge, and psychological safety, effectively enhanced students' self-efficacy, thereby strengthening their innovative performance. Significance: This study confirms the psychological mechanism through which the classroom environment influences Innovative ability via self-efficacy, deepening the understanding of the role of social cognitive factors in innovation education. Practically, it is suggested that when developing simulation-based courses, universities should prioritize optimizing instructional design to enhance teacher-student interaction and task challenge, thereby boosting students' self-efficacy and innovative literacy, while ensuring the functionality of the physical environment. Theoretically, the research extends the application of social cognitive theory to educational contexts and provides empirical evidence for research on innovation education mechanisms. Future research could incorporate longitudinal designs to further explore mechanism differences across various backgrounds.Content1. Introduction<p>With the continuous advancement of education and societal development, the role of the classroom environment in cultivating students' Innovative