Influence of Entrepreneurship Education and Mindset on Entrepreneurial Intention among Business Education Students in Public Universities, Southwest, Nigeria

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Certification

This is to certify that Ini Sunday MOSES with matriculation number **LCU/PG/002809** carried out this research work titled **'Influence of Entrepreneurship Education and Mindset on Entrepreneurial Intention among Business Education Students in Public Universities, Southwest, Nigeria'** in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Business Education and that this has not been previously submitted.

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Dedication

This thesis is dedicated to God Almighty.

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“Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work”.

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Abstract

Despite significant investment in entrepreneurship programmes, students' entrepreneurial intentions appear to be persistently low. While individual elements of entrepreneurship education and mindset have been examined, there is insufficient integrated research linking these factors to the low entrepreneurial intentions among students which created a gap in literature that this study aimed to fill. This study investigated the influence of entrepreneurship education, and mindset on entrepreneurial intention among public universities' business education students in Southwest, Nigeria. It was underpinned by the theory of planned behaviour, learning-by-doing entrepreneurial theory and implicit theory of intelligence. A descriptive survey research design was employed with a population of 952, 400 level students of Business Education in both State and Federal universities in Southwestern states. Total enumeration sampling technique was utilized. One research instrument – Business Education Students Entrepreneurial Intention Questionnaire (BESEIQ) ($\propto$ = 0.890) was used for data collection. Three research questions were answered and four hypotheses were tested at 0.05 significant level, using descriptive statistics of frequency, mean and standard deviation and multiple regression analysis. Findings revealed that the level of entrepreneurial intention was moderate (Grand Mean = 2.64); level of entrepreneurship education was low (Grand Mean = 2.47); level of entrepreneurial mindset was high (Grand Mean = 3.07); the combined influence of the independent variables had a significant influence on the dependent variable (Adj. R^2 =0.377) and ($F_{(2,873)}$=265.615; $p<0.05$); there was a significant gender difference in entrepreneurial intention and mindset among Business Education students in public universities in Southwest, Nigeria ($p < 0.05$). The study concluded that the entrepreneurship education programme provided for undergraduates of Business Education students in public universities, Southwest Nigeria, was more theoretical than practical, with limited access to resources and inadequate support for developing real-world business skills. It was therefore recommended among others, that universities revise and implement entrepreneurship curriculum to deliver practical and hands-on experiences to equip students with industry sought-after expertise.

Keywords: Entrepreneurship Education, Entrepreneurial Mindset, Entrepreneurial Intention, Gender.

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Chapter One

Introduction

1.1 Background to the Study

Entrepreneurial intention among higher education students has emerged as a critical concern, particularly in developing countries like Nigeria, where youth unemployment is alarmingly high. With unemployment rates hovering around 33.3% and youth unemployment significantly higher, the potential of entrepreneurship to address this crisis cannot be overstated. Business education students in public universities represent a pivotal group poised to drive economic transformation. These students, armed with business acumen, have the capacity to generate employment opportunities not only for themselves but also for others, thus mitigating the unemployment crisis in their region.

Despite the strategic integration of entrepreneurship education into their curricula, a troubling trend persists: these students often demonstrate low levels of entrepreneurial intention. This gap is particularly concerning given the high expectations for these students to contribute effectively to the economy. Recent studies indicate that entrepreneurial intention among business education students in Southwest Nigeria falls short of expectations, raising doubts about the impact of the entrepreneurship education they receive[1]. The observed deficiency in entrepreneurial intention posed a significant barrier to fully harnessing the potential of these students to combat unemployment and foster economic growth. This challenge is exacerbated by socio-economic factors such as inadequate access to capital, limited exposure to successful role models, and a pervasive fear of failure, which collectively stifle the entrepreneurial spirit among students[2].

The persistently low entrepreneurial intention among business education students in Southwest Nigeria is alarming, especially given that the job market is increasingly unable to accommodate the rising number of graduates. This issue not only deepened the existing

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unemployment crisis but also prompted questions about the effectiveness of entrepreneurship education in cultivating a genuine entrepreneurial mindset. Despite incorporating entrepreneurship courses into their programmes, evidence suggests that such education alone may fall short in inspiring students to embark on entrepreneurial ventures. Research shows that while entrepreneurship education imparts essential skills and knowledge, it often fails to foster strong entrepreneurial intentions without supportive psychological and social factors[3].

The situation is further complicated by the socio-economic realities of Southwest Nigeria, where structural barriers such as limited access to funding, a shortage of entrepreneurial role models, and cultural attitudes towards risk-taking pose significant challenges. These obstacles suggest that addressing the broader psychological and social context is crucial for enhancing the effectiveness of entrepreneurship education[4]. A reassessment and enhancement of the entrepreneurship education framework are needed to better nurture students' entrepreneurial intentions, ensuring it not only delivers knowledge but also fosters the mindset required for entrepreneurial success.

Self-efficacy, or the belief in one's ability to perform tasks essential for starting and managing a business, is a key determinant of entrepreneurial intention. In Southwest Nigeria, students faced considerable challenges in developing high self-efficacy. The educational environment in many public universities often lacked practical entrepreneurship exposure, resulting in a disconnect between theoretical knowledge and real-world application. This gap limits students' confidence and their ability to translate learning into actionable entrepreneurial plans[5]. Additionally, the scarcity of successful entrepreneurial role models in local communities further exacerbated the issue. Students had limited opportunities to observe and learn from successful entrepreneurs, which undermine their ability to envision and aspire to successful entrepreneurial careers[6]. The

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region's economic instability and inadequate support infrastructure further eroded students' confidence in their entrepreneurial abilities, making self-efficacy a critical concern. Addressing these challenges is vital for bridging the gap between education and practical entrepreneurial engagement.

Perceived feasibility, or the assessment of how attainable it is to start a business given the available resources and opportunities, significantly influenced entrepreneurial intention. In Southwest Nigeria, this perception is often hindered by structural barriers such as limited access to startup capital, inadequate mentorship, and a generally unfriendly business environment. An author argued that when entrepreneurship is perceived as unattainable or excessively challenging, individuals' motivation to pursue such entrepreneurial activities wanes. Students from economically disadvantaged backgrounds, in particular, face heightened difficulties due to a lack of institutional support. Public universities, which should ideally nurture entrepreneurial talent, frequently fail to provide essential resources such as incubators, seed funding, and business networks[6]. Consequently, students perceive entrepreneurship as a high-risk endeavour with limited success prospects, which diminish their entrepreneurial intentions[7]. Addressing these structural barriers and improving institutional support are crucial steps toward enhancing students' perceptions of feasibility and increasing their entrepreneurial intentions.

Perceived desirability, or the attractiveness of entrepreneurship as a career path, is another critical factor shaping entrepreneurial intention. In Southwest Nigeria, cultural and societal norms heavily influence this perception. Careers in government or established corporations are traditionally seen as more prestigious and secured compared to entrepreneurship, which is often viewed as risky and less rewarding. This societal bias is particularly strong among students from families that prioritize conventional career paths over entrepreneurial ventures. Another author equally argued that when entrepreneurship is perceived as

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undesirable, even individuals with the necessary skills and knowledge may lack the motivation to pursue it[8]. In Southwest Nigeria, where societal expectations favour stable employment, altering the narrative to enhance the desirability of entrepreneurship is a significant challenge. The entrenched belief that entrepreneurship is less stable and less respected deters many students from considering it as a viable post-graduation path[9]. Shifting societal attitudes and promoting successful entrepreneurial role models are essential to improving the perceived desirability of entrepreneurship among students in the region.

Subjective norms, or the perceived social pressure to engage in or refrain from a behaviour, play a crucial role in shaping entrepreneurial intentions. In Southwest Nigeria, students are heavily influenced by the expectations and opinions of key figures such as family members, peers, and mentors. An author suggested that when subjective norms do not support entrepreneurship, individuals are less likely to develop entrepreneurial intentions, even if they have the capability and resources[10]. In many Nigerian families, there is a strong emphasis on pursuing established, secure careers, leading to a lack of support for entrepreneurial endeavours. This cultural preference for stable employment, deeply rooted in traditional values, creates a challenging environment for fostering entrepreneurial intentions. The lack of encouragement from influential figures and the general skepticism towards entrepreneurship contribute to a reduced willingness among students to consider it as a viable career option. To address this, there is a need for initiatives that shift societal attitudes and create a supportive environment for entrepreneurship. Promoting positive examples of successful entrepreneurs and encouraging influential figures to support entrepreneurial activities can help alter these perceptions and enhance students' readiness to embrace entrepreneurship[11].

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Entrepreneurship education is undeniably pivotal in shaping the entrepreneurial intentions of business education students. Yet, its impact is deeply intertwined with several underlying factors, including curriculum content, teaching methods, access to resources, and the expertise of instructors. When these elements are not effectively addressed, they can subtly but significantly contribute to the troubling trend of low entrepreneurial intention observed among students in Southwest Nigeria. In many public universities, the curriculum often leans heavily toward theoretical knowledge, emphasizing business models, financial planning, and market analysis. While these topics are essential, they may not be enough to spark genuine entrepreneurial ambition. The absence of practical components such as real-world business simulations, internships, or hands-on projects creates a gap between what students learn and what they can actually apply. Imagine a student who aces the theoretical aspects of a business plan but has never navigated the uncertainties of starting a business. The confidence and motivation to translate this theoretical knowledge into a real-world venture are often lacking. This disconnect between theory and practice can dampen the students' entrepreneurial spirit, leaving them well-informed but hesitant to take the entrepreneurial plunge[12].

The way entrepreneurship is taught also plays a crucial role in shaping students' intentions. Traditional lecture-based teaching, which is still prevalent in many Nigerian universities, might not be the most effective method for instilling entrepreneurial skills. Entrepreneurship, by nature, thrives on creativity, problem-solving, and adaptability qualities that are best developed through interactive and experiential learning. However, if students are primarily engaged in passive learning, where they absorb information rather than actively applying it, they may find it difficult to internalize the entrepreneurial mindset. Imagine a classroom where entrepreneurship is discussed in abstract terms, without the excitement of real-life case studies or the challenge of creating a startup from

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scratch. In such environments, students may understand entrepreneurship theoretically but lack the enthusiasm and practical know-how to pursue it, ultimately contributing to the low entrepreneurial intention observed[13].

Access to resources is another critical factor that cannot be overlooked. Resources like incubators, seed funding, mentorship programmes, and business networks are vital for transforming entrepreneurial ideas into reality. Yet, many public universities in Southwest Nigeria are under-resourced, offering little beyond basic classroom instruction. This scarcity of resources presents a formidable barrier for students who might have the passion and ideas but lack the means to execute them. Picture a student with a brilliant business idea, eager to start but held back by the lack of funding or mentorship. Without these crucial supports, even the most determined students might view entrepreneurship as an unattainable goal, leading to a decline in their entrepreneurial intentions[14].

The expertise of instructors further complicates the situation. While many instructors in these universities are academically qualified, they often lack practical entrepreneurial experience. This gap can result in a teaching approach that, while academically sound, is disconnected from the realities of starting and running a business. For example, an instructor who has never navigated the challenges of entrepreneurship might focus on theoretical knowledge, neglecting the gritty, real-world aspects of building a business from the ground up. This lack of practical insight can leave students feeling unprepared for the entrepreneurial journey, diminishing their confidence and willingness to pursue entrepreneurial ventures[15].

In essence, the low entrepreneurial intention among business education students in Southwest Nigeria is not merely a reflection of their lack of interest or capability. It is, in many ways, a symptom of deeper issues within the entrepreneurship education framework.

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To ignite a true entrepreneurial spirit, it is essential to rethink how entrepreneurship is taught, ensuring that the curriculum is both comprehensive and practical, that teaching methods are engaging and interactive, that resources are accessible, and that instructors bring not just knowledge but real-world experience into the classroom. Only then can we hope to close the gap between education and entrepreneurial intention, empowering students to not just dream of entrepreneurship but to actively pursue it.

The entrepreneurial mindset, encompassing traits such as risk tolerance, innovativeness, proactivity, and resilience, is seems to be another vital determinant of entrepreneurial intention. However, in Southwest Nigeria, these traits appear to be often underdeveloped among students including business education students, contributing to the persistently low levels of entrepreneurial intention. Understanding how each aspect of the entrepreneurial mindset influences students' intentions can provide insight into the challenges they face and suggest pathways for improvement.

Risk tolerance is a critical component of the entrepreneurial mindset. It refers to an individual's willingness to engage in activities with uncertain outcomes, a characteristic essential for entrepreneurship, where the likelihood of success is never guaranteed. In Southwest Nigeria, the socio-economic environment often discourages risk-taking. Many students come from backgrounds where financial stability is uncertain, and the pressure to secure a stable income is high. This environment fosters a natural aversion to risk, as the consequences of failure can be severe. For instance, a student who is the primary breadwinner for their family may perceive entrepreneurship as too risky compared to the safety of traditional employment. This aversion to risk, compounded by the lack of social safety nets, dampens entrepreneurial intentions as students prioritize security over the uncertain rewards of entrepreneurship[16].

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Innovativeness, the ability to generate new ideas and solutions, is another cornerstone of the entrepreneurial mindset. However, the educational system in many Nigerian public universities often stifles creativity rather than encouraging it. Traditional teaching methods, which emphasize rote memorization and adherence to established norms, do not foster an environment where innovative thinking can flourish. Students are rarely challenged to think outside the box or to approach problems from novel perspectives. This lack of encouragement to innovate leaves many students ill-equipped to identify and exploit entrepreneurial opportunities. For example, a student who has never been encouraged to question the status quo might struggle to conceive of unique business ideas or to adapt existing ones to the local market. This deficiency in innovativeness directly impacts their entrepreneurial intentions, as they may not feel capable of contributing something new or valuable to the market[17].

Proactivity, the tendency to take initiative and act in anticipation of future problems or opportunities, is equally crucial. Yet, in the context of Southwest Nigeria, proactivity is often hampered by a combination of socio-cultural and educational factors. The traditional emphasis on conformity and respect for authority can discourage students from taking the initiative or pursuing unconventional paths. Furthermore, the educational system often rewards compliance and the correct regurgitation of information rather than initiative and independent thought. As a result, students may be conditioned to wait for instructions rather than to take the lead in entrepreneurial ventures. This lack of proactivity can severely limit their entrepreneurial intentions, as they may not see themselves as agents of change capable of driving their own success[18].

Resilience, or the ability to bounce back from setbacks, is perhaps the most critical trait for any entrepreneur, given the inevitable challenges of starting and running a business. However, the environment in Southwest Nigeria often does not cultivate this trait

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effectively. Many students are not exposed to real-world entrepreneurial challenges during their education, and as a result, they are unprepared for the difficulties they will face. Additionally, the societal stigma attached to failure further undermines resilience. In a culture where failure is often seen as a final verdict rather than a learning opportunity, students may be discouraged from attempting entrepreneurial ventures for fear of the consequences of failure. This lack of resilience can be a significant barrier to entrepreneurial intention, as students who are unprepared to handle failure are less likely to take the entrepreneurial plunge[19].

The entrepreneurial mindset characterized by risk tolerance, innovativeness, proactivity, and resilience is crucial for fostering entrepreneurial intentions among business education students. However, in Southwest Nigeria, various socio-economic, cultural, and educational factors inhibit the development of these traits, leading to a lower propensity among students to pursue entrepreneurship. Addressing these challenges requires a concerted effort to reform educational practices, encourage risk-taking and innovation, and build a supportive environment that fosters resilience and proactivity. Only by nurturing these aspects of the entrepreneurial mindset can we hope to enhance students' entrepreneurial intentions and empower them to contribute meaningfully to the economy. Therefore, this study seeks to investigate the influence of entrepreneurship education and entrepreneurial mindset on the entrepreneurial intentions of business education students in public universities in Southwest Nigeria.

Apart from the identified factors, gender differences seem to significantly influence entrepreneurial intention among students. Research indicates that men typically exhibit higher levels of self-efficacy compared to women. This greater confidence in their ability to start and manage a business often translates into stronger entrepreneurial intentions. In contrast, women frequently face additional barriers, such as fewer resources and limited

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access to entrepreneurial networks, which can negatively impact their perception of feasibility and reduce their entrepreneurial aspirations. Similarly, men seems to generally find entrepreneurship more appealing compared to women, who are often steered towards traditional roles and careers due to societal and cultural expectations. This societal bias makes entrepreneurship appear less attractive for women and creates additional barriers. Subjective norms, which include the pressures and expectations from family, peers, and society, can be more restrictive for women, further discouraging them from pursuing entrepreneurial ventures. The entrepreneurial mindset, which includes traits such as risk tolerance, innovativeness, proactivity, and resilience, also varies by gender. Men typically demonstrate higher levels of risk tolerance and proactivity, which can drive their entrepreneurial intentions. In contrast, women might exhibit greater resilience but lower risk tolerance, impacting their willingness to engage in entrepreneurial activities. Structural barriers, such as limited access to capital and fewer networking opportunities, often disproportionately affect women, influencing their entrepreneurial mindset and intentions.

In Southwest Nigeria, traditional cultural expectations and socio-economic challenges further amplify these gender differences. The region's preference for secure, conventional employment and its economic instability creates additional hurdles for female students, making entrepreneurship seem less viable. These regional and cultural factors highlight the need for targeted interventions to address the specific challenges faced by female students and to foster a more supportive environment for all aspiring entrepreneurs. Understanding these gender-specific factors is crucial for designing effective entrepreneurship education programmes and support systems that cater to the needs of both male and female students.

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1.2 Statement of the Problem

In Nigeria, where youth unemployment is a pressing issue, particularly among graduates, business education programmes in universities are vital for addressing this crisis. These programmes aim to equip students with the skills and knowledge necessary to become entrepreneurs and stimulate economic growth. Despite significant investment in these programmes, students' entrepreneurial intentions appear to be persistently low. This disconnection is evident in the contrast between high academic performance in entrepreneurship courses such as developing business plans and understanding market dynamics and the little or no entrepreneurial ventures initiated by these graduates[20]. Scholars attribute this gap to various socio-economic barriers, including limited access to capital, insufficient exposure to successful role models, and cultural biases that favour stable employment over entrepreneurship[21, 22]. Additionally, the lack of mentors, professional networks, and support infrastructure like incubators and seed funding further impedes students' ability to turn their ideas into viable businesses[23]. Despite these insights, a comprehensive review of existing literature reveals a significant research gap regarding the contributions of entrepreneurship education and entrepreneurial mindset to the low entrepreneurial intentions observed among business education students. While individual aspects of entrepreneurship education and mindset have been studied, there is a lack of integrated research that connects these factors to the issue of low entrepreneurial intentions. This gap highlights the need to explore how the interplay of entrepreneurship education provided, the mindset it fosters, and their combined effect on students' entrepreneurial intentions can be better understood and addressed. Therefore, this study seeks to investigate the influence of entrepreneurship education and entrepreneurial mindset on the entrepreneurial intentions of business education students in public universities in Southwest Nigeria.

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1.3 Aim and Objectives of the Study

The aim of this study was to investigate the influence of entrepreneurship education and mindset on entrepreneurial intention among business education students in public universities in Nigeria. The specific objectives of the study were to:

i. ascertain the level of entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subjective norms) among business education students in public universities in Southwest, Nigeria;
ii. assess the level of entrepreneurship education (curriculum content, teaching method, access to resources, instructor expertise) among business education students in public universities in Southwest, Nigeria;
iii. determine the level of entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria;
iv. determine the combined influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria;
v. determine the relative influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria;
vi. examine the gender difference in entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subjective norms) among business education students in public universities in Southwest, Nigeria; and
vii. examine the gender difference in entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria.

1.4 Research Questions

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The study sought to find answers to the following questions:

1. What is level of entrepreneurial intention among business education students in public universities in Southwest, Nigeria?
2. What is the level of entrepreneurship education among business education students in public universities in Southwest, Nigeria?
3. What is the level of entrepreneurial mindset among business education students in public universities in Southwest, Nigeria?

1.5 Hypotheses

These hypotheses were tested at 0.05 level of significance:

$H_0$1: There will be no significant combined influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria.

$H_0$2: There will be no significant relative influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria.

$H_0$3: There will be no significant gender difference in entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subjective norms) among business education students in public universities in Southwest, Nigeria**.**

$H_0$4: There will be no significant gender difference in entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria.

1.6 Significance of the Study

This study holds significant value for undergraduate of Business Education and entirety of other students, educators and curriculum developers, policymakers and educational institutions, and future researchers. For students, the research emphasizes the importance

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of practical skills, critical thinking, and entrepreneurial mindset, which are increasingly required in the modern workplace. Understanding the challenges and opportunities within business education can help students make informed decisions about their academic and professional pathways.

For educators and curriculum developers, this study provides evidence-based insights that may help in designing more effective teaching strategies and updating business education curricula to better align with industry demands. By identifying the gaps between academic instruction and real-world business practices, this study aims to support the development of programmes that produce more competent and career-ready graduates.

For policymakers and educational institutions, the study highlights key areas for investment and reform in the business education system. It can inform decisions about teacher training, resource allocation, and integration of digital tools and experiential learning in business education.

Lastly, for future researchers, this study serves as a foundation for further academic exploration into innovative approaches to teaching business concepts, assessing learning outcomes, and improving student engagement and employability.

In summary, the significance of this study lies in its potential to bridge the gap between business theory and practice, contribute to the development of a more dynamic and responsive educational framework, and ultimately enhance the value and relevance of business education in today's competitive and technologically driven economy.

1.7 Scope of the Study

This study was delimited contextually and geographically. Contextually, this study was limited to entrepreneurship education and mindset as independent variables and entrepreneurial intention as the dependent variable. Entrepreneurship education was

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measured using curriculum content, teaching method, access to resources, and instructor expertise, while entrepreneurial mindset was measured using risk tolerance, innovativeness, pro-activity and resilience. The geographical scope was both State and Federal public universities in the southwest, Nigeria. The states in the southwest Nigeria were: Oyo, Ogun, Osun, Ondo, Lagos and Ekiti. Target respondents were 400 level of Business Education students in the selected universities.

1.8 Limitation of the Study

One striking limitation of the study was on how to administer the research instrument across such a spatial locational spread of the study area, spanning approximately 76,852 square kilometres (km^2) involving six states across southwest geopolitical zone. This limitation was however overcome with the adoption of online Google Questionnaire tool which enabled real-time questionnaire administration, data retrieval, alongside the benefits of cost-effectiveness and management.

Similarly, the restriction of data collection tool to only one instrument – questionnaire, which was administered via online Google Questionnaire Form, due to far spatial geographical locations of the study area, was a limitation. It would have been robust to add such other instruments as the physical observation of students and each university's entrepreneurial centre, as well as conduct interviews with focus group, and industry professionals to gain deeper insight into the subtle factors that drive students' entrepreneurial mindsets towards intentions. To overcome this limitation, the researcher had to support the primary instrument with secondary data.

There could have been element of methodological limitations, especially involving the cross-sectional design. Existence of potential weaknesses in the design, data collection, small sample size or analysis processes might have affected the validity, reliability, or

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generalizability of the findings. Measuring intentions for example, at one point in a single time, might not have captured how they evolved. To overcome methodological limitations with reference to measurement tool, research instruments were validated via reliability testing and use of expert review. Also, since Entrepreneurship Education is mandatory to all Nigerian undergraduates, the sample size of 952 relative to millions of undergraduates across states and federal universities and private universities, could hamper the generalization of research findings. To overcome this limitation, the research deployed rich qualitative data.

Furthermore, since entrepreneurial intention is often measured through self-report surveys or questionnaires, the potential for social desirability bias among respondents in self-reported data is rife, which is why physical observation as data collection tool would have been necessary. Respondents might have been inclined to provide responses that they perceive as socially acceptable or desirable, rather than those that reflect their true entrepreneurial behaviour, experiences and abilities to execute requisite entrepreneurial tenets. This is capable of affecting the validity of the instrument itself.

1.9 Operational Definition of Terms

The following terms were defined as used in the study.

Entrepreneurship Education: In this study, Entrepreneurship Education refers to the structured educational programmes and learning experiences provided to Business Education students in Southwest Nigeria. This education is aimed at equipping students with entrepreneurial knowledge, skills, and attitudes necessary to identify opportunities and initiate business ventures within the local socio-economic context of Southwest Nigeria. It was measured using curriculum content, teaching method, access to resources, instructor expertise.

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Curriculum Content: The specific entrepreneurship-related courses and materials integrated into the business education curriculum in Southwest Nigerian institutions, focusing on local business practices, market dynamics, and opportunities within the region.

Teaching Methods: The pedagogical approaches used in Southwest Nigerian educational institutions to deliver entrepreneurship education, including practical methods like case studies of successful local entrepreneurs, hands-on business projects, and guest lectures from regional business leaders.

Access to Resources: Availability of entrepreneurial support resources in universities in Southwest Nigeria, such as regional business incubators, mentorship programmes, local workshops, and access to microfinance institutions.

Instructor Expertise: The qualifications and local entrepreneurial experience of instructors in Southwest Nigeria, which influence the quality and relevance of entrepreneurship education provided to the students.

Entrepreneurial Mindset: Entrepreneurial mindset in this study is defined as the set of cognitive attitudes and psychological traits specific to Business Education students in Southwest Nigeria, which predispose them to engage in entrepreneurial activities. This mindset reflects the unique cultural, social, and economic environment of the region. Risk tolerance, innovativeness, pro-activity and resilience were used as indices to measure entrepreneurial mindset.

Risk Tolerance: The students' willingness to take calculated risks within the entrepreneurial landscape of Southwest Nigeria, relative to factors such as local market volatility and economic conditions.

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Innovativeness: This is the propensity of students to generate and implement new ideas, particularly in the context of solving region-specific socio-economic problems or creating products and services tailored to the needs of Southwest Nigeria.

Proactivity: The students' tendency to anticipate and act on business opportunities or challenges in Southwest Nigeria, showing initiative in local business contexts.

Resilience: The ability of students to persevere through setbacks and challenges specific to the entrepreneurial environment of Southwest Nigeria, such as infrastructural limitations or regional competition.

Entrepreneurial Intention: Entrepreneurial Intention in this study refers to the conscious decision and plan of Business Education students in Southwest Nigeria to start their own businesses or engage in entrepreneurial activities. This intention is shaped by the unique socio-economic conditions and cultural expectations of the region. This study made use of self-efficacy, perceived feasibility, perceived desirability, subjective norms as indicators of entrepreneurial intention.

Self-Efficacy: The belief of students in their ability to successfully start and manage a business in the specific context of Southwest Nigeria, considering local business knowledge and personal skills.

Perceived Feasibility: The students' perception of the practicality and viability of starting a business in Southwest Nigeria, including access to resources, local market conditions, and regulatory environment.

Perceived Desirability: The degree to which students are attracted to entrepreneurship in Southwest Nigeria, motivated by perceived benefits like financial independence, social status, and the potential impact on their community.

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Subjective Norms: The influence of social expectations, including family, peer, and community attitudes in Southwest Nigeria, on the students' decision to pursue an entrepreneurial career.

Students: These are male or female Business Education students in state and federal universities in Southwest Nigeria.

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Chapter Two

Literature Review

This chapter explored the previous research works related to the variables, concepts and constructs in this study. The review was based on the title of the research work, objectives, research questions and hypotheses under study. It was presented in the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Entrepreneurship Education

2.1.2 Concept of Mindset

2.1.3 Concept of Entrepreneurial Intention

2.2 Theoretical Framework

2.2.1 IcekAjzen's Theory of Planned Behaviour

2.2.2 John Dewey's Learning-by-Doing Entrepreneurial Theory

2.2.3 Dweck and Legget's Implicit Theory of Intelligence

2.3 Review of Empirical Studies

2.3.1 Entrepreneurship Education and Entrepreneurial Intention

2.3.2 Mindset and Entrepreneurial Intention

2.3.2 Entrepreneurship Education and Mindset

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

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2.1 Conceptual Review

2.1.1 Entrepreneurship Education

Entrepreneurship education is a structured process designed to equip individuals with the necessary knowledge, skills, and mindset to identify and exploit entrepreneurial opportunities. It is aimed at stimulating an individual's entrepreneurial spirit, enhancing creativity, innovation, and critical thinking. Its primary focus is on developing the entrepreneurial mindset, which is crucial for recognizing opportunities and transforming them into viable business ventures[1]. The concept goes beyond mere business start-up preparation and encompasses a broader objective of fostering an entrepreneurial culture among students. Entrepreneurship education fosters self-reliance and adaptability in a rapidly changing global economy, preparing learners to approach challenges with an entrepreneurial lens, enabling them to innovate and generate value in various contexts, not limited to business creation alone[2]. Entrepreneurship education typically includes both theoretical and practical components. The theoretical aspect introduces students to essential business concepts like opportunity recognition, risk management, and business planning[3]. The practical component involves real-life experiences, simulations, and case studies that give students hands-on exposure to entrepreneurial activities, thus reinforcing theoretical knowledge[4].

Moreover, entrepreneurship education plays a critical role in developing entrepreneurial intention. Entrepreneurial intention, which refers to one's intent to start a business, is significantly shaped by educational interventions that build self-efficacy and provide entrepreneurial role models. This indicates that entrepreneurship education can positively influence individuals' decisions to pursue entrepreneurial careers. The concept has gained traction in educational institutions worldwide, with governments and policymakers recognizing its potential to drive economic development[5]. Entrepreneurship education is

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also regarded as a means to reduce unemployment, particularly among youth, by encouraging self-employment and innovation-driven enterprises[6]. It fosters the creation of new businesses, which, in turn, contributes to job creation and economic growth.

Entrepreneurship education is also instrumental in fostering social entrepreneurship, where individuals are encouraged to develop ventures aimed at addressing social challenges[7]. This broadens the scope of entrepreneurship education, making it relevant for individuals interested in creating social impact alongside profit. Furthermore, entrepreneurship education nurtures a proactive and risk-tolerant mindset, which is essential for navigating uncertainties in the business environment[6]. By emphasizing problem-solving, resilience, and resourcefulness, entrepreneurship education prepares individuals to thrive in unpredictable markets and seize emerging opportunities. Entrepreneurship education is not just confined to teaching individuals how to start and run businesses; it also aims to develop competencies that foster innovation and adaptability in various fields. It cultivates skills such as leadership, creativity, and decision-making, which are critical for navigating complex business environments[7]. This broad spectrum of competencies makes entrepreneurship education relevant across different disciplines, as it prepares individuals to respond proactively to challenges, whether in business, technology, or social sectors[8].

Another significant aspect of entrepreneurship education is its role in promoting entrepreneurial ecosystems within educational institutions. Educational institutions, especially universities, are increasingly acting as hubs for entrepreneurship, where students are encouraged to collaborate, innovate, and take risks in a supportive environment[9]. This ecosystem approach integrates entrepreneurship into the broader academic culture, where students from diverse fields can apply entrepreneurial principles to solve real-world

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problems. This collaborative approach fosters interdisciplinary thinking and highlights the importance of networks and community engagement in the entrepreneurial process[10].

In addition to the development of entrepreneurial skills and ecosystems, entrepreneurship education has a strong focus on experiential learning. Experiential learning theory is often applied in entrepreneurship programmes to allow students to learn by doing. Through activities such as internships, business simulations, and startup incubators, students gain practical experience, which enhances their learning and prepares them for real-world entrepreneurial challenges[11]. This hands-on approach also helps students build resilience and adaptability, key traits for successful entrepreneurs who often face uncertainty and failure in their ventures[12].

Entrepreneurship education also emphasizes the importance of lifelong learning and continuous development. Entrepreneurship is not just a skill set but a mindset that requires ongoing development through practice, reflection, and adaptation. As the global business environment evolves, individuals equipped with entrepreneurial education are better positioned to remain competitive and innovate in their respective fields. This highlights the transformative power of entrepreneurship education in fostering agility and continuous improvement[13].

Moreover, entrepreneurship education has a profound impact on fostering inclusivity and empowering underrepresented groups. Research indicates that entrepreneurship education can be a powerful tool in reducing inequalities by providing marginalized individuals, such as women and minorities, with the knowledge and skills needed to enter the entrepreneurial landscape. This inclusive approach helps level the playing field, giving individuals from diverse backgrounds the opportunity to participate in economic growth and contribute to their communities through entrepreneurial ventures[14].

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Another important facet of entrepreneurship education is its role in enhancing global competitiveness. In today's interconnected global economy, entrepreneurship education equips individuals with the ability to compete on an international scale. It instills a global mindset that allows entrepreneurs to identify opportunities beyond their local markets and adapt to diverse cultural and economic conditions[15]. This global perspective is essential for fostering innovation and driving growth in emerging markets.

Furthermore, entrepreneurship education is closely tied to the concept of intrapreneurship, where individuals apply entrepreneurial principles within existing organizations. Intrapreneurship is critical for organizations seeking to innovate and remain competitive in dynamic industries. Through entrepreneurship education, individuals learn how to develop new ideas, products, and processes within their organizations, contributing to corporate innovation and strategic renewal[16]. This highlights the versatility of entrepreneurship education, which not only prepares individuals for independent ventures but also enhances their value within larger organizations.

Finally, entrepreneurship education has a transformative impact on society at large. By fostering innovation, job creation, and economic development, it serves as a catalyst for societal progress. Entrepreneurship drives technological advancement and societal change by bringing new products, services, and ideas to market. Through entrepreneurship education, individuals are equipped to contribute to this process, ultimately creating value not only for themselves but also for their communities and the broader economy[17].

Curriculum Content

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Curriculum content is a central component of entrepreneurship education, as it shapes the structure and delivery of learning experiences that equip students with entrepreneurial skills, knowledge, and attitudes. The content focuses on providing learners with a comprehensive understanding of entrepreneurial concepts, such as opportunity identification, business creation, risk management, marketing, and financial planning. By covering these fundamental areas, the curriculum ensures that students are well-prepared to engage in entrepreneurial activities. This foundational knowledge helps learners not only grasp the theoretical underpinnings of entrepreneurship but also understand its practical applications, which are essential in running successful ventures[18].

A critical feature of the curriculum in entrepreneurship education is its emphasis on practical and hands-on learning. The curriculum often integrates experiential learning components, such as internships, business simulations, and real-world projects, which allow students to apply the theoretical knowledge they have gained in a controlled environment. Through these activities, students learn how to navigate real business challenges, which include understanding customer needs, managing resources, and making decisions under uncertainty. This practical exposure strengthens their ability to think critically and creatively, enabling them to develop problem-solving skills that are crucial for entrepreneurship[19]. The curriculum content in entrepreneurship education also emphasizes skill development beyond just business knowledge. Soft skills such as leadership, communication, negotiation, and teamwork are integral to entrepreneurial success, and these are embedded within the curriculum. Students engage in collaborative projects that require them to work with peers, present their ideas, and negotiate outcomes, all of which mirror the realities of running a business. By fostering these skills, the curriculum ensures that learners can effectively lead teams, manage stakeholder relationships, and adapt to changing market conditions[20]. These interpersonal and

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leadership skills are particularly important in entrepreneurship, where the ability to inspire, communicate, and negotiate can significantly influence a venture's success.

Innovation and creativity are also core components of the curriculum in entrepreneurship education. The content is often designed to encourage out-of-the-box thinking and the development of novel solutions to existing problems. Students are frequently tasked with developing new business ideas or improving existing ones, pushing them to think innovatively about products, services, or processes. This focus on creativity helps students understand that entrepreneurship is not just about creating businesses but about creating value in new and imaginative ways. It also fosters a mindset of innovation that is crucial in today's rapidly evolving business environments[21].

Another key aspect of the curriculum is its focus on ethical and social responsibility in entrepreneurship. The modern curriculum increasingly includes topics related to sustainability, corporate social responsibility (CSR), and social entrepreneurship, reflecting the growing recognition that businesses must operate ethically and contribute positively to society. By integrating these themes, the curriculum encourages students to consider the broader societal and environmental impact of their entrepreneurial ventures. This instills a sense of responsibility in future entrepreneurs, who are then equipped to create businesses that not only generate profit but also address pressing social issues, contributing to the well-being of communities and the environment[21]. In addition to these elements, the curriculum content often integrates a global perspective, preparing students to operate in an international business environment. As globalization continues to shape markets and economies, entrepreneurship education includes topics that help students understand global market trends, cross-cultural management, and international business strategies. This prepares learners to identify and exploit opportunities in foreign markets and manage businesses in diverse cultural and regulatory contexts. The inclusion of a global dimension

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in the curriculum is essential for fostering entrepreneurs who can compete internationally and navigate the complexities of operating in a global economy[22].

Moreover, entrepreneurship curriculum content reflects the growing role of technology in business. Courses that cover topics such as digital entrepreneurship, e-commerce, and technological innovation are now common, ensuring that students are equipped to leverage technology in their entrepreneurial endeavors. This is particularly important in the digital age, where technological advancements are rapidly changing the way businesses operate. By understanding how to utilize digital tools, students can create more efficient business processes, reach broader markets, and remain competitive in a technology-driven economy[23].

In all, curriculum content in entrepreneurship education plays a pivotal role in shaping students' entrepreneurial capabilities. It balances theoretical knowledge with practical skills development, fostering innovation, leadership, and ethical responsibility. Through experiential learning opportunities and a focus on creativity, students are prepared to tackle the challenges of entrepreneurship in both local and global markets. Furthermore, by integrating technology and a global perspective, the curriculum ensures that students are equipped to succeed in a rapidly evolving, interconnected world.

Teaching Methods

Teaching methods are a fundamental index of entrepreneurship education, as they determine how knowledge, attitude and skills are imparted to students[24]. The choice of pedagogical approaches significantly influences students' understanding, engagement, and ability to apply entrepreneurial concepts in real-world settings[25]. In entrepreneurship education, teaching methods go beyond traditional classroom lectures to include a variety of interactive, experiential, and practical techniques aimed at fostering creativity,

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innovation, and critical thinking. One widely used method is experiential learning, where students learn through direct experience[26]. This approach includes activities like internships, business simulations, and hands-on business projects, which allow students to engage with the realities of entrepreneurship. Through these activities, students develop practical (or hard) skills such as risk-taking, problem-solving, and resource management; as well as soft-skills through communication, deliberation, and negotiation skill development. By participating in these experiential exercises, learners gain the confidence to start their own ventures and handle the uncertainties inherent in entrepreneurial endeavors[27]. Experiential learning fosters a deeper understanding of the entrepreneurial process by bridging the gap between theory and practice.

Case studies are another important teaching method in entrepreneurship education. These studies often feature successful and failed entrepreneurial ventures, enabling students to analyze real-life scenarios and extract valuable lessons. In Southwest Nigeria, for example, case studies of successful local entrepreneurs are particularly effective in teaching students how to navigate the region's unique economic and social challenges. This method encourages students to apply theoretical knowledge to real-world situations, critically assess entrepreneurial decisions, and learn from the experiences of others. By examining these cases, students can gain a comprehensive understanding of both the opportunities and risks involved in entrepreneurship[28].

Guest lectures and mentoring from regional business leaders are also key teaching methods in entrepreneurship education. By inviting successful entrepreneurs to speak or mentor students, educational institutions provide learners with direct access to industry insights and practical advice[27]. This not only motivates students but also provides them with networking opportunities and mentorship that can be critical in their entrepreneurial

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journey. Such interactions with business leaders help students understand the realities of entrepreneurship, including the skills and attitudes necessary for success, while providing them with role models who inspire and guide them. In addition to these practical methods, group discussions and workshops are often used to foster collaboration and peer learning. These interactive methods encourage students to share ideas, challenge assumptions, and work together on entrepreneurial projects. Group activities simulate real-world business environments where teamwork, communication, and negotiation are essential. In entrepreneurship, the ability to collaborate and build networks is crucial, and these teaching methods prepare students for the interpersonal aspects of running a business[29, 30].

Business plan development is another core teaching method, where students are tasked with creating detailed plans for hypothetical or real businesses. This process involves market research, financial planning, and strategic decision-making, which are all critical components of entrepreneurship[31]. By developing business plans, students practice organizing their ideas, assessing feasibility, and presenting their ventures to potential investors or stakeholders. This method not only teaches the practical aspects of starting a business but also instills discipline, strategic thinking, and planning skills, which are vital for entrepreneurial success[32, 33]. In all, teaching methods serve as a key index of entrepreneurship education by shaping how students acquire and apply entrepreneurial knowledge. Methods like experiential learning, case studies, guest lectures, and business plan development ensure that students are not only knowledgeable about entrepreneurship but also equipped with the practical skills and mindset necessary to thrive as entrepreneurs. Through these diverse and interactive approaches, students gain the confidence and competence to embark on their entrepreneurial journeys in both local and global contexts[32].

Access to Resources

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Access to resources is a crucial index in entrepreneurship education, as it directly influences the ability of students to apply entrepreneurial concepts in practical settings[34]. In Southwest Nigerian universities, the availability of entrepreneurial support resources plays a significant role in nurturing aspiring entrepreneurs. These resources, which include business incubators, mentorship programmes, workshops, and access to microfinance institutions, provide students with the essential tools and opportunities to develop and launch their business ideas[35]. Regional business incubators serve as a vital resource for entrepreneurship students in Southwest Nigeria. These incubators offer students a structured environment where they can refine their business ideas, receive professional guidance, and connect with other entrepreneurs. Incubators often provide office space, administrative support, and access to specialized business services, creating a conducive environment for business development[36,37]. In these centers, students can test their entrepreneurial ideas in a real-world context while benefiting from the experience of seasoned business professionals. By providing infrastructure and support, business incubators significantly reduce the barriers to starting a business, offering students a practical and low-risk platform to explore entrepreneurship[38].

Mentorship programmes also play an essential role in entrepreneurship education in Southwest Nigerian universities. These programmes connect students with successful entrepreneurs and business leaders who can provide guidance, share industry insights, and help navigate the challenges of starting a business[39]. Mentorship allows students to gain practical knowledge that goes beyond the classroom, enabling them to learn from real-world experiences and avoid common entrepreneurial pitfalls. The one-on-one interaction between mentors and students fosters personalized learning and provides an invaluable network of contacts that can be useful as students venture into their entrepreneurial journeys[40]. In many cases, mentors offer not just advice but also opportunities for

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collaboration and funding, thus bridging the gap between academic learning and real-world application[41]. In addition to incubators and mentorship, local workshops and training programmes provide hands-on learning opportunities that are critical for entrepreneurship education[42, 43]. These workshops, often organized by universities or in collaboration with local business organizations, cover practical topics such as business plan development, marketing strategies, financial management, and legal compliance. They are designed to equip students with the skills necessary to run a successful business. Through these interactive sessions, students are exposed to the latest trends in business and entrepreneurship, allowing them to stay competitive in an ever-evolving market. Moreover, workshops provide a space for networking and idea exchange, where students can collaborate with peers and industry experts, fostering a culture of innovation and continuous learning[44, 45].

Access to microfinance institutions is another crucial resource available to students in entrepreneurship education programmes in Southwest Nigeria. Microfinance institutions offer small loans and financial support to aspiring entrepreneurs, helping them overcome the common challenge of limited startup capital. For many students, accessing traditional bank loans can be difficult due to lack of credit history or collateral[46]. Microfinance institutions fill this gap by providing more flexible financing options tailored to the needs of small-scale entrepreneurs. This access to financial resources allows students to fund their business ideas, purchase necessary equipment, and launch pilot ventures, thereby gaining valuable experience in managing a business. By partnering with microfinance institutions, universities ensure that students have the financial support needed to turn their entrepreneurial ideas into reality[47]. In all, access to resources such as business incubators, mentorship programmes, local workshops, and microfinance institutions is fundamental to the success of entrepreneurship education in Southwest Nigeria. These resources provide

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students with practical support, financial aid, and industry expertise, enabling them to develop their entrepreneurial skills and launch viable business ventures. By offering a comprehensive support system, universities in the region foster a more dynamic and hands-on approach to entrepreneurship education, preparing students to navigate the complexities of the business world with confidence.

Instructor Expertise

Instructor expertise is a critical index in entrepreneurship education, as it directly affects the quality and relevance of the knowledge and skills imparted to students[48, 49]. The learning outcomes for the undergraduates' entrepreneurship education categorized into education for "knowing", "doing", "being", and "living" together must necessarily engender business ideation, creativity and innovation, industry-specific knowledge for decision-making, rational risk-taking, problem-solving; leadership qualities, ethics, and social responsibility among learners[50, 51]. Scholars aver that in order to deliver learning experiences related to knowing, doing, and being to learners, instructors have to deploy teaching "about", teaching "for" and teaching "through" models[52]. An educator in teaching "about" needs be sound in content mastery, relevant instructional strategies and able to improvise his peculiar techniques, in a bit to act out relevant teaching philosophies during classroom interaction[53]. He aims to first develop learners' knowledge structure in a cognitive way in order to revamp anti-entrepreneurial in-born traits, emotions, fears, idiosyncrasies and, incrementally leverage on learners pro-entrepreneurial residual knowledge. This instructor can also use this model to leverage on learners' talents, hobbies, gifting, or any other task-execution ability; as talents honed through formal education may engender entrepreneurial intention among learners[54].

In teaching "for", the Instructor opens learners up to "education for enterprise", an occupationally-oriented approach aimed to transmit to would-be entrepreneurs, practical-

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oriented knowledge, attitude and skills with blend of practical case studies to make them establish business venture but under a controlled environment[55]. The instructor gradually allows students to take centre-stage in constructing their knowledge, while he variously assumes the role of a moderator, mentor, coach or business consultant to be consulted especially where an issue beyond a team ensues. This suggests that the instructor might have departmentalized the class into teams, based on similarities of traits (or otherwise), hobbies or talents, while teaching strategies are widened to incorporate methods that allow learners to take the centre stage. The instructor assesses each team based on speed and dexterity at which it corrects noted business misdemeanor, and by how the start-up has met its mission and vision as documented in the business plan earlier submitted to him. Evaluation needs not be a written examination, but may range from team debate, functional business ideation using any business brainstorming ideation tactics, value (product or service) development, controlled start-up creation and others[56]. The instructor also allows for learners to reflect on learning experience and how same was achieved.

Teaching "through" is presumed the most goal-driven and features hands-on approach exemplified in the use of experiential activities in the context of a learning-by-doing approach[57]. The instructor helps learners identify the knowledge they require for their goals in life, participate in a diverse range of experiential activities, which often occur outside of a classroom. He makes provision to engage learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

To deliver the kind of entrepreneurial experiences that can engender entrepreneurial intention, the tripartite learning outcome of entrepreneurship education must be painstakingly and experientially inculcated in learners[52]. A number of reasons inform this line of thought; first, individual student who aims to take a career path in entrepreneurship must be moulded both in theoretical and practical aspect of entrepreneurship[58]. Second, an

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expertise instructor is directly involved in government's quest to turn Business Education students into assets regarding employment creation[59, 60]. To this end, the qualifications and local entrepreneurial experience of instructors in universities in Southwest Nigeria play a significant role in shaping the learning environment and influencing students' entrepreneurial development.

Instructors with both academic qualifications and practical entrepreneurial experience provide more effective and impactful education by bridging theoretical concepts with real-world applications[61, 62]. These are essential for ensuring that students receive a solid foundation in the principles and practice of entrepreneurship respectively[63].

It is also adduced that instructors with advanced degrees in Economics, or Business may provide students with a comprehensive understanding of key concepts that may engender a rational entrepreneurial mindset to ideate a business from an abstract phenomenon to development of product/service tailored to solve consumer pain-point, analyse market situation, take rational risk, and exhibit resilience in the presence of entrepreneurial turmoil[64,65]. This line of thought is more reasonably based on the symbiotic relationship between Economics and Entrepreneurship Education[66, 67]. While Economics can offer the foundational knowledge about the workings of markets, resources allocation, and the factors that influence economic activity (macroeconomic conditions, government policies, and global events, that can impact everything from individuals' spending to business investment) specific to the southwest economy, Entrepreneurship Education delivers experiences in critical thinking skills, problem-solving capabilities, and decision-making know-hows necessary to identify opportunities, develop business plans, and manage entrepreneurial ventures. Additionally, it is documented that all the progenitors of Entrepreneurship Education – Cantillon (1755), Say, (1803), and Schumpeter, (1947) were

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all economists[68, 69, 70, 71] and navigating Entrepreneurship Education away from the basic Economics tenets/laws poses a fundamental mistake[72]. Scholars seem to portray that much entrepreneurial success would have been achieved if the foundational concepts of Economics were incorporated into the basic teaching and learning Entrepreneurship Education[73]. They particularly emphasized the role Economics as a prerequisite in the development of local entrepreneurship[73]. The positive relationship between the duo may help raise 'econopreneur' among students[1]. While Entrepreneurship Education is geared to make students bud entities, the practicality of Economics helps sustain entities so budded; as application of basic laws of demand and supply for instance, inculcates in learners rational thinking and decision making, along the unpredictable and competitive entrepreneurial path[74, 75].

In Southwest Nigeria, the local entrepreneurial experience of instructors is particularly valuable. Instructors who have successfully run their own businesses in the region understand the unique challenges and opportunities that come with operating in the Nigerian business environment. This practical experience allows them to teach students how to address context-specific issues, such as navigating the informal economy, dealing with unstable infrastructure, and managing local regulatory hurdles. By sharing their personal experiences, instructors make Entrepreneurship Education more relatable and relevant to the students' future ventures in Nigeria. Additionally, instructors with local experience can offer insights into the cultural and economic nuances that impact business success in the region, thereby preparing students to be more adaptive and resilient entrepreneurs[76].

Another important aspect of instructors' expertise is their ability to provide networking opportunities for students[77]. Instructors with extensive experience in the local business

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community are often well-connected with entrepreneurs, investors, and business leaders[78]. This network may provide students with valuable opportunities for internships, mentorships, and collaborations. Instructors who leverage their professional connections expose students to real-world entrepreneurial ecosystems, allowing them to gain practical insights and build relationships that are crucial for their future entrepreneurial endeavors. Access to such networks can also enhance the credibility and marketability of students' business ideas, as they gain exposure to potential investors and partners during their educational journey[79, 80]. Furthermore, instructors with a blend of local entrepreneurial experience and academic credentials are better equipped to tailor the curriculum of entrepreneurship education to the needs of their students[81, 82]. They can design courses that aligned with the realities of the Nigerian market, focusing on practical skills such as resource management, customer engagement, and innovative problem-solving. Instructors who understand the local business climate are also able to incorporate case studies of successful Nigerian entrepreneurs into their teaching, providing students with examples that resonate more deeply than foreign business cases[83]. This local relevance in the curriculum enhances students' ability to apply what they learn to their own entrepreneurial ventures, making their education more impactful[35].

Equally pivotal in the construct of an instructor expertise is his ability to implement the curriculum of entrepreneurship education, especially relative to the choice of teaching style. The researcher observed that most literatures on the implementation of Nigeria's undergraduate entrepreneurship education curriculum overstressed the challenges associated with its implementation, especially that of poor funding, lack of basic infrastructure and other shortcomings that plague effective and efficient attainment of the objectives of the programme. However, often ignored is a key phenomenon in implementation endeavor: instructor's deployment of suitable teaching technique with the

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aim to swing learners' innate attitude, which most often than not, are anti-entrepreneurial. Studies suggest that an Instructor matches his teaching techniques to learners' learning styles and thinking preferences, and not the other way round[84, 85]. It however argued that, sticking to students' learning styles may not all the time help them attain a programme's predetermined learning experience[86]. To foreclose the quagmire often associated with seeming learning style imbroglio, an Instructor needs be armed with different learning styles of his students[87]. If in doubt of same, scholars advocate that he consults learning styles survey or instrument. This serves to forestall a possible mismatch between Instructor's teaching techniques and students' learning styles which may engender a less optimal teaching and learning processes[88, 89].

Scholars portend that the adoption of a suitable (or a combination of) collaborative teaching techniques may as well be the game-changer to swing learners' anti-entrepreneurial attitude to a pro-entrepreneurial mindset[90, 91, 92]. Teaching technique can make an instructor improvise a means on current situation to capture and remould learners' attitude and swing same to perceive entrepreneurial knowledge, attitude or skill in the light of pro-entrepreneurial tenets[90]. This forestalls a situation of putting a new wine in an old wineskin, a situation that may leave learners confused as the old idiosyncratic mindset might impinge on their newfound knowledge. Currently, it is common during classroom interaction for the Instructor to present teaching endeavor to learners without attempts to dissuade them from their fears, beliefs and innate emotions about entrepreneurship, which often run contrary to entrepreneurial tenets[37, 93]. This situation leaves learners still joggling their fears about entrepreneurship alongside with the teacher's offerings. This study sees this quagmire as the real challenge militating against curriculum implementation of entrepreneurship education; after all, entrepreneurship curriculum is deemed implemented if the rife of students' entrepreneurial intention successfully bud start-ups[94].

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In all, instructor expertise comprising academic qualifications, local entrepreneurial experience and logical curriculum implementation of the programme are critical factors in the effectiveness of entrepreneurship education in Southwest Nigeria. Instructors who possess a combination of theoretical knowledge and practical experience can offer students a more comprehensive and relevant learning experience, preparing them to succeed as entrepreneurs in their local context. Through their expertise, instructors not only impart essential entrepreneurial skills but also provide access to networks, mentorship, and real-world insights that enrich the entrepreneurial education process.

Entrepreneurship education, therefore, serves as a vital catalyst for fostering the entrepreneurial mindset and equipping individuals with the necessary skills and knowledge to succeed in the dynamic business landscape. By integrating key components such as curriculum content, effective teaching methods, access to resources, and instructor expertise, educational institutions can create an environment conducive to learning and innovation. A well-rounded entrepreneurship education curriculum not only imparts theoretical knowledge but also emphasizes practical applications, enabling students to develop critical thinking, problem-solving, and decision-making skills essential for entrepreneurship. The effectiveness of teaching methods is paramount in delivering entrepreneurship education. Using practical approaches, such as case studies of successful entrepreneurs, hands-on projects, and guest lectures from industry leaders, enhances students' engagement and understanding of real-world challenges. Moreover, fostering a supportive environment that encourages collaboration and creativity further nurtures students' entrepreneurial spirit. Access to resources, including mentorship programmes, business incubators, and networking opportunities, is crucial for the practical application of entrepreneurship education. These resources provide students with the guidance and support needed to translate their ideas into actionable business ventures. Furthermore, the

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expertise of instructors plays a significant role in shaping the quality of entrepreneurship education, as experienced educators can draw upon their own entrepreneurial experiences to provide valuable insights and real-world perspectives.

Ultimately, entrepreneurship education is instrumental in developing the next generation of entrepreneurs who are equipped to address complex societal challenges and contribute to economic growth. By cultivating an entrepreneurial mindset through comprehensive education programmes, individuals can enhance their capacity to innovate, take calculated risks, and adapt to changing market conditions. As the global economy continues to evolve, the significance of entrepreneurship education will only increase, empowering individuals to realize their potential, drive change, and make a meaningful impact in their communities and beyond.

2.1.2 Entrepreneurial Mindset

The entrepreneurial mindset is often defined as a collection of cognitive, emotional, and social attributes that empower individuals to recognize opportunities and take action[95]. It encompasses a set of personal qualities, such as initiative, creativity, and risk-taking, that enable individuals to innovate and pursue new ventures[96]. Mindset fosters a proactive approach to challenges and encourages individuals to seek out and capitalize on opportunities within their environment[97]. In addition to personal attributes, the entrepreneurial mindset is characterized by the ability to embrace uncertainty and adapt to changing circumstances. Individuals with an entrepreneurial mindset possess a "failure is feedback" attitude, viewing setbacks as learning opportunities rather than obstacles[98]. This perspective promotes resilience and the willingness to experiment, which are critical for success in entrepreneurial endeavours.

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Another important aspect of the entrepreneurial mindset is the focus on value creation. The essence of entrepreneurship lies in identifying and creating value through innovative ideas and solutions[98]. Individuals with an entrepreneurial mindset are driven by a desire to make a meaningful impact, often seeking to solve societal problems or fulfill unmet needs in the market.

Furthermore, the entrepreneurial mindset is linked to a strong sense of self-efficacy, which refers to an individual's belief in their ability to succeed. Self-efficacy plays a crucial role in determining how people approach challenges and pursue their goals[99]. Entrepreneurs with high self-efficacy are more likely to take initiative and persist in the face of difficulties, believing that their efforts can lead to positive outcomes. Additionally, the entrepreneurial mindset involves a commitment to lifelong learning and continuous improvement[100]. Experiential learning is fundamental to developing an entrepreneurial mindset, as individuals learn from their experiences and adapt their strategies accordingly[101]. This ongoing learning process allows entrepreneurs to stay relevant in a rapidly changing business landscape.

The entrepreneurial mindset also emphasizes the importance of networking and collaboration[102, 103]. Entrepreneurs often rely on social networks to access resources, information, and support. This collaborative approach enables them to leverage the strengths of others and build valuable relationships that can enhance their business ventures. Moreover, the entrepreneurial mindset is often associated with innovative thinking and problem-solving abilities[104, 105]. Entrepreneurs are innovators who disrupt existing markets with new ideas and approaches. This capacity for innovation is a key driver of economic growth through competitiveness, as entities develop new products, services, and business models[16].

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In addition, the entrepreneurial mindset is characterized by a willingness to take calculated risks[106]. Entrepreneurs must evaluate potential risks and rewards when pursuing new ventures. This risk-taking behaviour is essential for fostering innovation and growth, as it encourages individuals to explore uncharted territories and pursue ambitious goals. In all, the entrepreneurial mindset is influenced by cultural and environmental factors[107, 108]. The entrepreneurial mindset can vary across different cultures and contexts[109]. Factors such as societal attitudes toward entrepreneurship, access to resources, and educational opportunities can shape individuals' entrepreneurial intentions and behaviours.

Risk tolerance is a fundamental indicator of the entrepreneurial mindset, playing a crucial role in determining an individual's willingness to engage in entrepreneurial activities. It refers to the degree of variability in investment returns that individuals are willing to withstand in their entrepreneurial pursuits[110]. Entrepreneurs often operate in environments filled with uncertainty, and their ability to accept and manage risk significantly influences their decision-making processes and overall success[111]. Individuals with high risk tolerance are more likely to embrace uncertainty and are inclined to take calculated risks when pursuing new ventures. This willingness to take risks is essential for innovation, as it enables entrepreneurs to explore new ideas, enter emerging markets, and invest in unproven business models^1. Risk-taking behaviour is often associated with entrepreneurial success, as it allows individuals to differentiate themselves from competitors and capitalize on unique opportunities[112]. In contrast, individuals with low risk tolerance may shy away from such opportunities, fearing potential losses or negative outcomes, which can hinder their entrepreneurial aspirations.

Moreover, risk tolerance is not solely about being reckless or making impulsive decisions[113]. Instead, it involves a thoughtful assessment of potential risks and

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accompanying rewards[114]. This is encapsulated in Samuelson' 1969 and Merton's 1969, 1971, 1973 maxim, "risk return trade off"[115]. Entrepreneurs with a high level of risk tolerance are skilled at evaluating the potential benefits of a venture against its associated risks. They often engage in strategic planning and use data-driven insights to make informed decisions. This calculated approach to risk-taking helps them to mitigate potential downsides while maximizing their chances for success.

The level of risk tolerance can be influenced by several factors, including personal experiences, cultural background, and financial circumstances[116]. For instance, individuals who have previously faced entrepreneurial challenges and overcome same may develop a higher tolerance for risk as they gain confidence in their abilities. On the other hand, cultural norms can also shape an individual's perception of risk[117]. In cultures that celebrate entrepreneurship and view failure as a learning opportunity, individuals may be more inclined to take risks compared to cultures that stigmatize failure. Additionally, access to resources can impact an entrepreneur's risk tolerance[118, 119]. Those with a strong support network, financial backing, or mentorship are often more willing to take risks, as they perceive a safety net in place. This support can help entrepreneurs feel more secure in their decisions, leading to greater risk-taking behaviour. Conversely, limited access to resources may heighten fear of failure, resulting in a more conservative approach to entrepreneurship[120]. Furthermore, risk tolerance can evolve over time as entrepreneurs gain experience and adapt to their environments[121]. As they encounter various challenges and successes, their perception of risk may shift, leading to increased confidence and a greater willingness to pursue ambitious ventures. This adaptability is a key component of a successful entrepreneurial mindset, allowing individuals to navigate the ever-changing landscape of entrepreneurship[122, 123].

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In all, risk tolerance is a vital indicator of the entrepreneurial mindset that influences how individuals approach opportunities and challenges in their ventures. Individuals with a high risk tolerance are more likely to embrace uncertainty, engage in calculated risk-taking, and innovate in their business pursuits[124, 125]. Understanding and cultivating risk tolerance can empower aspiring entrepreneurs to navigate the complexities of the entrepreneurial journey, ultimately enhancing their chances of success in an unpredictable environment[126]. The entrepreneurial mindset encompasses a range of qualities and attributes that empower individuals to recognize opportunities, take risks, and innovate[127]. By integrating these definitions and perspectives from various authors, we can better understand the multifaceted nature of the entrepreneurial mindset and its significance in fostering entrepreneurial success.

Innovativeness

Innovativeness is a crucial indicator of the entrepreneurial mindset, reflecting an individual's capacity to generate new ideas, develop novel solutions, and implement creative strategies in their business endeavors. This attribute encompasses both the ability to think creatively and the willingness to experiment with unconventional approaches, which are essential for navigating the complexities of entrepreneurship[128]. Innovativeness drives entrepreneurs to differentiate their offerings, explore untapped markets, and respond effectively to evolving consumer needs and preferences[129, 130]. At its core, innovativeness involves recognizing opportunities for improvement and transformation[131, 132]. Entrepreneurs are often viewed as "innovators" who disrupt established markets by introducing groundbreaking products, services, or processes[133], [134]. This ability to innovate is not merely about inventing new technologies; it also includes enhancing existing solutions, optimizing operational efficiencies, and finding innovative ways to deliver value

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to customers. This entrepreneurial mindset construct encourages individuals to challenge the status quo and seek out creative solutions to complex problems[135].

Furthermore, innovativeness is closely linked to risk-taking behaviour[136]. Entrepreneurs who possess a strong innovative drive are more likely to embrace uncertainty and experiment with new ideas, even if they involve a degree of risk. A willingness to take risks is often essential for fostering innovation, as it enables entrepreneurs to pursue ambitious projects and venture into new territories[137, 138]. This intersection of risk tolerance and innovativeness allows entrepreneurs to explore new possibilities and capitalize on market gaps.

A supportive environment also plays a vital role in fostering innovativeness. Creativity and innovation thrive in settings that encourage experimentation and collaboration[139]. In such environments, entrepreneurs feel empowered to share ideas, engage in brainstorming sessions, and collaborate with others to generate innovative solutions. Access to resources, mentorship, and networks can further enhance an entrepreneur's capacity for innovativeness, as these elements provide the necessary support and guidance to translate ideas into actionable strategies.

Additionally, the ability to innovate is not limited to product development; it also extends to business models and processes[140,141]. Entrepreneurs with an innovative mindset continuously seek ways to improve their operations, enhance customer experiences, and adapt to changing market conditions[142]. This adaptability is crucial in today's rapidly evolving business landscape, where technological advancements and shifting consumer preferences require businesses to remain agile and responsive. Innovation is not a one-time event but an ongoing process that requires entrepreneurs to stay attuned to emerging trends and continuously seek opportunities for improvement[143].

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Moreover, innovativeness can be influenced by individual characteristics, such as curiosity, open-mindedness, and a passion for learning[144]. Entrepreneurs who exhibit these traits are more likely to explore diverse perspectives, seek out new experiences, and remain open to feedback. This openness to new ideas fosters a culture of innovation, where individuals are encouraged to experiment and take calculated risks in their pursuits. The interplay between personal attributes and environmental factors creates a fertile ground for innovation, ultimately enhancing an entrepreneur's ability to succeed[145, 146].

Also, innovative behaviours especially that emanating from one's talents, hobbies, gifting, or any other task-execution ability, may most likely drive entrepreneurial intention[147]. This is because Nature has endowed every human being with certain gifting and talents that are peculiar to the individual for his use[148, 149]. When exposed to formal entrepreneurship education, the talents are honed to engender quality idea generation, execution and budding of entrepreneurship, which constitute varying aspects of innovativeness.

In all, innovativeness is a vital indicator of the entrepreneurial mindset that empowers individuals to create and implement new ideas, solutions, and strategies. By fostering a culture of creativity, embracing risk-taking, and cultivating an environment conducive to innovation, entrepreneurs can navigate the complexities of the business landscape and enhance their chances of success. Innovativeness not only drives individual ventures but also contributes to broader economic growth and societal progress, making it a critical component of entrepreneurship.

Proactivity

Proactivity is a significant indicator of the entrepreneurial mindset, characterized by an individual's ability to take initiative, anticipate challenges, and act in advance to create opportunities rather than merely reacting to situations as they arise[150]. This quality reflects

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a forward-thinking approach, enabling entrepreneurs to shape their futures and drive their ventures toward success. Proactive individuals are not just passive observers; they actively seek ways to improve their circumstances, identify emerging trends, and leverage new opportunities for growth[151]. The proactive nature of entrepreneurs allows them to be more adaptable in dynamic environments. Proactive individuals exhibit a strong sense of personal responsibility for their actions and outcomes. This sense of ownership motivates them to take charge of their entrepreneurial journey, continuously seeking ways to enhance their businesses and address potential challenges before they escalate. This forward-looking mindset is crucial in a competitive business landscape, where the ability to anticipate and respond to changes can be the difference between success and failure.

Moreover, proactivity is closely linked to opportunity recognition[152, 153]. Individuals who possess a proactive mindset are more likely to identify and pursue emerging trends, market gaps, and innovative solutions. Proactive individuals actively engage in environmental scanning, enabling them to gather relevant information and insights that inform their decision-making processes[154]. This heightened awareness of their surroundings allows proactive entrepreneurs to seize opportunities that others may overlook, positioning them for success in their ventures.

In addition to opportunity recognition, proactivity also fosters resilience and perseverance[155,156]. Entrepreneurs often face setbacks and obstacles in their journeys, and those with a proactive mindset are better equipped to navigate these challenges. By taking initiative and exploring alternative solutions, proactive entrepreneurs are more likely to bounce back from failures and continue pursuing their goals. This resilience is critical in the entrepreneurial landscape, where adaptability and persistence can significantly influence long-term success.

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Furthermore, the development of proactivity can be influenced by various factors, including personality traits and environmental conditions[157, 158, 159]. Research indicates that individuals with high levels of self-efficacy, optimism, and openness to experience tend to exhibit greater proactivity[160, 161]. Additionally, organizational support and a culture that encourages initiative can foster proactivity among entrepreneurs and their teams. When individuals feel empowered to take risks and propose new ideas, they are more likely to engage in proactive behaviours that drive innovation and growth.

Additionally, proactivity is not limited to individual entrepreneurs; it can also extend to teams and organizations[162, 163]. A proactive organizational culture encourages collaboration and collective problem-solving, allowing teams to work together to identify and pursue opportunities. This collaborative approach enhances creativity and innovation, as diverse perspectives and expertise contribute to the development of new ideas and solutions.

In all, proactivity is a critical indicator of the entrepreneurial mindset, enabling individuals to take initiative, recognize opportunities, and navigate challenges effectively. By cultivating a proactive approach, entrepreneurs can enhance their chances of success in a competitive business environment[164]. This quality fosters resilience, adaptability, and innovation, ultimately contributing to the growth and sustainability of entrepreneurial ventures. In a rapidly changing world, proactivity serves as a key driver of entrepreneurial success, empowering individuals to shape their futures and make a meaningful impact.

Resilience

Resilience is a critical indicator of the entrepreneurial mindset, reflecting an individual's capacity to withstand and recover from setbacks, challenges, and failures encountered on the entrepreneurial journey [165]. This quality is essential for entrepreneurs, as they frequently face a myriad of obstacles, including financial difficulties, market fluctuations, and

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operational challenges. Resilient entrepreneurs demonstrate the ability to adapt to changing circumstances, learn from their experiences, and maintain their motivation in the face of adversity. At its core, resilience encompasses several key components, including emotional regulation, optimism, and perseverance[166, 167]. Entrepreneurs with strong emotional regulation can manage stress and maintain composure during difficult times. This ability allows them to think clearly and make informed decisions when faced with challenges. Research highlights the importance of optimism in resilience, noting that individuals who maintain a positive outlook are more likely to view setbacks as temporary and manageable rather than insurmountable obstacles[168]. This optimistic perspective enables resilient entrepreneurs to maintain their focus on long-term goals and opportunities for growth.

Perseverance is another essential aspect of resilience, as it reflects an entrepreneur's determination to push through challenges and pursue their objectives despite obstacles[169]. A combination of passion and perseverance plays a significant role in predicting success in various fields, including entrepreneurship[156]. Resilient entrepreneurs often demonstrate a high level of grit, enabling them to navigate the ups and downs of their ventures and remain committed to their vision. Moreover, resilience is often cultivated through experience[170,171]. Entrepreneurs who have encountered and overcome failures are likely to develop a greater sense of resilience over time. This process of learning from failure is crucial in entrepreneurship, as it fosters personal growth and enhances problem-solving abilities. Entrepreneurs who engage in reflective practice analyzing their experiences and drawing lessons from same are better equipped to bounce back from setbacks and approach future challenges with confidence[172].

Additionally, social support plays a significant role in fostering resilience among entrepreneurs. A strong network of mentors, peers, and family can provide emotional

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encouragement, practical advice, and resources during challenging times[173]. Research emphasizes the importance of social capital in promoting resilience, as entrepreneurs who have access to supportive relationships are more likely to recover from setbacks and sustain their entrepreneurial endeavors[174, 175, 176]. This network not only offers emotional support but can also provide valuable insights and guidance that help entrepreneurs navigate challenges more effectively.

Furthermore, resilience is linked to a growth mindset, the belief that abilities and intelligence can be developed through effort and learning[177]. Entrepreneurs with a growth mindset are more likely to view challenges as opportunities for growth rather than as threats. This perspective encourages them to embrace change, take risks, and pursue innovative solutions, ultimately enhancing their resilience in the face of adversity[178]. By cultivating a growth mindset, entrepreneurs can strengthen their resilience and improve their ability to adapt to changing circumstances. Resilience, therefore, is a vital indicator of the entrepreneurial mindset, enabling individuals to navigate challenges, learn from failures, and maintain motivation in their pursuits. This quality encompasses emotional regulation, optimism, perseverance, and the ability to leverage social support. By cultivating resilience, entrepreneurs can enhance their capacity to withstand setbacks and adapt to the dynamic nature of the entrepreneurial landscape. As a result, resilience not only contributes to individual success but also fosters innovation and sustainability within the broader entrepreneurial ecosystem[179].

In all, the concept of the entrepreneurial mindset is multifaceted, encompassing various indicators that collectively shape an individual's capacity for entrepreneurial success. Key attributes such as risk tolerance, innovativeness, proactivity, and resilience are essential components of this mindset, allowing entrepreneurs to navigate the complexities of the

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business landscape effectively. A high level of risk tolerance enables entrepreneurs to embrace uncertainty and pursue opportunities that others may shy away from, fostering a culture of innovation and creativity. Innovativeness drives the generation of new ideas and solutions, ensuring that entrepreneurs remain competitive in an ever-evolving market. Proactivity enhances an entrepreneur's ability to take initiative, anticipate challenges, and actively seek out opportunities for growth. This forward-thinking approach not only helps individuals overcome obstacles but also positions them to capitalize on emerging trends and market dynamics. Similarly, resilience is crucial for sustaining motivation and determination in the face of setbacks, allowing entrepreneurs to learn from failures and continue pursuing their objectives.

Moreover, the development of an entrepreneurial mindset is influenced by various factors, including individual characteristics, environmental conditions, and social support networks. Entrepreneurs who cultivate a growth mindset and foster strong relationships with mentors and peers are better equipped to navigate the challenges of entrepreneurship. Additionally, educational institutions play a pivotal role in shaping the entrepreneurial mindset through curricula that promote critical thinking, problem-solving, and experiential learning. Ultimately, the entrepreneurial mindset serves as a foundational framework for driving innovation, fostering economic growth, and addressing societal challenges. By nurturing and developing this mindset, individuals can enhance their entrepreneurial potential, contribute to the vitality of their communities, and create lasting impacts in their respective industries. As the landscape of entrepreneurship continues to evolve, the importance of cultivating a robust entrepreneurial mindset will remain paramount, empowering individuals to transform ideas into reality and thrive in an increasingly complex world.

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2.1.3 Entrepreneurial Intention

Entrepreneurial intention is a key construct in entrepreneurship research, representing an individual's commitment to starting and running a new business. Defined as a self-acknowledged conviction to engage in entrepreneurial activities, entrepreneurial intention serves as a significant predictor of actual entrepreneurial behaviour[180, 181]. It reflects the motivation and desire individuals have to pursue entrepreneurship, making it a critical area of study for understanding entrepreneurial behaviour. One of the seminal definitions of entrepreneurial intention is provided by Bird, who describes it as the "intention to start a new business" and emphasizes that this intention can significantly influence the likelihood of actual entrepreneurial action[182]. Bird's perspective highlights the role of intention as a precursor to behaviour, suggesting that a strong intention to pursue entrepreneurship can translate into tangible business activities[181]. This aligns with the theory of planned behaviour, which posits that intention is the most immediate antecedent to behaviour[183].

In the context of entrepreneurship, entrepreneurial intention can also be influenced by individual traits and external factors[184]. For instance, an author argues that entrepreneurial intention is shaped by factors such as personal attitudes towards entrepreneurship, perceived behavioural control, and social norms. This comprehensive view underscores the complexity of entrepreneurial intention, suggesting that it results from an interplay between individual motivations and contextual influences[185]. Furthermore, entrepreneurial intention can be conceptualized through the lens of social cognitive theory, which posits that intention is influenced by self-efficacy beliefs[186, 187]. According to this perspective, individuals with high self-efficacy regarding their entrepreneurial abilities are more likely to develop strong entrepreneurial intentions. This relationship emphasizes the importance of confidence and perceived capability in fostering the desire to engage in entrepreneurial activities.

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Another important aspect of entrepreneurial intention is its dynamic nature[188]. As noted by an author, entrepreneurial intention can evolve over time, influenced by experiences, education, and exposure to entrepreneurial environments[189]. This fluidity highlights the necessity of fostering supportive ecosystems that nurture entrepreneurial intentions among aspiring entrepreneurs. Educational interventions and practical experiences can enhance individuals' confidence and intention to pursue entrepreneurship[190].

Additionally, the role of entrepreneurial intention in fostering innovation and economic growth cannot be overstated[191]. As stated by in a study, entrepreneurial intention acts as a catalyst for new venture creation, ultimately contributing to economic development[192]. By understanding and promoting entrepreneurial intentions, policymakers and educators can create environments that support innovation and entrepreneurship, thereby driving economic progress.

Moreover, the measurement of entrepreneurial intention has gained attention in entrepreneurship research. Several measures and scales have been developed to assess entrepreneurial intention, including the Entrepreneurial Intention Questionnaire (EIQ)[193]. This instrument evaluates key dimensions of intention, providing a structured approach to understanding the factors that contribute to an individual's desire to engage in entrepreneurial activities. They are also such other self-assessment tools as surveys, or tests which aim to evaluate an individual's entrepreneurial potential, competency profile, and the entrepreneurial mindset profile[194]. These tools enable data on one's abilities, motivations, and preferences to be captured and compared with established models or benchmarks of entrepreneurial intentions[194]. Students' opinions for example, may be sampled if they have interest in entrepreneurship as a life career or, rate their interest (or otherwise) in starting or owning their own businesses. Observing and evaluating students'

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actions vis-à-vis entrepreneurial creation in real or simulated situations may equally be used to ascertain their level of entrepreneurial intention[195]. Attitude-behaviour observation particularly captures the complexity and dynamism of entrepreneurial competence, and provides concrete and specific examples of strengths and areas for improvement[196].

The expectancy-value model if practicalised can use an individual's beliefs, value and expectancy to ascertain his level of entrepreneurial intention[197]. Algebraically expressed as $Attitude = \sum Expectancy \times Value$, the model measures the relationship between attitude and value-creation potentialities. Its major advantage lies in individuals beliefs regarding the consequences of performing an action multiplied by the expected value of performing a given entrepreneurial activities. An individual who convinces himself of certain beliefs in a given phenomenon would most likely perform the accompanying behaviour.

Psychometric test equally portends an objective and quantifiable data about students' entrepreneurial intentions, and how they relate to their performance and outcomes[183]. It measures students' psychological traits and such entrepreneurial characteristics as personality, motivation, cognition, and emotion relative to entrepreneurship. If administered by external assessors or educators, tools such as the big five personality test, the achievement motivation inventory, the entrepreneurial orientation scale, or the entrepreneurial self-efficacy scale may feature – all aimed to gather data to measure their entrepreneurial intention.

Entrepreneurial intention therefore, is a critical concept in understanding entrepreneurial behaviour and the factors that influence individuals' decisions to pursue entrepreneurship. It encompasses various dimensions, including individual traits, contextual factors, and self-efficacy beliefs. By examining and promoting entrepreneurial intention, researchers and

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practitioners can better support aspiring entrepreneurs and contribute to the development of vibrant entrepreneurial ecosystems.

Self-efficacy

Self-efficacy is a crucial indicator of entrepreneurial intention, reflecting an individual's belief in their ability to successfully execute the necessary tasks and responsibilities associated with starting and running a business[198]. This concept, rooted in Albert Bandura's social cognitive theory, posits that self-efficacy significantly influences motivation, behaviour, and overall performance[199]. Individuals with high self-efficacy are more likely to pursue entrepreneurial endeavors, as they possess confidence in their skills and capabilities, which can drive them to take the necessary steps toward starting a venture.

Self-efficacy is not merely about having skills, a construct referred to as the enactive mastery experience; but also encompasses the belief in one's ability to apply those skills effectively in real-world situations[200]. A study highlights the strong relationship between self-efficacy and entrepreneurial intention, indicating that individuals who possess requisite expertise or know-how at doing something which confers a somewhat dominance and/or competence over that thing or a phenomenon, are more likely to start their businesses[201]. This connection underscores the importance of fostering self-efficacy among aspiring entrepreneurs, as it can lead to increased motivation and persistence in the face of obstacles. Moreover, self-efficacy influences the types of goals individuals set for themselves. Those with high self-efficacy are more inclined to set challenging goals, view obstacles as opportunities for learning, and remain committed to their objectives even when faced with difficulties. In the context of entrepreneurship, this means that individuals who believe in their entrepreneurial abilities and backed up with enactment experience, are more likely to

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envision themselves as business owners and actively seek out opportunities to make their visions a reality.

The development of self-efficacy can be influenced by various factors, including previous experiences, enactive experience, social modeling, and verbal persuasion[202]. For instance, individuals who have successfully navigated challenges in their personal or professional lives often develop a stronger sense of self-efficacy. Additionally, observing others successfully engage in entrepreneurial activities can enhance one's belief in their capabilities^1. Educational environments that encourage hands-on experiences, mentorship, and positive feedback can further bolster self-efficacy among students, leading to greater entrepreneurial intentions[203].

Furthermore, self-efficacy plays a significant role in the process of opportunity recognition[204]. Entrepreneurs with high self-efficacy are more likely to identify and pursue new opportunities, as they believe in their ability to innovate and solve problems. This proactive approach to opportunity recognition is essential in entrepreneurship, where the ability to spot market gaps and develop innovative solutions is critical for success.

Self-efficacy, therefore, is a vital index of entrepreneurial intention, as it significantly influences individuals' confidence, motivation, and persistence in pursuing entrepreneurial goals. By fostering self-efficacy through experiential learning, mentorship, and supportive educational environments, aspiring entrepreneurs can enhance their entrepreneurial intentions and increase their likelihood of success in launching and managing their ventures. Ultimately, cultivating self-efficacy contributes not only to individual entrepreneurial aspirations but also to the overall vitality of the entrepreneurial ecosystem.

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Teaching the concept of self-efficacy would first require that learners' cognitive resources (thoughts, feelings, motivations) and abilities be mobilised and harnessed before the planned endeavour necessary for a successful entrepreneurial outcome[205]. Pedagogical strategies may lay the foundation. A psychologist, Albert Bandura and progenitor of self-efficacy theory, anchors the teaching and development of the construct in learners on mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states which he also described as efficacy judgement and these qualify as objectives of teaching entrepreneurship self-efficacy to learners[199].

Perceived Feasibility

Perceived feasibility is a crucial concept in understanding entrepreneurial intention, defined by various authors in different contexts. It is closely linked to self-efficacy, described as an individual's belief in their capability to execute behaviours necessary to produce specific performance attainments[206]. The emphasis is placed on specificity of performance. This definition emphasizes the psychological aspect of perceived feasibility, suggesting that a strong belief in one's capabilities can significantly influence entrepreneurial intentions. When individuals possess high self-efficacy, they are more likely to take on entrepreneurial challenges and persist in the face of difficulties, thus enhancing their likelihood of engaging in entrepreneurial activities.

A broader framework presents perceived feasibility as a component of perceived behavioural control, defined as the perceived ease or difficulty of performing a behaviour, which reflects past experience and anticipated obstacles[207]. This perspective shifts the focus from mere self-belief to include environmental factors that can either facilitate or hinder entrepreneurial actions. It highlights that perceived feasibility is not solely about individual

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capability; it is also about the availability of resources and support that can affect an individual's intention to start a business.

In a different vein, perceived feasibility is conceptualized as the personal assessment of one's ability to launch a business venture successfully[208]. It encompasses both personal and contextual factors, combining individual skills, resource availability, and external support systems. This definition broadens the understanding of perceived feasibility, suggesting that it is shaped by various elements, including previous entrepreneurial experiences and the socio-economic environment. Such a multifaceted view underscores that entrepreneurial intention is influenced not only by personal beliefs but also by the context in which an individual operates.

Perceived feasibility is also defined as the extent to which individuals believes they possess the resources, skills, and knowledge necessary to engage in entrepreneurship[209]. The role of resource availability is emphasized, arguing that a perceived lack of resources can significantly diminish an individual's entrepreneurial intentions. This perspective highlights the importance of not only internal beliefs but also external factors, such as access to financial capital and mentoring, which can impact an individual's perception of their feasibility to pursue entrepreneurial activities.

Furthermore, the concept of perceived feasibility is influenced by the social context surrounding an individual[210]. It is suggested that social networks, cultural attitudes toward entrepreneurship, and the overall economic environment can significantly affect one's perceived feasibility[211, 212]. This definition indicates that perceived feasibility is not an isolated construct but rather a socially embedded phenomenon, shaped by interactions with others and the cultural narratives surrounding entrepreneurship.

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Perceived feasibility, therefore, emerges as a multi-dimensional construct shaped by individual beliefs, resource availability, and the socio-economic context. Definitions from various sources highlight the psychological and contextual dimensions of perceived feasibility, illustrating its role as a significant predictor of entrepreneurial intention. This understanding emphasizes that fostering an environment that enhances perceived feasibility through education, resource accessibility, and supportive social networks can lead to increased entrepreneurial engagement and success. As such, perceived feasibility serves as a vital index in understanding not only individual intentions but also the broader dynamics that influence entrepreneurial behaviour in different settings.

Perceived Desirability

Perceived desirability is a critical concept in the study of entrepreneurial intention, reflecting the extent to which an individual views entrepreneurship as an appealing or attractive option[213]. It is framed as part of the Theory of Planned Behaviour, encompassing the individual's evaluation of the desirability of performing a specific behaviour, influenced by their beliefs about the outcomes of that behaviour and the social norms surrounding it[214]. This perspective highlights that perceived desirability is not merely an individual's personal attraction to entrepreneurship; it also includes societal perceptions and the cultural context that shapes how entrepreneurship is viewed. Thus, individuals may be more inclined to pursue entrepreneurial paths when they believe that entrepreneurship is socially valued and associated with positive outcomes[215].

Perceived desirability also reflects the extent to which individuals are motivated to engage in entrepreneurial activities based on their attitudes toward entrepreneurship[216]. It can be seen as a function of individual values and beliefs about entrepreneurship, such as autonomy, financial success, and personal fulfillment. This definition underscores the

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intrinsic motivations that drive individuals toward entrepreneurship, suggesting that a strong sense of desirability can increase the likelihood of taking the necessary steps to start a business.

Perceived desirability is influenced by both personal and contextual factors, including previous entrepreneurial experiences, role models, and educational background[217, 218]. Individuals who are exposed to positive entrepreneurial role models or have educational experiences that highlight entrepreneurship as a viable career path are likely to develop a higher perceived desirability for starting their own businesses. This perspective broadens the understanding of perceived desirability, suggesting that it is shaped by both individual aspirations and external influences, such as community support and economic conditions.

A foundational framework for understanding the relationship between attitudes and behavioural intentions suggests that individuals are more likely to engage in behaviours they find desirable[219]. Favorable attitudes toward entrepreneurship lead to higher perceived desirability, ultimately increasing the likelihood of entrepreneurial action. This relationship highlights the importance of fostering positive attitudes toward entrepreneurship to enhance perceived desirability.

Moreover, perceived desirability is explored within the context of gender differences in entrepreneurial intention[220]. Societal norms and expectations significantly impact perceived desirability for entrepreneurship among different genders, suggesting that women, in particular, may face additional barriers that affect their perceived desirability, including societal expectations and limited role models. This perspective underscores the significance of understanding how social constructs influence perceived desirability and, consequently, entrepreneurial intentions across different demographic groups.

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Perceived desirability is therefore a multifaceted construct that plays a crucial role in shaping entrepreneurial intentions. Definitions from various sources emphasize the interplay between individual beliefs, societal perceptions, and contextual factors in determining how attractive entrepreneurship is to individuals[216]. This understanding suggests that enhancing perceived desirability through positive role models, supportive social norms, and educational initiatives may lead to increased engagement in entrepreneurial activities. Ultimately, perceived desirability is essential for understanding the motivations that drive individuals toward entrepreneurship, highlighting the importance of creating an environment that fosters positive perceptions of entrepreneurial endeavors.

Subjective Norms

Subjective norms are a fundamental construct in understanding behavioural intentions, particularly in the context of entrepreneurial intention. This concept encompasses the perceived social pressures individuals feel regarding whether to engage in a specific behaviour, influenced by the expectations and beliefs of important others, such as family, friends, peers, and society at large[221]. Various scholars have explored and defined subjective norms, contributing to a comprehensive understanding of their role in shaping entrepreneurial intentions.

A foundational definition of subjective norms posits that they reflect the perceived social pressure to perform or not perform a behaviour, derived from beliefs about what significant others think an individual should do[222]. When individuals perceive that important people in their lives support entrepreneurship, they are more likely to form an intention to engage in entrepreneurial activities. This perspective highlights the critical role of social validation in influencing decisions to pursue entrepreneurial ventures.

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Extending this notion, subjective norms are seen to consist of two components: normative beliefs and motivation to comply. Normative beliefs refer to an individual's perception of what important others believe they should do, while motivation to comply indicates how much individuals value those opinions. This dual-component model suggests that subjective norms are not only about the perception of social pressure but also about the degree to which individuals care about the opinions of others. Consequently, individuals who strongly value the views of their social circle may feel more compelled to consider entrepreneurship, especially if those close to them endorse such endeavors.

In the context of entrepreneurship, subjective norms can significantly influence entrepreneurial intentions, particularly among young people[223]. Supportive family environments and positive peer influence can enhance the likelihood of young individuals perceiving entrepreneurship as a viable career option[224]. This emphasizes the importance of community and familial support in shaping entrepreneurial intentions, illustrating how subjective norms can serve as a catalyst for those contemplating starting their own businesses.

Moreover, subjective norms can vary across cultures, affecting entrepreneurial intentions in different ways. In collectivist cultures, where family and community ties are stronger, subjective norms may play a more significant role in shaping entrepreneurial intentions than in individualistic cultures, where personal autonomy is more emphasized. This cultural perspective underscores the importance of contextual factors in understanding how subjective norms influence entrepreneurial behaviour, highlighting that social dynamics can vary widely across different cultural settings.

Additionally, gender differences in the impact of subjective norms on entrepreneurial intentions have been noted[93]. Women, in particular, may experience distinct subjective

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norms that can either facilitate or hinder their entrepreneurial aspirations. Societal pressures, such as traditional gender roles and expectations, may discourage entrepreneurship among women[225]. This highlights how subjective norms can differentially impact various demographic groups, suggesting that interventions to enhance entrepreneurial intention must consider the specific subjective norms affecting those groups.

Subjective norms are therefore a crucial element in understanding entrepreneurial intention, representing the perceived social pressures that influence individual decision-making. Various definitions emphasize the interplay between social expectations, individual beliefs, and cultural contexts in shaping how subjective norms impact entrepreneurial behaviour[226, 227]. Understanding these dynamics can inform strategies to foster a more supportive environment for entrepreneurship, ultimately encouraging individuals to pursue entrepreneurial ventures in the face of social pressures. By recognizing the significance of subjective norms, stakeholders can work towards creating communities that uplift and endorse entrepreneurship as a valued pursuit, enhancing the likelihood of individuals taking entrepreneurial actions.

2.2 Theoretical Framework

2.2.1 Icek Ajzen's Theory of Planned Behaviour

Ajzen's theory of planned behaviour propounded in 1985 provides a valuable psychological framework to predict pro-entrepreneurial behaviours among public university students of Business Education in Southwest Nigeria because it assumes that individuals act rationally. According to this theory, behaviours are influenced by intentions, which are in turn determined attitudes, subjective norms, and perceived behavioural control[228]. It further posits that external factors may as well directly engender or impinge behaviours, regardless

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of the intention, and depending on the degree one actually controls, as well as the degree to which perceived behavioural control accurately measures the actual behavioural control. The theory envisages that planned behaviours may be determined by one's behavioural intentions which are largely influenced by his attitude toward a behaviour, the subjective norms surrounding the execution of the behaviour, and the individual's perceived behavioural control. Applying the theory of planned behaviour to the present study helps to elucidate how one's decision to take to entrepreneurship, as against paid-employment, may be influenced by his attitude, subjective norms, and perceived behavioural control. Thus, this renders this theory more as a model of persuasion and behavioural change[222].

Attitude, the first element of this theory, depicts an individual's positive or negative rationale and/or inclination to judge a given entrepreneurial tenet before executing same – whether or not to execute it and thus perform the accompanying specific behaviour. It involves one's emotion, values, and beliefs and may be positive, negative or neutral, presenting a predisposition for one to respond in a favourable, unfavorable or lackadaisical manner to a stimulus[229]. This makes attitude looks more like a mental representation of what one likes (or dislikes) about venturing into entrepreneurship which could explain his choice(s) to execute (or not to) execute the accompanying behaviour. This context makes attitude a student's evaluation of something phenomenal, implying the choice he has to make which makes him behave in given way per time[230]. Behaviour in this aspect connotes the self-directed activities, in apparent response to an attitude. This is because one's attitudes follow spontaneously and consistently from beliefs accessible in memory which guide the corresponding behaviour. Apart from one's attitude being seen to direct one's behaviour, it also possesses cognitive and affective elements[231, 232]. The cognitive component enable students align with the knowledge about a given entrepreneurial event,

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something, phenomenon or a situation that shapes their behaviour. However, any knowledge not sharpened (or honed) through formal entrepreneurial education may remain innate. The present study is emphatic about a combination of strategies that would overhaul learners' inborn attitude before laying entrepreneurial foundation.

The second index of the theory of planned behaviour, subjective norms, describes the notion that an individual may (or may not) comply with the direction or suggestion of people around to participate (or not participate) in a given entrepreneurial behaviour (activity)[233]. This is a pointer to the opinion that one's behaviour may be predicted by his intention to perform a particular behaviour or not to do so. Subjective norms therefore influence behaviour but not the intention, though behaviour may at the long run predict intention in a way[234].

Subjective norm comprises of normative beliefs component and motivation to comply with specific referents[233]. The constituents of normative beliefs are one's perception about what a referent thinks he should (or should not do) to perform the behaviour. Information about such moves abounds due to individuals' socially-inclusive environment. Normative belief may particularly aid in the prediction of other variables (subjective norm, intention, and behaviour). Also, for individuals who wish to perform interventions, the measurement of normative beliefs provides information about where intervention efforts should be focused; which may be on those normative beliefs that the societal interest has and that are good predictors of subjective norm (and behavioural intention and behaviour) rather than on beliefs that are not widespread in the population of interest or that are not good predictors of subjective norm.

The third, perceived behavioural control refers to a student's perception of the ease or difficulty of executing a specified form of self-efficacy. It varies across actions and

situations, and may results in one having varying perceptions of behavioural control depending on a situation. However, the performance of a given behaviour is itself influenced by self-efficacy as well as the ability to control (or overcome) the perceived barriers militating against such behaviours[235].

2.2.2 John Dewey's Learning-by-Doing Entrepreneurial Theory

The theory of learning-by-doing was propounded by an American philosopher and educationist, John Dewey in 1938[236]. Regarded as first and all-time father of educational philosophy and arguably, the most influential thinker on education in the twentieth century, Dewey's theory places heavy emphasis on student engagement and is a hands-on and task-oriented process to education[237]. It holds that the best avenue an educational institution may heightened learner's entrepreneurial experience especially, is to create a practical curriculum that has relevance to students' lives and experiences. Practical curriculum connotes the practical capabilities of the curriculum to proffer solution to current nagging socio-economic challenges, problem-solving capabilities, use of requisite and current tools/gargets, and practical processes that engender self-efficacy, skills acquisition, competence and life-long learning capabilities[237]. Though Dewey's insight is virtually a century old, it is freshly becoming relevant again in the contemporary, as modern researchers empirically emphasize the importance of learning-by-doing. When related to entrepreneurship education, the theory argues that students entrepreneurial intention flourishes when they actively engage with the material, that is, "do" the activity rather than passively listening to an educator's lectures or memorizing facts. It emphasizes the importance of practical experience in entrepreneurship education and provides a foundation for designing and implementing effective entrepreneurship education programme that can cultivate entrepreneurial skills and mindset[237]. Several studies seem to show that theories

that adopt a practice-oriented approach to entrepreneurship are more effective to drive one's entrepreneurial intention than theoretical models[238].

Learning-by-doing theory also ensures active engagement between educators and learners, where it stipulates that teaching and learning endeavor should be a process of active engagement between the duo[239]. Dewey argues that, the teacher masterminds his instructional strategy and techniques to bring same to bear on learners' learning style. This suggests a somewhat symbiotic relationship, where students actively pursue learning opportunities and gather hands-on experience through experiential activities as the teacher equally engage learners from what they explore and discover. The Instructor equally learns about students' learning styles, as this is very pivotal. Studies suggest that the Instructor learns the learners learning styles and matches his teaching techniques to such learning styles. At varying instances, the teacher plays the role of an instructor, a coach, moderator, or a mentor, as he seeks to involve and democratize learners to participate in decisions concerning what and how they want learn, and in that way determine their learning experiences.

For all the afore-mentioned attributes of the theory to be realistic, Dewey argues that the learning-by-doing theory needs be anchored on cooperative learning strategy, where learners should be divided into teams for them to work on interdisciplinary projects that may require fieldwork and application of theoretical concepts in a real-world context through project-based, collaborative, and experiential learning[240].

2.2.3 Dweck and Legget's Implicit Theory of Intelligence

Also known as the mindset theory and, developed by Dweck and Legget in 1988, the theory essentially argues that individuals hold one of two mindsets about intelligence viz; either a fixed mindset, or that of growth or incremental mindset, but not both at the same time and

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space[241]. The analysis of the theory shows that, a learner with growth mindset views intelligence, abilities, and by extension to entrepreneurial tenets as learnable and capable of improvement through one's conscious effort tagged self-efficacy. Learners with growth mindsets embrace challenges as opportunities to offer solution. If it is true that entrepreneurial opportunities may disguise as societal problems or challenges, then learners with growth mindsets are mostly likely to seize same. In other words, they are excited by challenges, celebrate imperfection, and distinguish "room for improvement" from failure because apparent failure is an announcement for them to do something different. This being the case, they put in the hard work to turn around unhealthy phenomena. Where there seems to be no answer to what they want, they take no for an answer as they are characterized by resilience. These individuals literarily persist in the face of setbacks and, when criticized, they learn from same.

Conversely, implicit theory of intelligence holds that learners with fixed mindsets view intelligence and talent as static traits, innate and thus inherently stable and unchangeable over time. For many reasons these learners celebrate their inborn talents and believe nothing can be done to hone it further. Such individuals may be aversive to challenges and may not be well dispose to execute entrepreneurial tenets nor embrace self-efficacy as a way to execute needed entrepreneurial behaviours. Some may claim that they know all rudiments to a given task and thus averse to any contrary instruction. They also tend to avoid failure, ignore feedback from teammates and educators, and view any incremental task to acquire more skills as punishment. Yet, they feel threatened by the success of others and hide their flaws so as not to be judged by others. An educator's attempt to act out this theory during class interaction needs be armed with requisite strategies and styles to drive learners from fixed to growth mindsets[101]. The theory rightly holds that, while growth mindset must be inculcated in learners, attributes of fixed mindset must be identified to forewarn students[241].

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Approaching the benefits of growth from its antonym, fixed mindset, may double as warnings to students stuck in the fixed mindset quagmire[242]. Also, it may be most impactful if students themselves help identify attributes of fix mindsets that they must eliminate. Other means include avoidance of praise for intelligence and sheer effort. Scholars argue that complimenting intelligence, though good, may actually reinforce a fixed mind set trait, which is anti-entrepreneurial[243] Scholars also advise that the process, rather than the result, should be complimented and that teacher instead, give feedback that highlights the values of planning and trying different learning strategies[244, 245]. The theory encourages students to expand their answers, as against simple phrase. Whether in class interaction or as answer to a question during test, examination or a practical session, it encourages learners to expand their thoughts and/or answers, as elaboration may encourage them to process the content at a deeper level as they reflect on their responses and, this demonstrates a core aspect of growth mindset-mastery[246].This theory employs problem-based learning activities which gives students opportunities to share and expand on their thoughts via problem-based learning activities as this may veritably inculcate growth mindsets in learners. Whether in a small or large team, problem-based learning enhances students' collaboration and an avenue to share thoughts with each other. The theory subscribes fully to active learning strategy as well, known to make students think, feel, and apply knowledge which may build a more meaningful understanding of the abstract skills and concepts taught by the teacher. By extension also, it encourages collaboration and building supportive networks within and outside the school system to drive growth mindset. Learners may particularly benefit greatly from such collaborations as they help build strong networks that can help students even after school. This is because collaborative environment helps in the sharing of knowledge, which is an essential ingredient of a growth mindset.

However, the uppermost critique of the implicit theory of intelligence is that it typically fails to account for the individuals' mindsets caught in-between fixed and growth mindset extremes; when it is evident that such other variables as improvable, malleable, resilience, perseverance, and dynamic mindsets may occupy the void in-between the two extremities[241]. This argument is predicated on the assumptions that movement from fixed to growth mindset is not automatic and that, the salient variables that occupy the void fixed may eventually engender a growth mindset. The present study argues that this critique is what gives hope to instructors to intensify effort to pull as many learners lost to the quagmire of fixed mindset to the side of growth mindset. For this reason perhaps, the implicit theory of intelligence has been renamed the growth mindset in the recent period.

2.3 Review of Empirical Studies

2.3.1 Entrepreneurship Education and Entrepreneurial Intention

A qualitative study was undertaken to examine the role of education in fostering entrepreneurial spirit among young generation to enable them identify entrepreneurial opportunities, take measured risks, and develop ideas to fruition[247]. It conducted a library research from literature obtained from diverse online media and databases from different journal, articles and publications published between 2000 and 2023. Data collection techniques consisted of listening and recording important information; while analysis was done through data reduction, data display, and conclusion drawn to obtain a picture of the conclusions. Triangulation of data was used to validate the data sources. Results showed that entrepreneurship has emerged as a significant global tool open to nations the world over to solve myriads of socio-economic related issues. The study also revealed that to benefit from the pivotal role of entrepreneurship, focus should be to equip students with pertinent entrepreneurial competencies.

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Another descriptive and cross-sectional study investigated the impact of entrepreneurship on economic growth and development of Osun State, Nigeria[248]. The targeted population of the study was the entire staff and students of Osun State College of Technology Esa Oke, Osun State. One hundred and fifteen (115) questionnaires were distributed out of which 90 were retrieved, levering on the stratified random sampling technique. The Likert 5-scales questionnaire instrument was validated by experts in accounting and other related fields; while the reliability of the instrument was attained via external consistency method using 5% of the sample size with another re-test conducted after two weeks on the sample size. The questionnaire was analyzed with simple frequency and percentages and found that there was a positive relationship between entrepreneurship and economic growth. It further found that significant respondents agreed that entrepreneurship played a significant role in the State's economic development. It concluded that entrepreneurship remains the key to propel expected economic growth in a short or long-term period. The study recommended that government places importance on entrepreneurship as an engine-room to the economy.

A qualitative literature review to highlight how entrepreneurship education prepares the younger generation to seize entrepreneurial opportunities in the global economy was explored[249]. The approach of the study was a comprehensive review of relevant literature through qualitative analysis, with a view to obtain a thorough understanding of subject matter betwen 2005 to 2023. The study first selected a specific and relevant research topic, established a comprehensive understanding of the background and research objectives, after which a clear and specific search criteria were defined to guide the literature exploration with aid of Google Scholar. Search results obtained were then subjected to a literature selection process, which evaluated the abstracts and summaries of each identified article. This process enabled the researcher to exclude literature that either lacked relevance

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or failed to meet the research criteria. The chosen literature further underwent a thorough examination to pick crucial discoveries, concepts, theories, and trends embedded in them. The next stage saw the outcomes of the literature review further synthesized and expounded upon by the researcher to form an inclusive understanding of the research topic. Findings were structured into a detailed research report possessing coherent and organized headings like key discoveries, analyses, and profound interpretations from which culminated the formulation of concise conclusions to summarize the central findings and implications of the review. The study found that entrepreneurship education not only provided education on understanding of conventional business concepts, but also significantly provided avenue for individuals to develop various skills and attitudes to seize entrepreneurial opportunities in socio-economic environment; whether physical or virtual.

A research study was undertaken to ascertain students' level of practical experience in relation to entrepreneurial intention in Abuja, Nigeria[250]. Levering on McCelland's 1965 theory of acquired needs theory and Ajzen's 1991theory of planned behaviour, the study used 200 undergraduate students purposively selected from Baze University, University of Abuja and the National Open University of Nigeria. The instrument for data collection was 5-point Likert scale structured questionnaire, the Cronbach Alpha test of which indicated internal consistency and reliability was established at 78%. The Statistical Package for Social Sciences (SPSS) was used to analyse the descriptive, inferential, the research questions and the formulated hypotheses; while the Ordinary Least Square (OLS) regression technique served as test statistic. The study found entrepreneurship education has no positive relationship with entrepreneurial intention among graduate students; and hence, no significant effect on entrepreneurial intention of undergraduate students. Amongst other reasons, the study indicated the prevalence of theory-laden strategies in the teaching-learning process. The present study observes that this situation adversely affects

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students' confidence and ability to start a business. The study concluded that, though entrepreneurship education is a necessity, it has not led students into entrepreneurial activities. The study recommended that university-stakeholders partner with relevant stakeholders to empower universities to offer entrepreneurial education that would heighten entrepreneurial intention among undergraduates.

A study was undertaken to examine the effects of diverse teaching methods on entrepreneurial intention in Malaysian public education university[251]. The study had a target population of 1,700 students enrolled in Entrepreneurship Enculturation Course out of which, a sample of 313 students were randomly selected, using Krecjie & Morgan's 1970 sample size determination table. Questionnaire instrument was used to collect the required data to which, 250 sets were returned. Data was analyzed using descriptive statistic to get the mean and standard deviation. Of the diverse methods the study considered, results showed that the most preferred methods by students range from industry visit with M=5.08, SD=.966; interactive lecture M=5.06, SD=.976; ideation and innovation activities M=5.04, SD=.946;business model activity M=4.99, SD=.945; and group assignment M=4.97, SD=1.021. The results goes to prove that overdependence on traditional teaching method like lecture may fail to engage students in a practical way and ultimately portends low students' entrepreneurial intention.

A research study was undertaken to find out whether teaching methods affect students' entrepreneurial intention or not[252]. This was predicated on the assumption that good entrepreneurship education is a function of a perfect selection of teaching methods capable of driving learners' intention. The study used a combination of structured questionnaire (five point rating scale) and interview for primary data collection instrument; and business journals, books, websites, newspapers, articles for secondary data instruments. The population of the study comprised all students studying in Nagpur university colleges. A

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sample size of 204 students was drawn using simple random sampling technique. A one-way ANOVA was used to test significance. It found that a positive relationship between teaching methods: interaction with entrepreneurs and case study; young entrepreneurs guidance and interaction with entrepreneurs; group project & individual project; and entrepreneurial intentions EI1 ready to do anything), EI2 goal to become entrepreneur; and EI4 determined to create firm. Surprisingly, the study found no positive relationship between other teaching methods and entrepreneurial intention. This finding showed that teaching methods do affect students' entrepreneurial intention.

A research study was undertaken to unravel the relevance of topics covered in entrepreneurship classes to entrepreneurial venture creation[253]. This was on the backdrop of ever-increasing unemployment rate occasioned by inability of business education graduate to establish employment-generating entities. The study used descriptive survey research design with a population made up of all the 9,735 academic staff (5,841 males and 3,894 females) among 14 public universities in south-south, Nigeria[254]. A sample size of 973 (583 males and 390 females) was drawn using stratified random sampling technique. A 20-item 4-point Likert rating scale survey questionnaire instrument tagged: "Managing Entrepreneurship Education in Universities for the Attainment of Sustainable Development Goals Questionnaire" was deployed for data collection. It was tested for reliability, which yielded an index of 0.80 via the Cronbach Alpha method. The analysis carried out included the mean, standard deviation and mean set; and hypotheses tested with z-test at 0.05 level of significance. The study bemoaned the inadequacy in the planning and delivery of experiential experience to learners which would have facilitated their job creation and self-reliance. Amongst others, it found that sustainable development goals are attainable if students in public universities in south-south Nigeria successfully complete relevant entrepreneurial education courses along with skill acquisition programmes.

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A quantitative, deductive, and cross-sectional survey research study was keen on finding out if current knowledge gained from entrepreneurship courses actually engenders start-up creation among graduates[255]. This was predicated on the understanding that a joint force of experiential learning and academic institutions' transformative power was indispensable at driving graduates' entrepreneurial intention. The study adopted a cross-sectional survey research design to collect data from 406 graduate-entrepreneurs in 2021 National Youth Service Corps (NYSC) 21A and Stream 1 Batch in Lagos State. It assumed the entire population as its sample size. The instrument for the study was a 6-point Likert-type scale questionnaire with response options ranging from Very High Extent (6); High Extent (5); Moderately High Extent (4); Moderately Low Extent (3); Low Extent (2); and Very Low Extent (1). A linear multiple regression analysis at 95% confidence interval was deployed to test the hypothesis with variables of entrepreneurship education and venture creation. Results showed that entrepreneurship education dimensions possessed a positive and significant effect on venture creation among graduates in Lagos state Nigeria.

A study aimed to investigate, through second order structural equations, the dimensions of self-efficacy as a predictor of entrepreneurial intention among Brazilian public higher education student[256]. It classified the dimensions of self-efficacy to include academic self-efficacy, training regulation, proactive regulation actions, and social interaction. That of entrepreneurial intention hovered around a positive or negative personal assessment of being an entrepreneur, subjective norms, perceived behavioural control, and effort to execute requisite entrepreneurial behaviour. The study was anchored by Bandura's 1977 theory of Social Cognitive Theory. It purposively chose a sample size of 122 students of an entrepreneurial attitude course in the first and second semester; while the instruments consisted of self-efficacy scale in higher education (SESHE) and entrepreneurial intention questionnaire (EIQ). The reliability and validity of the instrument was achieved via the

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correlation matrix, Cronbach's alpha, and compound reliability. It found a positive and significant structural relation between self-efficacy and entrepreneurial intention $\beta = 0.967$ ($p = 0.0001$) of respondents. This finding reinforced the theory that self-efficacy does predicts entrepreneurial intention among students. It recommended that, educational institutions should make adequate provision to deliver self-efficacious learning experience to learners.

A quantitative study on the impact of creativity on students' entrepreneurial intention among business and engineering students in Jakarta was explored[257]. Jakarta had a student population of about 700 thousand and this number constituted the population for the study, while Hair et al.'s 2018 formula was used to arrive at minimum sample size of 170 but got 228 respondents from the survey. It used applied descriptive analysis methodological approach to investigate students' entrepreneurial intention, to which Smart-PLS software was deployed to test the hypotheses. The questionnaire research tool which had a 95% confidence level was administered via online using WhatsApp, LinkedIn, Instagram, and Twitter on respondents from Jakarta area which also majored in management, business, economic and engineering. Reliability and validity of the instrument was attained through Cronbach's alpha which yielded the value of 0.7. It found that students' creativity as an offshoot self-efficacy, influenced their attitude to be entrepreneurs. However, the impact of creativity on entrepreneurial intention was found to be negative, which implied that students' creativity does not significantly influence their intention to start a business.

The view that the course materials and activities deployed in Nigeria's undergraduate entrepreneurship classes reflect the realities of the business world came under a searchlight in a research study[258]. This is because little or nothing is heard (or experienced) about the impact of the so-called "mandatory-status" of entrepreneurship education, nor the operational nuances, challenges and impact of the Entrepreneurship Development Centres

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cited across southwest universities. The study's population included all undergraduate student participants of the British Council Circular Plastic Economy Innovation (BC-CPEI) Hub initiative sourced across University of Lagos with 57,000 students, Obafemi Awolowo University with student population of 30,000, Amadu Bello University with 49,954 students, and University of Nigeria, Nsukka with student strength of 36,000. The sample size of 151 candidates drawn from the population, were contacted by their university departments, social media profiles, and various university WhatsApp groups. The study used a 5-point Likert scale questionnaire instrument that was administered electronically. Hypotheses were tested using an extended multi nominal logistic regression analysis. The qualitative data collection was achieved through 5 focus group discussion, members of which were identified by active participants of the British Council Circular Plastic Economy Innovation workshop. Deliberations were conducted via Microsoft Teams and Audio recorded. Responses from the focus groups were transcribed and analysed via NVIVO 13 software. The study revealed that the policy to embed contemporary course materials alongside entrepreneurial skills was widely appreciated, but bemoans that this is hampered by haphazard and tedious implementation of NUC policy on entrepreneurial education.

A study was undertaken to ascertain the adequacy of the necessary tools that enhance the development of practical business skills among students in tertiary institutions in Edo State[259]. It construed the tools to include lecturers and material resources. The study was guided by two research questions and hypotheses, where a-26 item structured questionnaire was used to collect primary data. The instrument was validated by experts in business education, while the reliability was tested via Cronchbach Alpha and a reliability that yielded an index of 0.75. The study used the census-population of 133 lecturers of entrepreneurship education across 10 tertiary institutions in Edo state. The questionnaire

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instrument administered to all the 133 respondents was retrieved. Mean and standard deviation were deployed to answer the research questions; while t-test was used to test the hypotheses at 0.05 level of significance. The study found adequacy of lecturers (academic exposure and pedagogical preparation for effective teaching). It also found a more-than moderate adequacy of materials and facilities to teach the course.

A similar study was set out to ascertain the adequacy of the necessary tools to enhance the development of practical business skills among students in tertiary institutions among Business Educators in South-east, Nigeria[260]. It construed the resources to include materials and human resources; time schedule to teach practical courses, funding of entrepreneurship centres, and relevant physical (and virtual/ ICT) equipment and gadgets. The population of the study was 226 Business Educators sourced from public tertiary institutions that offered Business Education programmes in Southeast Nigeria. The entire population assumed the sample size due its manageability. The instrument for the study was a-4 point Likert-scale type questionnaire designed to elicit responses in the form of Very Adequate; Adequate; Inadequate; and very inadequate. The instrument was subjected to face validation, by experts from Technology and Vocational Department of Nnamdi Azikiwe University and Measurement and Evaluation, Ebonyi State University Abakaliki. The reliability of the instrument was achieved by a pilot study involving 15 copies of the questionnaire administered to 15 Business Educators from the University of Benin. The pilot questionnaires at Cronbach Alpha reliability technique yielded reliability coefficients of 0.77 and 0.80 for clusters one and two respectively. The retrieved 215 were analysed using mean and standard deviation in order to answer the two research questions; while t-test statistics was used to test the hypotheses at 0.05 level of significance. The study found inadequacy of all resources it set out to study.

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The ease of access to entrepreneurial resources viewed to aid students' entrepreneurial learning and skill acquisition informed an explanatory research study carried out among selected students of five Technical Vocational Education and Training Institutions (TVETs) across 3 counties in Kenya[261]. It was built on Kolb's Theory of Learning. The pre-survey survey data was 199. The usable sample of 132 students was determined via Saunders, Lewis and Thornhill's 2009 table of sample determination at a 95-confidence level.125 respondents (94.7%) completed the questionnaires. The 5-point Likert scale response questionnaire: ([5] very high extent, [4] high extent, [3] moderate extent, [2] low extent and [1] very low extent), was subjected to face and content validity using experts. The reliability test was also conducted using the Cronbach's Alpha at a level of 0.7. Descriptive statistics of mean and percentages were used to summarize data through measures of central tendency; while simple regression was deployed to measure the relationship between the learning resources and the acquisition of entrepreneurial skills among the participants. Empirical result revealed that TVET students in Kenya were constrained by inadequacy at the use of entrepreneurial resources. It recommended that the body manages costs of training and also set up income-generating activities for sustainability.

A similar study on availability and adequacy of resources for entrepreneurship education in universities was conducted in Southeast states, Nigeria[262]. It adopted survey design, while the census-population consisted of two hundred and eighty-two (282) respondents made up of all the Directors of Academic Planning (DAP) and alike officers, Lecturers of Entrepreneurship Education in all the government owned Universities in South East, Nigeria. A self-developed questionnaire titled: "Availability and Adequacy of Resources for Entrepreneurship Education Scale (AAREES)" served as instrument for data collection. The reliability of the instrument was attained through pilot study administered on 12

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respondents. The study found that inadequate funding resultantly engendered inadequacy of resources in Southeast universities that offer entrepreneurship education. It concluded that not having access to pivotal entrepreneurial resources might have engendered low entrepreneurial intention among students.

Another study explored the role the universities' entrepreneurship programmes play in influencing the factors that shape entrepreneurial intentions among university students in Bangladesh[263]. Anchored on the theory of planned behaviour, the study examined the relationships of attitude, subjective norms, perceived behavioural control, entrepreneurship programme, access to finance, and their collective impact on entrepreneurial intentions. A total of 394 questionnaires administered across 23 selected Bangladeshi universities offering entrepreneurship programmes encompassing different faculties, were collected from respondents, having been sampled through a stratified random sampling method. The questionnaire contained 30 measurement items of variables, while the validity of the data was assessed using Cronbach alpha and composite reliability co-efficient. Partial least square structural equation modeling (PLS-SEM) was used to analyze the data in SMART PLS 3.2.9. The study revealed that though there were positive relationships between 'entrepreneurial intention' and 'attitude', 'subjective norms', 'perceived behavioural control', 'entrepreneurship programme', access to finance was important. Juxtaposition with the present study reveals a similar trend, where over-emphasis on theoretical entrepreneurial programme has not succeeded to incrementally boost students' entrepreneurial intention.

The next study aimed to investigate the teaching methods that can drive undergraduates' entrepreneurial intention[264]. The researcher observed that the current teaching methods deployed to deliver the undergraduate curriculum of entrepreneurship education have

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significantly failed to arouse entrepreneurial intention of university undergraduate students; as the instructors were not practical-oriented in the teaching methods used and hence a free-fall and downward trend of entrepreneurial intention among final year undergraduate students in business and non- business faculties of public and private universities in Ogun State, Nigeria. The study adopted stratified sampling and random sampling technique to arrive at a sample size of 1,877 respondents. It equally used a structured questionnaire which was validated via the reliability coefficient, obtained at (0.717) and the validity result, at 0.684 (000). The liner regression analysis was used to analyze the data. Findings revealed that over-dependence on traditional (lecture) method was at the forefront of dwindling entrepreneurial intention among undergraduate students. It recommended the adoption of train-the-trainer programmes for educators to acquaint them on the modalities to be innovative. The study further recommended full application of practical and experiential strategies to complement the traditional strategy.

A study sought to determine whether entrepreneurship education engenders self-efficacy mediated by entrepreneurial intentions among students of eight tertiary institutions in DKI province, Jakarta[265]. Using convenience sampling method, the study obtained 70 respondents, consisting of 24 male respondents and 46 female respondents. The structured questionnaire the study adopted was declared validated as it met the criteria of > 0.6 (for entrepreneurship education) while content validity was used for self-efficacy variables. The study used the multiple regression analysis to analyze the data. It found that entrepreneurship education and self-efficacy both showed a substantial impact on respondents' entrepreneurial intention.

Additionally, another study explored the relationship between entrepreneurship education and entrepreneurial intention mediated by perceived desirability and perceived feasibility

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complex[266]. The impetus for the study was borne out of the stakeholders' (academia, society, and government) concern on how to mould someone to become an entrepreneur. It utilized the census population of the final year students of Khairun University's Faculty of Economics and Business, Indonesia as sample while survey approach was adopted to gather data. The items in the questionnaire were subjected to convergent validity, discriminant validity, and reliability tests. Structural Equation Modeling employing the PLS (Partial Least Square) technique and the SmartPLS tool version 3.0 were the data analysis models. The result showed that the current entrepreneurship education among final year students of Khairun University's Faculty of Economics and Business was still not able to directly increase students' intention, as absence of practical management skills noted as key indicator in determining the value of the benefits of entrepreneurship education was compromised.

The role of entrepreneurship education and subjective norms on the intention of entrepreneurship was explored in another study[267]. It was undertaken to find a panacea to Indonesia's most socio-economic malaise, unemployment, as unemployed individuals outweigh available job vacancies. The respondents made up of 80 students of the Faculty of Economics, Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia, were sampled through convenience sampling technique. The primary data collection tool was the 4-point Likert scale questionnaire, whose validity measurements were used to ascertain the correlations between each indicator score against the total construct score. The reliability counterpart was done with Cronbach Alpha statistical test which showed the internal consistency of the items that underlie a variable. The study also used the Normality test to ascertain whether or not in the regression model, the dependent and independent variables had normal distribution; and multi-collinearity test, intended to detect signs of correlation between one independent variable with another independent variable. It used multiple

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regression to analyse the data. The results revealed that there was a positive and significant influence of subjective norms on entrepreneurial intentions.

Additionally, an experimental study was undertaken to explore the effect of entrepreneurship education programme on students' attitudes toward innovation to start a business[268]. It adopted the pre-test and post-test design, with a sample size of fifteen college fresh accounting students purposively selected on the bases of age, gender, work experience, and family background, to demonstrate entrepreneurial education themes of ideation, planning, funding, setting up of mini-start-up within the school campus. The sample was also tasked to innovate and determine initial procurement of merchandise, having been exposed to rudimentary entrepreneurial training on creation of product/service, business operations, management and profit-sharing. The respondents' entrepreneurial desirability, intention and other constructs were measured before the start of the programme via mean, standard deviation, Levene's test for equality of variance, and t-test at confidence level of 95% and, four months thereafter, were deployed as statistical treatment. Results showed that entrepreneurship education programme impact positively on student attitudes toward innovation to start a business.

The basic problem an effective innovative teaching method can help solve is facilitating students' venture creation[269]. This was the crux of an exploratory and empirical investigation amongst educators that deploy venture creation programme (VCP) to create real-life ventures to serve as the main vehicle for students' learning experience. The study adopted the qualitative and inductive research approach and used empirical inquiry approach to generate conceptual knowledge in multiple methodological steps. The entire member population of the venture creation programme (VCP) (educators) served the sample. It purposefully drew from Educator population, a representative of VCPs as a

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specific type of action-based entrepreneurship education. The study found that educators' challenges in executing problem-solving innovative teaching methods dwelt more in handling issues that border on facilitating and assessment of students' real-time venture creation and their conventional academic duty. This was also aside from mitigating interaction with external stakeholders.

Another study examined the extent entrepreneurial knowledge acquired from entrepreneurial family business related to new enterprise creation in Ebonyi state, Southeast Nigeria[270]. Laden with Shapero and Sokol's 1982 theory of Entrepreneurial Event Model (EEM), the population of the study was 590,355[130] micro business owners in Abakaliki metropolis, Ebonyi State. The sample size of 384 micro business operators was drawn using Krejcie and Morgan's 1970 sample size determination table. Structured questionnaire was adopted as source of primary data directly administered on the respondents. The instrument was subjected to test-retest reliability which yielded the internal reliability Cronbach's alpha of 0.82; while the multiple regression models served as the test statistics. The study found that entrepreneurial family's background made significant contribution to the creation of new startups in Abakaliki metropolis. The finding served to dissuade families from discouraging members from showing passion for SMEs.

2.3.2 Mindset and Entrepreneurial Intention

A study aimed to ascertain the relationship between entrepreneurial intention and risk attitude among the entire 90 thousand of entrepreneurs who operate in Bandung City, Indonesia[271]. However, using Slovin formula, the minimum number of respondents needed for the study was pegged at 398 entrepreneurs. The instrument for the study was a 10-point Likert-scale questionnaire, aimed to avoid respondent's tendency to choose the neutral option. It also used the Statistics Package for Social Science (SPSS) software to test the validity and reliability of data. The study deployed Single Linear Regression to test the

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hypotheses. It found that found that risk attitude and entrepreneurial intention positively relate and possess a strong correlation.

Another study aimed to explore the link between entrepreneurial mindset and entrepreneurial intentions among 400 United States business college student-entrepreneurs in order to gain an understanding of the entrepreneurial mindset[272]. It leveraged on Fishbein and Ajzen's 1975 theory of reasoned action and Ajzen's 1988 theory of planned behaviour (TPB) to provide a theoretical foundation to examine nascent students' entrepreneurial intention. The study utilized a survey approach to test hypotheses that compared nascent student-entrepreneurs who possessed EI n=228 and those who did not n=178. All the eleven hypotheses revolved around that theme. Qualtrics software system was used to gather online survey responses from 400 subjects with EI and those without EI from a regional state university in a southwestern state of United States of America. While the Chi-Square test statistic was used to test hypotheses by comparing the respondent groups with and without EI, two non-parametric of Chi-Square (x^2) were deployed to test for significant differences and the R package using Spearman Rank Correlation to test for associations. The study found that significant number of respondents who expressed possessing entrepreneurial intention, stated that they definitely intend to start their own business. Another 82% of respondents who possessed entrepreneurial intention perceived themselves already as entrepreneurs, meaning they had entrepreneurial mindset.

A comfort zone model was developed to investigate factors that can promote individuals' mindset formation and competency as a learning format[273]. The model allows students practice enterprising behaviour on a day-to-day basis, rather than by outright starting of a venture. It aims to stimulate significant learning in a short time. Teams of participants who receive a minimum of 10 challenges were tasked to submit individually a reflection on their

actions during the experiential part. The study population consisted of 721 reflections from 24 courses obtained between the periods of 2013–2019 from 5 European countries. The sample of 198 individual reflections of participating students was drawn these countries. The aim was to highlight the contributory factors to why participants stayed to enjoy the comfort zone against those who stepped out of their comfort zone to pursue new opportunities. Analysis was done by way of reflection reports in which participating students individually analyzed their behaviour and the reasons for behaving same. The study found that motivation, capability, and social norm were factors that pushed the participants to opt out of their comfort zones to pursue opportunities. It also found that some attributes and experiences specific to the course design was responsible for why some participants remained in the comfort zone. The present study discovers that these themes correspond to the components of the Theory of Planned Behaviour. Also, the specific course design factors which made participants to remain in their comfort zones might be related to the curriculum content and implementation of Nigeria's bookish and theory-laden teaching and learning of Business Education which debar experiential learning among students.

A study was undertaken to ascertain whether the prevalence of poverty can arouse entrepreneurial mindset among potential Nigerian graduates[274]. This is because the study argues that entrepreneurship might solve the problem of poverty through wealth creation, and employment generation. It leveraged on Frank Young's 1997 theory of entrepreneurial theory which emphasizes group patterns (rather than individual's characteristics) to successful entrepreneurial abilities. While the study sourced it population from SME owners in the commercial cities of Aba, and Onitsha, Southeast Nigeria, it adopted stratified random sampling method to select 400 business owners from the two cities. A 6-point Likert-type self-designed questionnaire served as the instrument used to find out how

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respondents felt about the subject under investigation. Cronbach's alpha reliability values achieved at 0.7 was used to attain the reliability analysis. The study found that entrepreneurship is indeed the solution to poverty in Nigeria. However, the present study clarifies that entrepreneurship is a function of heightened entrepreneurial mindset which make individuals to set up startups in various nomenclatures.

That a strong entrepreneurial mindset might impact innovativeness was the basis of another research empirical study, which construed mindset as attitudes and behaviours that promote creativity, problem-solving, and an openness to experience[275]. The study chose to measure students' entrepreneurial mindset and its preliminary reliability through the newly introduced Comprehensive Entrepreneurial Mindset Scale (CEMS). It adopted the entrepreneurial mindset scale which relied on student's self-reported, subjective responses to assess their mindset in eleven dimensions to report their self-efficacy in performing entrepreneurial tasks/tenets or self-reported beliefs about their abilities. Each dimension was measured by multiple items using a five-level Likert scales of strongly agree to strongly disagree. The study found that the Comprehensive Entrepreneurial Mindset Scale was ideal for use in longitudinal studies only, and to measure changes in students' entrepreneurial mindsets. It also revealed that CEMS can be deployed to evaluate the overall entrepreneurial mindset of academic programmes in cross-sectional studies. Based on respondents' responses, the study recommended a strong entrepreneurial mindset impact students' innovativeness.

The crucial role played by self-directed experiential learning on the development of entrepreneurial reactivity and proactivity in the digital age characterized by rapidly changing conditions, was the crux of a research study[276]. It construed that self-directed learning either occurs through attempt to solve problems that might emerge along the

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entrepreneurial process (reactive); or the consequential opportunities recognized through interacting with an entrepreneurial experience (proactivity). All theories adopted in the study revolved around Kolb's 1984 and 2015 experiential learning theory, which holds that specific challenges or opportunities are converted when one possesses tangible and contextually entrepreneurial real-world experiences. The study was a theoretical framework meant to explore the role of self-directed learning in entrepreneurship. It encompassed the systematic review of previous studies on self-directed learning relative to reactivity and proactivity. It found that possession of self-directed competence support reactivity and proactivity as they prepare individuals for odious entrepreneurial path that is inundated with unpredictability occasioned by rapid changes. It suggested that self-directed learning competence be fostered as an important objective of entrepreneurship education.

A longitudinal study aimed to equip students with the requisite mindsets skills to tackle societal real-world problems through innovative solutions was undertaken among undergraduate students covering two consecutive trimesters at a Singapore-based university[277]. It was primarily guided by two research questions: How do students' design thinking and critical thinking mindsets change after participation in a design innovation module?; Is critical thinking a prerequisite for developing design thinking? Data for each cohort was sourced across two-time points, where students completed pre-test survey at start of trimester and post-test at the end of same. 373 students in Cohort 1 and 625 students in Cohort 2 made the final participant as sample, having completed the pre-test and post-test. The instrument for both dispositions: critical thinking disposition (with 24 items to measure students' critical thinking disposition on a five-point Likert-type rating scale); and design thinking mindset (with 21 items), was an online survey administered via Qualtrics to all participants. The study used a-paired samples t-test to measure the change in critical thinking disposition and design thinking mindset from the pre-test to post-test for both

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cohorts. It found via a paired samples t-test that a significant increase in students' design thinking mindset from pre-test to post-test, Cohort 1: t (372)=5.57, $p < 0.01$, d =0.29; Cohort 2: t (624)=9.24, $p < 0.01$, d =0.37. For critical thinking disposition, it found a significant moderation effect in both cohorts, Cohort 1: F (3, 369)=2.78, p =0.04; Cohort 2: F (3, 621)=47.5, $p < 0.01$. This implied that a change in design thinking mindset significantly depends on students' level of critical thinking disposition; hence, critical thinking was seen as a prerequisite for developing design thinking. The result revealed the critical role of higher education in equipping students with the necessary skills and mindsets to tackle real-world problems through innovative solutions.

A study aimed to investigate the deployment of entrepreneurial mindset characterized by innovativeness, creativity, business alertness and risk tolerance to improve existing products or services of small and medium scale enterprises in Benue State[278]. The entrepreneurial intention here was not to set a new start-up, but to improve an existing firm's performance. The study drew strength from Dweck's 1999 and 2000 self-theories of intelligence, which highlight the psychological processes essential for firms' performance achievement. The population consisted of 650 licensed SMEs operators obtained from the Benue Chamber of Commerce, Industries, Mines and Agriculture and the State Ministry of Trade and Investment in Makurdi metropolis. A four-point Likert-scale structured questionnaire tool was used to collect data from a sample of 250 SMEs. The sample was arrived at through stratified random sampling method, and data analyzed using descriptive and inferential statistics via the Statistical Package for Social Sciences (SPSS). While factor analysis was used to measure the validity of the instrument, confirmatory factor analysis was deployed to assess the construct validity of each variable. The study used the correlation and multiple regression analysis to analyse the data and test the hypotheses. It found that innovativeness, creativity, business alertness and risk taking were significant to

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improve a firm's existing products or services. This result implies that the prevalence of entrepreneurial mindset or lack of portends a major effect on SMEs performance. It recommended that all the policy makers and stakeholders re-strategize to promote entrepreneurial mindset among practising and potential entrepreneurs.

A descriptive research study was undertaken to examine the influence of entrepreneurial abilities on graduates' risk-taking readiness, predicated on the need for Nigerian university graduates to muster risk-taking acumen to create entrepreneurship as against search for seeming unavailable jobs[279]. The research instrument was a carefully constructed questionnaire, aimed to elicit responses from 7,098 recent graduates of Covenant University obtained from the Institution's alumni database. The sample size of 379 was determined using the Yamane formula. The questionnaire instrument used was based on a five-point Likert scale that spans from strongly disagree strongly agree; the ratings for each variable were evaluated through the validity and reliability of the construct. The study also passed through the scrutiny of the Institutional Research Committee of Covenant University which approved same in its entirety. It adopted the PLS/SEM analysis to measure the association between graduates' willingness to take risks and entrepreneurial capability. The study found that graduates' tendency to take risks and their intention to start their businesses were highly depended on the quality of entrepreneurial education as well as the development of entrepreneurial skills through taught courses and self-learning.

A research study set out to examine whether or not the possession of entrepreneurial mindsets by potential university graduates in Nigeria could engender massive venture creations capable of alleviating poverty situation in the country[280]. The population of the study was the final year students of the University of Lagos, Akoka, Lagos State, to which a simple random sampling technique was adopted to draw a sample of 132 respondents.

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Coincidentally also, the study possessed equal distribution of the respondents with respect to their gender. It leveraged on the Vicious circle theory, and made use of a carefully constructed questionnaire as the instrument. Data collected were analysed with the aid of descriptive statistics involving percentages, frequency distribution, mean and standard deviation. Findings revealed that students mind were not yet set at becoming entrepreneurs. The study also found that students had difficulty identifying the effect of the school's entrepreneurship curriculum on their mindsets regarding venture creation. This gave rise for educators to close this gap by teaching to instigate a mindset for entrepreneurship among potential graduates in the country; implying that the current possession of entrepreneurial mindsets among students is not enough to drive massive start-ups creation.

Another study was undertaken to explore the teaching technique an instructor can improvise to swing learners' anti-entrepreneurial attitude to perceive pro-entrepreneurial tenets[91]. The study also aimed to identify how the university instructor mindset could move students from fixed mindset to growth mindset to enable them imbibe entrepreneurial attitudes and behaviour that would heighten their entrepreneurial intention. It leveraged on Dweck's 2006 growth (fixed) mindset theory and Ryan and Deci's 2000 Self-Determination Theory, with the population comprised of 150 university teachers sourced from different higher education institutions in Estonia. The instrument for the study was questionnaire deployed to collect data from the respondents. The study implied that that teacher's ability to positively swing learners' anti-entrepreneurial attitude thrive best in a collaborative learner-centered learning environment. It found that university educators who tend to think that entrepreneurial abilities are fixed traits inadvertently transferred same to learners.

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Similarly, a survey study attempted to ascertain the relationship between entrepreneurship education, entrepreneurial mindset, and entrepreneurial intention among business administration undergraduate students at three Mongolian universities students[281]. It adopted the entire 368 population as sample to which same number of questionnaires was administered and retrieved using the Microsoft Forms electronic survey platform. The tool was a 5-point Likert scale of strongly disagree to strongly agree, having been validated by other researchers. The internal consistency was attained using the Cronbach's alpha reliability, which yielded a range between 0.866 to 0.901. The composite reliability values between 0.900 and 0.924, surpassed the recommended minimum value of 0.70; while the average variance extracted (AVE) construct values ranged between 0.600 to 0.772. The study used a six-item scale developed by Handayati 's et al. 2020 to assess entrepreneurship education; while six-item scale was employed to evaluate that of entrepreneurial intention of students. Similarly, a six-measurement construct was adopted to measure entrepreneurial mindset. SPSS tool was used for descriptive analysis and data screening hypotheses testing, while Smart PLS 4.0 test statistic was used to test the hypotheses. The study found that entrepreneurship teaching had a weak but positive relationship with the entrepreneurial intentions of undergraduates. It further found that in Mongolia, entrepreneurship education had a significant relationship with the growth of an entrepreneurial mindset. This finding indicated a possibility that teachers could impart entrepreneurial mindset deploying experiential strategies.

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2.3.3 Entrepreneurship Education and Mindset

A study investigated the potential of entrepreneurship education to inculcate entrepreneurial mindset among undergraduates in universities[282]. It was motivated by the need to ascertain whether or not entrepreneurship education graduates' engagement can swing innate undergraduates' mindset to pro-entrepreneurial mindsets among 400 levels

students across the University of Jos and Plateau State University. The study adopted a cross-sectional design, using a sample of 349 graduating students (400 levels). The validity of the data was measured using Cronbach alpha and composite reliability co-efficient. It also made use of quantitative data analysis that involved both descriptive statistics and structural equation modeling using SPSS 25 and AMOS 23. Hypotheses were tested with structural equation modeling which used AMOS 23 to establish the relationship between the formulated hypotheses. The study found that entrepreneurship educational endeavour in terms of active learning, curricular content, and extracurricular activity was a significant predictor of entrepreneurial mindset, but noted that that depends on effective students' engagement by teachers to swing learners' anti-entrepreneurial mindset to pro-entrepreneurial mindsets. The present study observed similar situation where seeming poor students' engagement result in teaching endeavour that does not achieve the very objectives of entrepreneurship education.

Another study sought to unravel the role of teaching methods to turn an environmental mindset into entrepreneurial actions among students of a Spanish university[283]. This was because students' environmental mindset, whether positive or negative, influenced their entrepreneurial actions, and the teaching strategies so deployed moderate this influence. The population of the study was 6,699 students of Entrepreneurship Education and other humanity courses at either the bachelor or master degree. A sample size of 407 respondents, representing 6.07% was drawn from the population. The environmental mindset measurement instrument was done via Dunlap et al.'s 2000 revised new ecological paradigm scale; while that of entrepreneurial action was achieved by Chen, et al.'s 2018 index of entrepreneurial abstractness adapting such dimensions as "thinking", "thinking about doing" and "doing to inform thinking". The instrument was built to create a composite variable, such that items selected reflect accomplishable actions undertaken by

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students at different levels of engagement. Also, the questionnaire was based on a five-point Likert scale. Entrepreneurship education teaching methods were measured using to B´echard and Gr´egoire (2005), to which students were required to state the number of hours they were exposed to class activities regarding: (a) lecture-laden activity; (b) students' participation in practical-oriented didactic activity; (c) students' experimentation through active resolution of problems in real-life situations and social collaboration. Partial least squares structural equation modelling (PLS-SEM) was used to test the hypotheses. The study found that the prevalence of an environmental mindset significantly influenced students' engagement in entrepreneurial actions, serving as a motivating factor. The impact of mindset on entrepreneurial actions was in turn influenced by entrepreneurship education teaching methods.

The pivotal role of instructor in developing entrepreneurial mindset of undergraduates towards increased entrepreneurial intention was emphasized in a research study[284]. The study construed entrepreneurial mindset to encompass attitudes and characteristics conducive to engender creative thinking, innovativeness, resilience, calculated risk-tolerance, and perseverance. The theoretical perspective of the study centred on the theme of experiential learning as a dynamic teaching approach that could actively engage students in problem-solving and risk assessment. The study adopted the purposive sampling method to draw 200 samples from students of BSBA College of Management and Accountancy, Philippines. Researcher-made Likert-scale questionnaire was used to gather data from the respondents. The collected data were statistically analyzed in terms of frequency, percentage, and weighted mean in addition to inferential Spearman statistic. It also utilized the correlational research statistic. Findings revealed that respondents strongly subscribe to teachers' impactful role on developing their mindset through various experiential strategies to succeed.

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A descriptive study was undertaken to evaluate the level of undergraduates' entrepreneurial skills acquisition in Public Universities in Ebonyi State, Southeast Nigeria[285]. The study's population was 6,010 students, including university administrators, administrative personnel, academic staff directly involved in entrepreneurial service implementation in Alex Ekwueme Federal University and Ebonyi State University. A sample size of 600 respondents, representing 10 percent of the population was arrived at, using multistage cluster sampling technique. Data collection was achieved using a 40-item validated instrument titled "Evaluation of Undergraduates' Entrepreneurial Skills Acquisition Survey (EUESAS)". The reliability index of .91 of instrument was attained via Cronbach Alpha; while data collected were analysed with mean and standard deviation in order to answer the research questions. Results indicated "Very Low"(X2.0<3.0) level of entrepreneurial skills acquired by undergraduates in public universities in Ebonyi State. The study also found that both academic and environmental factors contributed to poor entrepreneurial skills acquisition among undergraduates in the state at $\bar{x} > 4.0$.

A qualitative study was undertaken among students and teachers of Chinese colleges and universities to ascertain the best entrepreneurship education evaluation approach that would drive massive entrepreneurial endeavour among learners[286]. The study was a fallout of the observed maxim in China that, "teachers teach for exams"; while "students learn for test/examination scores", a trend that sacrificed experiential learning known to engender entrepreneurial intention and subsequent venture creation. The present study observes that the construct of written examination for Nigeria's undergraduates of Business Education students is an aberration; as it negates students' quest for practical experiences, and potential for venture creation. The previous study observed that an examination orientation for evaluation lays emphasis on theoretical knowledge/rote learning; sends wrong information to learners to celebrate theoretical knowledge, and erodes the evaluation of

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students' practical ability, especially their innovation ability. Besides, the so-called knowledge is easily forgotten quickly after the examination. The previous study also observed that examination should not merely serve as instrument to assess students' learning achievements, but also a validation of teachers' teaching methods. This directly links students' entrepreneurial achievement to Instructor's teaching method, and technique. The study also seems to emphasize that learners do not venture into entrepreneurship because instructor's teachings is devoid of experiential offerings. In the context of public universities in Southwest Nigeria, school authorities do not really care about the achievement of the objectives of entrepreneurship education. The study under review concluded with a call on colleges and universities to adopt relative and flexible evaluation approach to scientifically assess students' innovative ability, as against sole dependence on written examination.

An experimental research study among first-year master's students in Business Administration programme explored the capability of successful local entrepreneurs serving as source of inspiration for students in Romania[287]. It featured the theories of successful entrepreneur profile and entrepreneurial role models. The population-census figure was 30 graduate students with different undergraduate backgrounds who indicated interest to become entrepreneur. The sample was divided into 53.33% of business-related students; and 46.67% of non-business students; 9 and 21 for male and female respectively. The study used questionnaire instrument, to which the consistency of items was verified via the Cronbach's Alpha test with range between 0.678 and 0.712 for each of the four sets of items. Content analysis was used to examine student responses regarding the characteristics of a successful entrepreneur; just as same was deployed to examine the content of successful entrepreneur records (regarding the indices of their successful adventure). Participants' entrepreneurial intentions and their attitudes towards

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entrepreneurship before and after exposure to their successful entrepreneurial models were measured using descriptive statistics. Minimum and maximum values, means, modes, and standard deviations were calculated. Scores given by the respondents to each statement were examined by each variable. The study chose not to use any notable test statistic so as to forestall the limitations of interpreting and generalizing the results, as the sample size was just 30 graduates students. Result showed respondents diversely picked their entrepreneur-celeb based on analysis of descriptions they earlier provided; and included such themes as creativity and innovation; responsibility, morality and common sense; and perseverance. The study concluded that entrepreneur-celeb could actually serve as source of inspiration for students entrepreneurs.

The next review was on the concern that an Educator without experiential wherewithal in entrepreneurship can but only offer theoretical experience to learners[288]. The study was undertaken as an avenue to inculcate entrepreneurial mindset in undergraduate teaching assistants (UTAs) and graduate teaching associates (GTAs) academic members of staff of Ohio State University for onward delivery of mindset experience to students. It subsumed that academic qualification was not enough for instructors to deliver experiential mindset experience to learners. The training mounted for instructors were handled by professional development trainers outside of the school network. The population-census of the study comprised a total of 39 graduate teaching associates and 188 instructional team members who participated in completing the training module in the Spring and Autumn of 2021. The training module featured case scenario questions, open-ended prompts, quiz, curiosity prompts, feedback and others conducted via training videos. Assessment of responses between the two modules was achieved through creation of contingency tables which generated frequency of code response by semester for the three open-ended prompts. Results showed a significant change in how undergraduate teaching assistants respond to

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open-ended prompts between the two training, implying an acquisition of experiential and better approach to teach and deliver experiential knowledge to students.

A study opined that an often-ignored aspect of entrepreneurship innovative teaching methods is in its connection to entrepreneurial risk-taking[289]. I viewed the teaching of entrepreneurial risk-taking as a vital construct given the perception that most students avoid entrepreneurship as career owing the inherent risk in virtually all its stages and processes. The study adopted a narrative inquiry approach and purposively selected six expertly-selected stories of international academics on the delivery of creative risk-taking experience, outlining its productivity and failure in a summative style. The sample size of six also cut across five countries and spans from primary school through to tertiary settings. It adopted the narrative inquiry both as a conceptual and methodological approach, and offered an insight into the challenges educators face in delivery and engaging students on risk and failure. The study found issues with the pedagogical principle and a methodological outcome related to delivery of risk-taking experience to learners. It recommended that risk-taking be construed as a pivotal pedagogical principle.

The next review considered how availability and utilization of institutional-based resources could drive student entrepreneurial mindset among undergraduates[290].The institutional resource considered in this case was university business incubator. The quantitative study was an empirical investigation into the relationship between effectiveness of university business incubator in driving student's entrepreneurial intention. It drew its population from five Pakistan's universities which offered entrepreneurship courses and also provided incubation facility to their students to which, 300 sample size was drawn. 208 (69.3%) were drawn from public sector universities while 92 (30.7%) were from private sector universities and cut across many departments. Questionnaire served as data collection tool,

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based on a 5-point Likert scale. Validity of the instrument was measured using Cronbach alpha. The study deployed the Partial Least Squares 3 software (PLS) Structural Equation Modeling to test the hypotheses. It found that the provision of effective incubation facility in a university influence student's mindset and increase entrepreneurial intention among them.

A study was undertaken to identify approaches entrepreneurial education instructor could adopt to instill entrepreneurial mindset in individuals[291]. Driven by Baumeister's 1997 and Snyder's 2019 recommendation in conducting research on psychology, the researcher adopted a narrative literature review approach to condense myriad of information on entrepreneurial mindset into one understandable package. This was achieved through the SCOPUS database and Google Scholar database which searched and downloaded themes bordering on entrepreneurial mindset, and its measurement among children, youths and retirees. It found that parents through knowledge disclosure are the closest accessible individuals that can instill entrepreneurial soft and practical skills in children as they participate in economic activities. Varied literatures disclose that a number of successful adults claim that their successful values, attitudes, and practices were internalized as children due to their parents' demands for high levels of achievement. In another variant, most literature divulged the import of multichannel strategy to acculturate entrepreneurial mindset in youths, and particularly fingered the experiential strategies of problem-based and project-based instructional methods as verifiable strategies to instill entrepreneurial mindset in undergraduates. The study found that these strategies could help students broaden individuals' understanding to critically examine their own entrepreneurial mindset and keep them abreast of what is going on in the market and in the wider public. It recommended that no one-size-fits-all technique be used to instill entrepreneurial mindset in learners.

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2.3.4 Gender Difference in Entrepreneurial Intention

A study was undertaken to ascertain the impact of female participation in entrepreneurship in the economies of developed and developing countries between the periods of 2012 to 2022[292]. Data for the study was sourced from secondary and multiple sources via the 2023 database of the World Bank's World Development Indicators. Supplementary data was also sourced from UNESCO, UNDP 2022 database, CEMAC, and the University of Sherbrooke website. The study relied on Solow's growth model and Barro's 1990 model to estimate the impact of female entrepreneurship on economic growth of developing and developed economies using the GDP per capita widely as base indicator of economic activity. Ordinary least squares (OLS) was used to measure the relationships between female entrepreneurship and economic growth. The study found that female entrepreneurship was rife in the informal sector which indirectly impact on economic growth. It also revealed massive female untapped entrepreneurial potential for growth and prosperity that lay wasted in many countries, as jobs that would have been created by women were foreclosed.

Worried by a seeming poor female contribution to unemployment alleviation and loss of a great chunk of Nigeria's revenue that would have accrued from this underrepresented gender, a cross-sectional study was undertaken between 2020 to 2021 to unearth factors that could enhance more female entrepreneurial participation among the country's undergraduate students[293]. The study's population cut across 12,485 undergraduates in six (6) Nigeria's geopolitical zones, selected through cluster sampling method. The selection process aligned with previous dataset from earlier surveys to enhance comparison and consistency. It also leveraged on Ajzen's theory of planned behaviour, and accordingly analysed the dataset on variables of entrepreneurship education, self-efficacy, risk-taking and attitude toward entrepreneurship behaviour as well as relational support from family

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and friends alongside the university ecosystem. These were used to develop items measured on a Likert scale four-point of '0' never to '4' always. Logistic regression was used for analysis. Results revealed that though the entrepreneurial interest of males was slightly higher than that of female students (88% against 84%) it was not statistically significant. The study further revealed that though both male and female students' entrepreneurial interest was influenced by entrepreneurship education, risk-taking, self-efficacy and attitudes toward behaviour, the university ecosystem had no influence especially among the female counterparts. The scenario suggests that the university ecosystem needs be enhanced to support students' entrepreneurship interests and activities, as this variable has potential to drive female entrepreneurial activities.

A study was undertaken to determine the role gender played as a moderator between entrepreneurial intention indices of attitude toward behaviour, subjective norms and perceived behavioural control among university graduates in Nigeria and India[294]. The study implied that the way both countries see male and female genders have a strong impact on entrepreneurial intention of graduates in both countries. The primary data (with proxies in entrepreneurial intention, gender, perceived behavioural control, and subjective norms) was source through structured questionnaires administered to 365 postgraduate students in both countries via online Google document; with 130 effective responses from both countries. The reliability of the instrument was attained through Cronbach's Alpha Test which returned a coefficient alpha between 0.5 to 0.6. Confirmatory factor analysis was used to determine entrepreneurial intention to which standardized co-efficient and squared multiple correlations and yielded 0.92. For subjective norm variable, the standardized co-efficient and squared multiple correlations fell between 0.89 and 0.61 respectively; while perceived behavioural control posed a standardized co-efficient and squared multiple correlations was 0.82 and 0.61 respectively. The results confirmed gender to exert a great

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influence on the determinants of entrepreneurial attitude among graduate students from both countries. The study recommended the discouragement of gender bias in youth empowerment programmes in both countries.

Similarly, a study was undertaken to examine the motivation and challenges faced by female in SMEs in the six Southwestern state capitals of Nigeria[295]. It leveraged on the liberal feminist theory, a construct that louds women underserved discrimination against the male counterpart. A seven hundred and twenty (720) 5-point Liket scale questionnaire instrument was used to collect primary data to which 502 were viable. While section of the instrument one collected personal data of the respondents, section two contained items related to motivational factors and accompanying barriers, which were analysed using the SPSS statistical package. The study identified self-fulfillment and financial gains as major reasons for female entrepreneurship, but bemoaned skewed level-playing ground which favored the male counterparts. Though the study implied that these challenges inhibit an all-out female participation in entrepreneurships, it concluded that the main issue revolved around inadequate training, lack of access to start-up capital, and poor family/spousal support. The present study sees this lacuna as avenue for educational institution to offer unbiased entrepreneurial education to both sexes.

2.3.5 Gender Difference in Entrepreneurial Mindset

A study was undertaken to ascertain the level of entrepreneurial risk-taking relative to performance of women entrepreneurs in Rivers State[296]. The study's population comprised 329 Rivers State women entrepreneurs obtained from the 2018 Directory of the State's Ministry of Women Affairs and that of the Ministry of Commerce and Industry. Deploying the Taro Yamen's formula, a sample size of 153 was drawn. Descriptive statistics for women's entrepreneurial risk-taking were measured on a 4-item instrument and scaled on a 5-point Likert scale; while descriptive statistics and Spearman's rank correlation were

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adopted for data analysis and test of hypotheses. The study brought to fore that as women take risks for household sustenance, same is transferred to their entrepreneurial endeavours, and that such risk-taking contributes to business entity creation and employment generation. This finding is contrary to the widely-acclaimed notion that entrepreneurial risk-taking belongs to the man's world. It recommended that more female would-be entrepreneurs be encouraged in entrepreneurial risk-taking mindset, as therein is the secret of entrepreneurial success.

Additionally, a cross-sectional survey was carried out to collect quantitative data to assess gender differences in the relationship between innovative antecedents within an organization using measured invariant instruments[297]. The study specifically sought to pinpoint the need to involve both genders when facilitating innovation within an organizational system, and it adopted the meta-theoretical theories in this regard. The target population consisted of all employees in South Africa, where 52 organisations made up of men and women respondents across government and private sector organisations were adequately sorted to participate on the basis of convenience. Of this number, random samples were drawn to arrive at 60 respondents to which data were collected. The seven instruments used for the study were subjected to measurement invariance across gender. Cronbach's alpha reliability coefficients yielded 0.947 for men and 0.954 for women while SPSS-25 regression analyses were performed. The study found no gender differences in any of the models tested, as all antecedents of innovation were positively related to individual work behaviour across gender. The implication of this study to Business Education entrepreneurial innovation brings to fore that since both genders are at par relative to innovation tendencies, no gender should be preferred for training at the expense of the other.

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A survey study to ascertain the levels of risk tolerance exhibited between male and female was undertaken among 391 students of Master's in Finance and Master's in Management programmes, Faculty of Economics, University of Porto, Portugal in Portugal[298]. Voluntary collection of primary data spanned between data 2018 and 2023, from 177 males and 214 females. The 3-part questionnaire instrument used for the study was divided into self-assessment to elicit respondents' subjective risk tolerance; psychometric test to assess objective risk tolerance and perceived level of financial investments knowledge as well as socio-demographic situation respectively. To investigate which gender underestimate or overestimate risk tolerance, the study utilized the OLS regression. To investigate the consistency between the subjective risk tolerance and the risk tolerance, Pyles' et al 2016 was used. It found male respondents to be associated with a higher probability to make a correct prediction with regards to level of risk tolerance; while women in general perceive their propensity for risk to be lower by psychometric evaluations. The implication of the study is that women's low evaluation of their risk propensity is a matter of perception, to which requisite educational endeavour could be deployed to correct same.

Also, a survey study was set to investigate the relationship between female entrepreneurs' innovativeness and entrepreneurial performance among 558 Chinese female entrepreneurs[299]. The study which mediated opportunity recognition and development, and psychological capital also moderated gender stereotypes. The primary data collection tool was questionnaires to which 600 were distributed and 580 rated as valid via snowball approach were returned. Items on organization-level innovativeness and individual-level innovativeness returned a Cronbach's alpha coefficient at 0.818; while that of entrepreneurial opportunity recognition and opportunity development yielded a Cronbach's coefficient at 0.897, just as psychological capital yielded a Cronbach's α coefficient at 0.893. Gender stereotypes produced a Cronbach's α coefficient at 0.869; while that of

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entrepreneurial performance with indicators of market share and sales growth rate returned a Cronbach's α coefficient at 0.807. While the confirmatory factor analysis was deployed to test the reliability of the first variable, a two-step structural equation modeling procedure was used for the second; just as bootstrap approach to bias correction was deployed to test the mediating and mediating effects with moderation. Data description and analysis were done via means, standard deviation and correlation. The study reveals that female entrepreneurs' innovativeness contributed to firm performance. It further found female entrepreneurs' innovativeness to be an important factor influencing their opportunity recognition, development, and psychological capital.

Similarly, a study was undertaken to examine the impact of proactive personality, self-efficacy and university support factors on female student's entrepreneurial intentions among female students from business schools of universities in Islamabad, Pakistan[300]. The population of the study consisted of 1,485 students, while a sample size of 306 female students was determined using Krejcie and Morgan's 1970 formula. 211 of the sample were from public sector universities while 95 were drawn from private sector universities. The study instrument was a five-point Likert scale personal physical survey questionnaire. While the Bateman and Crant's 1993 12-item question scale was deployed to measure the proactive personality trait; perceived university support was measured via Saeed's et al. 2015 scale; just as entrepreneurial self-efficacy got measured by Zhao's et al. 2005 four-item scale. That of entrepreneurial intention was measured via Liñan and Chen's 2009 six-item scale. Data analysis was carried using SmartPLS 3 Version 2.6. The study found that female student entrepreneurial intention was positively influenced by their proactive personality, entrepreneurial self-efficacy, but limited by the extent to which they perceived universities support. Its implication on business education in the Southwest Nigeria is the

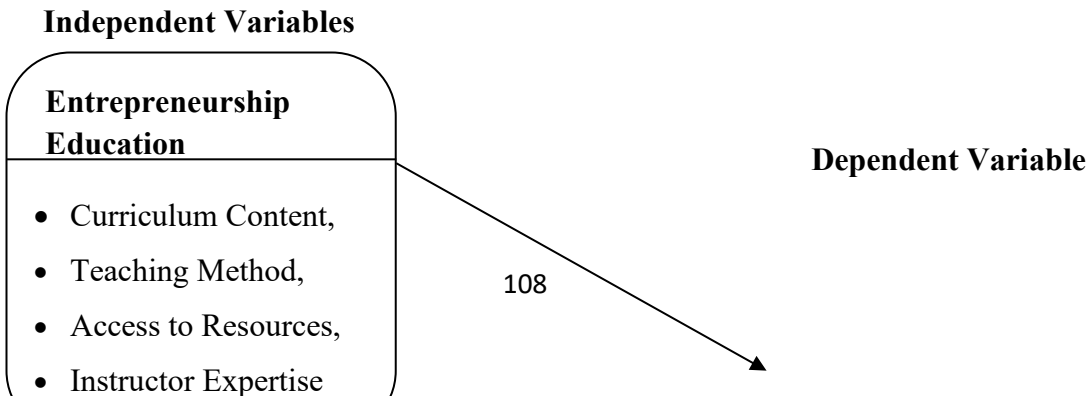
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need to enhance the university support system to engender proactivity among female students.

A systematic review of scientific literature was undertaken to examine the context of resilience as a vital force in the success of women-led entrepreneurship especially in the face of systemic obstacles against the achievement of their entrepreneurial goal[301]. To attain this end, a bibliographic methodology to synthesize information from Scopus, Web of Science, and SciELO was implemented. The population of study consisted of 152 existing articles on female entrepreneurial resilience and related subject matter of self-efficacy, and support networks; after which a final sample of 50 articles were reviewed in depth. The articles so chosen were qualitatively analysed to identify concepts, factors, and key processes reported to portend a resilience, self-improvement and entrepreneurship in women. The results were presented in a descriptive manner following a thematic structure and matrix created along the paths of year of publication, source, and abstract from the WoS of Science and Scopus databases. The study underscored the interconnection between the elements of self-efficacy, and support networks as they foster a more favorable business ecosystem for women. It found that female entrepreneurship resilience acts as a driver for them to overcome systemic barriers and also play a complementary role to male-dominated entrepreneurial ecosystem which together drive a country's economic engine.

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2.4 Conceptual Model



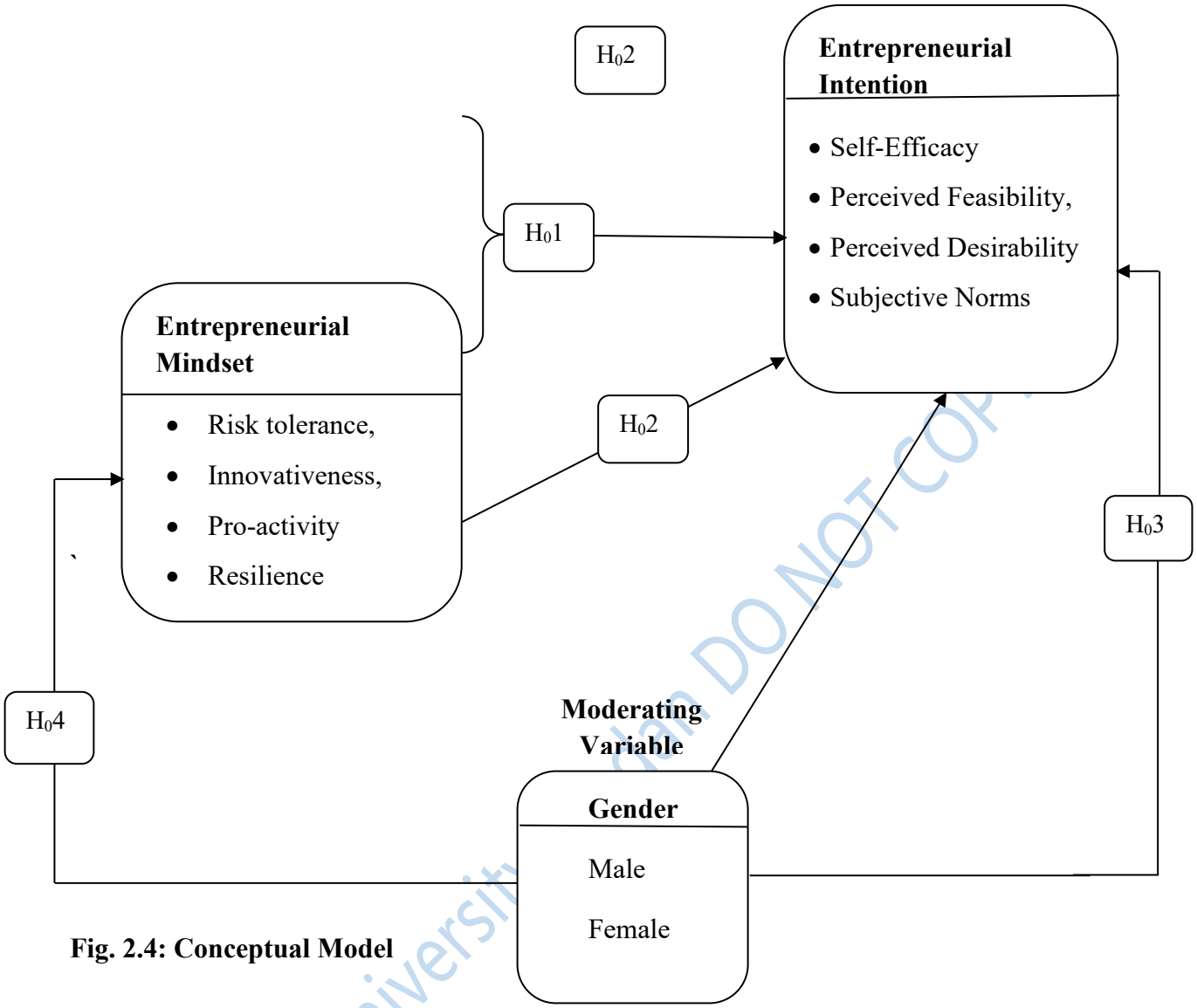


Fig. 2.4: Conceptual Model

Source: Ini Moses, 2025

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Explanation of the Conceptual Model

The model presented above was designed to examine the interplay between entrepreneurship education and entrepreneurial mindset as they influenced entrepreneurial intention among business education students in public universities. It integrated a moderating factor, gender, to explore possible variations in these influences across different gender groups.

1. **Primary Influence of Independent Variables**:

Entrepreneurship Education (EE) and **Entrepreneurial Mindset (EM)** were the core independent variables. These two factors were hypothesized to directly influence **Entrepreneurial Intention (EI)**, which is the dependent variable. This influence was structured to investigate both **combined** and **relative effects**:

Combined Influence ($H_0$1): The model explored whether the combined influence of EE and EM significantly shaped entrepreneurial intention, suggesting that these two factors might work together to encourage or discourage entrepreneurial intention among students.

Relative Influence ($H_0$2): The model also examined the individual or relative contributions of EE and EM to entrepreneurial intention, determining if one variable had a more substantial effect on entrepreneurial intention than the other.

2. Gender as a Moderating Variable:

Gender moderated the relationship between the independent and dependent variables, providing a deeper understanding of potential differences in how EE and EM influence EI among male and female students. Gender affected this relationship through variations in factors like self-efficacy, perceived feasibility, perceived desirability, and subjective norms associated with entrepreneurship.

The model posited two hypotheses to explore gender-based differences:

Gender Difference in Entrepreneurial Intention ($H_0$3): This hypothesis examined if there was a significant gender difference in entrepreneurial intention, suggesting that factors related to gender could lead to different levels of intention between male and female students.

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Gender Difference in Entrepreneurial Mindset (H_04): This hypothesis assessed if gender differences exist within the entrepreneurial mindset itself, meaning that male and female students might differ in aspects such as risk tolerance, innovativeness, proactivity, and resilience, potentially affecting how entrepreneurship education impacts their intentions.

3. **Directional Relationships**:

The arrows in the model represent the direction of influence, from the independent variables (EE and EM) towards the dependent variable (EI). However, the arrow extending from Gender to EI signify that gender did not directly influence entrepreneurial intention, but moderated its relationship through variations in factors like self-efficacy, perceived feasibility, perceived desirability, and subjective norms associated with entrepreneurship.

4. **Hypotheses and Model Implications**:

The model structure and hypotheses reflected an effort to investigate if educational and mindset-related interventions could be tailored by gender to improve entrepreneurial intentions more effectively. This could mean, for instance, identifying specific educational techniques that work better for each gender or understanding mindset traits that are stronger predictors of entrepreneurial intention in either male or female students.

The combined and relative assessments also helped clarify if entrepreneurship education alone is sufficient or if nurturing a strong entrepreneurial mindset is essential alongside education to foster entrepreneurial intention, especially within a culturally specific context like public universities in Southwest Nigeria.

This conceptual model, thus, sought to dissect and refine the understanding of how entrepreneurship education and mindset fostered entrepreneurial intention and the extent to

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which gender differences impacted these relationships. It paved the way for insights into tailored educational strategies that may better support entrepreneurial aspirations across genders.

2.5 Summary of Reviewed Literature

The literature reviewed in this study covered several significant areas related to entrepreneurial intention and mindset among Business Education students of public universities in southwest Nigeria. The review began by exploring the concept of entrepreneurial intention which particularly focused on the attributes of self-efficacy, perceived feasibility, perceived desirability and subjective norms. Self-efficacy, the most outstanding component of entrepreneurial intention thrives on the belief that an individual is able to practically undertake a given activity in order to attain a predetermined objective. However, the 'belief' used to describe self-efficacy should not be misconstrued with assumption (or wishful thinking) that one is able to perform a given activity, without being backed up by measurable competency. This is why its foremost attribute, enactive experience, emphasizes the possession of expertise or know-how at performing an activity which confers on an individual a somewhat dominance and/or competence over that activity or a phenomenon. To drive home this point, enactive experience needs be measured, to ascertain an individual's perceived success and/or failure rate of past entrepreneurial events undertaken. While successful execution of past events tend to increase self-efficacy beliefs, failure experiences conversely decreases same. But if self-efficacy is this important, strategies to develop learners' enactive mastery experience needs be anchored on experiential endeavor geared towards the delivery practical know-how to learners.

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The study also underpinned the place of vicarious experience towards developing students' self-efficacy. It envisaged its delivery to occur either in the classroom or as extra-curricular endeavor. In the classroom, vicarious experience may be delivered as problem-solving scenarios and role-plays; just as field-trip may suffice during extra-curricular activities. Educational institutions' strive to deliver this construct to learners however seems not to yield effective experience that would drive their entrepreneurial intention. There is seeming over-dependence on Students Industrial Work Experience (SIWES); while the unequipped entrepreneurial centres across universities in southwest are inundated with archaic equipment/gadgets without trained Educator to carry out practical demonstrations so needed to revitalize learners' self-efficacy. Vocal persuasions especially when they emanate from experts, coaches, industry mogul, celebrities, and others, have been known to drive self-efficacy. However, the cost implication involved in retaining or organizing for visiting celebs dissuade universities from boosting self-efficacy through this medium.

Perceived feasibility construct underpins the perceived ease or difficulty of performing a behaviour which may advance to fulfilling an intention. It possesses the constituent psychological perceived feasibility, which suggests a strong belief in one's capabilities to perform a behaviour, especially one's previous entrepreneurial experiences. The high self-efficacy produced as a result of this aspect of perceived feasibility, makes an individual more likely to take on entrepreneurial challenges and persist even in the face of daunting difficulties. This enunciates the likelihood that one might engage in a given entrepreneurial activities given the level of psychological preparedness at work. On the flip side however, is the broader aspect of perceived feasibility that is not solely about individual capability, but linked with environmental factors that may either facilitate or hinder entrepreneurial actions. Obviously, this aspect of perceived feasibility is outside one's control; and possibly implies scanning the environment, or undertaking the feasibility analysis of the

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environment to analyse the availability (or unavailability) of resources and support system same can have on an individual's intention to start a business. It is noted that a blend of psychological feasibility and that of environment portend the ease of doing business in the southwest Nigeria.

Perceived desirability summarizes the varying motivations, event or a phenomenon that may drive entrepreneurial instinct in an individual; or an attraction one attaches to becoming an entrepreneur. Some motivations may be innate instinct; it starts at one's ability to perform a specific behaviour, influenced by his beliefs about the outcomes of that behaviour and the social norms surrounding same. Perceived desirability is not also influenced by psychological motivations and attitude, but also by certain contextual factors. Understanding the relationship between attitudes and behavioural intentions may unravel why individuals are more likely to engage in behaviours they find desirable; because favorable attitudes toward entrepreneurship engenders higher perceived desirability, and ultimately increases the likelihood of entrepreneurial action. This relationship therefore highlights how important it is to foster positive attitudes toward entrepreneurship in order to enhance perceived desirability.

The summary of subjective norms elucidates the perceived social pressure on an individual to perform or not perform a behaviour that could result or drive entrepreneurial intention and by larger extent, makes one to choose entrepreneurship as a career path. This is because, when individuals perceive that important people in their lives support entrepreneurship, they are more likely to form an intention to engage in entrepreneurial activities. The study observed this particularly among young people, supportive family environments and positive peer influence exhibit the likelihood of their members to perceive entrepreneurship as a viable career option. The socio-cultural family ties

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particularly enables familial support to shape entrepreneurial intentions; as the close-knit members of the group can easily obtain information about an individual and thus brings to bear a positive or negative influence regarding entrepreneurship. Same is the influence of culture on subjective norms where strong family and community ties may exert influence on entrepreneurial intention on either way.

Entrepreneurship education was another essential focus of the review. Since it has been generally accepted that entrepreneurship can be taught, universities across the southwest Nigeria have strived to implement the core curriculum minimum academic standards with varying endeavors geared towards learners' entrepreneurial intentions. The availability and execution of its components made up of curriculum content, teaching methods, access to resources, and the expertise of instructors may go a long way to impact learners' entrepreneurial intention. Curriculum contents are still largely theoretical-oriented and have not been rejigged to reflect current real-world realities. The practical aspect that was augmented via the creation of entrepreneurial centres have seen those centres existing only in nomenclatures. Practical equipment/gadgets known to aid learners' experiential experience are archaic and irrelevant to the contemporary entrepreneurial skill development. Educators themselves are not experientially-inclined and, hence; cannot offer practical experience to learners.

Since the basis of teaching is the learner, then teacher's commitment students' learning is pivotal. Teachers' commitment to the realization of the objectives of business education, among which is to see students' embrace entrepreneurship as career path by establishing start-up in their numbers, still largely unmet. It is short-circuited as most educators have not navigated the path of practical entrepreneurship; so they teach what have not experienced, implying that they cannot give what they do not have. It is possible that

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educator's apparent lack of practical insight may have largely caused students to jettison entrepreneurship as career path. Also, the qualification for enlistment as Business Educators is still largely based on academic qualifications, as no experiential qualification is emphasized. So, once employed, their teaching method remains largely the traditional strategy, where they presume themselves as custodian of knowledge, as students resort to rote learning. Literatures also reveal that most Educators have no personalized teaching philosophy; possess no relative teaching technique nor understand learners' learning styles. There are Educators who have not realized that teaching endeavor needs be patterned to learners learning styles and not the other way round. All these is further exacerbated by a low level of accessibility to resources needed to offer practical entrepreneurial experience to learners, which debar students from participating in the much-needed extracurricular activities that could enrich their practical understanding of entrepreneurship. Literatures surmised that southwest universities that rarely provide the essential physical and virtual infrastructure cannot to run an effective entrepreneurship education programme.

The mindset construct is seen as the powerhouse to entrepreneurial intention. In other words, the teaching of entrepreneurship education to drive entrepreneurial intention would be a futile endeavor if not tailored to first swing learners' innate mindset to accept execution of entrepreneurial tenets and activities. The analogy is that, it is better stakeholders invest requisite resources and energy to instill an entrepreneurial mindset in learners, as most of them possess innate mindset known to detest entrepreneurship tenets and activities. It was discussed that, the basis of delivering the mindset construct was to attempt to swing learners' attitude from anti-entrepreneurial to pro-entrepreneurial mindset. The underlining issue was found to be learners trapped in fixed mindset, coupled with Instructors' inability to deploy relevant teaching philosophies, techniques and styles to change this status-quo, and complicated by institutions' inability to execute relevant institutional entrepreneurial

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support system. Prior to exposure to formal entrepreneurship education, learners' initial mindset were observed to often run contrary to entrepreneurial tenets. Effecting this attitudinal swing to pro-entrepreneurship was seen to constitute the initial preoccupation of Instructor; and having accomplished same, he incrementally builds on risk tolerance of learners. Teaching risk tolerance emphasizes rationality relative to the heart to take calculated risk bearing in mind the propensity to such risks. Risks assumed can pave the way for generation of new or expansion of old ideas and solutions, factoring in the requisite resources, and sources thereof. From ideation, the need to take initiative to act in anticipation of future problems or opportunities becomes open. At any entrepreneurial stages that challenge surfaces, equally important is the construct of resilience, described as the ability weather the storm and bounce back from setbacks. It is equally an important construct, given a number of obstacles arising from internal and external factors in the southwest Nigeria. The irony of this is that, many Business Education students are not exposed to real-world entrepreneurial challenges during their education, which make them unfit and unprepared for the difficulties ahead. It they were not exposed to making decisions in uncertain situations, it already spells challenge along the entrepreneurial paths.

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Chapter Three

Methodology

This chapter contains the methods and techniques that were used in this study. Specifically, presented in this chapter are the research design adopted, the population of the study, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments, methods of data collection, and methods of data analysis.

3.1 Research Design

The study adopted a survey research design method. Survey research is the collection of information from a sample of individuals through their responses to questions. This allowed for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. The design was used because it enables the researcher to obtain information that could be used to describe the influence of entrepreneurship education and mindset on entrepreneurship intension among business education students in southwestern Nigeria.

3.2 Population of the Study

The target population for this study comprised all 400 level students of Business Education in both State and Federal Universities in Southwestern as at 2023/2024 academic session. The states, which include Oyo, Ekiti, Ondo, Osun, Ogun and Lagos is presented below:

Table 3.1 Population of the Study

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S/N	State	Name of Institution	Status: State / Federal University	Population
1.	Ekiti	Federal University, Oye Ekiti	Federal	86
2.	Ekiti	Bamidele Olumilua University of Education, Science and Technology, Ikere, Ekiti.	State	09
3.	Ogun	OlabisiOnabanjo University, Ago-Iwoye.	State	196
4.	Ogun	Tai Solarin University of Education, Ijagun, Ijebu.	State	425
5.	Ondo	Adeyemi Federal University of Education, Ondo	Federal	Had no 400 level students
6.	Osun	Osun State University, Osogbo.		Had no 400 level students
7.	Lagos	University of Lagos, Akoka, Yaba, Lagos.	Federal	146
8.	Lagos	Lagos State University, Ojo.	State	90
			Total	**952**

Source[1]

3.3 Sample and Sampling Technique

The study made use of the total enumeration sampling technique which consisted of the entire population of the study. This is because the entire population was not too large to collect accurate data, as it was manageable and equally narrowly identified and accessible[2].

3.4 Description of Research Instrument

A self-developed four likert scaled instrument titled "Business Education Students Entrepreneurial Intention Questionnaire (BESEIQ)" was used to collect data for the study. The instrument contained four (4) sections namely; section A, B, C, and D. Section A contained items on demographic characteristics of respondents such as gender, age range, course of study and present level. Section B contained 16 items carefully structured to identify the level of entrepreneurial intention among business education students in public universities in Southwest, Nigeria, such that items 1-4 measured self-efficacy, 5-8

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measured perceived feasibility, 9-12 measured perceived desirability, and 13-16 measured subject norms. Similarly, Section C contained 16 items carefully structured to assess the level of entrepreneurship education among business education students in public universities in Southwest, Nigeria, such that items 1-4 measured curriculum content, 5-8 measured teaching method, 9-12 measured access to resources, and 13-16 measured instructor expertise. Lastly, Section D contained 16 items carefully structured to determine the level of entrepreneurial mindset among business education students in public universities in Southwest, Nigeria, such that items 1-4 measured risk tolerance, 5-8 measured innovativeness, 9-12 measured pro-activity, and 13-16 measured resilience.

3.5 Validity of Research Instrument

The research instrument was subjected to scrutiny, corrections and validations to further improve its quality. First, corrections were done by 3 research experts in conjunction with the Researcher and his Supervisor, aimed to contribute directly to the study's methodological soundness, rigour, and academic integrity. Second, Subject Matter Experts (SMEs) in Business Education made up of selected Senior Lecturers and entrepreneurial practitioners with deep knowledge in Business Education, were drafted in to validate the content relevance and coverage of the instrument. To this end, the instrument was checked to ensure it covered all necessary aspects of the subject matter. Third, 4 research methodologists with expertise in research design and biases in quantitative and qualitative methods were involved to assess the structure, clarity and appropriateness of the research instrument. Fourth, statistical experts in measurement and testing were involved to structure each item appropriately to avoid bias and/or ambiguity. This helped enhanced scalability and scoring, attributes so relevant to guide the scoring system and ensure compatibility with intended analytical techniques.

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Lastly, target population representatives, made up of students and educators, who were made to constitute a small group from the population, performed the face validation of the instrument. This helped to identify obvious flaws or ambiguities (a somewhat pilot phase tool). These activities engaged in this group made sure that the questions were clear, understandable and relevant to respondents, thereby improving response quality.

3.6 Reliability of Research Instrument

An instrument is considered reliable when it consistently measures what it was intended to measure under the same circumstances from one instance to the other[2]. To ensure the reliability of the instrument used in this study, a pilot study was conducted by administering questionnaires to a group of thirty (30) undergraduates each in two public universities across south-south, Nigeria. The public universities were the Delta State University and University of Benin. These universities shared the same characteristics with all other universities that featured in this study. To assess the internal consistency of the questionnaire items used, Cronbach's alpha coefficient was calculated. Its justification for use was borne out of its ability to provide a quantitative measure of ensuring that the instruments used produce consistent and stable results, which is critical for the validity of findings. Cronbach's alpha statistical measure also enhanced the assessment of reliability for such multi-item constructs as entrepreneurial intentions**,** innovation capability**,** risk-taking propensity, or entrepreneurial self-efficacy, using multi-item Likert-type scales. This measurement accuracy and consistency attributes provides a standard step in the scale validation process, as alpha helps evaluate whether the scale items are appropriate and coherent for sample. A Cronbach's alpha value of 0.890obtained, indicated a high level of internal consistency, which supported the reliability of the instrument used.

3.7 Administration of the Research Instrument

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The researcher sought for and obtained a letter of credence from the Department of Arts and Social Science Education which enabled him and his team have easy access to and exposure to students of the designated universities in Southwest Nigeria. The administration of the instrument on the subjects was carried through questionnaire administered via online real-time. The instrument was designed in such a manner that it permitted only completed questionnaire to be returned. The exercise spanned a-week period, and yielded a 94.5% return rate. Four (4) trained research assistants were involved in retrieving the questionnaires, which further shrunk the number of questionnaire considered for the analysis to eight hundred and seventy-six (876), representing 92% of the total number.

3.8 Method of Data Collection

The template of each questionnaire was developed in such a way that only completed items in the questionnaire would be returned. This forestalled incomplete questionnaires being forwarded by the respondents. For the physically administered counterpart, the researcher and his team, who were trained for this purpose, were physically present to collect the completed questionnaires immediately after being checked through.

3.9 Ethical Consideration

Participants' privacy and confidentiality were highly considered in the design of the instrument. As such, no provision was made to capture their names on the instrument. Similarly, clear data governance policies were established to promote fairness, transparency and accountability while validation was implemented at at entry point to ensure data cleaning and removal of duplicate.

3.10 Method of Data Analysis

Descriptive statistics of frequency and percentage, mean and standard deviation was used to analyse the demographic profile of the respondent as well as the research questions.

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Also, inferential statistics of multiple regression was used to test hypotheses 1 and 2, while a t-test was used to test hypothesis 3 at a significance level of 0.05.

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Endnotes

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Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Return Rate

A total of 952 copies of the questionnaire were distributed to all 400 level students of Business Education in both state and federal universities in southwestern states of Oyo, Ekiti, Ondo, Osun, Ogun and Lagos. Out of these, nine hundred (900) copies were successfully retrieved, accounting for 94.5% of the total. Among the retrieved questionnaires, 876 copies were deemed for the analysis, accounting for 92% of the total.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1:Gender Distribution of Respondents

Gender of Respondents		
Gender	**Frequency**	**Percent**
Male	447	51.0
Female	429	49.0
Total	876	100.0

Source: Researcher's Field Survey, 2024

The data presented in Table 4.1 present the gender distribution among the respondents in the study. Out of a total of 876 respondents, 447 are male, which accounts for 51.0% of the sample. On the other hand, 429 respondents are female, making up 49.0% of the total. This indicates a relatively balanced gender distribution ensuring that both male and female perspectives are well-represented in the study.

Table 4.2:Age Range of Respondents

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Age Range of Respondents		
Age	**Frequency**	**Percent**
17-25	322	36.8
26-30 Years	463	52.9
Above 31 Years	91	10.4
Total	876	100.0

Source: Researcher's Field Survey, 2024

Table 4.2 presents the age distribution of the respondents. Out of a total of 876 respondents, the majority, 463 individuals (52.9%), are within the age range of 26 to 30 years. This makes this age group the largest represented in the study. The second largest group consists of respondents aged 17 to 25 years, with 322 individuals (36.8%) falling into this category. A smaller portion of the respondents, 91 individuals (10.4%), are above 31 years of age. These results show that younger respondents make up the majority of the sample, with more than half between the ages of 26 and 30, a significant number between the ages of 17 and 25, and a minority over the age of 31.

4.3 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

Research Question One: What is level of entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subject norms) among business education students in public universities in Southwest, Nigeria?

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Table 4.3.1: Level of Entrepreneurial Intention (Self-Efficacy) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
1	To what level do I feel confident in my ability to develop a business plan?	229 (26.1%)	239 (27.3%)	260 (29.7%)	148 (16.9%)	2.63	1.047
2	To what level can I successfully lead a business to growth and sustainability?	277 (31.6%)	183 (20.9%)	285 (32.5%)	131 (15.0%)	2.69	1.071
3	To what level do I feel confident to adapt to changes in the business environment?	335 (38.2%)	218 (24.9%)	217 (24.8%)	106 (12.1%)	2.89	1.051
4	How would I describe my level of proficiency to handle the risks involved in running a business?	262 (29.9%)	240 (27.4%)	295 (33.7%)	79 (9.0%)	2.78	0.975
Weighted Mean = 2.75							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

The data in Table 4.3.1 provide insight into the level of entrepreneurial intention, specifically self-efficacy, among Business Education students in public universities in Southwest Nigeria. Specifically, when asked about their confidence in developing a business plan that can succeed, the mean score of 2.63 suggests that students generally felt moderately capable in this area. Similarly, with a mean score of 2.69, students moderately believed in their ability to lead a business to growth and sustainability. Their confidence in adapting to changes in the business environment was slightly higher, with a mean of 2.89, though it still fell within the moderate range. Finally, when it comes to handling the risks involved in running a business, the mean score of 2.78 indicated a moderate level of confidence. Overall, the weighted mean of 2.75 suggests that, as a group, these students

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possessed a moderate level of entrepreneurial intention, reflecting a belief in their capabilities but not at a high level.

Table 4.3.2: Level of Entrepreneurial Intention (Perceived Feasibility) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
5	How would I rate my ability to gather needed resources to start a business?	228 (26.0%)	285 (32.5%)	279 (31.8%)	84 (9.6%)	2.75	0.949
6	To what extent do I feel confident that I have received necessary support to launch a business?	286 (32.6%)	248 (28.3%)	239 (27.3%)	103 (11.8%)	2.82	1.019
7	What is my level of managing the practical aspects of starting a business?	240 (27.4%)	235 (26.8%)	251 (28.7%)	150 (17.1%)	2.64	1.059
8	To what level do I feel that starting a business is a realistic option given my current knowledge/skills?	264 (30.1%)	250 (28.5%)	224 (25.6%)	138 (15.8%)	2.73	1.056
Weighted Mean = 2.73							

Source: Researcher's Field Survey, 2024
KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.3.2 presents the level of entrepreneurial intention, specifically perceived feasibility, among Business Education students in public universities in Southwest Nigeria. When asked to ascertain the level they believed they can gather the resources needed to start a business, the mean score of 2.75 showed a moderate level of confidence. Similarly, students felt moderately confident about finding the necessary support to launch a business, with a mean score of 2.82. In terms of managing the practical aspects of starting a business, the mean score was 2.64, reflecting moderate confidence in their ability to handle these tasks. Likewise, students perceived starting a business as a realistic option based on their current

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knowledge and skills, with a mean of 2.73. The overall weighted mean of 2.73 suggests that students have a moderate level of perceived feasibility regarding entrepreneurship. They generally felt that starting a business was achievable, though not with high certainty.

Table 4.3.3: Level of Entrepreneurial Intention (Perceived Desirability) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
9	To what level do I feel excited about the idea of running my own business one day?	234 (26.7%)	225 (25.7%)	296 (33.8%)	121 (13.8%)	2.65	1.019
10	Describe my level of being drawn to the freedom and flexibility that comes with being an entrepreneur.	255 (29.1%)	204 (23.3%)	300 (34.2%)	117 (13.4%)	2.68	1.033
11	To what extent do I find the thought of being my own boss to be very motivating?	137 (15.6%)	294 (33.6%)	216 (24.7%)	229 (26.1%)	2.39	1.036
12	To what level do I enjoy thinking about the possibilities that owning a business could bring?	172 (19.6%)	209 (23.9%)	244 (27.9%)	251 (28.7%)	2.34	1.092
Weighted Mean = 2.52							

Source: Researcher's Field Survey, 2024
KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.3.3 presents the perceived desirability of entrepreneurship among Business Education students in public universities in Southwest Nigeria, based on four items. When asked about the level they felt excited about the idea of running their own business one day, the mean score of 2.65 indicated a moderate level of excitement. Similarly, the freedom and flexibility associated with entrepreneurship were moderately appealing to the students, as reflected by a mean score of 2.68. However, the mean score for finding the idea of being their own boss motivating was 2.39, which indicated a low level of motivation in this

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regard. Additionally, the mean score of 2.34 for enjoying thoughts of the possibilities of owning a business also reflected a low level of enthusiasm. Overall, the weighted mean of 2.52 suggests that, while students had a moderate level of perceived desirability for entrepreneurship, there were certain aspects, like the motivation to be their own boss, where their enthusiasm was relatively lower.

Table 4.3.4: Level of Entrepreneurial Intention (Subjective Norms) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
13	Describe the level people close to me believe I have what it takes to succeed in business.	245 (28.0%)	336 (38.4%)	187 (21.3%)	108 (12.3%)	2.82	0.977
14	Rate the level of support provided by those who matter to me in my decision to start a business.	179 (20.4%)	277 (31.6%)	258 (29.5%)	162 (18.5%)	2.54	1.014
15	At what level of esteem do my friends and families think about those who run their own business?	139 (15.9%)	267 (30.5%)	283 (32.3%)	187 (21.3%)	2.41	0.994
16	How would I rate the level of encouragement provided by people I respect to help me pursue entrepreneurial opportunities?	143 (16.3%)	309 (35.3%)	206 (23.5%)	218 (24.9%)	2.43	1.035
Weighted Mean = 2.55							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.3.4 presents the level of entrepreneurial intention based on subjective norms among Business Education students in public universities in Southwest Nigeria. When asked of the level people close to them believed they had what it takes to succeed in business, the mean score of 2.82 indicated a moderate level of belief and support from their social circle. Similarly, a mean score of 2.54 suggested that students felt a moderate level of support from those who matter to them when it comes to starting a business. However, the mean

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score for whether their friends and family think highly of individuals who run their own businesses was 2.41, reflecting a low level of perceived respect for entrepreneurship among their peers and family. Likewise, students perceived only a low level of encouragement from respected individuals to pursue entrepreneurial opportunities, with a mean score of 2.43. The weighted mean of 2.55 suggested that students felt a moderate level of subjective norms regarding entrepreneurship, indicating that while there was some support and belief in their potential, it was not overwhelming.

Table 4.3.5: Level of Entrepreneurial Intention (Self-Efficacy, Perceived Feasibility, Perceived Desirability, and Subjective Norms) among Business Education Students in Public Universities in Southwest, Nigeria

Items	VHL Freq (%)	HL Freq (%)	ML Freq (%)	LL Freq (%)	Weighted Mean
Self-Efficacy	276 (31.5%)	220 (25.1%)	264 (30.1%)	116 (13.2%)	2.75
Perceived Feasibility	255 (29.1%)	255 (29.1%)	248 (28.3%)	118 (13.5%)	2.73
Perceived Desirability	199 (22.8%)	233 (26.6%)	264 (30.1%)	180 (20.5%)	2.52
Subjective Norms	177 (20.2%)	297 (33.9%)	234 (26.7%)	168 (19.2%)	2.55
Overall Weighted Mean= 2.64 (Moderate)					

Source: Researcher's Field Survey, 2024
KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.3.5 provides an overview of the level of entrepreneurial intention among Business Education students in public universities in Southwest Nigeria, focusing on four key dimensions: self-efficacy, perceived feasibility, perceived desirability, and subjective norms. In terms of the level of self-efficacy, students demonstrated a moderate level of confidence in their entrepreneurial abilities, with a weighted mean of 2.75. They felt

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reasonably capable of performing tasks such as developing a business plan and adapting to changes within the business environment. Regarding perceived feasibility, the students believed that starting a business is moderately achievable, as reflected by the mean score of 2.73. They thought they could gather the necessary resources, find support, and manage the practical aspects of launching a business.

The level of perceived desirability for entrepreneurship among the students was also moderate, with a mean score of 2.52. While they were somewhat drawn to the idea of running their own business, the appeal of being their own boss and the excitement of entrepreneurship were not strongly felt across the group. Finally, the students reported a moderate level of subjective norms, with a weighted mean of 2.55. This indicates that they perceived a reasonable amount of encouragement and belief in their entrepreneurial potential from people close to them, though not overwhelmingly so. Overall, the weighted mean of 2.64 suggests that the students possessed a moderate level of entrepreneurial intention. While they felt somewhat confident, supported, and capable of starting a business, their enthusiasm and certainty about entrepreneurship were not particularly high.

Research Question Two: What is the level of entrepreneurship education (curriculum content, teaching method, access to resources, instructor expertise) among business education students in public universities in Southwest, Nigeria?

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Table 4.4.1: Level of Entrepreneurship Education (Curriculum Content) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
1	How would I rate the level of relevance of entrepreneurial topics	139	316	298	123	2.54	0.921

	to today's business environment?	(15.9%)	(36.1%)	(34.0%)	(14.0%)		
2	How will I rate the level of useful entrepreneurship courses in starting my own business?	152 (17.4%)	275 (31.4%)	214 (24.4%)	235 (26.8%)	2.39	1.060
3	Rate the level of course materials with regards to reflecting the realities of current business world realities.	140 (16.0%)	322 (36.8%)	215 (24.5%)	199 (22.7%)	2.46	1.012
4	How would I rate the important concepts learnt in my entrepreneurship classes relative to their application to real-life business situations?	160 (18.3%)	299 (34.1%)	196 (22.4%)	221 (25.2%)	2.45	1.058
Weighted Mean = 2.46							

Source: Researcher's Field Survey, 2024
KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.1 presents an assessment of the level of entrepreneurship education, specifically focusing on curriculum content, among Business Education students in public universities in Southwest Nigeria. When asked about the level of relevance of topics covered in their entrepreneurship classes to today's business environment, students indicated a moderate level of perceived relevance, with a mean score of 2.54. This suggests that while some students found the curriculum applicable, there was still room for improvement. However, when considering the usefulness of the knowledge gained from their entrepreneurship courses in starting their own business, the sentiment shifted. With a mean score of 2.39, students expressed a low level of confidence, indicating that many did not feel that the coursework effectively prepared them for real-world business challenges.

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The perception of course materials reflecting the realities of the business world was similarly low, as shown by a mean score of 2.46. This implies that students were not fully convinced that what they learnt in class aligned with actual business scenarios they would face. Lastly, students reported a mean score of 2.45 when asked if they have learnt important concepts that could be applied to real-life business situations. This also suggests a low level of confidence in the practical applicability of their education. Overall, the weighted mean of 2.46 indicates that students perceived their entrepreneurship education curriculum as lacking in practical relevance and usefulness. While there might be some valuable content, the findings suggest that students generally felt inadequately prepared for the realities of starting and managing a business.

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Table 4.4.2: Level of Entrepreneurship Education (Teaching Method) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
5	To what extent has the level of activities and discussions in entrepreneurship courses helped me grasp key business concepts?	104 (11.9%)	188 (21.5%)	212 (24.2%)	372 (42.5%)	2.03	1.056
6	What is my level of perception regarding the teaching style to make the entrepreneurship content more practical?	108 (12.3%)	292 (33.3%)	263 (30.0%)	213 (24.3%)	2.34	0.978
7	What is the level of my assessment of the way entrepreneurship classes are conducted to engender my understanding of complex business ideas?	199 (22.7%)	197 (22.5%)	210 (24.0%)	270 (30.8%)	2.37	1.143
8	What is the level of my assessment of teaching approaches deployed in entrepreneurship courses?	135 (15.4%)	267 (30.5%)	305 (34.8%)	169 (19.3%)	2.42	0.969
Weighted Mean = 2.29 Low							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

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Table 4.4.2 assesses the level of entrepreneurship education, specifically focusing on teaching methods, among Business Education students in public universities in Southwest Nigeria. When asked of the level activities and discussions in their entrepreneurship courses helped them grasp key business concepts, the mean score of 2.03 disclosed a low level of effectiveness in this area. A significant portion of students expressed that the methods

employed did not facilitate their understanding of essential business principles. Regarding the teaching style's practicality, the mean score was 2.34, indicating that students felt the teaching methods did not effectively make the content more applicable to real-world situations. This suggests that many students did not find the teaching approaches useful in applying the knowledge gained.

In terms of understanding complex business ideas, the mean score of 2.37 showed that students felt the way classes were conducted did not sufficiently aid in comprehending these concepts.

Lastly, students rated the level of engagement and clarity of the teaching approach, resulting in a mean score of 2.42. This further reinforced the notion that the current methods may not be engaging or easy to follow for many students. The overall weighted mean of 2.29 signifies that students perceived the teaching methods in their entrepreneurship education as having a low level of effectiveness. This indicates a need for improvement in the teaching strategies employed to enhance students' understanding and engagement in entrepreneurship education.

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Table 4.4.3: Level of Entrepreneurship Education (Access to Resources) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item: I;	VHL	HL	ML	LL	Mean	SD
9	To what level I'm I exposed entrepreneurial-related workshops, seminars, and events?	137 (15.6%)	298 (34.0%)	259 (29.6%)	182 (20.8%)	2.45	0.988
10	To what level do I have access to materials needed to fully understand entrepreneurship topics covered in class?	112 (12.8%)	244 (27.9%)	265 (30.3%)	255 (29.1%)	2.24	1.011
11	To what level has my school provided necessary tools for me to develop practical business skills?	178 (20.3%)	305 (34.8%)	95 (10.8%)	298 (34.0%)	2.41	1.154
12	To what level do I find it easy to access resources to help enhance my entrepreneurial learning?	130 (14.8%)	187 (21.3%)	247 (28.2%)	312 (35.6%)	2.15	1.068
Weighted Mean = 2.31							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low).

Table 4.4.3 presents the level of entrepreneurship education in terms of access to resources among Business Education students in public universities in Southwest Nigeria. When asked about the level of exposure to workshops, seminars, and events related to entrepreneurship, students reported a mean score of 2.45, indicating a low level of exposure. This suggests that many students found it challenging to participate in relevant extracurricular activities that could enrich their understanding of entrepreneurship. Regarding level of access to necessary materials to fully comprehend the entrepreneurship topics covered in class, the mean score was 2.24, reflecting a significant lack of access.

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This indicates that students often struggled to obtain the resources needed to deepen their knowledge of course content.

In terms of the level at which schools provided tools necessary for developing practical business skills, the mean score of 2.41 further demonstrated a low level of provision for such resources. Many students felt that their educational institution did not adequately support their practical skill development in entrepreneurship. Lastly, when students were asked about the level of ease of accessing resources that enhanced their entrepreneurial learning, the mean score of 2.15 revealed a considerable barrier to obtaining useful materials. This indicates that many students found it difficult to access supportive resources that could facilitate their entrepreneurial education. Overall, the weighted mean of 2.31 underscored that students perceived their access to resources for entrepreneurship education as low. This points to a critical need for improvements in resource availability to better support students in their entrepreneurial learning journey.

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Table 4.4.4: Level of Entrepreneurship Education (Instructor Expertise) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item:	VHL	HL	ML	LL	Mean	SD
13	What is the level of assessing how well-informed my entrepreneurship instructors are regarding current trends in business?	214 (24.4%)	367 (41.9%)	145 (16.6%)	150 (17.1%)	2.74	1.013
14	What is my level of assessing my instructors experience in the areas of entrepreneurship they teach?	147 (16.8%)	239 (27.3%)	183 (20.9%)	307 (35.0%)	2.26	1.109
15	Describe the levels of valuable insights shared by my instructors in entrepreneurship classes.	365 (41.7%)	371 (42.4%)	37 (4.2%)	103 (11.8%)	3.14	0.954
16	To what extent do my Instructors explain business concepts in a way that makes them easy to understand?	351 (40.1%)	354 (40.4%)	68 (7.8%)	103 (11.8%)	3.09	0.971
Weighted Mean = 2.81							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.4 examines the level of entrepreneurship education with a focus on instructor expertise among Business Education students in public universities in Southwest Nigeria. When asked whether their entrepreneurship instructors are well-informed about current trends in business, students reported a mean score of 2.74, indicating a moderate level of agreement. This suggests that while many students believed their instructors possess a reasonable understanding of contemporary business issues, there remains some uncertainty

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about the instructors' knowledge depth. Regarding instructors' experience in the areas they teach, the mean score was 2.26, which reflects a low level of confidence among students. This indicates that many students felt their instructors might not have adequate practical experience in entrepreneurship, which could impact the quality of education they receive.

In terms of the value of the level of insights shared by instructors during entrepreneurship classes, students rated this aspect highly, with a mean score of 3.14. This indicates a high level of appreciation for the relevance and usefulness of the knowledge imparted by their instructors, suggesting that students found these insights to be beneficial for their understanding of entrepreneurship. Moreover, when asked if their instructors explain business concepts in a way that makes them easy to understand, the mean score of 3.09 also signifies a high level of effectiveness. This suggests that many students felt that the teaching methods used effectively enhanced their comprehension of complex business ideas. Overall, the weighted mean of 2.81 indicated a moderate perception of instructor expertise among business education students. While students appreciated the insights and clarity provided by their instructors, there is still a notable concern regarding the instructors' experience and up-to-date knowledge in entrepreneurship, highlighting an area for potential improvement in the educational framework.

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Table 4.4.5: Level of Entrepreneurship Education (Curriculum Content, Teaching Methods, Access to Resources, and Instructor Expertise) among Business Education Students in Public Universities in Southwest, Nigeria

Items	VHL Freq (%)	HL Freq (%)	ML Freq (%)	LL Freq (%)	Weighted Mean
Curriculum Content	148 (16.9%)	303 (34.6%)	231 (26.4%)	194 (22.1%)	2.46
Teaching Method	137 (15.6%)	236 (26.9%)	247 (28.2%)	256 (29.2%)	2.29
Access to Resources	139 (15.9%)	259 (29.6%)	217 (24.8%)	261 (29.8%)	2.31
Instructor Expertise	269 (30.7%)	333 (38.0%)	108 (12.3%)	166 (18.9%)	2.81
Overall Weighted Mean= 2.47					

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.5 illustrates the level of entrepreneurship education among Business Education students in public universities in Southwest Nigeria, focusing on four main aspects: curriculum content, teaching methods, access to resources, and instructor expertise. Beginning with curriculum content, students rated their satisfaction with a mean score of 2.46, indicating a low level of perceived effectiveness. This suggests that many students felt the topics covered in their entrepreneurship courses may not be adequately aligned with the current business environment or relevant to their future entrepreneurial endeavors. In terms of teaching methods, the mean score is 2.29, which indicates a low level of effectiveness in the instructional approaches employed. This score reflects students' concerns that the teaching methods may not be engaging or practical, thereby hindering their ability to grasp important business concepts.

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When evaluating access to resources, the mean score of 2.31 further signifies a low level of availability of essential resources that could enhance students' learning experiences. Many students struggled to obtain the materials and opportunities necessary to deepen their understanding of entrepreneurship. Conversely, the perception of instructor expertise was somewhat more favourable, with a mean score of 2.81, indicating a moderate level of confidence. Students generally appreciate the insights provided by their instructors and feel that the explanations of business concepts are clear and helpful. However, there is still some concern regarding the instructors' overall experience in the field.

The overall weighted mean of 2.47 indicates a low perception of entrepreneurship education across these four key components. While students recognized some strengths, particularly in instructor expertise, there were significant areas for improvement, particularly regarding curriculum relevance, teaching methodologies, and resource accessibility. This calls for a reassessment and enhancement of the entrepreneurship education framework to better support students in their entrepreneurial aspirations.

Research Question Three: What is the level of entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria?

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Table 4.5.1: Level of Entrepreneurial Mindset (Risk Tolerance) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item: I	VHL	HL	ML	LL	Mean	SD
1	Describe how comfortable am I in making decisions even when the outcome is uncertain.	376 (42.9%)	367 (41.9%)	48 (5.5%)	85 (9.7%)	3.18	0.917
2	Describe the level I can step out of my comfort zone to pursue new opportunities.	303 (34.6%)	412 (47.0%)	85 (9.7%)	76 (8.7%)	3.08	0.886
3	Describe the level I am confident in my ability to handle unexpected challenges.	289 (33.0%)	407 (46.5%)	92 (10.5%)	88 (10.0%)	3.02	0.915
4	Describe the level I believe I can take bold steps that can lead to greater rewards in business.	213 (24.3%)	451 (51.5%)	137 (15.6%)	75 (8.6%)	2.92	0.858
Weighted Mean = 3.05							

Source: Researcher's Field Survey, 2024
KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.1 presents the level of entrepreneurial mindset in terms of risk tolerance among Business Education students in public universities in Southwest Nigeria. The first item assessed students' comfort with making decisions in uncertain situations, resulting in a mean score of 3.18. This score indicated a high level of comfort among students when faced with uncertainty, reflecting their willingness to engage in risk-laden decisions. For the second item, which evaluated students' readiness to step out of their comfort zones, the mean score was 3.08. This suggests that students were generally open to exploring new opportunities, demonstrating a proactive attitude towards risk-taking.

The third item, which measures students' confidence in handling unexpected challenges, yields a mean score of 3.02. This score indicated a high level of confidence, suggesting that

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students believed in their ability to manage unforeseen difficulties effectively. Lastly, the statement regarding the belief that taking bold steps can lead to greater rewards in business resulted in a mean score of 2.92. While this score is slightly lower than the others, it still indicates a moderate level of agreement. It shows that students recognize the potential benefits of taking risks, albeit with some reservations. The overall weighted mean of 3.05 reflects a generally high level of risk tolerance among business education students. This indicates that they were largely comfortable with uncertainty, willing to pursue new opportunities, and confident in their ability to manage challenges. However, the moderate score related to bold decision-making suggests there may be room for growth in fostering a more robust entrepreneurial mindset that embraces risk for greater rewards.

Table 4.5.2: Level of Entrepreneurial Mindset (Innovativeness) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item: I;	VHL	HL	ML	LL	Mean	SD
5	At what level do I enjoy finding new approaches to solve problems?	214 (24.4%)	489 (55.8%)	92 (10.5%)	81 (9.2%)	2.95	0.847
6	At what level do I often think of ways to improve existing products or services?	206 (23.5%)	509 (58.1%)	93 (10.6%)	68 (7.8%)	2.97	0.807
7	At what level do I like exploring fresh ideas that others may not have considered?	251 (28.7%)	526 (60.0%)	13 (1.5%)	86 (9.8%)	3.08	0.830
8	At what level do I frequently look for opportunities to introduce new concepts?	444 (50.7%)	333 (38.0%)	38 (4.3%)	61 (7.0%)	3.32	0.851
Weighted Mean = 3.08							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

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Table 4.5.2 shows the level of entrepreneurial mindset in terms of innovativeness among Business Education students in public universities in Southwest Nigeria. The first item assessed students' level of enjoyment in finding new approaches to solve problems, resulting in a mean score of 2.95. This score indicated a moderate level of enjoyment, suggesting that while many students appreciate innovative problem-solving, there might be variability in their enthusiasm. The second item evaluated students' tendency to think of ways to improve existing products or services, yielding a mean score of 2.97. Similar to the first item, this score reflected a moderate level of engagement with innovation, highlighting that students were somewhat inclined to seek enhancements but might not consistently pursue them.

The third item examined the level of students' interest in exploring fresh ideas that others may not have considered, producing a mean score of 3.08. This indicated a high level of interest, suggesting that students were actively looking for unique perspectives and creative solutions. Lastly, the fourth item, which inquired about students' frequency in looking for opportunities to introduce new concepts, revealed a mean score of 3.32. This score reflects a strong commitment to innovativeness, showing that a significant portion of students were proactive in seeking opportunities for innovation. The overall weighted mean of 3.08 categorized students as having a high level of innovativeness. This suggests that business education students were not only willing to explore new ideas and solutions but were also actively engaged in identifying opportunities for introducing innovative concepts. Their positive disposition towards innovativeness might contribute significantly to their entrepreneurial mindset, positioning them well for future entrepreneurial endeavours.

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Table 4.5.3: Level of Entrepreneurial Mindset (Proactivity) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item: I;	VHL	HL	ML	LL	Mean	SD
9	At what level do I often take the lead in situations where action is needed?	240 (27.4%)	533 (60.8%)	38 (4.3%)	65 (7.4%)	3.08	0.780
10	At what level do I prefer to address challenges early rather than wait for them to escalate?	230 (26.3%)	485 (55.4%)	82 (9.4%)	79 (9.0%)	2.99	0.847
11	At what level am I quick to seize opportunities when they present themselves?	239 (27.3%)	475 (54.2%)	85 (9.7%)	77 (8.8%)	3.00	0.850
12	At what level do I often seek for ways to improve my skills and knowledge before they're needed?	337 (38.5%)	374 (42.7%)	81 (9.2%)	84 (9.6%)	3.10	0.923
Weighted Mean = 3.04							

Source: Researcher's Field Survey, 2024
KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.3 illustrates the level of entrepreneurial mindset in terms of proactivity among Business Education students in public universities in Southwest Nigeria. The first item evaluated the level students often take the lead in situations where action is needed, yielding a mean score of 3.08. This score reflected a high level of proactivity, indicating that a significant proportion of students are willing to step forward and take initiative in necessary situations.

The second item examined the levels of students' preferences to address challenges early rather than allowing them to escalate, resulting in a mean score of 2.99. This score is on the cusp of the moderate range, suggesting that while many students did prefer early

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intervention, there remains a portion who might not consistently adopt this proactive approach.

The third item looked at how quickly students seize opportunities as they arise, yielding a mean score of 3.00. This score categorized the students within the high range, illustrating that they were generally quick to act on available opportunities, a crucial trait for entrepreneurial success.

Lastly, the fourth item assessed how often students looked for ways to improve their skills and knowledge before they were needed, resulting in a mean score of 3.10. This score indicated a strong commitment to personal development, showing that students actively seek to enhance their competencies in anticipation of future demands. The overall weighted mean of 3.04 confirmed that business education students possessed a high level of proactivity. This proactive attitude is essential for entrepreneurship, as it indicates a readiness to act, adapt, and grow in response to emerging opportunities and challenges. The findings suggest that these students were well-positioned to thrive in entrepreneurial ventures, demonstrating both initiative and foresight.

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Table 4.5.4: Level of Entrepreneurial Mindset (Resilience) among Business Education Students in Public Universities in Southwest, Nigeria

S/N	Item	VHL	HL	ML	LL	Mean	SD
13	At what level do I remain focused on my goals even when faced with difficulties?	237 (27.1%)	545 (62.2%)	16 (1.8%)	78 (8.9%)	3.07	0.800
14	At what level am I able to stay motivated, even when things don't go as planned?	221 (25.2%)	521 (59.5%)	69 (7.9%)	65 (7.4%)	3.03	0.792
15	At what level am I able to bounce back quickly after encountering setbacks?	290 (33.1%)	505 (57.6%)	8 (0.9%)	73 (8.3%)	3.16	0.806
16	At what level am I able to determine to keep moving forward, no matter the obstacles?	316 (36.1%)	427 (48.7%)	57 (6.5%)	76 (8.7%)	3.12	0.871
Weighted Mean = 3.10 High							

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.4 provides insight into the level of entrepreneurial mindset in terms of resilience among Business Education students in public universities in Southwest Nigeria. The first item assessed students' ability to remain focused on their goals even when faced with difficulties, yielding a mean score of 3.07. This score suggests that a significant proportion of students consistently maintain their focus and commitment, even in challenging circumstances. The second item examined their ability to stay motivated when things do not go as planned, resulting in a mean score of 3.03. This indicates that students generally possess a strong ability to sustain their motivation, which is crucial for overcoming obstacles in entrepreneurial endeavors.

The third item evaluated how quickly students bounce back after encountering setbacks or failures, yielding a mean score of 3.16. This score underscores the students' capacity for

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recovery and adaptability, essential traits for navigating the uncertainties of entrepreneurship. The fourth item looked at students' determination to keep moving forward, regardless of obstacles, resulting in a mean score of 3.12. This score reflects a robust determination among the students to persevere and progress, even in the face of challenges. The overall weighted mean of 3.10 confirms that Business Education students exhibit a high level of resilience. This resilience is critical for entrepreneurial success, as it empowers students to navigate challenges, remain motivated, and adapt to changing circumstances. The findings suggest that these students were well-equipped to face the ups and downs of entrepreneurial pursuits, demonstrating both tenacity and a positive mindset.

Table 4.5.5: Level of Entrepreneurial Mindset (Risk Tolerance, Innovativeness, Proactivity, and Resilience) among Business Education Students in Public Universities in Southwest, Nigeria

Items	VHL Freq (%)	HL Freq (%)	ML Freq (%)	LL Freq (%)	Weighted Mean
Risk Tolerance	295 (33.7%)	409 (46.7%)	91 (10.4%)	81 (9.2%)	3.05
Innovativeness	279 (31.8%)	464 (53.0%)	59 (6.7%)	74 (8.4%)	3.08
Proactivity	262 (29.9%)	467 (53.3%)	71 (8.1%)	76 (8.6%)	3.04
Resilience	266 (30.4%)	500 (57.1%)	37 (4.2%)	73 (8.3%)	3.10

Overall Weighted Mean= 3.07

Source: Researcher's Field Survey, 2024

KEY: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1), and SD= Standard Deviation**.**

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5.5 presents the level of entrepreneurial mindset among Business Education students in public universities in Southwest Nigeria and highlights their engagement across four key dimensions: risk tolerance, innovativeness, proactivity, and resilience. In terms of

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risk tolerance, students demonstrated a notable willingness to embrace uncertainty in their decision-making processes, achieving a mean score of 3.05. Regarding innovativeness, the mean score of 3.08 highlights the students' propensity to seek out new approaches to problem-solving and to explore fresh ideas. When it comes to proactivity, the students achieved a mean score of 3.04, indicating a proactive approach to addressing challenges and seizing opportunities. Finally, the dimension of resilience garnered the highest mean score of 3.10 among the four dimensions assessed. This finding indicates that students exhibit a strong determination to remain focused on their goals, even when faced with difficulties.

Overall, the weighted mean score of 3.07 confirms that business education students possess a robust entrepreneurial mindset across all dimensions examined. This suggests that these individuals are not only willing to take risks but also demonstrate creativity, initiative, and resilience – qualities essential for thriving in entrepreneurial endeavors. The findings show the importance of fostering such attributes within educational contexts to adequately prepare students for the challenges and opportunities they will face in their future entrepreneurial pursuits.

4.4 Test of Hypotheses

$H_0$1: There will be no significant combined influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria.

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Table 4.6: Summary of Regression Analysis showing Combined Influence of Entrepreneurship Education and Entrepreneurial Mindset on Entrepreneurial Intention among Business Education Students in Public Universities in Southwest, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.615[a]	.378	.377	10.957

a. Predictors: (Constant), Entrepreneurial Mindset, Entrepreneurship Education

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63776.877	2	31888.439	265.615	.000[b]
	Residual	104808.359	873	120.055		
	Total	168585.236	875			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurial Mindset, Entrepreneurship Education

Source: Researcher's Field Survey, 2024

The model summary provides insights into the relationship between entrepreneurial intention and two predictors: entrepreneurial mindset and entrepreneurship education. The correlation coefficient (R) of 0.615 indicates a moderate positive relationship between the predictors and the dependent variable, entrepreneurial intention. The R Square value of 0.378 signifies that approximately 37.8% of the variance in entrepreneurial intention can be explained by the model, which includes entrepreneurial mindset and entrepreneurship education. The Adjusted R Square of 0.377 accounts for the number of predictors in the model, reinforcing that this proportion remains robust when considering model complexity. The Standard Error of the Estimate is 10.957, reflecting the average distance that the observed values fall from the regression line.

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The Analysis of Variance (ANOVA) table assesses the overall significance of the regression model. The Sum of Squares for regression is 63776.877 with 2 degrees of freedom, resulting in a Mean Square of 31888.439. The F-value of 265.615 and the p-value (Sig.) of 0.000 indicate that the regression model is statistically significant, suggesting that at least one of the predictors (entrepreneurial mindset or entrepreneurship education) has a meaningful impact on entrepreneurial intention. Overall, the findings suggest a significant combined influence of entrepreneurial mindset and entrepreneurship education on entrepreneurial intention, hence the null hypothesis stated is rejected. This model effectively explains a substantial portion of the variance in entrepreneurial intention, indicating its potential utility in understanding and fostering entrepreneurial behaviours among students.

$H_0$2: There will be no significant relative influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria.

Table 4.7: Summary of Regression Analysis showing the Relative Influence of Entrepreneurship Education and Entrepreneurial Mindset on Entrepreneurial Intention among Business Education Students in Public Universities in Southwest, Nigeria

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19.485	1.546		12.604	.000
	Entrepreneurship Education	.577	.034	.616	17.028	.000
	Entrepreneurial Mindset	-.001	.041	-.001	-.026	.979

a. Dependent Variable: Entrepreneurial Intention

Source: Researcher's Field Survey, 2024

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Table 4.7 presents the regression analysis showing the relative influence of entrepreneurship education and entrepreneurial mindset on the entrepreneurial intention of business education students in public universities in Southwest Nigeria. Examining the coefficients, the constant (intercept) is 19.485, suggesting the expected entrepreneurial intention when both predictors are zero. This constant is statistically significant, with a t-value of 12.604 and a p-value of 0.000. Regarding the predictors, entrepreneurship education has an unstandardized coefficient of 0.577. This implies that for every unit increase in entrepreneurship education, the entrepreneurial intention increases by 0.577 units, holding all other variables constant. The standardized coefficient (Beta) for entrepreneurship education is 0.616, indicating a strong positive relationship with entrepreneurial intention. Its t-value of 17.028 and p-value of 0.000 further confirm its significance. Conversely, entrepreneurial mindset shows an unstandardized coefficient of -0.001 and a standardized coefficient of -0.001, indicating a negligible and statistically insignificant effect on entrepreneurial intention. The t-value of -0.026 and a p-value of 0.979 suggest that this variable does not meaningfully contribute to the model.

$H_0$3: There will be no significant gender difference in entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subjective norms) among business education students in public universities in Southwest, Nigeria.

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Table 4.9: Summary of T-Test Showing the Gender Difference in Entrepreneurial Intention (Self-Efficacy, Perceived Feasibility, Perceived Desirability, Subjective Norms) among Business Education Students in Public Universities in Southwest, Nigeria

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial Intention	Male	447	52.33	7.164	.339
	Female	429	31.65	11.023	.532

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Entrepreneurial Intention	Equal variances assumed	12.245	.000	33.065	874	.000	20.688	.626	19.460	21.916
	Equal variances not assumed			32.790	730.167	.000	20.688	.631	19.449	21.926

Source: Researcher's Field Survey, 2024

Table 4.9 present results of the independent samples t-test comparing entrepreneurial intention between male and female business education students in public universities in Southwest Nigeria. Entrepreneurial intention is measured through self-efficacy, perceived feasibility, perceived desirability, and subjective norms. Group Statistics reveal that male students (N = 447) had a mean entrepreneurial intention score of 52.33, with a standard deviation of 7.164 and a standard error of the mean of 0.339. In contrast, female students

(N = 429) had a significantly lower mean entrepreneurial intention score of 31.65, with a standard deviation of 11.023 and a standard error of the mean of 0.532.

The independent samples test includes the results of Levene's Test for Equality of Variances, which yielded an F-value of 12.245 and a p-value of 0.000, indicating that the assumption of equal variances is violated (the variances between male and female students are not equal). As such, the analysis must account for this difference. When equal variances are assumed, the t-test for equality of means shows a t-value of 33.065, with 874 degrees of freedom and a p-value of 0.000 ($p < 0.05$), indicating a statistically significant difference in entrepreneurial intention between male and female students. The mean difference is 20.688, suggesting that male students have significantly higher entrepreneurial intention than female students. The standard error of the difference is 0.626, and the 95% confidence interval for the difference ranges from 19.460 to 21.916.

Given that the assumption of equal variances was violated, it is more appropriate to consider the results when equal variances are not assumed. In this case, the t-test produced a t-value of 32.790, with 730.167 degrees of freedom, and a p-value of 0.000, again indicating a statistically significant difference between the groups. The mean difference remains 20.688, with a slightly larger standard error difference of 0.631, and the 95% confidence interval ranges from 19.449 to 21.926.In conclusion, the results show a statistically significant difference in entrepreneurial intention between male and female students. Male students exhibit significantly higher entrepreneurial intention than female students, with a large mean difference of 20.688, suggesting that male students perceive themselves as more capable or willing to engage in entrepreneurial activities than their female counterparts.

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H_04: There will be no significant gender difference in entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria.

Table 4.10: Summary of T-test showing the gender difference in entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria

Group Statistics

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurial Mindset	Male	447	51.91	16.270	.770
	Female	429	46.11	2.627	.127

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Entrepreneurial Mindset	Equal variances assumed	334.153	.000	7.303	874	.000	5.808	.795	4.247	7.369
	Equal variances not assumed			7.447	470.193	.000	5.808	.780	4.275	7.340

Source: Researcher's Field Survey, 2024

The analysis presented in Table 4.10 shows the gender differences in entrepreneurial mindset (comprising risk tolerance, innovativeness, proactivity, and resilience) among

business education students in public universities in Southwest Nigeria. Group statistics show that male students (N = 447) had a mean entrepreneurial mindset score of 51.91, with a standard deviation of 16.270 and a standard error mean of 0.770. On the other hand, female students (N = 429) had a mean score of 46.11, with a much lower standard deviation of 2.627 and a standard error mean of 0.127. This indicates that male students not only scored higher on the entrepreneurial mindset but also exhibited greater variability in their scores compared to female students. The levene's test for equality of variances yielded an F-value of 334.153 and a p-value of 0.000, indicating that the assumption of equal variances is violated. Therefore, the t-test results when equal variances are not assumed are more appropriate to interpret.

For the t-test for Equality of Means, both cases (assuming and not assuming equal variances) show that the difference in entrepreneurial mindset between male and female students is statistically significant. When equal variances are assumed, the t-value is 7.303 with 874 degrees of freedom and a p-value of 0.000. When equal variances are not assumed, the t-value is 7.447 with 470.193 degrees of freedom and a p-value of 0.000. In both scenarios, the p-value is less than 0.05, confirming a significant gender difference in entrepreneurial mindset. The mean difference of 5.808 suggests that male students have a significantly higher entrepreneurial mindset score compared to female students. The standard error of the difference is 0.780, and the 95% confidence interval for the difference ranges from 4.275 to 7.340. This range further supports that the difference between male and female students is both statistically significant and meaningful.

In conclusion, male business education students in public universities in Southwest Nigeria exhibit a significantly higher entrepreneurial mindset than their female counterparts. This finding suggests that male students may possess greater risk tolerance, innovativeness, proactivity, and resilience compared to female students. The large variance in male scores

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compared to females also indicates more diversity in entrepreneurial mindset within the male group.

4.5 Discussion of Findings

Research question one aimed at identifying the level of entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subjective norms) among business education students in public universities in Southwest, Nigeria. The result revealed that students possess a moderate level of entrepreneurial intention. The study found that business education students in Southwest Nigeria have a moderate level of interest in becoming entrepreneurs. This could be due to several reasons. First, students might not have enough practical experience in entrepreneurship, which affects their confidence and belief in their ability to start a business. They may also face challenges in getting the funds and resources needed to launch a business, making entrepreneurship seem less achievable. Additionally, the education they receive may focus more on theory than on practical skills, leaving them less prepared for real-world entrepreneurial challenges. Social expectations in Nigeria often favor traditional jobs in government or corporate sectors over starting a business, which could influence their decision. On top of this, the economic environment and the perceived risks of starting a business in Nigeria might discourage them from pursuing entrepreneurship. Lastly, the lack of successful entrepreneurial role models could also reduce their motivation to start their own ventures.

Several studies support the findings of this study. For instance, a study found that students' self-efficacy, perceived desirability, perceived feasibility and subjective norms moderately influenced their entrepreneurial intentions, much like the findings from this study[1]. Similarly, another study noted that while entrepreneurial self-efficacy was a strong predictor, subjective norms and perceived feasibility only had moderate effects on students' intentions[2]. A study in China, also observed that while students displayed some

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entrepreneurial interest, subjective norms and feasibility played a less significant role, contributing to moderate entrepreneurial intentions[3].

On the other hand, other studies challenge the findings of this study. For example, a meta-analysis highlighted that self-efficacy, perceived desirability, and feasibility were strong predictors of high entrepreneurial intentions, indicating that moderate intentions are not always common[4]. Similarly, a study found that American business students demonstrated higher entrepreneurial intentions, driven by strong perceived feasibility and desirability[5]. Research in Malaysia and Vietnam, showed higher entrepreneurial intentions, where educational support and self-efficacy played significant roles in motivating students to pursue entrepreneurship[6,7]. A scholar further observed that creativity and self-efficacy strongly motivated entrepreneurial intentions among Chinese students, indicating stronger entrepreneurial aspirations compared to the moderate levels found in this study[8].

Research question two aimed at determining the level of entrepreneurship education (curriculum content, teaching method, access to resources, instructor expertise) among business education students in public universities in Southwest, Nigeria. Findings show that the level of entrepreneurship education is low. This low level of entrepreneurship education among business education students in Southwest Nigeria can be as a result of several factors. First, the curriculum may not be up to date or practical, focusing more on theory than on the hands-on skills needed to start a business. The teaching methods used might rely too much on lectures instead of more engaging, interactive approaches like workshops or real-world business projects. Students might also lack access to important resources, such as funding, mentors, or networking opportunities, which are crucial for building entrepreneurial skills. Additionally, many instructors may not have real business experience, making it harder for them to effectively teach entrepreneurship. Finally, the lack of strong institutional support for entrepreneurship education, combined with societal

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pressures to pursue traditional careers, could further weaken the effectiveness of these programmes.

The low level of entrepreneurship education among business education students in Southwest Nigeria is supported by several studies that point to similar issues. A study highlighted that traditional teaching methods like lectures are still dominant, failing to engage students in a practical way[9]. Similarly, another study found that Nigerian instructors often lack the skills to use modern, interactive teaching techniques, which limits the effectiveness of entrepreneurship education[10,11]. Finally, a study pointed out that students' entrepreneurial skills remain underdeveloped due to ineffective teaching methods, reinforcing the finding that entrepreneurship education is not meeting its goals[12].

On the other hand, some studies from other regions challenge this outcome. For example, a study demonstrated that web-based platforms and flipped classrooms greatly enhanced entrepreneurship education in Chinese universities, leading to better student outcomes[13]. Similarly, another study found that using active learning methods like business games in Brazilian universities effectively boosted students' entrepreneurial skills[14]. A scholar further observed that diverse teaching methods, such as startup camps and business plan courses, improved entrepreneurial intention in German and Danish students[15]. Finally, research found that using modern, interactive teaching methods like flipped classrooms in Chinese e-commerce courses improved students' perception of their entrepreneurial education[16].

Research question three aimed at identifying level of entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria. The result indicates that the level of entrepreneurial mindset is high. This high level of entrepreneurial mindset may be as a

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result of the economic challenges, such as high unemployment, which may push students to be proactive and find creative ways to build their own careers. Many students are inspired by successful local entrepreneurs, either in their communities or families, and this exposure motivates them to adopt similar traits. Additionally, even though formal education might be lacking, many students gain practical experience by running small businesses or helping with family enterprises, which strengthens their entrepreneurial mindset.

This finding is supported by several studies. For example, a study found that students with a strong entrepreneurial mindset, characterized by risk tolerance and proactivity, are more likely to succeed in business[17]. Similarly, research showed that experiential learning plays a crucial role in developing entrepreneurial traits like proactivity and need for achievement, which align with the findings of this study[18]. A study also demonstrated that intensive entrepreneurship programmes significantly improve students' attitudes toward innovation and risk-taking[19]. Research also confirmed that a strong entrepreneurial mindset positively impacts proactivity, innovativeness, and performance[20]. Additionally, it was found that innovative teaching methods help shape entrepreneurial traits such as risk-taking and problem-solving, further supporting the strong mindset seen in Nigerian students[21].

However, some studies offer a contrasting perspective. A study found that risk-taking did not significantly influence business performance, and entrepreneurial education had little impact on entrepreneurial orientation, suggesting that traits like risk tolerance may not always be strong[22]. Another study highlighted that entrepreneurial trait, such as risk-taking, were not consistently strong across students, challenging the idea of universally high entrepreneurial mindsets[23]. Some scholars observed that while entrepreneurship education improved students' mindset, traits like resilience and risk-taking were less developed in law students, contrasting with the high resilience found in Nigerian business students[24]. Research also showed that fear of failure negatively impacted students' entrepreneurial

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orientation, indicating that not all students have high risk tolerance[25]. Finally, the current researcher holds the view that, entrepreneurial intentions nurtured from childhood and rooted in individuals' inherent talents are strong indicators that can drive authentic entrepreneurial intentions. Additionally, where the talents are crude, formal education institutions exist to hone same, thereby enhancing entrepreneurial mindset characterised by risk tolerance, innovativeness, proactivity and resilience.

Hypothesis one aimed at examining the combined influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria. The findings suggest a significant combined influence of entrepreneurial mindset and entrepreneurship education on entrepreneurial intention, hence the null hypothesis stated was rejected. Entrepreneurship education equips students with the technical knowledge, skills, and resources needed to start a business, such as business planning, risk management, and market analysis. When combined with a strong entrepreneurial mindset – characterized by traits like risk tolerance, proactivity, and innovation – students are more likely to feel confident and capable of pursuing entrepreneurial ventures. The education provides the "how" while the mindset provides the "why," creating a powerful combination that drives intention.

The finding is supported by several recent studies. For instance, research demonstrated that entrepreneurship education positively impacts students' entrepreneurial mindset, which in turn strengthens their intention to pursue entrepreneurship[27]. Similarly, some scholars found that both education and mindset play critical roles in enhancing students' entrepreneurial intentions[28]. Additionally, a study showed that entrepreneurship education boosts students' self-efficacy and mindset, leading to higher entrepreneurial intention[29]. Another study reinforced this by highlighting that education and entrepreneurial mindset, combined with cultural support, accelerate entrepreneurial intention[30].

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However, some studies present contrasting perspectives. A study found that while entrepreneurship education improved students' attitudes, it had little effect on subjective norms, meaning education alone may not always drive entrepreneurial intention[31]. Another study even reported cases where entrepreneurship education led to a decrease in students' entrepreneurial intentions, suggesting that the influence of education may vary[32]. Some authors discovered that while education increased students' desire for entrepreneurship, many struggled to take action, suggesting that the combination of education and mindset may not always translate into concrete intentions[33].

Hypothesis two aimed at examining the significant relative influence of entrepreneurship education and entrepreneurial mindset on entrepreneurial intention among business education students in public universities in Southwest, Nigeria. The findings revealed that entrepreneurship education significantly influences entrepreneurial intention; however, entrepreneurial mindset does not. Studies that support this hypothesis highlight the clear impact of entrepreneurship education on students' entrepreneurial intentions. For instance, a study reported that entrepreneurship education not only motivates students but also significantly affects their entrepreneurial intentions, driven by the acquisition of skills and knowledge[34]. Another study further supported this by demonstrating that entrepreneurship education triggers entrepreneurial intentions through the development of critical entrepreneurial skills among Nigerian undergraduates[35]. Additionally, a study confirmed that entrepreneurship education significantly boosts students' self-efficacy and mindset, which in turn enhances their intentions to venture into business[36].

On the other hand, several studies challenge this view, emphasizing that entrepreneurial mindset or other factors may play a more critical role than education alone. Some scholars argued that entrepreneurship education in its current form has not significantly impacted students' entrepreneurial intentions, suggesting a need for curriculum reforms to make it

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more practical and impactful[37]. A study also found that entrepreneurial perception, rather than formal education, is more important in shaping an entrepreneurial mindset, indicating that education may not always lead to higher entrepreneurial intentions[38]. Another study criticized the theoretical nature of entrepreneurship education in Nigeria, which, according to its findings, fails to develop practical entrepreneurial skills or the mindset required for business creation[39]. A scholar also found no significant difference in entrepreneurial outcomes between students who engaged in entrepreneurial activities during and after school, suggesting that entrepreneurship education alone does not necessarily translate into business creation[40]. Finally, another study observed that while entrepreneurship education positively influenced students' attitudes, it had limited effect on subjective norms and perceived behavioural control, both of which are essential for entrepreneurial intentions[41].

Hypothesis three aimed at determining the significant gender difference in entrepreneurial intention (self-efficacy, perceived feasibility, perceived desirability, subjective norms) among business education students in public universities in Southwest, Nigeria. The result revealed a statistically significant difference in entrepreneurial intention between male and female students. Male students exhibit significantly higher entrepreneurial intention than female students, suggesting that male students perceive themselves as more capable or willing to engage in entrepreneurial activities than their female counterparts.

Several studies have found that male students are more inclined to pursue entrepreneurship, driven by stronger self-efficacy and perceived feasibility. For instance, a study conducted at Obafemi Awolowo University, found that while there was no overall significant difference between male and female students in entrepreneurial intention, male students demonstrated higher self-efficacy, which correlated with stronger entrepreneurial intentions[42]. Similarly, a cross-national study revealed that male students showed higher perceived feasibility and desirability for entrepreneurship, which increased their likelihood

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of starting a business[43]. In another study male MBA students in Pakistan exhibited higher entrepreneurial intentions compared to their peers, driven by stronger subjective norms and perceived behavioural control[44]. Again, another study also highlighted how gender moderates the relationship between subjective norms, perceived behavioural control, and entrepreneurial intentions, with male students demonstrating stronger entrepreneurial intentions than female students in both Nigeria and India[45].

However, other studies have presented findings that challenge the assumption that male students are inherently more entrepreneurial. In a study on Nigerian university students, it was found that female students outperformed their male counterparts in several key entrepreneurial skills, such as creativity, communication, and initiative[46]. This calls into question the notion that male students are more entrepreneurial by default. A study also found no significant gender difference in entrepreneurial interest among Nigerian undergraduates, suggesting that factors like university ecosystems could slightly favor males but do not create a substantial gender gap in entrepreneurial intentions[47]. Lastly, a study observed that while female students benefited from entrepreneurship education, particularly in terms of entrepreneurial alertness, they were less inclined to take risks, resulting in slightly lower entrepreneurial intention scores[48].

Hypothesis four aimed at determining the significant gender difference in entrepreneurial mindset (risk tolerance, innovativeness, pro-activity and resilience) among business education students in public universities in Southwest, Nigeria. Analysis revealed that male business education students in public universities in Southwest Nigeria exhibit a significantly higher entrepreneurial mindset than their female counterparts. This finding suggests that male students may possess greater risk tolerance, innovativeness, proactivity, and resilience compared to female students.

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Several studies bolster the hypothesis. A study for instance, investigated resilience and gender as factors influencing entrepreneurial intentions among secondary school students in Nigeria[49]. The research concluded that male students exhibited greater resilience, a crucial component of an entrepreneurial mindset, which correlated with their heightened entrepreneurial intentions[49].In a different study examined, it was discovered that male students displayed a higher propensity for risk-taking and innovation, aligning with traditional notions of the entrepreneurial mindset[50]. Additionally, a study conducted in Ghana revealed that men scored higher in risk-taking, innovativeness, and proactivity compared to their female peers[51]. This reinforces the hypothesis that male students exhibit a stronger entrepreneurial mindset, particularly in areas related to risk tolerance and proactive behaviour. Another study further corroborated this perspective, indicating that males generally possess higher levels of risk tolerance and innovativeness, both of which positively influence their entrepreneurial intentions[52].

However, not all studies align with this narrative. For instance, a study explored the interplay of resilience and psychological well-being in entrepreneurship, revealing that female students often showcased higher resilience in certain contexts, a trait essential for entrepreneurial success[53]. Also, in a study conducted in the UAE, it was discovered that female students exhibited higher risk-taking behaviours than their male counterparts, contradicting conventional beliefs that women are more risk-averse[54]. This finding suggests that gender differences in entrepreneurial mindsets may not always conform to traditional patterns.

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Chapter Five

Conclusion

This chapter focused on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

The study found that:

(i) The level of entrepreneurial intention among Business Education students in public universities, Southwest Nigeria was moderate (Grand Mean = 2.64).

(ii) The level of entepreneurship education among Business Education students in public universities, Southwest Nigeria was low (Grand Mean = 2.47).

(iii) The level of entrepreneurial mindset among Business Education students in public universities, Southwest Nigeria was high (Grand Mean = 3.07).

(iv) There was a significant influence of combined entepreneurship education and mindset on entrepreneurial intention among Business Education students in public universities, Southwest Nigeria (Adj. R^2 =0.377) and ($F_{(2,873)}$=265.615; $p<0.05$).

(v) There was a significant gender difference in entrepreneurial intention (Grand Mean = 20.68) and mindset (Grand Mean = 5.8) among Business Education students in public universities in Southwest, Nigeria.

5.2 Conclusion

In conclusion, this study shed light on the entrepreneurial aspirations, education, mindset, and gender differences among business education students in public universities in Southwest Nigeria. It found that students have a moderate level of interest in becoming entrepreneurs, influenced by factors like practical experience, access to resources, and societal expectations. However, entrepreneurship education in these institutions is lacking,

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as it is often more theoretical than practical, with limited access to resources and support for developing real-world business skills. Despite this, students showed a strong entrepreneurial mindset, likely driven by economic challenges and exposure to successful entrepreneurs in their communities. The study also found that while both entrepreneurship education and mindset are important for fostering entrepreneurial intentions, education had a greater impact. Gender differences were evident, with male students showing higher entrepreneurial intention and a stronger entrepreneurial mindset compared to female students. Overall, the study highlighted the need to improve entrepreneurship education by making it more practical and accessible and addressing the gender gap in entrepreneurial ambition. By updating the curriculum, providing better resources, and encouraging both male and female students equally, universities can better prepare students to pursue entrepreneurial careers.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Universities should implement mentorship programmes that connect students with successful entrepreneurs and business professionals. This exposure can enhance students' confidence and belief in their ability to pursue entrepreneurship by providing real-world insights and guidance.

2. Educational institutions should revise their entrepreneurship curriculum to include more practical, hands-on experiences, such as workshops, internships, and projects that simulate real business challenges. This approach will equip students with the necessary skills and knowledge to effectively start and manage a business.

3. Institutions should promote an entrepreneurial mindset among students through extracurricular activities, such as innovation challenges, entrepreneurship clubs,

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and networking events. These activities can foster risk tolerance, creativity, proactivity, and resilience, essential traits for aspiring entrepreneurs.

4. Universities should design integrated programmes that combine entrepreneurship education with activities that enhance students' entrepreneurial mindsets. This could include workshops on critical thinking and innovation alongside business planning courses, ensuring students learn both the technical skills and the motivational aspects needed for entrepreneurship.

5. Educational institutions should prioritize enhancing the quality and content of entrepreneurship education. This could involve updating the curriculum to focus more on practical skills and real-world applications, thereby increasing its effectiveness in shaping students' entrepreneurial intentions.

6. Universities should create awareness campaigns that highlight successful female entrepreneurs and their stories. This can inspire female students and challenge societal norms, showing them that entrepreneurship is a viable path for women as well.

7. Schools should implement gender-inclusive programmes that celebrate diverse entrepreneurial journeys. By fostering an environment where both male and female entrepreneurial experiences are shared and valued, institutions can help mitigate biases and encourage a stronger entrepreneurial mindset among all students.

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5.4 Contribution to Knowledge

This study contributes significantly to the existing body of knowledge. Empirically, it provides valuable data on the entrepreneurial intentions, education, and mindset of business

education students in Southwest Nigeria. This empirical evidence can serve as a baseline for future research in similar contexts, helping to inform and guide subsequent studies. Additionally, by examining gender differences in entrepreneurial intention and mindset, the research highlights specific trends and challenges faced by male and female students. This deeper understanding of gender dynamics in entrepreneurship can be instrumental for teachers and policymakers.

Conceptually, the study contributes to the development of a framework that links entrepreneurial intention, education, and mindset. This connection helps clarify how these factors interact and influence each other. Furthermore, by exploring traits such as risk tolerance, innovativeness, proactivity, and resilience, the research enhances our understanding of what constitutes an entrepreneurial mindset and its significance in fostering entrepreneurial intentions.

From a theoretical perspective, the study expands existing theories on entrepreneurship by examining the combined effects of education and mindset on entrepreneurial intention. This refinement of theoretical models in the field deepens our understanding of how various elements come together to influence entrepreneurial outcomes. Additionally, the findings related to gender differences contribute to gender theories in entrepreneurship, providing knowledge into how societal norms and expectations shape the entrepreneurial experiences of male and female students.

Beyond empirical, conceptual, and theoretical contributions, the study offers practical implications as well. It provides actionable recommendations for improving entrepreneurship education, guiding educational institutions and policymakers in developing more effective programmes that support all students. Moreover, by addressing the challenges and opportunities for different genders in entrepreneurship, the study raises

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awareness about the need for inclusivity and support in entrepreneurial initiatives, which can have broader societal implications.

5.5 Suggestion for Further Studies

Future research should look into different aspects of entrepreneurship education, mindset, and entrepreneurial intention that were not explored in this study. It would also be helpful to repeat this research in various educational settings, like private universities, vocational schools, and technical colleges, to get a fuller picture of how entrepreneurial education affects students. To build on the quantitative results, researchers could conduct interviews and focus groups with students, teachers, and industry professionals. This would provide deeper insights into the subtle factors that influence students' entrepreneurial mindsets and intentions. Additionally, expanding the research to include different regions, states, or even conducting a nationwide analysis could help us better understand how various cultural and economic backgrounds shape students' entrepreneurial aspirations.

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Appendix

Business Education Students Entrepreneurial Intention Questionnaire (BESEIQ)

Dear Respondent,

This instrument was created to collect information related to the research topic titled: **Influence of Entrepreneurship Education and Mindset on Entrepreneurial Intention among Business Education Students in Public Universities, Southwest, Nigeria.**

Please be assured that all the details you provide will be used solely for research purposes and handled with complete confidentiality. We kindly ask for your honest and sincere responses to all the questions in this tool.

Your participation is greatly appreciated.

Yours sincerely,
The Researcher

Email *

_____

1. Gender:

Check all that apply.

- ☐ Male
- ☐ Female

2. Age Range

Check all that apply.

- ☐ Less than 30 years
- ☐ 31-40 years
- ☐ 41-50 years
- ☐ Above 50 years

3. **Course of Study:**

4. **Name of your University**

Section B

This section measures students' **Level of Entrepreneurial Intention (Self-Efficacy, Perceived Feasibility, Perceived Desirability, and Subjective Norms) among Business Education Students in Public Universities in Southwest, Nigeria.**

Please indicate your level of response with the following statements by ticking (√) against the most appropriate option in the items below:
Key: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1)

5. **I am confident in my ability to develop a business plan that can succeed.**

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

6. **I believe I can successfully lead a business to growth and sustainability.**

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

7. I am confident that I can adapt to changes in the business environment

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

8. I feel equipped to handle the risks involved in running a business

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

9. I believe I can gather the resources needed to start a business

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

10. I am confident that I could find the necessary support to launch a business

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

11. I believe that I can manage the practical aspects of starting a business.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

12. I feel that starting a business is a realistic option given my current knowledge and skills

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

13. I feel excited about the idea of running my own business one day.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

14. I am drawn to the freedom and flexibility that comes with being an entrepreneur.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

15. I find the thought of being my own boss to be very motivating.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

16. I enjoy thinking about the possibilities that owning a business could bring

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

17. People close to me believe I have what it takes to succeed in business

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

18. Those who matter to me would support my decision to start a business

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

19. My friends and family think highly of individuals who run their own businesses

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

20. The people I respect often encourage me to pursue entrepreneurial opportunities

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

Section C

This section aimed to measure the Level of Entrepreneurship Education (Curriculum Content, Teaching Methods, Access to Resources and Instructors' Expertise) among Business Education Students in Public Universities in Southwest, Nigeria

Please indicate your level of response with the following statements by ticking (√) against the most appropriate option in the items below:

Key: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1)

21. The topics covered in my entrepreneurship classes are highly relevant to today's business environment.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

22. I feel that the knowledge gained from my entrepreneurship courses will be useful in starting my own business.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

23. The course materials in my entrepreneurship classes reflect the realities of the business world.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

24. I have learned important concepts in my entrepreneurship classes that I can apply to real-life business situations.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

25. The activities and discussions in my entrepreneurship courses help me grasp key business concepts.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

26. I feel that the teaching style used in my entrepreneurship classes makes the content more practical.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

27. The way entrepreneurship classes are conducted helps me understand complex business ideas.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

28. I find the teaching approach in my entrepreneurship courses engaging and easy to follow.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

29. Workshops, seminars, and events related to entrepreneurship are easily accessible to me

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

30. I have access to the materials I need to fully understand the entrepreneurship topics covered in class.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

31. Our school provides the tools necessary for me to develop practical business skills.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

32. I find it easy to access resources that help me enhance my entrepreneurial learning.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

33. My entrepreneurship instructors seem well-informed about current trends in business

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

34. I feel that my instructors are experienced in the areas of entrepreneurship they teach

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

35. The insights shared by my instructors in entrepreneurship classes are very valuable.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

36. My instructors explain business concepts in a way that makes them easy to understand

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

Section D

This section aimed to measure the Level of Level of Entrepreneurial Mindset(Risk Tolerance, Innovativeness, Pro-activity and Resilience among Business Education Students in Public Universities in Southwest, Nigeria.

Please indicate your level of response with the following statements by ticking (√) against the most appropriate option in the items below:

Key: VHL=Very High Level= (4), High Level= (3), Moderate Level= (2), Low Level= (1)

37. I am comfortable making decisions even when the outcome is uncertain.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

38. I don't mind stepping out of my comfort zone to pursue new opportunities.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

39. I am confident in my ability to handle unexpected challenges.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

40. I believe that taking bold steps can lead to greater rewards in business.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

41. I enjoy finding new approaches to solve problems.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

42. I often think of ways to improve existing products or services.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

43. I like exploring fresh ideas that others may not have considered.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

44. I frequently look for opportunities to introduce new concepts

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

45. I often take the lead in situations where action is needed.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

46. I prefer to address challenges early rather than wait for them to escalate.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

47. I am quick to seize opportunities when they present themselves.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

48. I often look for ways to improve my skills and knowledge before they're needed

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

49. I remain focused on my goals even when faced with difficulties.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

50. I am able to stay motivated, even when things don't go as planned.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

51. I bounce back quickly after encountering setbacks or failures.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

52. I am determined to keep moving forward, no matter the obstacles.

Check all that apply.

- [ ] Very High Level
- [ ] High Level
- [ ] Moderate Level
- [ ] Low Level

Thank you.

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Bio-data

A. Personal Data

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Nationality:	Nigerian.
Name and Address of Next of Kin:	Mrs. Christiana Ejike (Sister) 24, Sokode Street, Wuse Zone 5, Abuja, FCT.

B. Educational Background

Institutions Attended	Qualifications obtained	Date
School of Remedial Studies, Calabar, Cross River State	WAEC	1990
University of Calabar Diploma in Business Administration	Diploma in Business Administration	1996
Centre Core Computer College	Diploma in Desktop Publishing	1999
St. Joseph Boys' Secondary School, Surulere, Lagos State	WAEC	2001
Lagos State University	B.Sc. (Economics)	2007
National Youth Service Corpse	Exemption Certificate	2011
University of Lagos	Postgraduate Diploma in Education	2015
Teachers Registration Council of Nigeria	Certificate of Registration	2015
University of Lagos	M.Ed. (Business Education)	2017
Lead City University, Ibadan, Oyo State	Ph.D. (in view)	2021- Date

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Work Experience With Dates

Work Place	Date
1. Emilis Secondary Commercial School, Calabar	1997 – 1998
2. Centre Core Computer College, Lagos	1999
3. MOSIN Infotech & Publications Limited, Lagos.	2004 – Date

Conferences Attended with Dates

1. Association of Business Educators of Nigeria Conference on Curriculum Innovation, Digital Skills Development and the Future of Business Education, 2023 held at Lead City University, Ibadan, Oyo State.

2. 5th Faculty of Arts & Education International Conference on Sustainable Development Pragmatic Human capital for Sustainable Development, 6th – 8th June, 2022.

3. Association of Business Educators of Nigeria Conference on New Technologies and Curriculum Development in Busines and Entrepreneurship Education, Agbor 2025, held 8th – 11th October, 2025.

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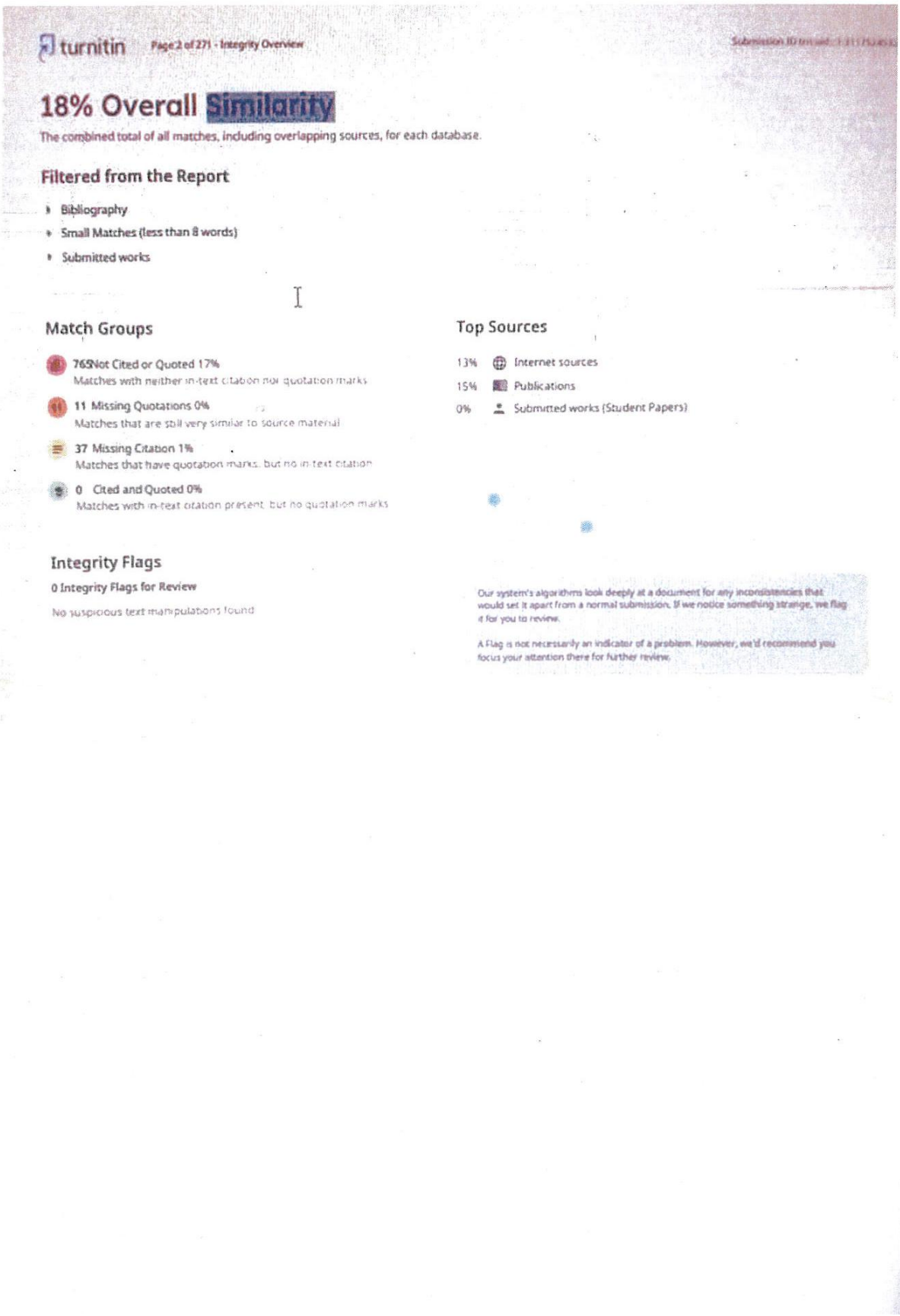
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