Chapter One

Introduction

1.1 Background to the Study

Venture creation has emerged as a prominent solution to address unemployment globally, particularly among students with business education graduates often positioned at the forefront of this opportunity. This solution to joblessness has gained popularity worldwide due to economic and educational shifts. Business education students have an advantage in venture creation due to their training. They teach financial management, marketing tactics, operational planning, and strategic decision-making, which are essential to starting and running a business. This specialised education gives students a complete arsenal for entrepreneurship.

Venture creation can develop self-employment and other jobs, making it a promising unemployment solution[1]. Many institutions in developed nations teach venture creation through real-world businesses. However, the primary goal of entrepreneurship and business education is to cultivate students' mindset and disposition toward initiating and developing new company ventures. Modern curricula in every discipline in Nigeria integrate entrepreneurship education and aim to promote entrepreneurship as a career option, venture creation, and a way to innovate and contribute to the economy[2]. Complex cultural, economic, and individual factors affect perceptions of new business establishment. Business education cultivates these mindsets to encourage students to consider entrepreneurship as a viable and successful vocation. This instructional approach replaces risk aversion and failure dread with deliberate risk-taking and resilience. Beyond encouraging students to create firms, cultivating positive attitudes towards venture growth is important. It also promotes an

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entrepreneurial mindset that might benefit professionals in corporate environments where intrapreneurship is increasingly valued.

However, venture creation is a complex process that involves identifying, evaluating, and taking advantage of entrepreneurial possibilities to form new firms or ventures[1]. Within Nigeria's dynamic entrepreneurial environment, the establishment of new ventures plays a crucial role in fostering economic growth by promoting innovation, generating employment opportunities, and creating wealth[1]. Gaining insight into the elements that impact attitudes towards venture formation is essential for cultivating an entrepreneurial environment that promotes long-term growth and success. These programmes boost entrepreneurial aspirations, self-efficacy, risk propensity, and decision-making skills for intrapreneurship, according to study. Business schools in wealthy nations prioritise innovation and strategic risk-taking. These programmes hire entrepreneurial students to start firms. Studies evaluates programme performance by including entrepreneurial competencies across professional fields, rather than only graduate-founded enterprises[2]. Business education helps emerging economies reduce graduate unemployment and increase economic growth. Compared to wealthy nations, resource limits may impact these programmes' structure and content.

In recent years, Nigeria has witnessed a surge in entrepreneurial activities driven by a combination of factors, including demographic trends, technological advancements, and evolving market dynamics[2]. The country's youthful population, characterized by a burgeoning cadre of ambitious and enterprising individuals, fuels entrepreneurial aspirations and fosters a culture of innovation and risk-taking[2]. Moreover, advancements in digital technology and the proliferation of internet connectivity have democratized access to information, resources, and markets, lowering barriers to entry and enabling aspiring entrepreneurs to leverage digital platforms for venture creation. Amidst this backdrop,

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venture creation emerges as a linchpin of economic development, contributing to job creation, wealth generation, and poverty alleviation[2]. Research has highlighted the pivotal role of venture creation in Nigeria's economic trajectory, underscoring its capacity to stimulate innovation, promote market competition, and enhance productivity levels across various sectors[2,3]. Furthermore, the study underscores the positive spillover effects of venture creation on the broader economy, including increased consumer choice, enhanced market efficiency, and heightened entrepreneurial dynamism[1].

Business education programmes in Nigerian public Colleges of Education are increasingly positioning themselves as incubators for entrepreneurial talent, reflecting a shift from purely theoretical instruction to practical entrepreneurship development[7]. This transformation involves integrating hands-on projects, mentorship schemes, and on-campus innovation hubs into the curriculum[8]. Programmes are emphasizing the development of both hard and soft skills essential for entrepreneurial success, including digital literacy, leadership, and adaptability[9]. Partnerships with local businesses and entrepreneurs provide students with real-world exposure and networking opportunities[10]. This repositioning aims to bridge the gap between academic knowledge and practical entrepreneurial skills, addressing the pressing need for job creation and economic diversification in Nigeria. However, this evolution presents challenges, including resource allocation and maintaining curriculum relevance. How far these programmes are really helpful in inculcating an entrepreneurial mindset and creating ventures among students remains a moot question and calls for continuous research and evaluation with respect to understanding their impact on the entrepreneurial outcome of students and the general economy.

Students who perceived entrepreneurship as a feasible and desirable career path reported stronger intentions to start their own businesses and more positive attitudes toward venture

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creation[12]. This aligns with findings from other studies that suggest a positive relationship between these indicators and entrepreneurial attitudes[13]. The development of these indicators through entrepreneurship education and training programmes, educators and policymakers can help cultivate a more positive entrepreneurial mindset among students[14]. As the entrepreneurial landscape continues to evolve, it is essential for aspiring entrepreneurs to possess the attitudes necessary for identifying opportunities, managing risks, and successfully launching and growing their ventures[15].

Entrepreneurship Education has emerged as a critical component of higher education curricula globally, aiming to equip students with the necessary skills, knowledge, and attitudes for venture creation and management. Three key indicators of effective Entrepreneurship Education that have been identified in the literature are Curriculum Content, Teaching Methods, and Resource Availability[12]. These indicators are crucial in determining the quality and effectiveness of Entrepreneurship Education programmes. Curriculum Content ensures that students receive relevant and up-to-date knowledge aligned with market demands and entrepreneurial practices[13]. Teaching Methods significantly influence how well this knowledge is imparted and internalized by students, with a growing emphasis on experiential and action-based learning[4]. Resource Availability determines the extent to which theoretical knowledge can be applied practically, providing students with real-world entrepreneurial experiences[5]. Thus, focusing on relevant Curriculum Content, employing effective Teaching Methods, and ensuring adequate Resource Availability, educational institutions can significantly enhance their ability to produce graduates capable of successful venture creation[11]. As the global economy continues to evolve, the importance of these indicators in shaping effective Entrepreneurship Education programmes is likely to grow, necessitating ongoing research and refinement in this field.

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Curriculum content is a fundamental component of entrepreneurship education, encompassing the knowledge, skills, and competencies that are systematically taught to students. It forms the core of what students learn and is designed to prepare them for the challenges of entrepreneurship in various contexts[13]. The effectiveness of entrepreneurship education is significantly influenced by the relevance and comprehensiveness of its curriculum content. A well-designed curriculum should balance theoretical knowledge with practical skills, addressing both the hard and soft skills required for successful entrepreneurship[14]. The content should be dynamic, regularly updated to reflect current market trends, technological advancements, and emerging business models[15].

Effective entrepreneurship curricula typically include modules on opportunity recognition, business planning, financial management, marketing, and legal aspects of business ownership. For instance, a study of top-ranked entrepreneurship programmes revealed that courses on "New Venture Creation" and "Entrepreneurial Finance" were common across institutions[16]. Additionally, there's a growing trend to incorporate content on social entrepreneurship, sustainable business practices, and digital entrepreneurship to address contemporary societal needs and technological trends[17]. The content of entrepreneurship curricula plays a crucial role in shaping students' entrepreneurial knowledge and skills. As the field of entrepreneurship continues to evolve, curriculum content must adapt to remain relevant and effective[20].

The curriculum content significantly influences students' attitudes toward creating ventures. When students are exposed to comprehensive and relevant entrepreneurship education, they are more likely to develop a positive attitude toward entrepreneurship as a viable career option. Research indicates that curricula that include practical applications, such as business simulations and real-world projects, enhance students' confidence and willingness to engage

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in entrepreneurial activities[12]. A well-structured entrepreneurship curriculum fosters positive attitudes by equipping students with the necessary skills and knowledge to pursue their entrepreneurial ambitions. Courses that emphasize experiential learning and real-world applications can significantly influence students' perceptions of entrepreneurship, making them more likely to view it as an attainable goal rather than a distant aspiration[21]. Programmes that integrate soft skills training, such as teamwork, leadership, and communication, alongside technical knowledge, have been shown to improve students' self-efficacy and entrepreneurial intentions[22]. Furthermore, curricula that address contemporary issues, such as sustainability and social entrepreneurship, resonate with students' values and aspirations, further enhancing their interest in venture creation[23].

Students participated in an entrepreneurship programme that included both theoretical coursework and practical projects. Students who engaged in hands-on activities, such as developing business plans and pitching ideas to investors, reported a significant increase in their entrepreneurial self-confidence and a more favorable attitude toward starting their own businesses[24]. This aligns with broader research indicating that experiential learning components in entrepreneurship curricula are crucial for cultivating positive entrepreneurial attitudes among students[6,7]. Providing relevant, dynamic, and practical learning experiences, educators can foster a positive entrepreneurial mindset among students. As entrepreneurship education continues to evolve, it is essential for curricula to adapt and incorporate elements that resonate with students' aspirations and the demands of the modern business environment. This approach not only prepares students for successful ventures but also contributes to the development of a robust entrepreneurial ecosystem.

The effectiveness of teaching methods can significantly impact students' attitudes toward creating ventures. Different methods, such as direct instruction, collaborative learning, and

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inquiry-based learning, cater to diverse learning styles and preferences, thereby enhancing student engagement and understanding. Research indicates that a well-chosen teaching method can lead to improved academic performance and greater retention of knowledge among students[17]. Teaching methods directly influence students' entrepreneurial attitudes and intentions. Methods that promote active engagement, such as project-based learning and experiential learning, have been shown to foster a positive attitude toward entrepreneurship. For instance, students exposed to hands-on experiences, such as creating business plans or engaging in live case studies, tend to develop a stronger entrepreneurial mindset and greater confidence in their abilities to start their ventures[15]. Evaluating the impact of teaching methods on students' entrepreneurial attitudes involves examining their strengths and weaknesses in fostering engagement and practical skills. While traditional methods like lectures can provide foundational knowledge, they may not effectively stimulate students' entrepreneurial aspirations. In contrast, interactive methods, such as group discussions and real-world projects, encourage students to apply their knowledge and develop critical thinking skills, which are essential for entrepreneurship. Studies indicate that students who participate in active learning environments report higher levels of motivation and intention to pursue entrepreneurial activities[16].

Interactive methods reported increased confidence in their entrepreneurial skills and a more favorable attitude towards venture creation[4]. This aligns with findings from other studies that highlight the importance of practical, hands-on experiences in shaping positive entrepreneurial attitudes among students. The choice of teaching methods plays a critical role in shaping students' attitudes toward entrepreneurship. Active and experiential learning approaches are particularly effective in fostering a positive entrepreneurial mindset, enhancing students' confidence and intention to create ventures. As educational research

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continues to evolve, it is essential for educators to adopt innovative teaching strategies that not only impart knowledge but also inspire and empower students to pursue entrepreneurial opportunities. This holistic approach can significantly contribute to developing a new generation of entrepreneurs who are well-equipped to navigate the complexities of the business world[16]. A reflective approach to teaching practices, educators can better meet the diverse needs of their students, ultimately leading to improved educational outcomes.

Resource availability is a critical factor influencing the success and sustainability of entrepreneurial ventures. It encompasses the access to financial, human, and material resources necessary for entrepreneurs to establish and grow their businesses. Resource availability directly impacts the ability of entrepreneurs to launch and manage their ventures effectively. Access to financial resources, such as capital and funding, is essential for covering initial startup costs and ongoing operational expenses. Additionally, human resources, including skilled labor and mentorship, play a vital role in navigating the complexities of starting and running a business. Material resources, such as technology and infrastructure, further enhance the operational capabilities of new ventures[12]. Evaluating the impact of resource availability involves examining how different types of resources contribute to entrepreneurial success. Financial resources are often seen as the most critical, as they provide the necessary funding for product development, marketing, and scaling operations. However, human resources are equally important; having access to knowledgeable and skilled personnel can significantly enhance a startup's chances of success. Studies have shown that entrepreneurs with strong networks and mentorship opportunities are more likely to succeed than those without such support[20]. Furthermore, the availability of material resources, such as access to technology and infrastructure, can facilitate innovation and efficiency, further contributing to a venture's overall performance[21].

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Psychological traits play a crucial role in shaping students' attitudes toward venture creation. Among the various traits studied in entrepreneurship research, self-efficacy, innovativeness, and risk propensity have emerged as key determinants of entrepreneurial intentions and actions[14]. Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations or accomplish a task, is a strong predictor of entrepreneurial intentions[125]. Students with high levels of self-efficacy are more likely to perceive entrepreneurship as a viable career option and are more confident in their ability to start and manage a successful venture[126]. Innovativeness, the ability to generate novel ideas and implement them effectively, is another crucial trait that shapes entrepreneurial attitudes[17]. Innovative students are more likely to identify and pursue entrepreneurial opportunities, as they possess the creativity and problem-solving skills necessary for venture creation[18]. Risk propensity, the willingness to take risks and face uncertainty, is also a significant factor in entrepreneurial decision-making[19]. Students with a higher propensity for risk-taking are more likely to engage in entrepreneurial activities, as they are more comfortable with the inherent uncertainties associated with starting a new venture[10].

Self-efficacy, innovativeness, and risk propensity on students' entrepreneurial attitudes involves examining how these traits influence various aspects of the entrepreneurial process. Self-efficacy has been shown to positively correlate with entrepreneurial intentions, as it enhances students' confidence in their ability to overcome challenges and succeed as entrepreneurs[131]. Innovative students are more likely to identify and exploit opportunities, as they possess the creativity and problem-solving skills necessary for venture creation[12]. Risk propensity enables students to take calculated risks and navigate the uncertainties associated with entrepreneurship, making them more likely to pursue entrepreneurial activities[13].

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Specifically, students who participated in entrepreneurship education programmes that emphasized the development of these psychological traits demonstrated a significant increase in their entrepreneurial intentions and confidence in their ability to start and manage a successful venture[15]. This aligns with findings from other studies that suggest a positive relationship between these traits and entrepreneurial attitudes[16]. The development of these traits through entrepreneurship education and training programmes, educators and policymakers can help cultivate a more positive entrepreneurial mindset among students[17]. As the entrepreneurial landscape continues to evolve, it is essential for aspiring entrepreneurs to possess the psychological traits necessary for identifying opportunities, managing risks, and successfully launching and growing their ventures[18].

A study highlighted that MSEs with better access to resources, including financial assistance and training programmes, were more likely to achieve sustainable growth and improve their performance metrics[13]. For instance, firms that participated in government-sponsored training and received financial support reported higher levels of innovation and market competitiveness compared to those without such access[26]. This demonstrates the critical role that resource availability plays in shaping the entrepreneurial landscape and influencing venture outcomes. Access to financial, human, and material resources significantly influences entrepreneurs' ability to launch and sustain their ventures. As the entrepreneurial ecosystem continues to evolve, it is essential for policymakers and educational institutions to focus on enhancing resource availability, particularly for aspiring entrepreneurs in underserved communities. Mitigating resource limitations and promoting an enabling environment for entrepreneurial activities, stakeholders can stimulate a more dynamic and resilient entrepreneurship ecosystem, thereby advancing national innovation and economic growth[27]. However, many students who possess entrepreneurial intentions still struggle to

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convert their aspirations into practice, suggesting that additional mediating or moderating factors may strengthen the link between education and entrepreneurial outcomes.

Mentorship has long been recognized as a critical component in venture creation, serving as a bridge between theoretical knowledge and practical application. In the context of entrepreneurship education, mentorship provides personalised guidance that can significantly enhance the learning experience, making it more relevant and impactful. Through one-on-one interactions, mentors help students navigate the complexities of entrepreneurship, offering insights that are often beyond the scope of formal education. This personalised support is crucial in shaping students' attitudes towards venture creation, as it allows them to see the real-world implications of their education and psychological traits in entrepreneurial settings[12].

Mentorship can amplify the effects of curriculum content, teaching methods, and resource availability on students' entrepreneurial attitudes[18]. For instance, when mentors provide practical examples and real-world challenges, students are more likely to internalize and apply what they have learned, thereby enhancing their perceived feasibility and desirability of venture creation[13]. Moreover, mentorship has been found to boost self-efficacy, a key psychological trait, by helping students overcome fears and uncertainties associated with entrepreneurship. This, in turn, increases their willingness to take risks and innovate, which are essential for successful venture creation[14]. The personalised feedback and encouragement provided by mentors not only enhance students' skills and knowledge but also build their confidence in their ability to succeed in the entrepreneurial world[16].

A positive entrepreneurial mindset is cultivated as students engage with entrepreneurship education, gaining a deeper understanding of their strengths and the appeal of entrepreneurial pathways[17]. This educational framework not only equips students with essential skills but

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also enhances their self-confidence, fosters creative thinking, and promotes a thoughtful approach to risk-taking. The taste of mentorship adds a critical layer to this process, offering students personalised guidance that further solidifies their entrepreneurial mindset. Mentorship provides a unique opportunity for students to experience real-world applications of their learning, helping them to navigate uncertainties and better visualize the entrepreneurial journey.

Multiple studies have shown that students who view entrepreneurship as both achievable and desirable are more likely to pursue entrepreneurial ventures, leading to economic growth and job creation[12],[13],[14]. The presence of a mentor amplifies this effect, as mentors can share their own experiences, offer practical advice, and provide encouragement, making the entrepreneurial path seem more attainable. As a result, students with access to mentorship often exhibit stronger entrepreneurial intentions and are better prepared to succeed in their ventures. Students who view entrepreneurship as both desirable and achievable, especially with the guidance of a mentor, are more likely to translate their intentions into action. This highlights the importance of incorporating comprehensive entrepreneurship training and mentorship opportunities into educational curricula to cultivate a new generation of innovative and resilient entrepreneurs.

1.2 Statement of Problem

Over the years, the Nigerian government has introduced numerous policy measures to promote entrepreneurship education within tertiary institutions; yet the expected translation of educational exposure into sustainable venture creation among graduates remains disappointingly low[13]. Unemployment has been one of Nigeria's major challenges over the past decade. Despite this economic deficiency, tertiary institutions continue to turn out graduates every year without enough job spaces for their outputs. Despite the existence of

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robust educational frameworks and government policies, the rate of business start-ups among graduates of public Colleges of Education in South-West Nigeria remains low.[2].

However, the problem revolves around the challenge of fostering entrepreneurial attitudes among students in public colleges of education. While entrepreneurship education is widely recognised as a critical factor in shaping entrepreneurial outcomes, there is a notable gap in understanding how educational interventions specifically influence students' attitudes towards venture creation. Most existing research has predominantly focused on entrepreneurial intention, mindset, and performance, often overlooking the nuanced role of attitudes, which are crucial in determining whether students will eventually translate their intentions into actionable entrepreneurial endeavours[12,13,14].

Despite the extensive research on entrepreneurial intention and mindset, there remains a significant gap in the literature regarding the combined effects of entrepreneurial education and psychological traits on venture creation. Moreover, the moderating role of mentorship in this context has been largely unexplored. While studies have highlighted the importance of mentorship in general, there is little empirical evidence on how mentorship specifically influences the relationship between educational interventions, psychological traits, and entrepreneurial attitudes. This gap is critical, as understanding these dynamics could provide valuable insights into how to more effectively cultivate a positive entrepreneurial attitude among students, thereby enhancing their likelihood of pursuing entrepreneurial ventures. This research investigated influence of entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria.

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1.3 Aim and Objectives of the Study

The aim of this study was to investigate influence of entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria. The objectives were to:

1. determine the most prevalent indicator of entrepreneurship education (teaching methods, curriculum content, and availability of resources) in public Colleges of Education in Southwest Nigeria.
2. access the most commonly psychological traits (self-efficacy, innovativeness, and risk propensity) among Business Education students in public Colleges of Education in Southwest, Nigeria
3. identify the level of venture creation (perceived feasibility, perceived desirability, and intention to venture) among Business Education students in public Colleges of Education in Southwest, Nigeria.
4. examine the combined influence of entrepreneurship education and psychological trait on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria.
5. determine the relative influence of entrepreneurship education and psychological traits on venture creation among Business Education students in public colleges of education in Southwest, Nigeria.
6. investigate the moderating influence of mentorship on the relationship between entrepreneurship education, psychological traits and venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria.

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1.4 Research Questions

The following research questions guided this study:

1. What is the most prevalent indicator of entrepreneurship education in public Colleges of Education in Southwest Nigeria?
2. What is the most commonly observed psychological trait among Business Education students in public Colleges of Education in Southwest, Nigeria?
3. What is the level of venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria?

1.5 Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance.

$H_0$1: There will be no significant combined influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria

$H_0$2: There will be no significant relative influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria.

$H_0$3: There will be no significant moderating influence of Mentorship on the relationship between entrepreneurship education, psychological traits and venture creation in public Colleges of Education in Southwest, Nigeria.

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1.6 Significance of the Study

This study's significance extends to various stakeholders, including educational institutions, policymakers, industry associations/non-governmental organizations, scholars, students and the society, in the following ways:

Educational institutions especially the administrators of public Colleges of Education will benefit from understanding which elements of their entrepreneurship programmes most strongly influence venture creation. Insights can guide staff development, resource allocation, and the establishment of structured mentorship networks that connect students with practicing entrepreneurs. The study's findings can inform educational institutions on how to tailor their entrepreneurship education programmes to meet the needs and aspirations of students in Southwest Nigeria. Understanding the factors that shape students' entrepreneurial aspirations and behaviors, institutions can develop evidence-based strategies to enhance the relevance and effectiveness of their entrepreneurship education initiatives.

For policymakers in education and labour ministries, the findings offer empirical guidance on designing interventions that move beyond policy rhetoric toward measurable entrepreneurial outcomes. Policymakers and government agencies can leverage the study's findings to inform policy formulation and implementation efforts. Insights into the challenges and opportunities faced by business education students can help policymakers design targeted interventions and support mechanisms to nurture a conducive ecosystem for entrepreneurship.

Industry associations and non-governmental organisations engaged in youth-enterprise support can apply the results to design targeted capacity-building programmes and

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mentorship schemes that complement formal education. Collaboration between academia and industry could produce incubators that nurture viable student start-ups.

This study would advance theoretical understanding of how entrepreneurship education and psychological traits jointly predict venture creation. Testing a model anchored on Human Capital Theory, Trait Theory, and the Theory of Planned Behaviour, it would contribute to the growing body of African entrepreneurship scholarship that contextualises global theories within local realities.

For students, the study highlights the psychological traits that most enhance entrepreneurial success. Recognising and cultivating these traits can help learners translate classroom knowledge into sustainable ventures, thereby improving employability and contributing to community development through job creation and innovation.

Ultimately, the study reinforces entrepreneurship as a viable mechanism for economic diversification and poverty reduction in Southwest Nigeria. Demonstrating how education, personality, and mentorship converge to stimulate venture creation, it provides a framework for sustainable human-capital development aligned with national and global development goals [9].

1.7 Scope of the Study

The aim of this study was to investigate influence of entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria. The study identified two independent variables: Entrepreneurship Education (curriculum content, teaching methods and resource availability) and psychological traits (self-efficacy, innovativeness and risk propensity). Venture creation, comprising perceived feasibility, perceived desirability, and intention to

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venture, served as the dependent variable. Mentorship with indicators networking opportunities, mentor's support and guidance, was used as a moderating variable. The target population consisted of 200-level Business Education students in public Colleges of Education in Southwest Nigeria, chosen for their experience and availability. The study covered six states in the Southwest region: Lagos, Ogun, Oyo, Osun, Ondo and Ekiti.

1.8 Limitations of the Study

This study acknowledged certain limitations that do not compromise the validity of its findings. Instead, these limitations provide a foundation for future research directions. The key limitations of this study include:

Geographical Scope: The study's focus on public Colleges of Education in Southwest Nigeria may limit the generalizability of the findings to other regions or zones in Nigeria.

Respondent Confidentiality: In survey research, confidentiality concerns may have influenced some respondents' willingness to participate, potentially affecting the response rate.

Sample Specificity: The study's concentration on Business Education students may restrict the applicability of the findings to other student populations who have undergone entrepreneurship education. While the study covered both federal and state Colleges of Education in Southwest Nigeria, it did not differentiate findings by ownership type, as all institutions operate under the unified Minimum Standards of the National Commission for Colleges of Education (NCCE).

Variable Limitation: This study recognizes that venture creation among students is influenced by multiple factors beyond the variables examined here. Other components of

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entrepreneurship education and psychological traits, not explored in this research, may also play significant roles.

Despite these limitations, the study's findings remain valid and provide valuable insights. However, further research is warranted to investigate additional factors that could predict student venture creation and to broaden the scope of the study.

1.9 Operational Definition of Terms

Venture Creation: This is the process by which Business Education students establish new businesses or entrepreneurial ventures. This includes their motivations, abilities, and perceptions of the feasibility and desirability of starting and sustaining entrepreneurial activities, shaped by their education and psychological traits.

Perceived Feasibility: Perceived feasibility in venture creation refers to Business Education student's subjective assessment of the practicality and potential success of their business idea.

Perceived Desirability: Perceived desirability in venture creation refers to Business Education student's subjective evaluation of the attractiveness and appeal of their business idea.

Intention to Venture: Intention to venture refers to an entrepreneur's conscious decision and commitment to start a new business. It's a psychological state that precedes actual venture creation.

Business Education: Business Education encompasses academic programs, courses, or disciplines focused on imparting knowledge, skills, and competencies related to various aspects of business management, administration, and entrepreneurship. It encompasses

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subjects such as accounting, finance, marketing, management, and entrepreneurship, aimed at preparing students for careers in business-related fields.

College of Education: A college of education refers to an academic institution or higher education establishment offering programs and courses specifically focused on teacher education, pedagogy, and educational studies. In the context of this study, public colleges of education in Southwest Nigeria specifically cater to the training and preparation of future educators, including those specializing in Business Education.

Entrepreneurship: Entrepreneurship pertains to the process of identifying, evaluating, and exploiting opportunities to create value through the establishment of new ventures or businesses. It encompasses activities such as opportunity recognition, innovation, resource mobilization, risk-taking, and value creation within the context of economic and social environments.

Entrepreneurship Education: Entrepreneurship education refers to structured educational programs, courses, or initiatives designed to impart knowledge, skills, and attitudes related to entrepreneurship. The components includes but are not limited to; curriculum content, teaching methods and resource availability.

Curriculum Content: Curriculum content of entrepreneurship education refers to the structured learning materials, topics, and experiences designed to teach students the knowledge, skills, and attitudes necessary to become successful entrepreneurs.

Teaching Methods: Entrepreneurship education teaching methods refer to the instructional strategies, techniques, and approaches used to deliver entrepreneurship knowledge, skills, and attitudes to students.

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Resource Availability: Resource availability in entrepreneurship education refers to the accessibility and provision of various resources to support the teaching, learning, and practice of entrepreneurship.

Psychological Traits: Psychological traits encompass inherent characteristics, dispositions, or attributes of individuals that influence their thoughts, feelings, and behaviours in the context of entrepreneurship.

Innovativeness: Innovativeness as a psychological trait, refers to an individual's tendency to generate novel and valuable ideas, products, or services.

Self-efficacy: Self-efficacy as a psychological trait, refers to an individual's confidence in their ability to successfully execute tasks, achieve goals, and overcome challenges.

Risk Propensity: Risk Propensity as a psychological trait, refers to an individual's tendency to take or avoid risks when making decisions, especially in uncertain or unpredictable situations.

Mentorship: mentorship refers to the guidance, support, and advice provided by experienced individuals (mentors) to students, aimed at enhancing their entrepreneurial knowledge, skills, and confidence.

Networking Opportunities: Networking opportunities refer to the chances or events that allow individuals to connect, interact, and build relationships with others in their industry, profession, or community.

Mentor's Support and Guidance: Mentor's support and guidance refer to the assistance, direction, and encouragement provided by a mentor to help their mentee achieve personal and professional goals.

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Chapter Two

Literature Review

The literature review section was structured into distinct subsections, each focusing on specific aspects related to entrepreneurship education, psychological traits, theoretical frameworks, empirical research, and the proposed conceptual model. The subsequent sections delves into the following:

2.1 Conceptual Review

2.1.1 Concept of Venture Creation

2.1.2 Concept of Entrepreneurship Education

2.1.2.1 Components of Entrepreneurship Education

2.1.2.2 Scope of Entrepreneurship Education in Nigeria

2.1.2.3 Importance of Entrepreneurship Education

2.1.3 Concept of Psychological Traits

2.1.3.1 Components Psychological Traits

2.1.3.2 Importance of Psychological Traits

2.1.4 Psychological Traits and Entrepreneurial Intentions

2.1.5 Entrepreneurship Education and Psychological Traits

2.1.6 Entrepreneurship Education and Venture Creation

2.1.7 Entrepreneurship Education in Public Colleges of Education in Nigeria

2.1.8 Business Education Programs

2.1.9 Entrepreneurship Education Initiatives in Nigerian Colleges of Education

2.1.10 Challenges and Opportunities in Implementing Entrepreneurship Education

2.2 Theoretical Review

2.2.1 Human Capital Theory

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2.2.2 Trait Theory of Personality

2.2.3 Theory of Planned Behaviour (TPB)

2.3 Review of Empirical Studies

2.3.1 Psychological Trait and Venture Creation

2.3.2 Entrepreneurship Education and Venture Creation

2.3.3 Entrepreneurship Education, Psychological Trait and Venture Creation

2.3.4 Mentorship and Entrepreneurship Education

2.3.5 Mentorship and Psychological Traits

2.4 Conceptual Model

2.5 Summary of the Gap in Reviewed Literature

2.1 Conceptual Review

2.1.1 Concept of Venture Creation

Venture creation embodies the entrepreneurial journey of conceiving, nurturing, and bringing to fruition novel business ideas with the aim of establishing new ventures. It represents the dynamic process through which entrepreneurs convert innovative concepts into tangible entities that hold the potential to drive economic progress, spur innovation, and generate employment opportunities[1]. At its core, venture creation transcends mere ideation, encapsulating the entire spectrum of activities involved in launching and developing new businesses or ventures[1]. The essence of venture creation lies in the transformation of entrepreneurial visions into concrete realities that contribute to the socio-economic fabric of society[2]. It encompasses the meticulous planning, strategic decision-making, and resource mobilization necessary to translate abstract concepts into viable business entities. Whether it involves the launch of a tech startup revolutionizing industry norms or the establishment of

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a local small business catering to niche market demands, venture creation embodies the entrepreneurial spirit of innovation, risk-taking, and value creation[2]. At the heart of venture creation is the identification and evaluation of entrepreneurial opportunities within the marketplace[3]. Entrepreneurs keen on venturing into uncharted territory meticulously assess market dynamics, consumer needs, and emerging trends to unearth potential opportunities ripe for exploitation. This process involves conducting market research, analyzing competitive landscapes, and identifying gaps or inefficiencies that present opportunities for innovation and value creation[3].

Moreover, venture creation encompasses the strategic planning and execution necessary to navigate the complexities of the business landscape effectively. Entrepreneurs formulate comprehensive business plans, define organizational structures, and devise go-to-market strategies to guide the trajectory of their ventures. They make critical decisions regarding product development, market entry, and resource allocation, laying the groundwork for sustainable growth and success[2, 3]. The scope of venture creation extends beyond the launch phase, encompassing the ongoing development and scaling of entrepreneurial initiatives. Entrepreneurs leverage innovative business models, forge strategic partnerships, and adapt to evolving market conditions to position their ventures for long-term viability and competitiveness. Whether it involves securing additional funding, expanding market reach, or diversifying product offerings, venture creation entails a continuous process of adaptation and evolution in response to changing dynamics[2, 3]. Ultimately, venture creation represents the embodiment of entrepreneurial vision, perseverance, and resilience in the pursuit of creating tangible value and making a meaningful impact on the world[4]. It serves as a testament to the transformative power of entrepreneurship in driving economic growth, fostering innovation, and shaping the future of industries and communities alike[4].

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1. Importance of Venture Creation

Venture creation stands as a linchpin in the framework of economic development and societal advancement in Nigeria[5]. Its significance reverberates through the fabric of communities, industries, and economies, catalyzing transformative change and fostering resilience in the face of evolving challenges[6]. At its core, venture creation represents more than the mere establishment of businesses; it embodies a paradigm shift towards innovation, dynamism, and progress. Ventures inject vitality into stagnant markets, disrupting conventional norms and spurring competition through the introduction of novel products, services, and business models[7]. This infusion of fresh ideas and approaches invigorates industries, propelling them towards greater efficiency, relevance, and sustainability.

A hallmark of venture creation lies in its capacity to serve as an engine of job creation and economic prosperity[8]. Expanding the employment base and absorbing skilled labor, ventures not only alleviate unemployment but also cultivate a skilled workforce capable of driving productivity and innovation. Moreover, the ripple effects of job creation extend beyond the confines of individual ventures, permeating through supply chains and local economies, thereby stimulating economic activity and fostering inclusive growth[8]. Beyond its economic ramifications, venture creation assumes a broader societal significance, serving as a catalyst for social change and empowerment. Entrepreneurs, emboldened by their ventures, emerge as agents of transformation, leveraging their ingenuity and resources to address pressing societal needs and inequities[9]. Whether through initiatives aimed at promoting environmental sustainability, enhancing access to education and healthcare, or fostering community development, ventures wield their influence to effect positive change and uplift marginalized communities.

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Moreover, venture creation nurtures a culture of entrepreneurship, inspiring individuals to pursue their dreams, unleash their potential, and contribute meaningfully to society[10]. Providing a platform for creativity, innovation, and risk-taking, ventures empower aspiring entrepreneurs to transcend barriers, overcome obstacles, and realize their aspirations. This democratization of entrepreneurship not only democratizes entrepreneurship but also fosters a spirit of resilience, adaptability, and ingenuity essential for navigating the complexities of an ever-changing world[10]. In essence, venture creation represents a convergence of economic, social, and cultural forces, driving progress, prosperity, and well-being. As a catalyst for innovation, job creation, and social change, ventures embody the entrepreneurial spirit of resilience, vision, and impact, shaping the future of communities and economies in Nigeria and worldwide.

2. Setbacks of Venture Creation

Despite its significance, venture creation faces numerous challenges and setbacks that can hinder entrepreneurial endeavors. These challenges include:

i. Financial Constraints: Securing adequate funding for venture creation is often a major hurdle for entrepreneurs. Limited access to capital, high borrowing costs, and stringent lending criteria pose barriers to obtaining startup capital, particularly for aspiring entrepreneurs with limited resources or collateral[11].

ii. Regulatory Burdens: Navigating regulatory requirements and compliance procedures can be cumbersome and time-consuming for entrepreneurs. Complex regulatory frameworks, bureaucratic red tape, and licensing requirements may deter individuals from venturing into entrepreneurship or impede the growth of existing ventures[12].

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iii. Market Uncertainty: Ventures operate in dynamic and unpredictable market environments characterized by shifting consumer preferences, technological advancements, and competitive pressures. Uncertainties surrounding market demand, competition, and industry trends can pose challenges for entrepreneurs in effectively positioning their ventures and achieving sustainable growth[13].

iv. Resource Limitations: Limited access to essential resources such as skilled labour, technology, and infrastructure can constrain venture creation efforts. Entrepreneurs must navigate resource constraints and optimize resource allocation to maximize venture productivity and competitiveness[14].

v. Risk Exposure: Entrepreneurship inherently involves risk, including financial risk, market risk, and operational risk. Entrepreneurs must be prepared to confront and manage these risks effectively to mitigate potential losses and ensure venture viability[15].

3. Indices of Venture Creation

i. Opportunity Identification: Opportunity identification lies at the heart of venture creation, serving as a foundational pillar upon which successful entrepreneurial endeavors are built. It encompasses the skillful recognition and evaluation of potential opportunities within the dynamic market landscape of Nigeria. Entrepreneurs who excel in this domain possess a profound understanding of market dynamics, consumer behaviours, and emerging trends, allowing them to discern promising avenues for value creation and innovation. In Nigeria, where market conditions are characterized by rapid evolution and intense competition, the ability to identify and capitalize on entrepreneurial opportunities is paramount[16]. Entrepreneurs must navigate a complex ecosystem shaped by cultural, economic, and technological factors to uncover niches ripe for disruption and growth. Staying attuned to

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shifts in consumer preferences, technological advancements, and regulatory changes, entrepreneurs can position themselves ahead of the curve and seize opportunities as they emerge[16].

Recent studies have highlighted the critical role of opportunity identification in driving entrepreneurial success in Nigeria. Research underscored the importance of market intelligence and proactive scanning in identifying viable business opportunities amidst dynamic market conditions[17]. The role of entrepreneurial alertness and foresight in recognizing emerging trends and capitalizing on untapped market segments[18]. Moreover, the advent of digital technologies and e-commerce platforms has expanded the scope of entrepreneurial opportunities in Nigeria, providing avenues for innovation and market penetration[19]. Entrepreneurs leveraging digital platforms can access a wider customer base, streamline operations, and harness data analytics to identify unmet needs and preferences[19].

ii. Resource Mobilization: Resource mobilization stands as a cornerstone in the journey of venture creation, encompassing the strategic acquisition and allocation of resources essential for transforming entrepreneurial ideas into viable business ventures. In Nigeria's entrepreneurial landscape, characterized by its dynamism and diversity, entrepreneurs face a myriad of challenges and opportunities in mobilizing resources to support their ventures[20]. Financial resources play a pivotal role in venture creation, enabling entrepreneurs to cover startup costs, invest in product development, and scale their operations. However, accessing funding in Nigeria can be daunting, particularly for early-stage ventures and entrepreneurs with limited collateral or track record. Despite the proliferation of financial institutions and government initiatives aimed at supporting entrepreneurship, many entrepreneurs still struggle to secure adequate funding to fuel their ventures[21].

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Non-financial resources, including human capital, technology, and networks, are equally crucial for venture success. Entrepreneurs must leverage their networks to access mentorship, expertise, and business connections that can facilitate growth and expansion. Additionally, technological resources such as digital platforms and data analytics tools empower entrepreneurs to streamline operations, reach new markets, and enhance customer engagement[22]. Recent studies underscore the importance of resource mobilization strategies in driving entrepreneurial success in Nigeria. The role of government policies and initiatives in facilitating access to finance and supporting entrepreneurship development[20]. The challenges faced by entrepreneurs in accessing financial resources and proposed strategies for overcoming these barriers[21].

iii. Risk Management: Risk management stands as a cornerstone in the entrepreneurial journey, particularly in the context of Nigeria's dynamic business landscape, where uncertainties and challenges abound[23]. Entrepreneurship inherently involves risk-taking, as entrepreneurs venture into uncharted territories, face market uncertainties, and encounter unexpected obstacles along the way[24]. Effective risk management strategies are essential for mitigating these challenges and enhancing the resilience and sustainability of ventures.

One key strategy in risk management is diversification, where entrepreneurs spread their investments and business activities across multiple sectors or markets. Diversification helps mitigate the impact of adverse events in any single area and reduces the overall risk exposure of the venture[25]. Additionally, contingency planning involves anticipating potential risks and developing proactive measures to address them. Entrepreneurs identify potential threats to their ventures, such as market downturns, supply chain disruptions, or regulatory changes, and develop contingency plans to mitigate the impact of these events[26].

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Strategic partnerships also play a crucial role in risk management, allowing entrepreneurs to leverage the resources, expertise, and networks of other organizations to mitigate risks and enhance venture resilience[27]. Forging alliances with complementary businesses, suppliers, or industry players, entrepreneurs can access additional resources, share risks, and capitalize on new opportunities[28]. Effective risk management strategies drive entrepreneurial success in Nigeria. The role of risk management practices in mitigating the impact of external shocks on SMEs, highlighting the importance of proactive risk assessment and contingency planning[23]. There is need for robust risk management frameworks to enhance venture resilience and competitiveness[24].

Venture creation serves as a catalyst for economic growth, innovation, and social change. Despite facing challenges such as financial constraints, regulatory burdens, and market uncertainty, entrepreneurs continue to pursue ventures driven by opportunity identification, resource mobilization, and effective risk management. The relationship between entrepreneurial attitudes and venture creation is a pivotal aspect of entrepreneurship research, especially within the context of Nigeria's dynamic economic landscape[27]. Entrepreneurial attitudes, characterized by beliefs, perceptions, and predispositions towards entrepreneurship, play a crucial role in shaping individuals' intentions and behaviours related to venture creation. Positive entrepreneurial attitudes, such as a strong desire for autonomy, a willingness to take calculated risks, and a belief in one's ability to succeed as an entrepreneur, are often associated with higher levels of entrepreneurial intention and engagement in entrepreneurial activities. Individuals with favorable attitudes towards entrepreneurship are more likely to identify and pursue entrepreneurial opportunities, initiate new ventures, and persist in the face of challenges and setbacks[28].

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Moreover, entrepreneurial attitudes influence various stages of the venture creation process, including opportunity recognition, resource mobilization, business planning, and market entry. Entrepreneurs with positive attitudes are more proactive in seeking out opportunities, more effective in mobilizing resources, and more resilient in overcoming obstacles encountered during the venture creation journey. Fostering a positive mindset and outlook towards entrepreneurship, individuals are better equipped to navigate the uncertainties and complexities of the entrepreneurial journey, thereby increasing their likelihood of venture creation and success[29].

2.1.2 Concept of Entrepreneurship Education

Entrepreneurship education refers to the type of learning that provides students with the tactical knowledge, skills, and abilities required to pursue a career as an autonomous business owner, as opposed to seeking salaried employment. A narrow view of entrepreneurial education is thought to confine entrepreneurship to a business subject that provides an opportunity to gain knowledge and understanding about marketing, finance, human resource development, strategy and acquiring capital are the two perspectives on entrepreneurship[24]. Taking a broader view of entrepreneurial competencies requires learning through ventures or designs that respond to opportunities in a wider range of subject areas and problem solving opportunities throughout the surrounding community and can appeal to students who are interested in ventures that serve a broader purpose in society[31]. The narrow and broad views of entrepreneurship be kept separate and there is preference for the broader view, these views can co-exist when students learn about, for, and through entrepreneurship[31,33,34].

Entrepreneurship education comprises of all activities with the purpose of fostering entrepreneurial mindsets, attitudes, and skills covering a range of area such as idea generation, startup, growth and innovation[35]. Entrepreneurship could not be taught because

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it is more of personality and psychological traits because talent and temperament cannot be taught[36]. The key to attaining an effective entrepreneurship education is to determine the optimal way to handle the teachable skills and find the best match between student needs and teaching techniques[36]. The key objective of entrepreneurship education in higher education is to empower graduates regardless their course of study with skills that will afford them the opportunity to participate in revenue yielding business, whether or not they secure employment in public or private sector. Entrepreneurship education has the mandate to equip the youth with useful knowledge and skill to shape their character, attitude, and vision.

Entrepreneurship education influences students' entrepreneurial intentions and behaviours[34]. Entrepreneurial education plays an imperative role in setting up one's businesses. Pointed that entrepreneurship education should combine group discussion inclusive of enriching scope of materials, networking, collaborative and creative work by students and individual characteristics, capacities, and potentials as units[24]. Entrepreneurship education can be in two ways: Active style, where the student acquires knowledge through active experimentation (e.g., business plan, seminars or simulations) and reflective observation (e.g., theory lectures). Both approaches may differ in their strength of impact. It is vital for tertiary institutions to provide entrepreneurship education for their students so as to successfully identify and improve innovative skills because they will be the driving force of economic development using scientific management ethics to run business in future[38].

Commonly, entrepreneurship education is perceived to be a means by which problems affecting the socio-economic lives of a people can be tackled. This is because it is the way to address the existing challenge of unemployment, abduction, theft, human trafficking and other social vices. Entrepreneurship education seeks to offer students with the right skills, knowledge and motivations required to encourage entrepreneurial progress in a variety of

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ventures. It also helps in confronting unemployment, reduce poverty, create wealth, develop self-reliance and above all, reduce youth edginess. Entrepreneurship education is a complex process. Entrepreneurship education enhance function of innovation, it is a function of fostering leadership, it is an organizational building function, it is a function of high, it involves creation and operation of an enterprise, it is process of creating value for customers by exploiting untapped opportunities, it is strong and positive orientation towards growth in wealth, knowledge and employment, it is concerned with attitudinal change, risk taking abilities and turning idea in to actions[39].

The benefit of entrepreneurship education are; it prepare students for an uncertain future, leave room for creativity and collaboration, teach problem identification, develop grit, make the world a better place, create employment and reduce level of poverty[38]. Entrepreneurship education in Nigeria has evolved to encompass a diverse range of structured programmes, courses, and initiatives aimed at imparting knowledge, skills, and attitudes pertinent to entrepreneurial activities[29]. At its core, entrepreneurship education seeks to cultivate an entrepreneurial mindset among individuals, equipping them with the necessary capabilities to identify, evaluate, and exploit opportunities for value creation and innovation[30]. Distinguishing itself from traditional business education, entrepreneurship education emphasizes creativity, risk-taking, and adaptive problem-solving skills crucial for entrepreneurial success[31]. Its components may include curriculum content focusing on entrepreneurial concepts and principles, experiential learning opportunities such as internships or venture creation projects, and mentorship programmes connecting students with established entrepreneurs[32]. Fostering an entrepreneurial orientation and mindset, entrepreneurship education aims to empower individuals to navigate the dynamic and

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uncertain landscape of entrepreneurship, thereby contributing to economic growth, innovation, and job creation[33].

2.1.2.1 Components of Entrepreneurship Education

Entrepreneurship education comprises several key components aimed at nurturing entrepreneurial competencies and fostering an entrepreneurial mindset among learners. These components typically include curriculum content, teaching methods, resource availability, and experiential learning opportunities.

1. Curriculum Content

Curriculum content in entrepreneurship education refers to the structured body of knowledge, skills, attitudes, and experiences designed to equip learners with the competencies required for entrepreneurial practice and venture creation. Entrepreneurship curriculum should go beyond theoretical teaching of business concepts and integrate practical learning experiences such as opportunity recognition, risk management, innovation, and business planning. This implies that curriculum content must be dynamic, experiential, and responsive to societal needs[34]. Effective entrepreneurship curriculum should blend foundational business knowledge with real-life projects, simulations, mentorship, and incubation opportunities to foster creativity and resilience[31].

In this context, venture creation becomes the practical outcome of a well-structured curriculum, as learners apply acquired skills in establishing and sustaining enterprises. Thus, curriculum content linked to entrepreneurship education not only enhances entrepreneurial intention but also builds capacity for venture creation, economic empowerment, and sustainable development. Curriculum content plays a pivotal role in entrepreneurship education, serving as the bedrock upon which students develop foundational knowledge and

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skills essential for entrepreneurial success[32]. In Nigeria, recent initiatives in entrepreneurship education have emphasized the importance of comprehensive curriculum content that covers a wide array of topics relevant to the entrepreneurial process[30]. This includes areas such as opportunity recognition, where students learn to identify and evaluate potential business opportunities in various market contexts[33]. Additionally, the curriculum often includes modules on business planning, guiding students through the process of developing feasible business plans that outline strategies for resource allocation, market penetration, and risk mitigation[31]. Market analysis is another critical component of entrepreneurship education curriculum content, providing students with the skills to assess market dynamics, identify target segments, and evaluate competitors[1]. Financial management topics are also commonly included, equipping students with the knowledge and tools to effectively manage financial resources, budgeting, cash flow, and investment decisions within the context of entrepreneurial ventures[32].

Moreover, curriculum content often addresses the practical aspects of venture creation, guiding students through the process of establishing and managing their own enterprises[33]. Incorporating diverse and relevant curriculum content is essential for ensuring the effectiveness of entrepreneurship education programmes in Nigeria. Providing students with a comprehensive understanding of the entrepreneurial process and practical skills applicable to real-world scenarios, curriculum content serves as a catalyst for fostering entrepreneurial attitudes and behaviours among students[30]. Moreover, the alignment of curriculum content with the evolving needs of the entrepreneurial ecosystem enhances the relevance and impact of entrepreneurship education initiatives, thereby contributing to the development of a vibrant entrepreneurial culture and economy in Nigeria[31]. In sum, curriculum content serves as a critical driver of entrepreneurship education and venture creation. A dynamic,

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experiential, and context-driven curriculum ensures that learners develop the cognitive, behavioral, and technical skills necessary to initiate and sustain entrepreneurial ventures. Thus, entrepreneurship curricula must be strategically aligned with real-world opportunities, ensuring that education translates into meaningful economic and social transformation.

2. Teaching Methods

Teaching methods play a crucial role in entrepreneurship education, as they determine the effectiveness of knowledge transmission and skill acquisition among students[29]. In the Nigerian context, recent trends in entrepreneurship education underscore the importance of adopting diverse and interactive teaching methods that cater to the diverse learning styles and preferences of students[30]. Case studies are commonly used to immerse students in real-world entrepreneurial scenarios, allowing them to analyze challenges, identify opportunities, and formulate strategic solutions[31]. Engaging students in critical thinking and problem-solving exercises, case studies foster the development of analytical skills and decision-making abilities essential for entrepreneurial success[33]. Simulations represent another effective teaching method in entrepreneurship education, providing students with hands-on experience in navigating business environments and making strategic decisions in simulated market conditions[32]. Guest lectures by industry experts and successful entrepreneurs offer valuable insights into the practical aspects of entrepreneurship, exposing students to real-world perspectives and experiences[33].

Moreover, real-world projects enable students to apply theoretical knowledge and skills acquired in the classroom to address authentic entrepreneurial challenges, thereby bridging the gap between theory and practice[30]. The adoption of diverse teaching methods in entrepreneurship education is essential for enhancing student engagement, motivation, and learning outcomes[29]. Catering to different learning styles and preferences, these methods

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promote active participation and facilitate deeper understanding and retention of course content[31]. Furthermore, interactive teaching methods foster collaboration, communication, and teamwork among students, mirroring the collaborative nature of entrepreneurial ventures[32]. Overall, the effective integration of diverse teaching methods enhances the relevance, engagement, and impact of entrepreneurship education initiatives, thereby nurturing a new generation of innovative and resilient entrepreneurs in Nigeria.

Teaching methods in entrepreneurship education are the approaches, techniques, and strategies employed by educators to impart entrepreneurial knowledge, skills, attitudes, and values to learners. They represent the practical dimension of curriculum implementation, determining how students engage with entrepreneurial concepts and translate them into actions that may result in venture creation. Unlike conventional subjects that can rely heavily on rote learning, entrepreneurship education demands methods that encourage creativity, critical thinking, experiential learning, and problem-solving. This is because entrepreneurship itself is action-oriented, requiring individuals to move from idea generation to execution in dynamic and often uncertain environments.

The teaching method chosen by an instructor shapes not only how students perceive entrepreneurship but also how they apply it in real life. Effective teaching methods in this domain must do more than transmit knowledge; they must cultivate entrepreneurial mindsets, nurture resilience, and instill practical competencies. Engaging students in activities such as simulations, role-play, case analysis, and project-based learning, educators bridge the gap between theory and practice. Teaching methods in entrepreneurship education, therefore, serve a dual role: first, to provide students with a strong conceptual understanding of business principles, and second, to enable them to apply these principles in authentic entrepreneurial settings.

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Active and Experiential Approaches

One of the defining features of entrepreneurship teaching methods is the emphasis on active and experiential approaches. Rather than being passive recipients of knowledge, students are encouraged to become active participants in the learning process. Project-based learning, for instance, allows learners to design and execute small-scale business ideas, which provides exposure to opportunity recognition, resource management, and risk assessment[33]. Similarly, simulations and role-playing activities recreate real business scenarios, giving students a safe environment to experiment with decision-making and problem-solving. These methods are particularly effective in building confidence and preparing students for the unpredictability of venture creation.

Interactive and Collaborative Methods

Entrepreneurship often thrives in networks, and teaching methods that promote collaboration mirror this reality. Group discussions, team projects, and brainstorming sessions expose students to diverse perspectives and encourage collective problem-solving[23]. Collaboration in class also prepares students for the teamwork and negotiation skills required in business partnerships and stakeholder engagements. Through peer-to-peer learning, students develop communication skills and learn to appreciate the value of networking both of which are central to entrepreneurial success.

Reflective and Mentorship-Based Methods

Another significant dimension of entrepreneurship teaching methods is reflection and mentorship. Reflection activities, such as maintaining learning journals or conducting post-project reviews, allow students to critically evaluate their experiences, identify strengths and weaknesses, and refine future strategies. Mentorship-based methods connect learners with

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experienced entrepreneurs who provide guidance, feedback, and role modeling[31]. This approach integrates real-world perspectives into the classroom, offering learners a deeper understanding of entrepreneurial challenges and opportunities while also fostering professional connections that may support future ventures.

Blended and Technology-Enhanced Methods

In recent years, technology has become a powerful enabler of entrepreneurship teaching methods[28,31]. Blended learning, which combines face-to-face instruction with digital platforms, offers flexibility and broader access to entrepreneurial resources. Online simulations, virtual incubators, and e-learning platforms provide interactive and personalised learning experiences. Students can experiment with digital business models, participate in virtual pitch competitions, and access global networks, thereby expanding their entrepreneurial horizons beyond the confines of the classroom.

Ultimately, the relevance of teaching methods in entrepreneurship education lies in their capacity to facilitate venture creation. Methods that emphasize experiential learning, collaboration, mentorship, and technology integration equip students with the knowledge and confidence to move from ideation to implementation[12,28,29]. Practicing opportunity identification, resource mobilization, risk management, and innovative thinking in their learning activities, students gain the competence to establish and sustain real ventures. Venture creation is not seen merely as an outcome of academic knowledge but as the practical culmination of an educational process grounded in effective teaching methods.

Teaching methods in entrepreneurship education are central to achieving the dual goals of knowledge transfer and venture creation. They transform the learning environment into a laboratory for innovation, creativity, and enterprise building. Approaches that are active,

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collaborative, reflective, and technology-driven enable students to translate theoretical knowledge into entrepreneurial action. Fostering the right mix of skills, attitudes, and experiences, teaching methods ensure that entrepreneurship education does not remain abstract but instead produces graduates who are capable of initiating and sustaining ventures that contribute to personal fulfillment and national development.

3. Resource Availability

Resource availability is one of the most critical factors influencing both the process of entrepreneurship education and the eventual creation of ventures. In simple terms, resources refer to the tangible and intangible inputs required to identify, initiate, and sustain business activities. These include financial capital, physical infrastructure, human capital, technological support, networks, and institutional support systems. In the context of entrepreneurship education, resource availability goes beyond the classroom; it reflects the extent to which learners are exposed to and equipped with the tools, facilities, and opportunities that can transform entrepreneurial ideas into viable enterprises. Resource availability is a critical component of entrepreneurship education, particularly in Nigeria, where access to resources can significantly impact students' ability to translate entrepreneurial ideas into viable ventures[29]. In recent years, there has been a growing recognition of the importance of providing students with access to various resources, including physical infrastructure, mentorship networks, and financial support, to foster an entrepreneurial ecosystem conducive to innovation and enterprise creation[31]. In Nigeria, the establishment of incubators, innovation hubs, and entrepreneurial centers has emerged as a key strategy for enhancing resource availability and supporting entrepreneurial initiatives among students[33].

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Resource availability can be defined as the degree to which individuals or institutions can access and utilize resources necessary for entrepreneurial activity. In educational institutions, this concept is often operationalized in terms of teaching materials, incubator facilities, access to funding, mentorship opportunities, and industry linkages. For students, resource availability represents the readiness of the learning environment to provide both the knowledge and the material conditions needed to build confidence and competence in entrepreneurship. These facilities provide students with physical spaces equipped with state-of-the-art technology, prototyping equipment, and collaborative workspaces, enabling them to prototype, test, and iterate their business ideas in a supportive environment[32]. Additionally, incubators and innovation hubs offer access to mentorship programmes, industry experts, and networking opportunities, allowing students to learn from experienced entrepreneurs and industry professionals[30]. Furthermore, resource availability encompasses access to funding and financial support mechanisms designed to help students overcome financial barriers to entrepreneurship[33].

In Nigeria, initiatives such as entrepreneurship grants, venture capital funds, and angel investor networks play a crucial role in providing students with the financial resources needed to launch and scale their ventures[31]. Facilitating access to funding, these initiatives empower students to pursue entrepreneurial opportunities and transform innovative ideas into sustainable businesses. Overall, resource availability plays a pivotal role in entrepreneurship education by providing students with the tools, facilities, and networks necessary for entrepreneurial exploration and experimentation[30]. Enhancing resource availability, educational institutions and policymakers can create an enabling environment that empowers students to unleash their entrepreneurial potential, driving economic growth, innovation, and job creation in Nigeria.

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Experiential learning opportunities play a crucial role in entrepreneurship education, providing students with practical experiences that complement theoretical knowledge and enhance their entrepreneurial competencies[34]. In Nigeria, where practical skills are highly valued in the entrepreneurial landscape, experiential learning offers students the opportunity to develop hands-on experience and gain insights into the complexities of venture creation and management[35]. One common form of experiential learning in entrepreneurship education is through internships and apprenticeships, where students work directly with established entrepreneurs or startups to gain firsthand experience in business operations[36]. These immersive learning experiences allow students to observe entrepreneurial practices in action, engage with real customers, and navigate the challenges of running a business in a supportive environment[37]. Another valuable experiential learning opportunity is the participation in business plan competitions, hackathons, and startup incubation programmes, which provide students with the opportunity to develop and pitch their business ideas to potential investors and industry experts[38]. These competitions not only foster creativity and innovation but also instill in students the confidence and resilience needed to navigate the competitive business landscape.

Furthermore, collaborative projects and multidisciplinary initiatives offer students the chance to work in teams, leverage diverse skill sets, and tackle real-world business challenges[36]. Engaging in group projects, students learn to communicate effectively, resolve conflicts, and harness collective creativity to achieve common goals, mirroring the collaborative nature of entrepreneurial endeavors[34]. Incorporating experiential learning opportunities into entrepreneurship education not only enhances students' practical skills but also fosters an entrepreneurial mindset characterized by creativity, adaptability, and resilience[37]. Bridging the gap between theory and practice, experiential learning equips

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students with the confidence and capabilities to pursue entrepreneurial opportunities and contribute to economic development and job creation in Nigeria.

The Role of Resources in Entrepreneurship Education

Entrepreneurship education aims not only to impart knowledge but also to stimulate the creation of real business ventures. However, the success of such educational programmes is significantly dependent on the resources at the disposal of learners and educators. For instance, well-equipped entrepreneurship laboratories, access to modern technology, and links to business incubation centers enable students to experiment with ideas in a practical environment. Similarly, access to mentors, funding schemes, and entrepreneurial networks helps to reduce the gap between theoretical knowledge and real-world entrepreneurial practice. Limited resources, on the other hand, can hinder creativity, discourage risk-taking, and weaken the impact of entrepreneurship education.

Financial and Physical Resources

Financial resources are often seen as the most visible form of resource availability. In entrepreneurship education, they include grants, seed funding, and scholarships that enable students to test and implement business ideas. Lack of funding has been widely cited as a barrier to venture creation among young graduates, especially in developing contexts where access to credit is limited. Physical resources such as training facilities, ICT laboratories, libraries, and dedicated innovation hubs also play a significant role[34]. These resources create an environment conducive to experimentation, collaboration, and skill development.

Human and Social Capital

Equally important are human resources, which include qualified instructors, experienced mentors, and peers who bring diverse knowledge and perspectives to the learning process[32].

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Instructors who have practical entrepreneurial experience contribute to a more authentic and applied form of learning, while mentors provide guidance and encouragement during the venture creation process[2,28]. Social capital, which includes networks of industry players, alumni, and investors, is also a vital dimension of resource availability. Through networking opportunities, students gain exposure to markets, partnerships, and business ecosystems that enhance the sustainability of their ventures.

Technological and Institutional Support

With the growing influence of technology in business, technological resources have become indispensable. Access to digital platforms, simulation tools, and online learning environments exposes students to global entrepreneurial practices and facilitates innovation. Institutional support is another critical resource dimension, which includes government policies, university incubation programmes, and entrepreneurship support offices that create a favorable environment for learners to pursue entrepreneurial ventures. Without such institutional backing, even well-equipped students may struggle to navigate regulatory and structural challenges in the business environment.

Venture creation is a complex process that depends heavily on resource mobilization[3,6]. While knowledge and skills form the foundation, the ability to access financial, human, social, and technological resources determines whether entrepreneurial ideas translate into successful businesses. Entrepreneurship education that integrates resource provision such as linking students with investors, offering incubation spaces, and facilitating mentorship programmes produces more sustainable ventures than purely theoretical programmes. Resource availability, therefore, is not only a facilitator of entrepreneurship education but also a predictor of entrepreneurial success and long-term venture sustainability.

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Resource availability is a cornerstone of effective entrepreneurship education and a driver of venture creation. It encompasses financial, human, technological, institutional, and social capital resources, all of which shape how students move from ideation to execution. Entrepreneurship education without sufficient resources risks remaining abstract and ineffective, while resource-rich programmes encourage creativity, resilience, and venture sustainability. Ensuring that students have access to diverse resources creates an enabling environment where entrepreneurial education is not merely about learning concepts but about building ventures that contribute to personal development, economic growth, and societal advancement. These components work synergistically to provide students with a comprehensive and immersive entrepreneurship education experience, equipping them with the knowledge, skills, and mindset needed to pursue entrepreneurial opportunities effectively.

2.1.2.2 Scope of Entrepreneurship Education in Nigeria

Entrepreneurship education in Nigeria has evolved significantly over the years, reflecting changes in economic dynamics and societal needs[39]. Initially, entrepreneurship education primarily emphasized the impartation of technical skills necessary for business management and operations, with a focus on topics such as accounting, marketing, and financial management[34]. However, as the entrepreneurial landscape evolved, so did the scope of entrepreneurship education. Contemporary approaches to entrepreneurship education in Nigeria have embraced a more holistic and interdisciplinary perspective, integrating theoretical frameworks from various disciplines such as psychology, sociology, and innovation studies[37]. This expanded scope recognizes that successful entrepreneurship goes beyond technical proficiency and requires a combination of cognitive, behavioural, and social competencies[38]. Moreover, there has been a shift towards experiential learning

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methodologies that emphasize hands-on experience, creativity, and problem-solving[7]. Entrepreneurship education programmes now offer students opportunities to engage in real-world projects, internships, and startup incubation programmes, allowing them to apply theoretical concepts in practical settings and develop entrepreneurial skills[36]. Interdisciplinary collaboration has also become a hallmark of contemporary entrepreneurship education, with programmes incorporating insights from diverse fields such as engineering, technology, and social sciences[39]. This interdisciplinary approach recognizes that entrepreneurship is inherently multidimensional, requiring knowledge and skills from various domains to navigate complex challenges and capitalize on emerging opportunities[34]. Furthermore, there is a growing emphasis on fostering entrepreneurial mindset and attitudes, including creativity, resilience, and adaptability, alongside technical skills[37]. Entrepreneurship education now aims to cultivate an entrepreneurial orientation among students, empowering them to identify and pursue opportunities for value creation and innovation[38]. Overall, the evolution of entrepreneurship education in Nigeria reflects a broader recognition of the multifaceted nature of entrepreneurship and the need for comprehensive educational approaches that equip individuals with the knowledge, skills, and mindset to thrive in dynamic and uncertain environments.

The evolution of entrepreneurship education in Nigeria reflects a growing recognition of the multifaceted nature of entrepreneurship, acknowledging that success in the entrepreneurial landscape requires more than just technical skills[40]. Recent developments underscore the importance of fostering creativity, innovation, and adaptability among aspiring entrepreneurs, attributes that are essential for navigating dynamic business environments and driving sustainable ventures[41]. Furthermore, there has been a notable expansion in the scope of entrepreneurship education initiatives to cater to diverse learner populations across

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different educational levels and disciplines[42]. Entrepreneurship education is no longer confined to higher education institutions but has permeated primary and secondary schools as well as specialized training programmes[43]. This broadening of the scope ensures that individuals from various backgrounds and educational levels have access to entrepreneurial training and resources. In primary and secondary schools, entrepreneurship education aims to instill foundational entrepreneurial skills and mindsets from an early age, nurturing creativity, problem-solving abilities, and a sense of initiative among young learners[44].

At the tertiary level, entrepreneurship education programmes in universities and colleges are designed to provide more comprehensive training, covering topics such as business planning, opportunity recognition, and venture creation[40]. Moreover, entrepreneurship education initiatives extend beyond traditional business disciplines to encompass a wide range of fields, including science, technology, engineering, and mathematics (STEM)[42]. This interdisciplinary approach reflects the recognition that entrepreneurship is not limited to specific industries but permeates all sectors of the economy, requiring individuals with diverse skill sets and knowledge bases to drive innovation and growth[43]. Overall, the evolving landscape of entrepreneurship education in Nigeria underscores the importance of equipping individuals with the skills, knowledge, and mindset to thrive in today's dynamic and competitive business environment. Fostering creativity, innovation, and adaptability across diverse learner populations and educational settings, entrepreneurship education plays a crucial role in nurturing a new generation of entrepreneurial leaders and driving economic development and prosperity.

Additionally, the globalization of economies and the rapid advancement of digital technologies have significantly transformed the landscape of entrepreneurship education in Nigeria, presenting both opportunities and challenges for learners. In an increasingly

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interconnected world, entrepreneurship education no longer operates within the confines of national borders but embraces a global perspective, enabling learners to engage with entrepreneurial concepts, best practices, and case studies from diverse cultural and geographical contexts[45]. This global outlook is essential for aspiring entrepreneurs in Nigeria, as it exposes them to a wide range of entrepreneurial experiences, business models, and market dynamics that can inform their own entrepreneurial endeavors[46]. Moreover, the proliferation of digital technologies has revolutionized the way entrepreneurship education is delivered and accessed, providing learners with unprecedented opportunities for online learning, virtual collaboration, and digital entrepreneurship[47]. Online platforms, such as Massive Open Online Courses (MOOCs), webinars, and virtual incubators, offer flexible and accessible avenues for acquiring entrepreneurial knowledge and skills, regardless of geographical location or institutional affiliation.

This democratization of access to entrepreneurship education is particularly significant for individuals in remote or underserved communities in Nigeria, who may lack access to traditional educational resources. Furthermore, the ongoing globalization of economies and the digitalization of business processes have created new opportunities and challenges for entrepreneurs in Nigeria. Fostering an entrepreneurial mindset and equipping learners with digital literacy and technological skills, entrepreneurship education prepares them to leverage digital platforms, e-commerce channels, and emerging technologies to innovate and compete in the global marketplace. Additionally, entrepreneurship education plays a crucial role in promoting inclusive economic growth and social development by empowering individuals from diverse backgrounds, including women, youth, and marginalized communities, to participate actively in entrepreneurial activities[48]. As entrepreneurship continues to play a pivotal role in driving innovation, economic growth, and social change

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in Nigeria, the evolution and scope of entrepreneurship education are likely to remain dynamic and responsive to emerging trends and challenges[49]. Embracing a global perspective, leveraging digital technologies, and fostering inclusive entrepreneurship, entrepreneurship education can empower a new generation of entrepreneurs to address complex societal problems, drive sustainable development, and contribute to Nigeria's economic prosperity.

2.1.2.3 Importance of Entrepreneurship Education

Entrepreneurship education plays a pivotal role in fostering a culture of innovation, creativity, and enterprise among individuals, communities, and societies. At its core, Entrepreneurship education in Nigeria serves as a fundamental pillar in equipping learners with the requisite competencies to thrive in today's dynamic and uncertain business landscape[50]. At its essence, entrepreneurship education goes beyond traditional pedagogical approaches by fostering an entrepreneurial mindset characterized by creativity, resilience, and adaptability[51]. Through a combination of theoretical instruction, practical experiences, and experiential learning opportunities, entrepreneurship education empowers learners to identify and exploit opportunities, navigate challenges, and create value in diverse economic contexts[52].

Entrepreneurship education initiatives in Nigeria are designed to impart a comprehensive set of knowledge, skills, and attitudes essential for entrepreneurial success[53]. This includes foundational knowledge in areas such as business planning, market analysis, financial management, and opportunity recognition, as well as practical skills in communication, problem-solving, and critical thinking[54]. Moreover, entrepreneurship education emphasizes the development of key entrepreneurial attitudes and traits, such as risk-taking, resilience, creativity, and persistence, which are critical for navigating the inherent challenges and

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uncertainties of the entrepreneurial journey[55]. Integrating theoretical concepts with hands-on experiences and real-world projects, entrepreneurship education in Nigeria enables learners to apply their knowledge and skills in practical settings, thereby bridging the gap between classroom learning and real-world application[56].

This experiential learning approach not only enhances learners' understanding of entrepreneurial concepts but also cultivates important competencies such as decision-making, leadership, and teamwork. Furthermore, entrepreneurship education fosters an entrepreneurial mindset characterized by a proactive orientation towards identifying opportunities, taking calculated risks, and embracing innovation. In recent years, the importance of entrepreneurship education in Nigeria has been increasingly recognized by policymakers, educators, and industry stakeholders as a catalyst for economic growth, job creation, and innovation[57]. Investing in entrepreneurship education initiatives, Nigeria can unlock the potential of its youthful population and harness the power of entrepreneurship to address pressing societal challenges, drive sustainable development, and foster inclusive economic growth.

Entrepreneurship education in Nigeria plays a pivotal role in cultivating an entrepreneurial mindset among students by providing them with practical insights into the entrepreneurial process[51]. Through experiential learning activities such as business plan competitions, internships, and mentorship programmes, entrepreneurship education equips students with the knowledge and skills needed to identify, evaluate, and exploit entrepreneurial opportunities[50]. Immersing students in real-world entrepreneurial scenarios, entrepreneurship education fosters curiosity and creativity, encouraging students to explore innovative solutions to societal challenges[52]. Moreover, entrepreneurship education instills resilience and resourcefulness in students by exposing them to the uncertainties and risks

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inherent in entrepreneurship[58]. Through hands-on experiences and practical exercises, students learn to overcome setbacks, adapt to changing circumstances, and persevere in the face of challenges[59]. This resilience is essential for aspiring entrepreneurs, as they navigate the ups and downs of the entrepreneurial journey and learn from both successes and failures[57]. Furthermore, entrepreneurship education encourages students to develop a proactive and opportunity-driven mindset, enabling them to recognize and capitalize on entrepreneurial opportunities[54]. Exposing students to real-world examples of successful entrepreneurs and innovative startups, entrepreneurship education inspires them to think creatively and pursue their entrepreneurial aspirations[56]. This entrepreneurial mindset is invaluable in today's rapidly changing business environment, where agility and adaptability are key drivers of success[54].

Entrepreneurship education in Nigeria plays a vital role in fostering the development of critical thinking, problem-solving, and decision-making skills among students[60]. Engaging students in real-world entrepreneurial challenges and opportunities, entrepreneurship education cultivates their ability to analyze complex problems, identify creative solutions, and make informed decisions[61]. Through experiential learning activities such as case studies, simulations, and business plan competitions, students are encouraged to apply theoretical concepts to practical scenarios, honing their analytical and problem-solving abilities[62]. Furthermore, entrepreneurship education encourages students to adopt a proactive and innovative mindset, empowering them to identify and capitalize on emerging opportunities in the market[63]. Fostering a culture of innovation and experimentation, entrepreneurship education equips students with the skills and confidence to take calculated risks and pursue entrepreneurial ventures[64]. This proactive orientation is essential in today's dynamic business environment, where adaptability and innovation are key drivers of success[65]. Moreover,

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entrepreneurship education instills in students a sense of resilience and perseverance, enabling them to overcome obstacles and setbacks encountered in the entrepreneurial journey[66]. Exposing students to the challenges and uncertainties inherent in entrepreneurship, entrepreneurship education prepares them to navigate the ups and downs of the business world with confidence and resilience[67]. This resilience is crucial for aspiring entrepreneurs, as they encounter various obstacles and setbacks on their path to success[68].

Entrepreneurship education in Nigeria goes beyond individual skill development; it plays a pivotal role in driving socioeconomic development by fostering job creation, economic growth, and social innovation[69]. Through entrepreneurship education initiatives, individuals are empowered to become job creators rather than job seekers, thereby reducing unemployment rates and alleviating poverty[70]. Equipping aspiring entrepreneurs with the knowledge, skills, and attitudes necessary to start and sustain businesses, entrepreneurship education contributes to the growth and dynamism of the local economy[71]. Moreover, entrepreneurship education encourages innovation and creativity, leading to the development of new products, services, and business models that address societal challenges and improve living standards[72]. Nurturing a culture of innovation and risk-taking, entrepreneurship education stimulates entrepreneurship-driven economic development and fosters a thriving ecosystem of startups and SMEs[73]. This, in turn, leads to increased productivity, competitiveness, and resilience within the economy[74]. Furthermore, entrepreneurship education promotes social inclusion and empowerment by providing marginalized individuals, including women and youth, with opportunities to participate in economic activities and contribute to community development[75]. Fostering an entrepreneurial mindset and providing access to resources and support networks, entrepreneurship education

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empowers individuals from diverse backgrounds to pursue their entrepreneurial aspirations and become agents of positive change in their communities[76].

Entrepreneurship education plays a pivotal role in empowering individuals from diverse backgrounds to pursue entrepreneurial ventures, thereby contributing to inclusive economic growth and sustainable development[71]. Providing aspiring entrepreneurs with the knowledge, skills, and support networks necessary to turn their ideas into viable businesses, entrepreneurship education unlocks the creative potential of individuals and fosters a culture of innovation and enterprise[72]. Moreover, entrepreneurship education promotes social inclusion by creating opportunities for marginalized groups, including women, youth, and individuals from underserved communities, to participate in economic activities and contribute to community development[75]. Through targeted training programmes, mentorship initiatives, and access to resources, entrepreneurship education empowers individuals from diverse backgrounds to overcome barriers to entry and pursue entrepreneurial opportunities that align with their interests and aspirations[76].

Furthermore, entrepreneurship education cultivates a mindset of resilience, adaptability, and problem-solving, equipping individuals with the confidence and determination to navigate challenges and seize opportunities in an increasingly dynamic and competitive business environment[73]. Instilling an entrepreneurial orientation characterized by creativity, risk-taking, and resourcefulness, entrepreneurship education prepares individuals to address complex social, economic, and environmental challenges and contribute to positive change in their communities[77]. In Nigeria, entrepreneurship education initiatives are increasingly recognized as vehicles for promoting inclusive growth, reducing poverty, and fostering sustainable development[78]. Empowering individuals to create their own opportunities and build resilient businesses, entrepreneurship education contributes to job creation, wealth

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generation, and poverty alleviation, thereby enhancing the overall well-being and prosperity of society[69].

2.1.3 Concept of Psychological Traits

Psychological traits encompass enduring individual characteristics that influence how people think, feel, and behave across different situations and contexts[79]. These traits are typically conceptualized as stable dispositions that shape individuals' responses to environmental stimuli and influence their decision-making processes and behavioural tendencies [80]. In the context of entrepreneurship, psychological traits play a critical role in shaping individuals' propensity towards entrepreneurial activities and their subsequent success in entrepreneurial endeavors. Traits such as risk propensity, innovativeness, and self-efficacy are particularly relevant in this regard, as they influence entrepreneurs' willingness to take risks, pursue innovative ideas, and persist in the face of challenges[81].

Key psychological traits associated with entrepreneurship include risk propensity, innovativeness, and self-efficacy. Risk propensity refers to individuals' willingness to take risks and tolerate uncertainty in pursuit of entrepreneurial goals, with high-risk propensity often correlated with greater entrepreneurial ambition and venture creation. Innovativeness reflects individuals' capacity to generate novel ideas, solutions, and products, fostering entrepreneurial creativity, adaptability, and competitiveness in dynamic markets. Self-efficacy, a central construct in social cognitive theory, pertains to individuals' beliefs in their ability to effectively execute tasks and overcome obstacles in the pursuit of entrepreneurial objectives. High levels of self-efficacy are associated with greater entrepreneurial persistence, resilience, and performance, enabling individuals to navigate the challenges inherent in entrepreneurial ventures with confidence and determination[81].

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In addition to traits like risk propensity, innovativeness, and self-efficacy, several other psychological attributes significantly influence entrepreneurial behaviour and outcomes[82]. Among these traits, resilience stands out as a critical factor in determining an entrepreneur's ability to withstand adversity, bounce back from setbacks, and persevere in the pursuit of their goals[81]. In the context of Nigeria's entrepreneurial landscape, where challenges such as economic volatility, regulatory constraints, and infrastructure deficiencies are prevalent, resilience plays a particularly crucial role in sustaining entrepreneurial ventures and driving long-term success[79]. Furthermore, locus of control, a concept introduced by psychologist Julian Rotter, refers to individuals' beliefs about the extent to which they can control events in their lives[80]. Entrepreneurs with an internal locus of control perceive themselves as having a significant influence over their destinies, viewing outcomes as the result of their efforts and decisions.

In contrast, those with an external locus of control attribute outcomes to external forces such as luck, fate, or powerful others, feeling less empowered to shape their circumstances. An internal locus of control are more likely to exhibit entrepreneurial behaviour, take initiative, and persist in the face of challenges, thereby enhancing their chances of entrepreneurial success[81]. Moreover, passion for autonomy, characterized by a strong desire for independence, freedom, and self-direction, plays a crucial role in driving entrepreneurial behaviour and motivation[82]. Entrepreneurs who possess a high degree of autonomy seek to exert control over their work environments, make decisions autonomously, and pursue their vision without undue constraints[79]. In Nigeria, where the entrepreneurial landscape is characterized by a dynamic mix of opportunities and challenges, individuals with a passion for autonomy are more likely to embark on entrepreneurial ventures, embrace risk-taking, and navigate the uncertainties inherent in entrepreneurship[81].

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Psychological traits encompass enduring individual characteristics that influence how people think, feel, and behave across different situations and contexts. These traits are typically conceptualized as stable dispositions that shape individuals' responses to environmental stimuli and influence their decision-making processes and behavioural tendencies[79, 80]. In the dynamic landscape of entrepreneurship, psychological traits serve as crucial determinants that shape individuals' intentions, behaviours, and ultimately, their outcomes in entrepreneurial endeavors[82]. Scholars have developed diverse conceptualizations and frameworks to classify and assess these psychological attributes, drawing insights from multidisciplinary fields such as psychology, sociology, and management[81]. These frameworks aim to provide a comprehensive understanding of the complex interplay between individual characteristics and entrepreneurial outcomes, shedding light on the cognitive, emotional, and behavioural factors that drive entrepreneurial success. One prominent conceptualization of psychological traits in entrepreneurship is the Big Five personality traits model, which comprises openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism[80]. This model emphasizes the role of personality dimensions in shaping entrepreneurial behaviour, highlighting how traits such as openness to experience and extraversion influence individuals' propensity to innovate, network, and take calculated risks[83].

Additionally, the trait approach to entrepreneurship posits that specific personality characteristics, such as locus of control, self-efficacy, and need for achievement, are particularly relevant in predicting entrepreneurial intentions and behaviours[84]. Furthermore, social cognitive theories, such as Bandura's self-efficacy theory, underscore the importance of individuals' beliefs in their ability to perform entrepreneurial tasks and overcome challenges[85]. According to this perspective, individuals with high self-efficacy are more

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likely to pursue entrepreneurial opportunities, persist in the face of setbacks, and exhibit adaptive behaviours conducive to entrepreneurial success. Similarly, attribution theory suggests that entrepreneurs' attributions about the causes of success and failure influence their subsequent actions and decisions, shaping their entrepreneurial trajectories[81]. In the Nigerian context, the relevance of these psychological traits in understanding entrepreneurial behaviour and outcomes within the country's unique socioeconomic context[83]. Examining the interplay between individual characteristics, environmental factors, and entrepreneurial outcomes, scholars seek to advance our understanding of the psychological foundations of entrepreneurship and inform interventions aimed at fostering a vibrant entrepreneurial ecosystem in Nigeria[79]. These conceptualizations typically focus on traits such as personality dimensions, cognitive abilities, motivational factors, and emotional characteristics that contribute to entrepreneurial success and performance. Understanding the multifaceted nature of psychological traits and their implications for entrepreneurial behaviour is crucial for designing effective interventions and educational programs aimed at fostering an entrepreneurial mindset and competencies among individuals.

2.1.3.1 Components of Psychological Traits

1. Risk Propensity

Risk propensity, a psychological trait integral to entrepreneurial behaviour, plays a pivotal role in shaping individuals' readiness to engage with uncertainty and potential losses in the pursuit of entrepreneurial ventures[86]. In the Nigerian context, where entrepreneurship is a cornerstone of economic development and innovation, understanding the dynamics of risk propensity is crucial for predicting entrepreneurial actions and outcomes[87]. Entrepreneurs characterized by high risk propensity exhibit a greater willingness to embrace uncertainty and take calculated risks in pursuit of opportunities[88]. This propensity enables them to

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venture into uncharted territories, explore novel business ideas, and capitalize on emerging market trends. Embracing risk, entrepreneurs can disrupt established industries, drive innovation, and create new value propositions that contribute to economic growth and societal progress[89, 90].

However, it is essential to recognize that risk propensity is not inherently positive or negative but rather depends on the context and the entrepreneur's ability to assess and manage risk effectively[91]. While a high risk propensity can foster innovation and bold decision-making, it also carries inherent challenges and pitfalls. Entrepreneurs must strike a balance between risk-taking and risk management, ensuring that they adequately evaluate potential risks, develop contingency plans, and implement strategies to mitigate adverse outcomes[86]. In the Nigerian entrepreneurial landscape, where economic uncertainties and institutional constraints abound, entrepreneurs face unique challenges in navigating risk[92]. Factors such as regulatory barriers, infrastructure deficiencies, and market volatility can exacerbate the inherent risks associated with entrepreneurship, underscoring the importance of resilience, adaptability, and strategic foresight[93]. Moreover, the role of individual and contextual factors in shaping entrepreneurs' risk propensity, including personality traits, past experiences, industry dynamics, and cultural norms[82].

2. Innovativeness

Innovativeness stands as a cornerstone trait defining successful entrepreneurs, particularly in the context of Nigeria's dynamic and competitive business landscape[95]. With the country's burgeoning entrepreneurial ecosystem and the increasing emphasis on innovation-driven growth, understanding the intricacies of innovativeness is paramount for aspiring and established entrepreneur’s alike[96]. Entrepreneurs characterized by high levels of innovativeness demonstrate a unique capacity to generate ground-breaking ideas, pioneer

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novel products or services, and disrupt established markets[97]. Their innate creativity, curiosity, and penchant for challenging conventional wisdom enable them to identify unmet needs, anticipate emerging trends, and capitalize on untapped opportunities[98]. Embracing innovation, entrepreneurs can differentiate their ventures, create sustainable competitive advantages, and drive value creation in the marketplace. Moreover, fostering a culture of innovation is essential for organizations seeking to thrive in today's fast-paced and ever-evolving business environment[99, 100]. Encouraging experimentation, risk-taking, and collaboration, businesses can unlock the creative potential of their workforce, fueling continuous improvement and adaptive innovation[101].

In Nigeria, where entrepreneurship is viewed as a catalyst for economic development and job creation, nurturing a vibrant ecosystem of innovators and change-makers is critical for driving sustainable growth and prosperity[102]. Furthermore, education, training, and ecosystem support fostering innovativeness among entrepreneurs in Nigeria[103]. Providing access to mentorship, networking opportunities, and innovation hubs, stakeholders can cultivate an environment conducive to creative thinking, experimentation, and knowledge exchange. Additionally, integrating entrepreneurship education into formal and informal learning platforms can equip individuals with the skills, mindset, and tools necessary to innovate and thrive in today's knowledge-driven economy[103,105].

3. Self-Efficacy

Self-efficacy, a foundational concept in social cognitive theory, holds significant implications for entrepreneurship in the Nigerian context, where the landscape is marked by both opportunities and challenges[106]. Defined as individuals' belief in their capacity to execute actions required to produce desired outcomes, self-efficacy emerges as a critical determinant of entrepreneurial success and resilience[107]. Entrepreneurs endowed with high

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levels of self-efficacy exhibit a profound sense of confidence, determination, and perseverance in pursuing their entrepreneurial aspirations[108]. These individuals are more likely to set ambitious goals, mobilize resources, and persist in the face of adversity, driving innovation and growth in Nigeria's competitive business environment[109]. Furthermore, self-efficacy serves as a protective factor against the psychological stressors and uncertainties inherent in entrepreneurial endeavors, enabling entrepreneurs to maintain a positive mindset and adapt to changing circumstances[110].

Self-efficacy can be nurtured and developed through various mechanisms, including mastery experiences, social modeling, persuasion, and emotional arousal[111]. Aspiring entrepreneurs with opportunities to acquire knowledge, build skills, and gain hands-on experience, entrepreneurship education programmes can enhance individuals' self-efficacy beliefs, empowering them to pursue their entrepreneurial goals with confidence and resilience. In Nigeria's evolving entrepreneurial ecosystem, where innovation and adaptability are essential for survival and growth, fostering self-efficacy among aspiring and established entrepreneurs is critical for driving sustainable economic development and social progress. Equipping individuals with the belief in their capabilities to navigate challenges, capitalize on opportunities, and create value, stakeholders can unlock Nigeria's entrepreneurial potential and pave the way for a vibrant and inclusive entrepreneurial ecosystem[112].

4. Resilience

Resilience, a cornerstone of psychological strength, holds immense significance for entrepreneurs navigating the dynamic and often turbulent landscape of business ownership and venture creation in Nigeria. Defined as the capacity to rebound from setbacks, adversity, or failure, resilience enables entrepreneurs to weather storms, surmount challenges, and persist in the pursuit of their entrepreneurial aspirations[113]. In Nigeria's entrepreneurial

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ecosystem, characterized by a myriad of economic, social, and institutional challenges, resilience emerges as a crucial asset for entrepreneurs seeking to thrive amidst uncertainty and complexity. Resilient entrepreneurs demonstrate psychological flexibility, adaptability, and perseverance in the face of obstacles, leveraging setbacks as opportunities for growth and learning[114]. Their ability to bounce back from failures, setbacks, and adversities enables them to sustain their momentum, innovate, and capitalize on emerging opportunities in the marketplace.

Moreover, resilience is not merely a trait but a skill that can be cultivated and strengthened through deliberate practice and proactive coping strategies[115]. Fostering a growth mindset, entrepreneurs can reframe challenges as opportunities for personal and professional development, enhancing their capacity to navigate uncertainty and adversity. Additionally, building robust social support networks and seeking mentorship can provide entrepreneurs with invaluable resources, encouragement, and perspective during challenging times[116]. Experiential learning opportunities, mentorship programmes, and psychosocial support services, entrepreneurship education initiatives can equip individuals with the skills, mindset, and networks necessary to cultivate resilience and thrive in the face of adversity[117].

5. Locus of Control

In Nigeria's entrepreneurial landscape, locus of control emerges as a fundamental psychological construct shaping entrepreneurs' perceptions, behaviours, and outcomes. Locus of control refers to individuals' beliefs about the degree of control they possess over events and circumstances in their lives. Entrepreneurs with an internal locus of control perceive themselves as masters of their fate, attributing success or failure to their own actions, decisions, and efforts. Internally oriented entrepreneurs exhibit a strong sense of empowerment, autonomy, and self-efficacy, viewing challenges as opportunities for growth

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and learning rather than insurmountable obstacles. They take ownership of their entrepreneurial journey, proactively seeking solutions, and seizing opportunities to achieve their goals. Moreover, individuals with an internal locus of control demonstrate greater resilience in the face of adversity, as they perceive setbacks as temporary setbacks rather than permanent failures[118].

Conversely, entrepreneurs with an external locus of control tend to attribute outcomes to external factors such as luck, fate, or the actions of others. They may feel powerless or helpless in the face of challenges, ascribing their success or failure to forces beyond their control. Consequently, externally oriented entrepreneurs may exhibit lower levels of initiative, persistence, and accountability in pursuing their entrepreneurial endeavors. Cultivating an internal locus of control is essential for fostering entrepreneurial initiative, resilience, and accountability among individuals in Nigeria's entrepreneurial ecosystem. Entrepreneurship education programmes can play a pivotal role in nurturing an internal locus of control by providing aspiring entrepreneurs with the knowledge, skills, and mindset necessary to take control of their destiny. Instilling a sense of empowerment and self-determination, entrepreneurship education empowers individuals to overcome obstacles, capitalize on opportunities, and realize their entrepreneurial aspirations in Nigeria and beyond[119].

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2.1.3.2 Importance of Psychological Traits

Psychological traits play a pivotal role in shaping the attitudes, behaviours, and outcomes of entrepreneurs in the dynamic and uncertain world of business. Understanding the importance of these traits is essential for elucidating the drivers of entrepreneurial success and failure, as well as for designing effective interventions and support mechanisms to nurture entrepreneurial talent and potential. Firstly, psychological traits such as risk propensity,

innovativeness, and self-efficacy influence individuals' decision-making processes, guiding their willingness to pursue entrepreneurial opportunities, take calculated risks, and persist in the face of adversity. Entrepreneurs with high levels of these traits are more likely to identify and capitalize on opportunities, innovate solutions to market needs, and overcome challenges along the entrepreneurial journey.

Secondly, psychological traits contribute to the development of an entrepreneurial mindset characterized by creativity, resilience, and adaptability, which are essential for thriving in competitive and rapidly changing environments. Entrepreneurs with strong psychological traits are better equipped to navigate uncertainty, manage setbacks, and maintain a positive attitude towards failure as a learning opportunity. Thirdly, psychological traits shape interpersonal dynamics and relationships in entrepreneurial ventures, influencing collaboration, communication, and leadership effectiveness. Entrepreneurs with high emotional intelligence, empathy, and interpersonal skills are better able to build trust, motivate teams, and leverage diverse perspectives to achieve shared goals. Overall, recognizing the importance of psychological traits in entrepreneurship underscores the need for holistic approaches to entrepreneurial education, development, and support that address not only technical skills and knowledge but also the underlying attitudes, motivations, and behaviours that drive entrepreneurial success[120, 121].

2.1.4 Psychological Traits and Entrepreneurial Intentions

The influence of psychological traits on entrepreneurial intentions and behaviours is a central focus on entrepreneurship psychology, shedding light on the cognitive, affective, and behavioural processes underlying individuals' decisions to pursue entrepreneurial ventures. Psychological traits such as risk propensity, innovativeness, and self-efficacy exert a profound impact on the formation, persistence, and execution of entrepreneurial intentions,

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shaping the trajectory of entrepreneurial careers and ventures. Firstly, individuals with a high risk propensity demonstrate a greater willingness to engage in entrepreneurial activities characterized by uncertainty, ambiguity, and potential losses. Their tolerance for risk enables them to pursue innovative ideas, explore new markets, and invest resources in ventures with uncertain outcomes, driving entrepreneurial opportunity recognition and exploitation. Secondly, innovativeness, or the propensity to generate novel ideas and solutions, fuels entrepreneurial creativity, differentiation, and value creation, driving competitive advantage and market disruption.

Entrepreneurs with high levels of innovativeness are more likely to introduce groundbreaking products, services, or business models that challenge existing norms and redefine industry standards, driving entrepreneurial success and sustainability. Thirdly, self-efficacy, or the belief in one's ability to succeed in specific tasks or endeavors, serves as a critical determinant of entrepreneurial motivation, persistence, and performance. Entrepreneurs with high self-efficacy are more likely to set challenging goals, exert effort, and persevere in the face of obstacles, bolstering their resilience and tenacity in pursuing entrepreneurial aspirations. Collectively, the influence of psychological traits on entrepreneurial intentions and behaviours underscores the multifaceted nature of entrepreneurial decision-making and the need to account for individual differences in entrepreneurial education, training, and support initiatives. Understanding how psychological traits shape entrepreneurial mindsets, motivations, and actions, educators, policymakers, and practitioners can design targeted interventions and interventions aimed at fostering a conducive ecosystem for entrepreneurship development and success[82-88].

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2.1.5 Entrepreneurship Education and Psychological Traits

In Nigeria, the integration of entrepreneurship education and psychological traits represents a crucial strategy for fostering entrepreneurial intentions and behaviours among individuals. Entrepreneurship education programmes in the country aim not only to impart knowledge and skills related to venture creation but also to cultivate specific psychological traits that are conducive to entrepreneurial success. Incorporating elements of psychological development and self-awareness into the curriculum, entrepreneurship education can help students enhance key traits such as risk propensity, innovativeness, and self-efficacy. Moreover, entrepreneurship education initiatives may provide opportunities for students to engage in experiential learning activities that encourage them to apply and refine these psychological traits in real-world contexts[140].

The integration of psychological trait development with entrepreneurship education recognizes the interconnected nature of cognitive and affective processes underlying entrepreneurial decision-making and action. Addressing both cognitive skills and psychological dispositions, institutions can equip students with the cognitive, emotional, and behavioural competencies needed to identify and capitalize on entrepreneurial opportunities effectively. This integrated approach emphasizes the importance of holistic development, recognizing that entrepreneurial success relies not only on technical skills but also on psychological readiness and resilience[141].

In Nigeria, recent initiatives have focused on integrating psychological trait development into entrepreneurship education programmes to better prepare students for entrepreneurial careers. Infusing the curriculum with activities and exercises designed to enhance traits such as creativity, risk-taking, and resilience, educators aim to empower students with the mindset and skills needed to navigate the challenges and uncertainties of entrepreneurship. This

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integrated approach reflects a recognition of the multidimensional nature of entrepreneurial success and the importance of addressing both cognitive and affective aspects of entrepreneurial development[140, 141].

Entrepreneurship education is increasingly recognized as a catalyst for shaping psychological traits conducive to entrepreneurial success within the Nigerian context. Through structured learning experiences, such as courses, workshops, and practical exercises, entrepreneurship education programmes aim to instill and cultivate key psychological traits among participants. These traits encompass a wide range of cognitive, emotional, and behavioural characteristics essential for thriving in entrepreneurial endeavors[140]. One such trait is risk-taking propensity, which is vital for seizing opportunities and navigating uncertainty in entrepreneurial ventures. Entrepreneurship education provides students with opportunities to assess and manage risks, encouraging them to develop a balanced approach to risk-taking. Similarly, innovativeness is fostered through entrepreneurship education by encouraging students to think creatively, explore new ideas, and develop innovative solutions to business challenges. Self-efficacy, another critical psychological trait, is nurtured through entrepreneurship education by providing students with opportunities to set and achieve goals, overcome obstacles, and build confidence in their abilities.

Moreover, resilience, the ability to bounce back from setbacks, is developed through entrepreneurship education by exposing students to real-world challenges and encouraging them to persevere in the face of adversity. Additionally, entrepreneurship education fosters an internal locus of control by empowering students to take ownership of their entrepreneurial journey and believe in their ability to influence outcomes through their actions[113]. Providing opportunities for students to engage in entrepreneurial activities, reflect

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on their experiences, and receive feedback from mentors and peers, entrepreneurship education programmes contribute to the holistic development of participants. Moreover, the incorporation of elements of experiential learning, problem-solving, and decision-making enhances students' cognitive, emotional, and behavioural competencies, preparing them for the dynamic and uncertain nature of entrepreneurial ventures[140, 141].

2.1.6 Entrepreneurship Education and Venture Creation

The impact of entrepreneurship education on venture creation is a topic of growing interest within the Nigerian context, reflecting the importance of fostering an entrepreneurial mindset among individuals. Entrepreneurship education programmes play a crucial role in shaping not only the knowledge and skills but also the perceptions, beliefs, and attitudes of participants towards entrepreneurship. Exposing students to entrepreneurial concepts, experiences, and role models, these initiatives contribute to the development of positive attitudes towards venture creation. One way entrepreneurship education influences attitudes towards venture creation is by enhancing individuals' perceived desirability and feasibility of starting and managing a business. Through exposure to successful entrepreneurs and real-world case studies, students gain insights into the rewards and challenges of entrepreneurship, leading to more favorable perceptions of entrepreneurship as a career path. Moreover, entrepreneurship education fosters an entrepreneurial mindset characterized by a proactive orientation towards identifying and pursuing opportunities, as well as a willingness to take calculated risks[142]. Encouraging students to think creatively, innovate, and problem-solve, entrepreneurship education programmes instill confidence in participants' ability to succeed as entrepreneurs. Furthermore, the practical experiences and mentorship opportunities provided by entrepreneurship education programmes contribute to shaping individuals' attitudes towards venture creation.

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Engaging in hands-on activities such as business planning, market research, and pitching competitions allows students to apply theoretical knowledge in real-world settings, reinforcing their confidence and commitment to entrepreneurship. Additionally, mentorship from experienced entrepreneurs provides guidance, support, and inspiration, helping students overcome doubts and fears associated with starting a business. In essence, entrepreneurship education programmes play a vital role in shaping individuals' attitudes towards venture creation by enhancing perceived desirability and feasibility, fostering an entrepreneurial mindset, and providing practical experiences and mentorship opportunities. Encouraging individuals to consider entrepreneurship as a viable career path and venture creation as a means of value creation and personal fulfillment, entrepreneurship education contributes to the development of a vibrant and innovative entrepreneurial ecosystem in Nigeria[142].

2.1.7 Entrepreneurship Education in Public Colleges of Education in Nigeria

Entrepreneurship education in public colleges of education in Nigeria plays a vital role in shaping the future workforce and fostering socioeconomic development[143]. These institutions serve as key platforms for equipping students, particularly those specializing in business education, with the knowledge, skills, and attitudes needed to thrive in today's dynamic labor market[144]. The integration of entrepreneurship education components into business education programmes is essential for preparing students to identify and capitalize on entrepreneurial opportunities effectively[145]. Within the curriculum of public colleges of education, entrepreneurship education covers a wide range of topics designed to provide students with a comprehensive understanding of venture creation and management[146]. These topics include entrepreneurial concepts, opportunity recognition, business planning, market analysis, and venture management. Offering a diverse array of courses and practical experiences, entrepreneurship education programmes enable students to develop the

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knowledge and skills necessary to navigate the complexities of entrepreneurship. Furthermore, entrepreneurship education initiatives in public colleges of education go beyond theoretical instruction to include experiential learning opportunities[147]. Students engage in real-world projects, internships, and mentorship programmes that allow them to apply their knowledge and skills in authentic settings. This hands-on approach not only enhances students' understanding of entrepreneurship but also fosters critical thinking, problem-solving, and decision-making skills. Moreover, entrepreneurship education in public colleges of education emphasizes the development of entrepreneurial attitudes and mindsets. Students are encouraged to adopt a proactive orientation towards identifying and pursuing entrepreneurial opportunities, as well as to embrace risk-taking, creativity, and resilience. Instilling an entrepreneurial mindset, these programmes prepare students to overcome challenges and seize opportunities in the entrepreneurial landscape[143].

Entrepreneurship education programmes in public colleges of education in Nigeria often employ experiential learning approaches to enrich students' understanding of entrepreneurship[148]. These programmes recognize the importance of practical experiences in complementing theoretical instruction and fostering the development of entrepreneurial skills and competencies. Through internships, practicums, and community-based projects, students have the opportunity to apply their knowledge and skills in real-world settings, gaining valuable insights into the challenges and opportunities of entrepreneurship[149]. Despite facing challenges such as resource constraints and infrastructural limitations, entrepreneurship education in public colleges of education continues to evolve and adapt to changing needs and demands[150]. Government initiatives and academic reforms have played a significant role in driving this evolution, with policymakers and educational authorities recognizing the importance of entrepreneurship education in fostering economic growth and

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development. Efforts to enhance the quality and effectiveness of entrepreneurship education programmes are underway, with a focus on curriculum enrichment, faculty development, and industry partnerships[151].

Curriculum enrichment initiatives aim to ensure that entrepreneurship education remains relevant and responsive to the needs of students and the demands of the labor market. Faculty development programmes provide educators with the necessary training and support to deliver high-quality entrepreneurship education, while industry partnerships facilitate collaboration between academia and the private sector, enabling students to gain practical insights and exposure to real-world entrepreneurship. Moreover, the integration of technology into entrepreneurship education programmes is gaining prominence, with institutions leveraging digital tools and platforms to enhance teaching and learning experiences[152]. Online courses, virtual incubators, and digital resources provide students with access to entrepreneurship education opportunities beyond the confines of traditional classroom settings, democratizing access to entrepreneurial knowledge and resources[152].

In essence, entrepreneurship education in public colleges of education in Nigeria is undergoing a transformative journey, driven by a commitment to fostering entrepreneurial leadership and economic development. Despite challenges, stakeholders are working collaboratively to enhance the quality, relevance, and accessibility of entrepreneurship education programmes, recognizing their role in nurturing a new generation of entrepreneurial talent and driving sustainable growth and prosperity in Nigeria.

2.1.8 Business Education Programmes

Business education courses offered in the Colleges of Education in Nigeria are foundation structures of programmes, which have the aim of adequately equipping students with wide

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ranges of knowledge and skills in the management, administration, and entrepreneurship aspects of business[123,124]. In this regard, business education programmes play a critical role in preparing students to face entirely new dynamics of modern business environments through comprehensive training encompassing even basic concepts and principles of business. It is well complemented, ranging from the subjects of accounting, finance, marketing, management, economics, and entrepreneurship in order to equip the student with broadly inclusive knowledge about all the variegated elements that comprise business success[124]. This intensive undergraduate training in academic and practical fields will make it possible for the students to be exposed to critical competencies like analytical thinking, problem-solving, and strategic decision-making, with particular emphasis on theoretical knowledge[125].

These skills are some of the most essential in tackling real-world business problems and have been incorporated into the coursework through the use of case studies, simulations, and hands-on projects. Through these activities, students develop an ability to analyze complex business problems, provide creative solutions, and make informed decisions that may directly impact organizational performance[122]. Furthermore, the business education courses offered in Nigeria's public colleges of education are made responsive to changing needs in the modern business world. For this reason, the training for entrepreneurial attitude and practical competencies towards venture creation and business growth have become imperative. Students are hereby encouraged to explore entrepreneurial opportunities and understand market dynamics, while acquiring leadership skills necessary for effectively managing business ventures. Marrying the theoretical perspectives with practical applications, such programmes ensure the graduation of trainees equipped to make not only well-rounded corporate individuals but also entrepreneurs who can drive economic growth

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and innovation within their communities. The in-depth training by the business education programs enables students to attain a sound foundation in business management and entrepreneurship, thus helping them make valued inputs towards the rise of the Nigerian economy, among others, within the global business arena[153].

The curriculum of business education programmes in public colleges of education in Nigeria is meticulously designed to integrate theoretical insights with practical applications, creating a dynamic learning environment that enables students to bridge the gap between academic knowledge and real-world practices[154]. This integration is essential for equipping students with the competencies needed to navigate the complexities of the business landscape effectively. Through a combination of lectures, seminars, case studies, and group projects, students are afforded multiple opportunities to engage deeply with business concepts and strategies, facilitating a comprehensive understanding of industry practices.

Lectures provide foundational knowledge and theoretical frameworks that inform students about core business principles, while seminars foster critical discussions and collaborative learning[153]. Case studies allow students to analyze real-life business scenarios, encouraging them to apply theoretical knowledge to practical situations, thereby enhancing their problem-solving abilities. Additionally, group projects promote teamwork and communication skills, reflecting the collaborative nature of modern business environments. This multifaceted approach ensures that students not only acquire essential business acumen but also develop the soft skills necessary for effective interaction in diverse professional settings.

Importantly, entrepreneurship education is intricately woven into the fabric of business education programmes, underscoring the pivotal role of entrepreneurship as a catalyst for economic development and societal transformation[155]. Embedding entrepreneurial components into the curriculum, institutions recognize the significance of fostering an

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entrepreneurial mindset among students. This is achieved through modules that focus on venture creation, innovation management, and the exploration of entrepreneurial opportunities within various sectors. Such educational frameworks highlight the importance of entrepreneurship in driving economic growth, job creation, and the advancement of societal well-being.

Moreover, the emphasis on entrepreneurship education within these programmes reflects a broader recognition of the need to prepare students to meet the challenges of a rapidly evolving economy[126]. In a global context characterized by increased competition and technological advancements, the ability to think innovatively and pursue entrepreneurial ventures becomes paramount. As students engage with entrepreneurial concepts and practices, they develop not only the technical skills necessary to launch and manage businesses but also the resilience and adaptability required to thrive in uncertain environments. Through this comprehensive educational approach, business education programmes in Nigeria are not merely preparing students for traditional employment; they are cultivating a new generation of entrepreneurs equipped to make significant contributions to their communities and the economy at large. This alignment of curriculum with the demands of entrepreneurship highlights the transformative potential of education in fostering economic vitality and societal progress, ultimately contributing to the broader goals of sustainable development in Nigeria[154].

Entrepreneurship education components within business education programmes play a crucial role in exposing students to fundamental entrepreneurial concepts, processes, and strategies that are essential for success in today's competitive landscape[155]. Through a variety of pedagogical methods, including workshops, seminars, and experiential learning opportunities, students are provided with a comprehensive framework to develop vital

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entrepreneurial skills such as opportunity recognition, business planning, and venture management. These interactive learning experiences are designed to immerse students in the entrepreneurial process, allowing them to engage actively with the material and apply theoretical knowledge in practical contexts[125]. Workshops often feature industry professionals who share real-world insights and best practices, while seminars facilitate discussions on contemporary entrepreneurial challenges and opportunities. Additionally, experiential learning opportunities, such as internships and project-based assignments, empower students to tackle real business problems, fostering a deeper understanding of the entrepreneurial journey. Through these practical exercises, students gain hands-on experience that equips them with the tools necessary to navigate the complexities of starting and managing a venture.

The overarching goal of business education programmes in public colleges of education is to produce graduates who are not only well-versed in core business disciplines but also equipped with the entrepreneurial mindset and competencies required to thrive in today's dynamic business environment[154]. This dual focus on foundational business knowledge and entrepreneurial skill development is paramount for fostering graduates who can adapt to rapidly changing market conditions and identify new opportunities for innovation and growth. Cultivating a culture of innovation, creativity, and entrepreneurial thinking, these programmes significantly contribute to the development of future business leaders and entrepreneurs who are poised to drive economic growth and societal progress in Nigeria[155]. The integration of entrepreneurship education within the broader business curriculum not only enhances students' employability but also empowers them to become proactive agents of change within their communities.

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Ultimately, the emphasis on entrepreneurial education within these programmes aligns with national and global economic goals, recognizing the vital role that entrepreneurs play in fostering job creation, advancing technological innovation, and contributing to sustainable development. As such, the cultivation of an entrepreneurial mindset among students is not merely an educational objective; it is a strategic imperative that positions graduates to contribute meaningfully to the economic vitality and resilience of Nigeria in the 21st century[125,154].

2.1.9 Entrepreneurship Education Initiatives in Nigerian Colleges of Education

Entrepreneurship education initiatives within Nigerian colleges of education play a pivotal role in fostering a culture of innovation, creativity, and enterprise among students. Recognizing the significance of entrepreneurship in driving economic growth and social development, these institutions have implemented various programmes and activities aimed at instilling entrepreneurial mindsets and skills in their students[155]. Such initiatives often encompass both curricular and extracurricular components, designed to provide students with comprehensive exposure to entrepreneurial concepts, principles, and practices. Curricular interventions may include the integration of entrepreneurship courses or modules into existing academic programmes, allowing students to acquire foundational knowledge in areas such as opportunity recognition, business planning, marketing, finance, and venture management. Additionally, colleges of education may offer specialized entrepreneurship programmes or certificates tailored to students interested in pursuing entrepreneurial careers or ventures[156].

Extracurricular activities complement formal instruction by providing students with hands-on experiences, networking opportunities, and practical insights from industry experts and successful entrepreneurs. These activities may include business plan competitions,

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entrepreneurial workshops, seminars, guest lectures, and mentorship programmes. Moreover, colleges of education often collaborate with external stakeholders to enhance the scope and impact of entrepreneurship education initiatives[157]. These stakeholders may include government agencies, industry associations, non-governmental organizations, and private sector firms. Fostering an entrepreneurial ecosystem within their campuses, Nigerian colleges of education aim to empower students to harness their creativity, initiative, and resourcefulness to address societal challenges, create wealth, and contribute to national development agendas.

2.1.10 Challenges and Opportunities in Implementing Entrepreneurship Education

The implementation of entrepreneurship education initiatives in Nigerian colleges of education is accompanied by both challenges and opportunities that shape their effectiveness and impact. One significant challenge relates to the integration of entrepreneurship content into existing curricula, as this often requires significant curriculum revision, faculty training, and resource allocation[153]. Limited faculty expertise in entrepreneurship, coupled with resistance to change within academic departments, can impede the seamless integration of entrepreneurial concepts and practices into traditional disciplinary frameworks. Furthermore, resource constraints, including inadequate funding, infrastructure, and instructional materials, may hinder the delivery of high-quality entrepreneurship education programmes[155]. Another challenge involves ensuring the relevance and applicability of entrepreneurship curricula to the needs and aspirations of students, given the dynamic nature of entrepreneurial ecosystems and industry trends. Balancing theoretical knowledge with practical experiences and fostering an entrepreneurial mindset among students also pose challenges, particularly in environments where risk aversion and conformity prevail[154]. Despite these challenges, entrepreneurship education initiatives in Nigerian colleges of

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education present significant opportunities for enhancing students' entrepreneurial competencies and fostering a culture of innovation and enterprise[157].

Amidst the challenges faced, there are significant opportunities for enhancing entrepreneurship education in Nigerian colleges of education. Collaboration with industry partners, government agencies, and entrepreneurial networks can provide valuable resources, expertise, and mentorship opportunities for students, enriching their learning experiences and expanding their entrepreneurial networks. This collaboration can facilitate industry-relevant curriculum development, guest lectures by industry professionals, and internships or apprenticeships that expose students to real-world entrepreneurial challenges and opportunities[158].

Furthermore, embracing technology-enabled learning platforms and innovative pedagogical approaches can enhance the accessibility and effectiveness of entrepreneurship education initiatives. Online courses, virtual incubators, and gamified learning experiences can complement traditional classroom instruction, catering to diverse learning styles and preferences while fostering collaboration and peer learning among students. Additionally, leveraging digital tools and resources can facilitate access to global best practices, market insights, and networking opportunities, empowering students to stay abreast of emerging trends and technologies in entrepreneurship[159].

Moreover, fostering an entrepreneurial culture within colleges of education, characterized by creativity, resilience, and collaboration, can instill values and attitudes conducive to entrepreneurial success among students. Creating spaces for idea generation, prototyping, and experimentation, such as innovation hubs, maker spaces, and entrepreneurship clubs, can nurture students' creativity, problem-solving skills, and risk-taking abilities. Encouraging interdisciplinary collaboration and knowledge exchange across departments and faculties

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can also stimulate innovation and cross-pollination of ideas, preparing students for the dynamic and interdisciplinary nature of entrepreneurial ventures[160].

2.2 Theoretical Framework

The theoretical review of entrepreneurship education and its impact on students' attitudes towards venture creation encompasses various theoretical frameworks that underpin the dynamics of entrepreneurial learning and behaviour. Four prominent theories in this regard are Human Capital Theory which focuses on Entrepreneurship Education, Trait Theory of Personality which focuses on psychological trait, Theory of Planned Behaviour (TPB) which explain student attitude, and Resource-Based View which dwell on Venture Creation.

2.2.1 Human Capital Theory

Human Capital Theory, popularized by Gary Becker in the 1960s, posits those investments in individuals particularly in education, training, and health lead to increased productivity and economic returns[163]. Although the concept can be traced back to Adam Smith and later developed by Theodore W. Schultz, it was Becker's work in Human Capital: A Theoretical and Empirical Analysis that formally integrated the idea into modern economics. Human capital refers to the knowledge, skills, and abilities that individuals acquire, which can be enhanced through education and healthcare, much like physical capital can be improved through investment[164]. Becker emphasized that education, in particular, serves as the primary means of accumulating human capital, with the expectation that better-educated individuals will contribute more to the economy and earn higher incomes. However, the theory also acknowledges health as a key component, recognizing that healthier individuals are likely to be more productive.

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Despite its contributions, Human Capital Theory faces several key challenges. One of the most prominent issues is inequality in access to education and training, which can lead to disparities in productivity and earnings[163]. While the theory assumes that investing in human capital yields significant returns, not all individuals experience these benefits equally, as factors such as socioeconomic background and geographic location often play a decisive role. Moreover, critics argue that the theory's focus on individual productivity overlooks the broader social and cultural value of education, reducing complex human experiences to mere economic outputs. Additionally, while the theory assumes flexible labor markets where individuals can easily move between jobs to maximize their returns, real-world barriers such as discrimination, skill mismatches, and geographic immobility often limit these opportunities[163]. Despite these criticisms, Human Capital Theory remains a cornerstone of modern economic thought, shaping policies aimed at improving educational access and workforce development. Its lasting relevance lies in the recognition that investing in people is not only beneficial to individuals but also crucial to the overall economic growth of societies.

Human Capital Theory is a cornerstone concept in entrepreneurship education, offering valuable insights into how individuals' knowledge, skills, abilities, and experiences contribute to economic success and innovation within entrepreneurial ventures[162]. Developed by economists such as Gary Becker in the 1960s, Human Capital Theory posits that investments in human capital through education, training, and experience lead to increased productivity, higher incomes, and overall economic growth. In the context of entrepreneurship education, Human Capital Theory provides a framework for understanding the role of individual capabilities in driving entrepreneurial activity and venture performance[163].

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A. Components of Human Capital Theory

i. **Education and Training**: Education is a fundamental component of human capital formation. Entrepreneurship education programmes aim to equip individuals with the knowledge, skills, and competencies necessary to identify opportunities, develop business ideas, and navigate the complexities of starting and growing a venture. This includes formal education in business management, finance, marketing, as well as practical training through mentorship, workshops, and experiential learning opportunities[164].

ii. **Experience and Expertise**: Entrepreneurial success often correlates with prior experience and expertise in relevant domains. Individuals who have worked in specific industries or roles may possess valuable insights, networks, and tacit knowledge that enhance their ability to identify market gaps, develop innovative solutions, and effectively manage business operations. Experience can be gained through previous entrepreneurial endeavors, employment in related fields, or internships/apprenticeships.

iii. **Skills and Competencies**: Successful entrepreneurship requires a diverse set of skills and competencies, including creativity, problem-solving, communication, leadership, resilience, and adaptability. Entrepreneurship education programmes aim to cultivate these skills through hands-on activities, case studies, role-playing exercises, and collaborative projects. Moreover, fostering an entrepreneurial mindset involves encouraging risk-taking, initiative, and a willingness to learn from failure[165].

B. Implications for Entrepreneurship Education

i. **Curriculum Design**: Entrepreneurship education programmes should be designed to develop students' human capital by integrating theoretical knowledge with practical

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skills and real-world experiences. This may involve a multidisciplinary approach that incorporates elements of business, technology, psychology, sociology, and design thinking. Emphasis should be placed on experiential learning methodologies that simulate entrepreneurial environments and encourage active engagement[166].

ii. **Pedagogical Methods**: Effective teaching methods in entrepreneurship education leverage a variety of pedagogical approaches to accommodate diverse learning styles and preferences. These may include lectures, seminars, workshops, case studies, simulations, guest lectures by industry experts, field trips, and networking events. Blended learning models that combine online platforms with face-to-face interactions offer flexibility and accessibility to a wider audience.

iii. **Ecosystem Engagement**: Entrepreneurship education is most impactful when integrated within broader entrepreneurial ecosystems that provide access to mentors, investors, industry partners, and support services. Collaborations between educational institutions, government agencies, industry associations, and incubators/accelerators can create synergies and enrich the learning experience for aspiring entrepreneurs. Internship programmes, co-op placements, and industry-sponsored projects facilitate hands-on learning and foster entrepreneurial networks.

iv. **Lifelong Learning**: Given the dynamic nature of entrepreneurship and rapid technological advancements, entrepreneurship education should not be confined to traditional academic settings but should extend to lifelong learning opportunities. Continuous professional development through online courses, workshops, seminars, and industry certifications enables entrepreneurs to stay abreast of emerging trends, acquire new skills, and adapt to evolving market conditions[167].

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C. Critiques and Challenges

i. **Skill Mismatch**: Critics of Human Capital Theory argue that traditional education systems may not adequately prepare individuals for the realities of entrepreneurship, as they often prioritize theoretical knowledge over practical skills and entrepreneurial mindset development. There is a need for greater emphasis on experiential learning, mentorship, and real-world problem-solving within educational curricula[168].

ii. **Access and Inclusion**: Entrepreneurship education initiatives should strive for inclusivity and accessibility to ensure that individuals from diverse socioeconomic backgrounds, genders, and cultural contexts have equal opportunities to develop their entrepreneurial capabilities. Addressing systemic barriers to education and fostering a supportive ecosystem for underrepresented entrepreneurs are essential for promoting diversity and innovation.

iii. **Measurement and Evaluation**: Assessing the effectiveness of entrepreneurship education programmes in enhancing human capital and fostering entrepreneurial outcomes poses challenges in terms of defining relevant metrics and conducting longitudinal studies. There is a need for standardized assessment tools and methodologies that capture the multifaceted nature of entrepreneurial success beyond traditional economic indicators[169].

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2.2.2 Trait Theory of Personality

Trait Theory of Personality, first developed by Gordon Allport in the 1930s, suggests that personality consists of a set of stable, enduring traits that influence behaviour across different situations[170]. These traits, which Allport categorized into cardinal, central, and secondary traits, are thought to be the fundamental building blocks of an individual's personality. Later psychologists, such as Raymond Cattell and Hans Eysenck, expanded on Allport's work.

Cattell introduced the 16 Personality Factors (16PF), a more systematic approach to understanding personality through observable behaviours (surface traits) and deeper, underlying factors (source traits)[170]. Eysenck narrowed the focus to three broad dimensions: Extraversion, Neuroticism, and Psychoticism, providing a more simplified model. The 1980s, the Big Five Personality Traits model (OCEAN) emerged, focusing on five major dimensions: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

Trait Theory of Personality is a foundational concept in psychology that examines individual differences in behaviour, cognition, and emotion, focusing on enduring characteristics known as traits[170]. In the context of entrepreneurship education and venture creation among business education students in public colleges of education in Southwest Nigeria, understanding how psychological traits influence entrepreneurial intentions, attitudes, and behaviours is crucial for developing effective educational interventions and fostering an entrepreneurial mindset among students. Trait Theory posits that individuals possess stable and enduring personality traits that influence their thoughts, feelings, and actions across various situations. These traits are relatively consistent over time and contribute to differences in behaviour and decision-making. Trait theorists emphasize the importance of identifying and measuring specific traits to predict and explain behaviour accurately[170].

A. Key Traits in Entrepreneurship

i. **Need for Achievement**: Individuals high in the need for achievement exhibit a strong desire to excel, set challenging goals, and take personal responsibility for their performance. They are driven by a desire to accomplish meaningful tasks and are willing to take calculated risks to achieve success in their entrepreneurial endeavours.

ii. **Risk Propensity**: Entrepreneurship often involves uncertainty and risk-taking, making the trait of risk propensity particularly relevant. Individuals with a high tolerance for ambiguity and a willingness to take risks are more likely to pursue entrepreneurial opportunities and make decisions under conditions of uncertainty.

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iii. **Innovativeness**: Entrepreneurship is inherently linked to innovation and creativity, making the trait of innovativeness essential. Individuals who are open to new ideas, curious, and capable of generating novel solutions to problems are more likely to identify and exploit entrepreneurial opportunities.

iv. **Proactiveness**: Proactiveness refers to the ability to anticipate and initiate change rather than merely reacting to external circumstances. Entrepreneurs who are proactive take the initiative to identify market needs, develop innovative products/services, and pursue opportunities for growth and expansion.

v. **Locus of Control**: Locus of control refers to individuals' beliefs about the extent to which they can control events in their lives. Entrepreneurs with an internal locus of control believe they have the power to influence outcomes through their actions and decisions, whereas those with an external locus of control attribute success or failure to external factors beyond their control[171].

B. Implications for Entrepreneurship Education

i. **Trait Assessment:** Entrepreneurship education programmes can benefit from incorporating trait assessment tools to identify students' strengths and weaknesses in relevant entrepreneurial traits. Understanding students' trait profiles, educators can tailor interventions to enhance key entrepreneurial competencies and address potential areas for development.

ii. **Trait Development:** While some traits may be relatively stable, research suggests that certain entrepreneurial traits can be developed and strengthened through targeted interventions. Entrepreneurship education should focus not only on fostering awareness of entrepreneurial traits but also on providing opportunities for students to practice and refine these traits through experiential learning activities, mentorship, and feedback.

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iii. **Mindset Shift:** Entrepreneurship education plays a vital role in shaping students' attitudes and beliefs about entrepreneurship. Promoting a growth mindset that emphasizes the malleability of traits and the potential for personal development, educators can encourage students to adopt an entrepreneurial orientation characterized by resilience, perseverance, and a willingness to learn from failure.

iv. **Role Modeling:** Exposing students to successful entrepreneurs who exemplify desirable traits can inspire and motivate them to cultivate similar characteristics. Guest lectures, panel discussions, and mentorship programmes featuring entrepreneurial role models provide valuable opportunities for students to learn from real-world examples and develop a deeper understanding of the traits associated with entrepreneurial success[172].

C. Critiques and Challenges

i. **Trait Measurement:** Critics of Trait Theory argue that trait assessment tools may oversimplify the complex nature of personality and fail to capture the dynamic interplay between traits and contextual factors. There is a need for more nuanced approaches to trait measurement that account for situational variability and interaction effects.

ii. **Cultural Differences:** The relevance and interpretation of entrepreneurial traits may vary across cultural contexts. Entrepreneurship education programmes in Southwest Nigeria should consider cultural factors that influence students' attitudes toward risk, achievement, and innovation and tailor interventions accordingly to ensure cultural sensitivity and relevance.

iii. **Trait-Outcome Linkage:** While Trait Theory highlights the importance of specific traits in predicting entrepreneurial behaviour, the relationship between traits and venture creation outcomes is complex and multifaceted. The mechanisms through

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which entrepreneurial traits interact with contextual factors to influence venture success and sustainability[171,173].

iv. While Trait Theory remains influential in explaining consistent behavioural patterns, it faces several key challenges[171]. One of the primary critiques is its emphasis on the stability of traits, which some argue overlooks the potential for personality to evolve over time due to life experiences and changing environments. Another issue is its limited attention to situational factors, as critics believe that behaviours are not solely driven by internal traits but are also shaped by the context in which an individual finds themselves. Additionally, the reduction of complex human behaviour to a fixed set of traits is seen by some as overly simplistic, as it may fail to capture the richness of individual personality differences and cultural variations[173]. Despite these critiques, Trait Theory's focus on measurable and consistent characteristics has made it a cornerstone in personality psychology, particularly in applications like psychological assessment and occupational profiling, though its limitations highlight the need for more integrative approaches.

2.2.3 Theory of Planned Behaviour (TPB)

The Theory of Planned Behaviour (TPB), introduced by Icek Ajzen in 1985, extends the earlier Theory of Reasoned Action (TRA) to offer a more comprehensive framework for predicting and understanding human behaviour[174]. While TRA focused on how attitudes and social norms shape behavioural intentions, TPB added the crucial element of perceived behavioural control the belief in one's ability to perform a behaviour despite potential obstacles. TPB suggests that three key factors influence an individual’s intentions to engage in a particular behaviour: attitude toward the behaviour, which reflects how positively or negatively a person views the behaviour; subjective norms, or the social pressures they feel

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to either perform or avoid the behaviour; and perceived behavioural control, which is the person's belief in how easy or difficult it will be to carry out the behaviour. Together, these factors form the individual's intention, which is considered the primary predictor of behaviour. However, TPB also acknowledges that perceived behavioural control can directly influence behaviour, indicating that even with strong intentions, someone may fail to act if they feel incapable or limited by external circumstances.

When it comes to understanding students' attitudes towards entrepreneurship and their intentions to engage in entrepreneurial activities, the Theory of Planned Behaviour (TPB) offers valuable insights. TPB, developed by Icek Ajzen in the late 1980s, is a widely used theoretical framework in psychology that explains human behaviour by considering individuals' attitudes, subjective norms, and perceived behavioural control[174].

A. Components of the Theory of Planned Behaviour

i. **Attitude**: According to TPB, attitudes refer to individuals' positive or negative evaluations of engaging in a particular behaviour. In the context of entrepreneurship, students' attitudes toward starting a business or pursuing entrepreneurial activities influence their intentions and willingness to take entrepreneurial actions. Positive attitudes towards entrepreneurship may stem from perceptions of its potential rewards, such as autonomy, financial success, and personal fulfillment, while negative attitudes may result from perceived risks, uncertainty, or lack of interest.

ii. **Subjective Norms**: Subjective norms represent individuals' perceptions of social pressures and expectations regarding a specific behaviour. In the context of entrepreneurship education, students' perceptions of how significant others (e.g., family, peers, teachers) view entrepreneurship influence their intentions to pursue entrepreneurial endeavours. Positive subjective norms, such as encouragement and

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support from influential others, can enhance students' entrepreneurial intentions, whereas negative norms, such as discouragement or skepticism, may deter them from pursuing entrepreneurial opportunities.

iii. **Perceived Behavioural Control**: Perceived behavioural control refers to individuals' beliefs about their ability to perform a behaviour successfully. In the context of entrepreneurship, students' perceptions of their own capabilities, resources, and opportunities to engage in entrepreneurial activities influence their intentions and actual behaviour. High levels of perceived behavioural control, stemming from self-efficacy beliefs and perceived access to resources and support, increase students' confidence in their ability to pursue entrepreneurial opportunities and overcome obstacles[174].

B. Application of TPB in Entrepreneurship Education:

i. **Understanding Students' Attitudes**: TPB provides a framework for assessing and understanding students' attitudes towards entrepreneurship and identifying factors that shape their perceptions and evaluations of entrepreneurial activities. Examining students' beliefs, values, and preferences regarding entrepreneurship, educators can tailor entrepreneurship education programmes to address students' specific needs, interests, and motivations[175].

ii. **Influencing Subjective Norms**: Entrepreneurship education programmes can leverage TPB to influence subjective norms by creating a supportive and encouraging environment that promotes entrepreneurial aspirations and legitimizes entrepreneurship as a viable career option. Fostering positive social norms and role modeling entrepreneurial behaviours, educators and peers can shape students' perceptions of entrepreneurship and enhance their intentions to pursue entrepreneurial endeavors[176].

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iii. **Enhancing Perceived Behavioural Control**: TPB highlights the importance of enhancing students' perceived behavioural control by providing them with the necessary knowledge, skills, resources, and support to engage in entrepreneurial activities. Entrepreneurship education programmes should focus on building students' entrepreneurial competencies, self-efficacy beliefs, and access to entrepreneurial networks and opportunities to increase their confidence and readiness to start and manage their ventures[177].

C. Critiques and Challenges

i. **Cultural Variability**: TPB's applicability may vary across cultural contexts due to differences in norms, values, and social structures[178]. Entrepreneurship education programmes in Southwest Nigeria should consider cultural factors that influence students' attitudes, subjective norms, and perceived behavioural control regarding entrepreneurship and adapt interventions accordingly to ensure cultural relevance and effectiveness[178].

ii. **Temporal Stability**: TPB assumes that attitudes, subjective norms, and perceived behavioural control predict intentions and behaviour consistently over time[174]. However, students' entrepreneurial intentions and behaviour may change in response to external factors, life events, and personal experiences. Longitudinal studies are needed to examine the temporal stability of TPB constructs and their predictive validity in the context of entrepreneurship education.

While TPB has become a widely used theory in various fields, such as health psychology, environmental behaviour, and consumer research, it is not without its limitations. Critics argue that TPB assumes a rational decision-making process, where individuals carefully evaluate their intentions and capabilities before acting[178]. This overlooks the role of

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emotions, spontaneous actions, or unconscious influences that might affect behaviour. Additionally, TPB focuses on individual cognition, often underestimating the influence of external factors, such as environmental or structural barriers, that can inhibit behaviour regardless of intention or perceived control. Despite these critiques, TPB remains a valuable tool for understanding the link between attitudes, social pressures, and control beliefs, providing a strong foundation for interventions aimed at changing behaviour in practical and applied settings. Its ability to predict a wide range of actions makes it a significant model for understanding how people form intentions and take action in their daily lives.

2.3 Review of Empirical Studies

2.3.1 Psychological Trait and Venture Creation

This study investigated the influence of specific personality traits innovativeness, internal locus of control, need for achievement, and risk-taking propensity on the entrepreneurial intentions of Saudi students who are young entrepreneurs. The study sample comprised 165 students from an applied college affiliated with King Faisal University. The partial least squares structural equation modelling (PLS-SEM) method was employed to analyse data from an online self-administered questionnaire completed by the participants. The findings indicated a favourable correlation between entrepreneurial intention and the characteristics of innovativeness, internal locus of control, and risk-taking propensity. Nonetheless, no association existed between entrepreneurial intention and the need for achievement. The study model predicted approximately 25% of the variance in entrepreneurial intention. It is recommended to broaden the study's scope and augment the sample size for future research endeavours[179].

A significant aspect in addressing the economic crisis caused by youth unemployment is identified as youth entrepreneurship. A significant chunk of our understanding of young

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entrepreneurship is derived from research undertaken in affluent countries. Moreover, most entrepreneurship research thus far has concentrated on the distinct effects of personal attributes on entrepreneurial intention (EI). This study aims to elucidate the cognitive and social circumstances, mediating processes, and interactions that facilitate the development and reinforcement of youth emotional intelligence (EI) within a growing economy. Regression, mediation, and moderation models were employed to assess the individual personality traits, familial socioeconomic status, and emotional intelligence (EI) of 295 Malaysian adolescents participating in an online entrepreneurship programme. To ascertain the potential development of entrepreneurial features, an analysis was conducted on 29 young individuals who completed the programme, comparing their characteristics before and after the training intervention. The results demonstrated that the association between self-esteem, internal locus of control (ILOC), and emotional intelligence (EI) was substantially mediated by proactiveness or a proactive personality. Furthermore, it was found that proactiveness and internal locus of control compensate for the absence of parental financial support in enhancing the emotional intelligence of low-income youth. Lastly, proactive personality ratings significantly increased after the intervention, suggesting that entrepreneurial programmes can help to enhance this trait. This study focused on parental income as an indicator of family socioeconomic status, which may not comprehensively reflect the diversity of an individual's socio-ecological context. Subsequent research should assess the diverse indicators of socioeconomic position and their correlation with psychological characteristics in the evaluation of emotional intelligence.

This study also revealed that the pre- and post-intervention analyses were constrained by a low sample size. Consequently, further research with substantial sample sizes is necessary to examine the impacts of entrepreneurship education. This study has considerable

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implications for entrepreneurship initiatives aimed at low-income adolescents, as entrepreneurship is perceived as a means to alleviate poverty among young individuals. Contrary to a solely knowledge-based learning approach, the findings suggest that these programmes should emphasise the cultivation of internal locus of control (ILOC) and proactivity among youth to assist them in surmounting various structural barriers to entrepreneurship. Policymakers and educational institutions must first recognise that the emotional intelligence (EI) of youth from diverse socioeconomic backgrounds is developed differently to effectively alleviate poverty through entrepreneurship. Consequently, entrepreneurial programmes tailored for youth from disadvantaged socioeconomic backgrounds will adopt a distinct strategy compared to those intended for financially stable youth. Instead of solely concentrating on cultivating entrepreneurial skills and knowledge, entrepreneurship programmes for low-income youth should prioritise the development of their ILOC mindsets and proactivity to surmount financial challenges.

The results offer a more thorough and nuanced comprehension of the contexts in which the efforts of practitioners, educational institutions, and politicians to foster emotional intelligence in youth in developing nations are more likely to succeed. Amalgamating cross-sectional analysis with pre- and post-intervention assessments inside a singular study, the research bridges the divide between theoretical understanding of emotional intelligence (EI) and the tangible outcomes of developing effective entrepreneurial programmes. The study underscored the need of considering young people's socioeconomic origins in the development and implementation of entrepreneurial initiatives[180].

Another empirical study investigated on a modern and pertinent subject in technical and vocational education is entrepreneurship. Although a lot of research has been done on the relationship between personality traits and entrepreneurial self-efficacy (ESE) and how they

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affect entrepreneurial intention (EI), little is known about how these factors affect vocational students' EI. This study employed the Emotional Socialisation Environment (ESE) and the Big Five personality traits to examine the determinants of emotional intelligence (EI) among vocational college students. The sample size for this study's survey comprised 162 technical vocational education and training (TVET) college students enrolled in automotive, welding, and refrigeration and air conditioning technology programmes. Multiple Linear Regression and Pearson Correlation were employed to analyse the data. The results indicate that, alongside neuroticism, extraversion, conscientiousness, agreeableness, and openness to experience had favourable correlations with emotional intelligence (EI). The results further substantiate the notion that Emotional Self-Efficacy (ESE) forecasts Emotional Intelligence (EI). In addition to presenting some vital insights into the particular elements of TVETs that enable young people to actively engage in micro-entrepreneurial ventures, the study attempts to expand knowledge of ESE and personality qualities that effect vocational students' EI. This study prompts scholars and decision-makers to reassess the pedagogical approach to teaching entrepreneurship inside occupational settings[181].

This study explores that it is evident that individuals should adopt a sustainable lifestyle that benefits both the environment and society; thus, the globe must transition to a greener state. The expanding corpus of academic research on "go green" provides a novel perspective on the conventional interpretation of entrepreneurship. Green entrepreneurship seeks to align with traditional business concepts while also creating novel opportunities for the environment and society. This study seeks to analyse the moderating role of environmental values while also investigating the impact of personality traits and university support for green entrepreneurship on green entrepreneurial aspirations.

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The survey method is employed to collect data, utilising a five-point Likert scale. Partial least squares structural equation modelling and confirmatory factor analysis were the statistical techniques employed on the dataset. The results indicated that risk-averse students exhibit minimal impact on green entrepreneurial intention, whereas personality traits are positively and significantly correlated with green entrepreneurial intention. Furthermore, favourable green entrepreneurial intention arises from academic support for green entrepreneurship. The link is additionally reinforced by ecological principles.

Historically, scholars have concentrated on entrepreneurial objectives such as enhancing small businesses, reducing unemployment, and fostering economic growth; however, none have investigated the environmental dimensions of entrepreneurship. Our comprehension of students' green entrepreneurial objectives and the impact of personality traits and environmental support on these goals remains insufficient. The current study seeks to conserve the environment and ecosystems through green entrepreneurship by providing guidance and both financial and non-financial advantages to investors, entrepreneurs, students, institutions, and society[182].

This study seeks to examine the efficacy of venture formation programmes in generating successful new venture teams. This study focusses on the establishment of effective new venture teams. Fifteen new venture teams from two separate venture development programmes engaged in semi-structured interviews, and an abductive analysis method was utilised. The construction of a successful new venture team comprises three fundamental stages: (1) establishing a foundation for collaboration, (2) structuring the team, and (3) adapting to changes. Critical actions undertaken by successful new venture teams at each stage are delineated. According to the findings, new venture teams may weather the obstacles that come with beginning a business if they can lay the groundwork for cooperation and

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collaborative structure. This study offers a crucial practical perspective on the development of successful new venture teams through venture creation programmes and the role of educators in facilitating their formation. These findings provide significant insights for educators concerning collaborative learning in entrepreneurship education[183].

This research aims to employ a psychoanalytic approach to analyse the entrepreneurial process of initiating a new firm. The document provides a framework for comprehending the entrepreneurial process that facilitates the generation of ideas for new venture formation, drawing upon the existing body of psychoanalytic literature. The framework delineates three stages dream, company idea, and new venture creation comprising a series of interrelated processes that elucidate entrepreneurial conduct. Stressing the unconscious processes that drive new business ventures, this study emphasises more on "the dark side" of the entrepreneurial process, even if it accepts past management and organisational research. The recommended framework offers novel insights on the evolution of the entrepreneurial process as well as a more thorough explanation of the behaviours of entrepreneurs[184].

This study examines the influence of entrepreneurial attitude on Saudi university students' intentions to establish new enterprises. The authors collected data on students' demographics, entrepreneurial orientation, and entrepreneurial behavioural intention through a 21-item survey on a 5-point Likert scale. The sample consisted of 341 business students from two public colleges in Saudi Arabia. This study selected business students specifically because to their potential to become entrepreneurs. The study model was evaluated with AMOS software employing structural equation modelling. The results demonstrated a high correlation between heightened autonomy, creativity, risk-taking, and proactivity and entrepreneurial purpose. Conversely, there is minimal association between entrepreneurial intention and hostile or competitive behaviour. These findings provide a large theoretical

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contribution to the literature on entrepreneurial orientation, especially as it relates to university business students, and are significant because they provide unique insight into the components that impact prospective entrepreneurs. As nations acknowledge the significance of innovation and entrepreneurship in enhancing their global competitiveness, this study provides a pragmatic addition to policymakers' efforts to identify potential entrepreneurs and cultivate their success[185].

Economic progress is propelled by the establishment of new enterprises, significantly shaped by individuals' entrepreneurial intentions. The purpose of the study is to determine the distinct parts of personality traits as well as a number of other factors that precede entrepreneurial inclinations. It also examines how the aforementioned components influence the entrepreneurial intentions of students from the top five Indian universities. A structured questionnaire utilising a 7-point Likert scale, based on purposive sampling, was employed to collect the research data. The factors identified as drivers of entrepreneurial intents include the need for achievement, locus of control, risk propensity, innovativeness, self-efficacy, proactiveness, perseverance, entrepreneurial alertness, and entrepreneurial attitude. The study's findings indicate that 'need for achievement' is the most significant predictor of entrepreneurial intentions, while 'entrepreneurial alertness' and 'entrepreneurial attitude' also exhibit a positive correlation with the entrepreneurial intentions of university students. Furthermore, entrepreneurial awareness partially mediates the relationship between self-efficacy and proactiveness, and entrepreneurial ambitions[186].

Literature indicates that generic personality traits exhibit a weaker correlation with the initiation of new ventures compared to particular or proximal personality traits. The objective of this study is to understand the various proximal factors that influence entrepreneurial intention to establish a new firm and the relationships among them. At the end of the second

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semester (2019–2020 academic year), students enrolled in entrepreneurship or related courses completed a self-administered questionnaire to gather data. The research approach utilises covariance-based structural equation modelling. The study's findings indicate that specific human traits, including risk-taking, entrepreneurial alertness, inventiveness, proactivity, and self-efficacy, may forecast entrepreneurial aspirations. Moreover, it was found that the relationship between proactivity and entrepreneurial alertness is mediated by risk-taking. The correlation between risk-taking and proactivity is influenced by pupils' creativity. The relationship between proactiveness and entrepreneurial intention is mediated by students' self-efficacy. The findings have implications for entrepreneurship education, as a fuller understanding of the character traits influencing entrepreneurial inclinations may lead to the development of new approaches and instructional tools. This model functions as a continual audit of students' entrepreneurial aspirations, establishing a scientific basis for future course or module revisions, while also functioning as a diagnostic tool for developing an effective and efficient entrepreneurship curriculum and pedagogy[187].

2.3.2 Entrepreneurship Education and Venture Creation

Students enrolled in full curriculum-based Venture Creation Programmes (VCPs), a relatively novel and potentially underutilised degree option, examine the continuous evolution of a new firm as a fundamental aspect of their formal education. Researchers and politicians advocate for students to engage in and oversee their own learning in enterprise and entrepreneurship, and the highly immersive nature of VCPs may facilitate this objective. Nevertheless, a deficiency of study on VCPs persists, hindering their progress. This study aims to assess the literature on VCPs to examine current research and recommend topics for further investigation to facilitate the evolution of these courses. A systematic literature review was conducted on VCPs, defined as credit-bearing comprehensive programmes

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centred on entrepreneurship education, which necessitate the establishment of a tangible business venture as a critical element for programme completion. A comprehensive search was performed to collect academic publications from peer-reviewed journals. Concurrently, academic colleagues in this discipline were consulted for insights on current projects and literature suggestions. This led to the identification of additional research predominantly showcased in conferences. A secondary extensive Internet search was conducted to identify non-academic data, reports, and publications pertaining to VCP practice. Four themes that encapsulated the entire student experience were analysed: (1) recruitment and application; (2) instruction, learning, and assessment; (3) development of an entrepreneurial identity; and (4) entrepreneurial outcomes. According to the research referenced in the report, VCPs can fill expectations for a cutting-edge curriculum centred on the notions of experiential learning. Besides establishing a legitimate enterprise during or post-college, VCPs can provide a valuable educational experience. This study presents a comprehensive assessment of the literature on VCPs. Further inquiry is recommended. A critical question remains: why are there so few acknowledged VCPs in universities globally, despite the potential of comprehensive VCPs to enhance learning, yield positive business results, and address policy demands?[188].

The report seeks to elucidate how students utilise social networks and manoeuvre through entrepreneurial ecosystems while establishing their own enterprises. Student ecosystems represent an inadequately examined phenomenon, necessitating a more profound comprehension of the issue to enhance support networks for student entrepreneurs. The study aims to enhance understanding of the elements crucial to students' entrepreneurial ecosystems and their impact on the venture formation processes of students, emphasising the role of social networks. A considerable number of enterprises that are created at colleges are

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led by student entrepreneurs. Facilitating student entrepreneurship in higher education demands a deeper understanding of how the environment influences this process. This qualitative study employs comprehensive interviews with student entrepreneurs, instructors, and ecosystem support stakeholders. Fifteen interviews were conducted with diverse performers to obtain a range of perspectives on the topic. The inquiry yielded two principal results. Initially, it elucidates the criteria that instructors, ecosystem support entities, and student entrepreneurs consider essential for the establishment of student businesses. Second, it outlines the components of the entrepreneurial ecosystems that surround students and act as venues for them to create their social networks.

The study underscores the capacity of these ecosystems to serve as resources that provide students with access to concepts, materials, and identification processes. The interviews being conducted solely in one nation constitutes a restriction of the study. Consequently, further investigation is necessary to ascertain if the findings are consistent across other contexts. Higher education institutions, policymakers, and scholars focused on student entrepreneurship and venture formation should heed the findings. The study provides empirical findings on a topic that is now poorly understood and has limited empirical research. Although constituting a considerable portion of university spin-offs, student enterprises have not received the same level of attention as academic entrepreneurship. One objective of the study is to augment understanding of students' entrepreneurial ecosystems and the methods by which they acquire resources through social network linkages within these frameworks[189].

The need of effective conflict resolution and collaboration skills in entrepreneurship education is recognised, although there is less understanding of how these factors interact to influence the efficacy of entrepreneurial teams. This study examines the moderating effect

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of rising cognitive and interpersonal team conflict on entrepreneurship learning, together with teamwork competencies as a predictor of entrepreneurial team performance. Data were collected from 49 teams (156 individuals) of undergraduate students participating in an immersive new venture creation course through a time-lagged survey methodology. Hierarchical regression and moderated moderation analyses were employed to evaluate a predictive model of entrepreneurial team success. The results indicate that intragroup conflict strengthens the relationship between teamwork competencies and entrepreneurial team performance when cognitive conflict is strong and interpersonal conflict is low. The findings have implications for the development of entrepreneurial training programmes, which will benefit from collaborative competency-building strategies that promote constructive cognitive conflict while preventing interpersonal conflict. This study enhances entrepreneurship education research by identifying intra-team conflict patterns that lead to improved teamwork competencies and more effective entrepreneurial teams in a learning-by-doing context, focussing on social and interpersonal processes[190].

Entrepreneurship education is widely recognised as a vital domain for addressing uncertainty and confronting various social, economic, and technological challenges related to employment, economic growth, living conditions, health, and educational systems. Entrepreneurship Education (EE) programmes have expanded significantly in recent years, aiming to cultivate new competencies, skills, and capabilities to tackle various social issues and establish new cultural norms. The COVID-19 pandemic has significantly influenced the development of entrepreneurial competences, skills, and attitudes, presenting substantial challenges to society. This research aims to elucidate the learning methodologies and cognitive processes employed in the effective cultivation of entrepreneurial competencies. Our study is based on an exploratory analysis of ten programme studies that offer teaching

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in social entrepreneurship. The study emphasises originality from two perspectives: it claims that cultivating an entrepreneurial mindset and competencies is an evolutionary process that incorporates dynamic mechanisms of knowledge exploitation and exploration, and it proposes a framework outlining the essential patterns that characterise social entrepreneurship education (SEE)[191].

The literature on entrepreneurship has examined social capital and entrepreneurship education. Nonetheless, there remains an insufficiency in the development of the intermediary mechanism through which these two qualities influence early entrepreneurial inclinations. This study examines the influence of social capital and entrepreneurship education on the development of entrepreneurial behaviours among 623 Chinese graduate students. It additionally examines the mediating roles of self-efficacy (ESE) and entrepreneurial enthusiasm. The results indicate that entrepreneurship education and social capital promote early entrepreneurial behaviours through the mediation processes of entrepreneurial passion and entrepreneurial self-efficacy (ESE). The findings indicate that psychological processes, including emotion and cognition, are essential for the formation of entrepreneurial behaviours. This study provides valuable recommendations for motivating students to engage in entrepreneurship[192].

Entrepreneurship fosters economic growth and development through the initiation of businesses. These new firms considerably and favourably influence employment creation, poverty alleviation, and socioeconomic growth. Entrepreneurship education influences students' attitudes and behaviours, fostering intentions for self-employability. To achieve a thorough knowledge of the relationship between entrepreneurial education and intentionality, along with the essential mechanisms via which entrepreneurship education affects the intention to establish new ventures, we have reviewed the literature. We propose

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that entrepreneurship education enhances students' perceived entrepreneurial self-efficacy and desirability for initiating new ventures by utilising the Theory of Planned Behaviour (TPB) and Social Cognitive Theory (SCT). Students' intentions to establish new firms are subsequently influenced and enhanced by entrepreneurial self-efficacy and desirability. Entrepreneurship Education Programmes (EEPs) that prioritise "Education for entrepreneurship" significantly enhance intentionality through self-efficacy and attractiveness. EEPs emphasising "Education about entrepreneurship" will, conversely, exert a diminished influence on intentionality. The study holds considerable theoretical and practical implications for scholars, researchers, policymakers, and students aspiring to entrepreneurship[193].

This study, grounded in the Theory of Planned Behaviour, investigates the impact of Entrepreneurship Education (EE) on the Venture Creation Intention (VCI) of undergraduate students in Zimbabwe. The research surveyed 310 students from a population of 1600 at Chinhoyi University of Technology employing a stratified random sample method. Regression analysis was employed to investigate the relationships between EE components and VCI. The findings indicated that active teaching strategies, EE content, and involvement in incubation acceleration services significantly influenced VCI. The study emphasises the importance of integrating industry-aligned curricula and experiential learning into entrepreneurial education frameworks to provide students with the necessary capabilities to establish their own firms. The recommendations propose for a novel EE paradigm that emphasises mentorship, practical applications, and conducive institutional contexts. The implications of these findings underscore the necessity for EE to implement structural reforms to effectively cultivate entrepreneurial skills and reduce unemployment in Zimbabwe. To substantiate these findings, subsequent studies should employ longitudinal designs and consider demographic variations. This study contributes to the growing corpus

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of research on entrepreneurial education and its influence on economic growth, particularly in regions where youth unemployment is a significant issue. This study lays the groundwork for developing effective entrepreneurial ecosystems that facilitate students' seamless transition from education to business by addressing the specific challenges present in Zimbabwe's educational system[194].

The teaching paradigms employed in higher education entrepreneurship programmes influence students' entrepreneurial inclinations. Nevertheless, there remains limited data regarding their impact on the progression of long-term enterprises. Prior research on the impact of teaching formats on entrepreneurship has exclusively examined programmes that instruct in entrepreneurship. This study broadens the previous limited scope by investigating the influence of teaching models on the formation of new ventures across various higher education programmes. The research monitors venture creation data for five years post-graduation (N = 4,717) and assesses the influence of pedagogical models on new venture establishment across 35 educational programmes (entrepreneurship and other business disciplines) at a prominent Danish business school. In all programmes, graduates' long-term new venture development is positively influenced by competency-based teaching methods, with no differences observed between entrepreneurship and other programme types. The findings indicate strategies to impact postgraduate business ventures through alterations in teaching models that extend beyond entrepreneurship education, affecting educators, policymakers, and research in education and entrepreneurship. We unveil, for the first time, the impact of competence teaching styles on the formation of new ventures post-graduation across various business administration programmes. The findings are significant as they demonstrate that pedagogical methods exert a lasting influence on venture development,

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irrespective of whether the programme emphasises entrepreneurship or other business administration subjects[195].

This empirical study examined entrepreneurship as a crucial element of national development. To empower school graduates to be self-reliant, it is integrated into the secondary education curriculum in Nigeria. Stakeholders remain apprehensive, as graduate unemployment continues to escalate despite this initiative. This study examined the advantages that senior secondary school students in Boki Local Government Area, Cross River State, derive from entrepreneurship education in relation to skill development and job creation. Purposive sampling was employed to select a sample of 259 students from a population of 2,259 in a descriptive survey design. A self-constructed 24-item questionnaire was employed to collect data, and Cronbach's Alpha was utilised to assess reliability, resulting in coefficients of .81 and .86, respectively. The hypothesis was evaluated through Pearson correlation analysis at a significance level of 0.05. The analysis revealed a robust correlation among job creation, skill development, and the management of entrepreneurship education. The study's findings indicate that effective programme management enhances students' entrepreneurial potential. It was proposed that secondary schools enhance their entrepreneurship instruction to augment the job creation by their graduates[196]. This research aims to investigate the influence of external enablers (EEs) on the rate of new venture creation (NVC) in digital entrepreneurship, where EEs are exogenous and independent of the actors involved. Between 2012 and 2022, the authors established a specialised data panel encompassing all startups licensed by the Iranian E-Commerce Development Centre and formal digital entrepreneurial firms active in the digital sector, amounting to 124,751 companies across 16 industries. The authors investigated the relationship between NVC and external factors employing Poisson regression with robust

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standard errors. Furthermore, to analyse the data utilising the average treatment effect model, the authors segmented the dataset into sectoral, demographic, and spatial subsets.

This analysis indicates that, as EEs, technology intensity and readiness significantly enhance digital entrepreneurship in developing countries. The scientists also investigated the COVID-19 pandemic's role as a natural environmental facilitator, along with its enabling effects and enduring consequences post-pandemic. Additionally, the scientists evaluated the EEs' varied effects on various groups and came to conclusions for each. Despite its thoroughness, this study only looks at formal digital entrepreneurship in Iran, one developing nation. The authors examined a number of EEs, but they did not cover all of the potential varieties, underscoring the need for more study in other entrepreneurial domains to conduct a comparative evaluation of EEs. The first results confirm that external factors account for the majority of NVC in Iran. Policymakers have made extensive use of these data to define the aims and objectives of EEs with regard to their impact and character. According to this study, EEs' effects on NVC vary depending on a number of factors, including industry sectors, gender, and geographic location. According to the study's findings, governments must to reconsider how "macro" policies can help marginalised communities. Male founders are disproportionately benefited by EEs, which widens the gender gap already present and calls for constant attention and action. Furthermore, due to a variety of social, cultural, and economic variables, EEs may benefit some businesses while disadvantageously affecting others. NVC, which is essential to entrepreneurship in underdeveloped countries, has many obstacles, but little is known about the part EEs play in this regard. As levers influencing a broad spectrum of entrepreneurial activity, EEs are opportunities that are not restricted to a particular subset of entrepreneurial actors. This study adds to the expanding body of research

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on the external enablers paradigm by uniquely examining the empirical impact of EEs in the setting of emerging nations in the Middle East[197].

2.3.3 Entrepreneurship Education, Psychological Trait and Venture Creation

Identifying or developing an entrepreneurial opportunity necessitates a novel venture concept, which also provides the foundation for undergraduates to establish a new enterprise. This research, based on social cognitive theory, examines how undergraduates' entrepreneurial ideas are influenced by their entrepreneurial education, proactive dispositions, and creative self-efficacy. In a sample of 650 Chinese undergraduate students, we find that the formulation of new venture concepts is positively connected with both proactive personality and entrepreneurial education, with proactive personality moderating the relationship between the two. Moreover, the previously described direct effects are influenced by creative self-efficacy. In summary, creative self-efficacy, alongside proactive personalities and entrepreneurial education, can foster the generation of innovative company ideas among undergraduates. These findings are applicable to university entrepreneurship education, specifically in enhancing the creative self-efficacy of undergraduates[198].

This study examines the correlation between emotional intelligence, psychological traits, and entrepreneurial tendency to enhance entrepreneurial activity and motivate individuals inclined towards entrepreneurship. Data was collected from 327 participants in the Atakum neighbourhood of Samsun, Turkey, who either engaged in entrepreneurial activities or had an inclination for entrepreneurship, including students from the Kurupelit Campus of 19th of May University who willingly completed the survey. The research model is evaluated by structural equation modelling. The results indicate that emotional intelligence and psychological traits significantly influence entrepreneurial capability. It might be contended that individuals with elevated emotional intelligence possess a greater likelihood of initiating

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their own enterprises, and that an individual's psychological makeup affects their inclination towards entrepreneurship. Psychological qualities are greatly influenced by emotional intelligence, which subsequently fosters an individual's propensity for entrepreneurship[199].

This study examines the factors influencing the development and implementation of social entrepreneurship education at Vietnamese universities, focussing on managing uncertainty in decision-making and institutional methodologies. The study utilises a hybrid methodology that integrates qualitative and quantitative techniques to develop knowledge models, formulate hypotheses, and assess key factors. The Partial Least Squares Structural Equation Modelling (PLS-SEM) framework is employed for data analysis and hypothesis testing. The findings indicate that collaboration and networking, institutional support, and ethical and cultural variables significantly influence the efficacy of social entrepreneurship education. This study highlights how educational methods are influenced by ambiguity, encompassing variations in stakeholder expectations and institutional objectives. The research contributes to a decision-support framework for integrating sustainable development goals into higher education curricula by resolving these issues. These findings provide Vietnamese universities and similar institutions a strategy to address the problems of advancing social entrepreneurship education[200].

The fundamental responsibility of higher education institutions is to enhance graduates' entrepreneurial capacity and value creation to combat credentialism and educational inflation. This study aims to investigate how entrepreneurship education improves entrepreneurial skills and cultivates value creation capabilities among students in higher education institutions in Khyber Pakhtunkhwa, Pakistan. This study using thematic data analysis and an inductive-qualitative research approach to examine the perspectives and experiences of instructors, students, and entrepreneurs on entrepreneurship education at

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higher education institutions. This study identified several key themes, including the cultivation of an entrepreneurial mindset, the enhancement of value creation competencies, the importance of mentorship, institutional support, and access to external resources. The study's findings indicate that interdisciplinary approaches, mentorship, and experiential learning are crucial variables in enhancing entrepreneurial aptitude and facilitating value creation. This study indicates that higher education institutions must tackle resource investment, foster a supportive culture, and reconcile the gaps between theory and practice to facilitate entrepreneurial initiatives that prepare students for value creation and entrepreneurship[201].

This chapter presents The Handbook of Research on Entrepreneurial Learning. This document provides a summary of the research domain through a bibliometric analysis of publications over the past 15 years, alongside a concise history of the evolution of entrepreneurial learning as an academic discipline throughout the 1990s and early 2000s. This data demonstrates the evolution of papers over time, identifies the premier journals for research on entrepreneurial learning, outlines the foundational references for the topic, and highlights collaborative research themes within the area. The final section introduces the chapters that constitute the Handbook's primary contributions, while also addressing their content and significance in the advancement and accumulation of knowledge pertaining to the learning and development process of entrepreneurship[202].

Generation Z is distinctive in all facets of life, including entrepreneurship. Considering the evidence that entrepreneurial intentions precede actual entrepreneurship and that Generation Z demonstrates elevated levels of entrepreneurial intentions compared to prior generations, it is prudent to examine the characteristics that may further bolster young individuals' entrepreneurial intentions. Proactivity is a notable personality attribute. The primary purpose

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of the research is to determine the association between proactive personality (PP) and the entrepreneurial inclinations of Generation Z in Poland. In 2024, 370 members of Generation Z in Poland engaged in a survey utilising the CAWI methodology to fulfil the research objective. The respondents utilised a 5-point Likert scale to convey their ideas. Intentional random selection was employed to choose the study participants. A statistical analysis employed a multiple regression model, descriptive statistics, and correlation indicators after the acceptance of the reliability indicator values. The study indicates that Generation Z have a somewhat elevated emotional intelligence. The research group's significant dependence on PP as an independent variable and EI as a dependent variable was corroborated by regression analysis. In the Gen Z cohort, a 100% rise in the PP predictor corresponds to a 76.4% increase in the EI variable level. The study's key drawback was the research group's lack of representativeness, which hindered the ability to generalise data and make accurate predictions on the prospective application of PP in the workplace. It is recommended that management practitioners develop or enhance HR management tools to select proactive candidates for positions requiring an entrepreneurial attitude. The study contributes by emphasising the significance of enhancing individuals' initiative to cultivate entrepreneurial goals as a prerequisite for entrepreneurial actions[203].

Universities do not consistently see increased entrepreneurial engagement among graduates, despite the growing expenditure in Innovation and Entrepreneurship (IE) courses. Through the examination of the relationships among pre-educational creative self-concept (CSC), entrepreneurial mindset (EM), creative behaviour (CB), and entrepreneurial intention (EI) in students transitioning from community colleges to universities, we aimed to enhance our understanding of entrepreneurial education. At a university in Hong Kong, 463 students completed a pre-course survey. Path research indicate that individuals with higher levels of

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Creative Self-Concept (CSC) and more favourable Emotional Management (EM) are also more likely to exhibit creativity (i.e., Creative Behaviour (CB)). Consequently, their emotional intelligence enhanced. Furthermore, EM and CSC collaborated to promote EI. Our findings indicate that fostering entrepreneurship requires the cultivation of congruent beliefs and attitudes, particularly when manifested through innovative initiatives, such as problem-solving tasks that can be executed more swiftly and economically than conventional entrepreneurial pursuits[204].

2.3.4 Mentorship and Entrepreneurship Education

This study aims to integrate the theory of planned behaviour (TPB) with predictions from entrepreneurship education to formulate a conceptual framework and assess the influence of entrepreneurship education on entrepreneurial intention, alongside significant predictors from an enhanced TPB model. This study also examines the moderating effects of educational disciplines on the relationships between entrepreneurial education, attitudes towards entrepreneurship, subjective norms, perceived behavioural control, and entrepreneurial ambition. The study utilised a sample of 559 university students who received entrepreneurship education at 12 Vietnamese universities. All variables underwent validation and reliability assessment by confirmatory factor analysis, whereas coefficient routes were determined via regression analysis. The indirect correlations were further examined via the process methodology and the bootstrapping method. The study found a positive and substantial association between entrepreneurial intention and both attitude towards entrepreneurship and perceived behavioural control; however, no significant correlation was seen between subjective norms and entrepreneurial intention. The results indicate that entrepreneurship education enhanced entrepreneurial intention via attitudes towards entrepreneurship and perceived behavioural control, however it did not exert a direct

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influence on entrepreneurial intention. This study demonstrates that the associations between predictors and entrepreneurial intention are influenced by educational disciplines. This study offers recommendations for politicians and colleges to facilitate the entrepreneurial pursuits of youth. This study aims to significantly contribute to the entrepreneurship literature by deepening our understanding of the complex and vital relationships among entrepreneurship education, entrepreneurial attitude, subjective norms, perceived behavioural control, and entrepreneurial intention. Moreover, in contrast to students pursuing engineering and other disciplines, the present research indicates that the trajectories of economics and business management students are driven by entrepreneurial education, entrepreneurial attitudes, subjective norms, and perceived behavioural control influencing their intention to participate in entrepreneurial activities[205].

This study examines the enhancement of students' entrepreneurial intentions within an educational institution through entrepreneurial education, entrepreneurial mindset, and entrepreneurial culture. The target population comprised pupils from private schools in Pakistan. Data were collected using an electronic questionnaire, and 735 responses were evaluated using partial least squares structural equation modelling (PLS-SEM). Consequently, students' entrepreneurial thinking and intentions were positively influenced by entrepreneurial education. The mediation role of the entrepreneurial attitude was statistically significant. The data indicate that culture serves as a moderator, enhancing the significance of the association between entrepreneurial education and attitude. The study enhances the body of knowledge by analysing students' entrepreneurial intentions through the lens of the theory of planned behaviour and offering empirical validation for proposed connections. Furthermore, by incorporating elements such as culture into the effective

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performance of educational institutions, the study expands the scope of entrepreneurship education[206].

This study examines the impact of entrepreneurship education on forecasting university students' entrepreneurial intentions, emphasising the significance of such education. The research examines the roles of entrepreneurial learning and opportunity recognition as moderators and mediators in this process. We evaluated our multilevel-moderated mediation model using hierarchical linear modelling on a dataset including 1,150 students from 55 universities in the Guangdong-Hong Kong-Macao Greater Bay Area of China to assess the research hypotheses. The findings indicate that entrepreneurship education can enhance students' entrepreneurial intention by aiding them in recognising possibilities. The connection between entrepreneurship education and opportunity recognition is influenced by entrepreneurial learning. The implications for the strategy and execution of entrepreneurial education are under consideration[207].

Entrepreneurship actively promotes social mobility, economic integration, and population integration. The Chinese government and universities have implemented entrepreneurship education programmes and promoted participation in entrepreneurship competitions to enhance students' entrepreneurial knowledge, skills, and intentions, thereby fostering economic and social development. Chinese college students continue to have a low level of entrepreneurial intention, nonetheless. Consequently, the issue of implementing entrepreneurial education arises. Can entrepreneurial education on entrepreneurial intention be improved through entrepreneurial contests and self-efficacy? Does familial wealth significantly moderate college students' urge to establish their own enterprises? To address these issues, 351 data points were collected through quantitative methods, and a theoretical model elucidating the relationship between entrepreneurial education and entrepreneurial

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intention was constructed. The results demonstrate that family income positively moderates the relationship between entrepreneurial education and entrepreneurial intention, that entrepreneurial competition and entrepreneurial self-efficacy serve as chain mediators, and that entrepreneurial self-efficacy partially mediates the connection between entrepreneurial education and entrepreneurial intention. This study elucidates the mechanisms underlying the formation of college students' entrepreneurial intentions, affirms the Chinese government's influence in promoting entrepreneurial competitions, provides empirical evidence for the effective development of entrepreneurial practice activities, and supplies theoretical insights for policymakers in entrepreneurship[208].

The impact of entrepreneurship education on fostering entrepreneurial conduct remains uncertain. This study seeks to examine the justification for different types of entrepreneurship education and the influence of learning characteristics on fostering entrepreneurial behaviour among student entrepreneurs in higher education. The study employs a quantitative method by utilising survey data collected via an internet application. Validated scales are employed to assess the variable constructs. Partial least squares modelling was employed to analyse the data due to its capability to assess moderation and include both formative and reflecting factors within a single model. As a venture necessitates action for its formation, the findings indicate that voluntary entrepreneurship education yields learning outcomes related to students' entrepreneurial activities. This is especially applicable when students demonstrate a pronounced inclination towards deep learning, while mastery drive exerted a significant and detrimental moderating influence. This does not apply to mandatory entrepreneurship education. This study, grounded in construal level theory, offers insights for advancing research on entrepreneurship education by (1) delineating the roles of diverse entrepreneurship education interventions, (2) considering

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students' entrepreneurial behaviour as the dependent variable, and (3) elucidating the influence of students' learning characteristics on the efficacy of entrepreneurship education interventions. This study addresses current, persistent demands for more comprehensive research on the impact of entrepreneurship and the learning processes of university students about it in higher education[209].

Entrepreneurship is regarded as a catalyst for innovation, employment generation, and economic expansion. Limited research has investigated the mediating role of opportunity recognition (OR), despite ongoing investigations exploring the indirect impact of the institutional environment on entrepreneurial intention (EI). Moreover, the impact of entrepreneurship education (EE) on the institutional environment and organisational resilience (OR) remains uncertain. The objective of this study is to employ a moderated mediation model to investigate the impact of the institutional environment on EI. Employing PLS-SEM analysis on data from 601 adolescents aged 18 to 40, we found that the cognitive environment (CE) and regulatory environment (RE) can indirectly influence emotional intelligence (EI) through organisational resilience (OR). EE, however, does not seem to have any moderating effects on the relationships among OR, EI, and the institutional environment. This study enhances previous research by investigating the moderating influence of EE and providing evidence for the mediating role of OR in Hong Kong, so contributing theoretically to the literature on institutional theory in entrepreneurship. This research additionally provides valuable recommendations for the government and educational institutions[210].

This study seeks to determine the influence of innovation conviction, innovation attitude, and innovation credo on the need for achievement and the success of female entrepreneurs. The study examines the impact of entrepreneurial education on the relationship between women's entrepreneurial performance and their need for achievement. A quantitative

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research approach and a standardised questionnaire were utilised in the study. Data was gathered from 304 female entrepreneurs in the Gauteng province of South Africa. Smart partial least squares were employed to analyse the data. The results indicated that the demand for achievement is favourably and significantly influenced by beliefs in innovation, an innovative mindset, and an innovation ethos. Moreover, it was determined that women's entrepreneurial performance is favourably and strongly influenced by the demand for achievement and entrepreneurial education. The findings indicated that the correlation between women's entrepreneurial performance and the demand for achievement was favourably and significantly influenced by entrepreneurial education. This study has significant implications for scholars as it comprehensively examines the influence of innovation conviction, innovation mindset, and innovation belief on women's entrepreneurial performance and motivation for achievement. This study will enhance the understanding of women's small business management and entrepreneurship in Africa, an area often overlooked by researchers in developing countries[211].

This research aims to evaluate the influence of entrepreneurship education, social support, and passion, with government support as moderating variables, on entrepreneurial activity among MSMEs in Sorong City. This study utilises a quantitative research design, based on a sample of 380 MSMEs in Sorong and a population of 6,886 individuals. A questionnaire is employed as a data collection strategy. The AMOS 21 programme use Structural Equation Modelling (SEM) for data analysis. Government support mitigates the impact of entrepreneurial education, social support, and enthusiasm on entrepreneurial conduct. The results demonstrate that entrepreneurship education does not exert a positive and substantial influence on entrepreneurial behaviour, however social support and passion do have positive and significant effects on entrepreneurial conduct[212].

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This study examines students' opinions of their well-being, their beliefs regarding institutional support for the six Sustainable Development Goals (SDGs), and the impact of entrepreneurship education on emerging entrepreneurship. In addition to significant benefits, our study use entrepreneurship education as a moderator to offer nuanced insights into developing entrepreneurship, particularly among art students, a cohort that has been largely overlooked. Analysis of extensive data from the reputable GUESSS research project revealed a marginally favourable statistically significant association between the nascent entrepreneurship of art students and their subjective well-being. For these students, the anticipated impact of university enhancement, facilitation, and support of SDGs on nascent entrepreneurship is not evident. The advancement of the next generation of art entrepreneurs relies on entrepreneurship education. These findings have substantial theoretical and practical implications[213].

2.3.5 Mentorship and Psychological Traits

A growing empirical literature shows that mentorship operates as a critical mechanism through which dispositional and psychological traits translate into concrete entrepreneurial action and venture creation. Several studies published since 2022 converge on two interrelated findings: (1) protégés' psychological resources (notably entrepreneurial self-efficacy, achievement motivation, and risk tolerance) are strong antecedents of entrepreneurial behavior; and (2) structured mentorship amplifies these traits' effects on venture outcomes by strengthening confidence, providing social capital, and improving resource mobilization.

Empirical research repeatedly identifies entrepreneurial self-efficacy (ESE) as a key psychological driver of both entrepreneurial intention and eventual venture creation. There was a lower levels of ESE limited the translation of entrepreneurial intent into actual startup

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activity and mentor practices (storytelling, scaffolding, and active listening) produce measurable gains in mentees' self-efficacy, which in turn increases nascent venture formation [214,215].

Personality dimensions such as need for achievement and risk propensity show that these traits predict entrepreneurial behaviors only when accompanied by mentoring support. A quantitative study among early-stage entrepreneurs showing that personality traits had stronger associations with entrepreneurial action when mentees had frequent mentor contact; the analysis indicated mentoring served as a moderator, turning predisposition into enacted behavior and creativity and proactive personality influenced intention, but mentorship significantly strengthened the pathway from intention to action by supplying problem-solving support and network introductions[216]. Mentorship increases entrepreneurial resilience and adaptive learning, mediators that transmit the effect of baseline psychological traits into sustained entrepreneurial action. When mentors' experience and values match protégés' goals, the mentoring relationship enhances confidence, reduces perceived barriers, and expedites venture creation[217].

2.4 Conceptual Model

The conceptual model developed in this study synthesizes key insights from the reviewed literature to elucidate the complex interplay between entrepreneurship education, psychological traits, moderating variables, and attitudes towards venture creation among business education students in public colleges of education in Southwest Nigeria. At its core, the model posits that entrepreneurship education serves as a catalyst for nurturing entrepreneurial attitudes and intentions among students, thereby influencing their propensity to engage in venture creation activities.

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Drawing on theoretical frameworks such as Human Capital Theory, Social Learning Theory, and the Resource-Based View, the model suggests that entrepreneurship education programmes equip students with the knowledge, skills, and mindset necessary for identifying and exploiting entrepreneurial opportunities. These programmes not only impart entrepreneurial concepts and principles but also cultivate psychological traits such as risk propensity, innovativeness, and self-efficacy, which are essential for entrepreneurial success.

Moreover, the model acknowledges the moderating influence of external factors such as mentorship, gender, and family background on the relationship between entrepreneurship education and attitudes towards venture creation. Mentorship, in particular, is posited to enhance the efficacy of entrepreneurship education by providing students with guidance, support, and networking opportunities, thereby amplifying the impact of educational interventions on students' entrepreneurial aspirations.

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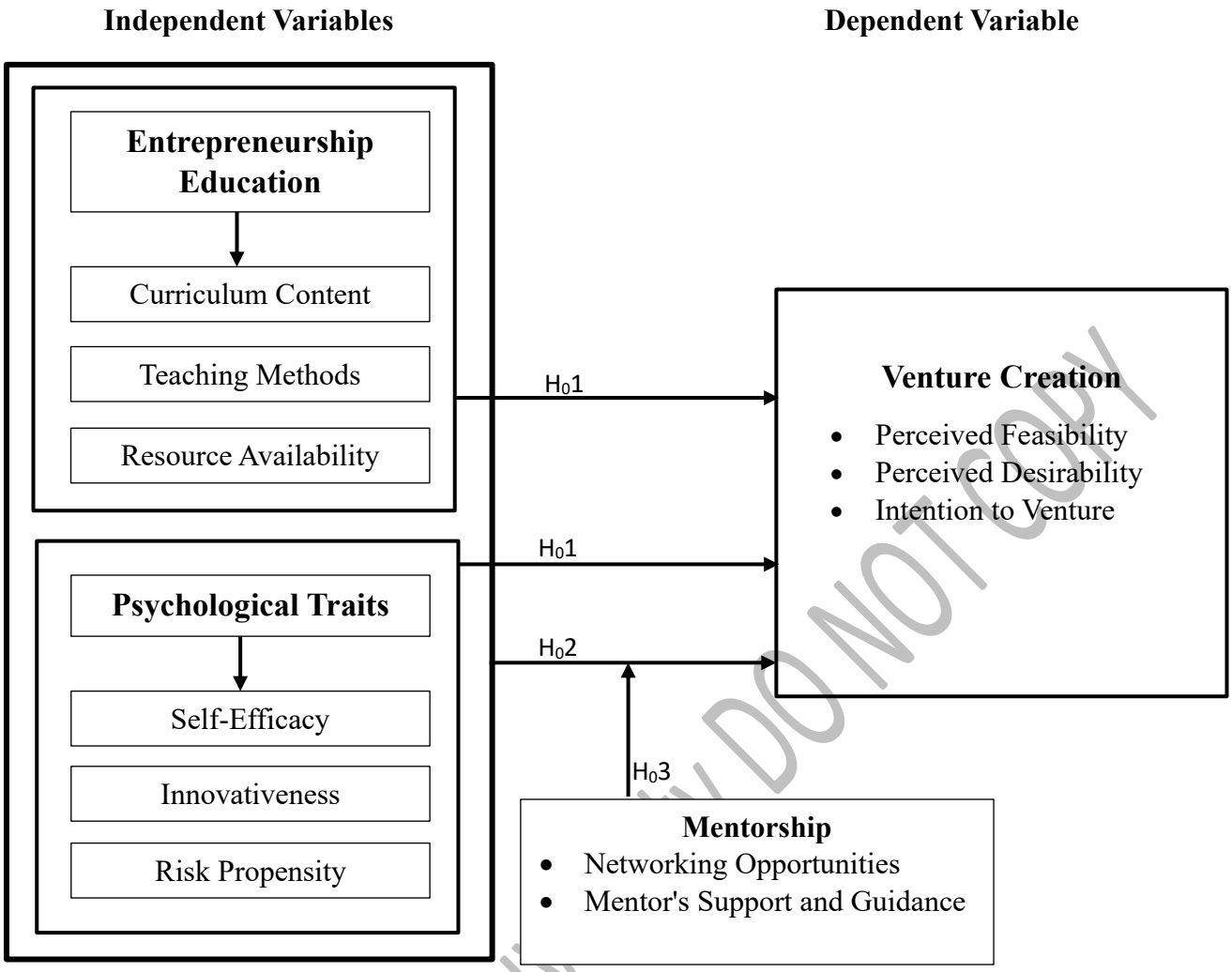


Fig 2.1 Researcher Conceptual Model of Entrepreneurship Education, Psychological Traits and Venture Creation

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2.5 Summary of the Gap in Reviewed Literature

The reviewed literature on the impact of entrepreneurship education highlights its significant role in shaping students' attitudes towards venture creation. This body of work has expanded rapidly, focusing on how educational interventions can effectively foster entrepreneurial mindsets and behaviours.

Numerous empirical studies have examined the effects of entrepreneurship education programmes on students' attitudes towards venture creation, drawing insights from various theoretical perspectives such as the Theory of Planned Behaviour, Social Cognitive Theory, and the Theory of Entrepreneurial Event. These studies employ a range of methodological approaches, including surveys, experiments, and longitudinal analyses, to assess the impact of entrepreneurship education on students' entrepreneurial attitudes, aspirations, and behaviours. For instance, a study conducted a meta-analysis of 35 studies to examine the relationship between entrepreneurship education and entrepreneurial intentions, revealing a positive and significant effect of entrepreneurship education on students' intentions to start a business, highlighting the transformative potential of educational interventions in shaping entrepreneurial aspirations. Research has also delved into the underlying mechanisms through which entrepreneurship education influences students' attitudes towards venture creation, identifying experiential learning, mentorship, and networking as key factors that contribute to the development of positive attitudes towards entrepreneurship among students.

Research on the Relationship between Psychological Traits and Entrepreneurial Intentions has garnered significant attention in the field of entrepreneurship studies, as scholars seek to understand the individual characteristics that influence individuals' propensity to engage in entrepreneurial activities. Personality traits, such as openness to experience, extraversion, and neuroticism, have been widely used to examine the personality profiles of entrepreneurs

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and their impact on entrepreneurial outcomes. Studies have found that individuals high in extraversion and openness to experience are more likely to exhibit entrepreneurial intentions due to their propensity for risk-taking, innovation, and exploration. Additionally, attitudes towards entrepreneurship, self-efficacy, and locus of control have been identified as key psychological traits influencing entrepreneurial intentions. Individuals who perceive entrepreneurship as an attractive and attainable career option, have high levels of self-efficacy, and attribute outcomes to their own actions are more likely to express intentions to start a business.

Studies exploring moderating variables in entrepreneurship education are instrumental in unveiling contextual nuances that influence the effectiveness of entrepreneurship education initiatives in fostering entrepreneurial attitudes and behaviours among students. Mentorship stands out as a significant moderating variable, with research indicating that the presence of supportive mentors can enhance the impact of educational interventions on students' entrepreneurial aspirations. Gender also emerges as a salient moderating factor, as studies suggest that tailored educational interventions addressing the specific needs and preferences of women may promote gender inclusivity and enhance the effectiveness of entrepreneurship education initiatives among diverse student populations. Family background represents another important moderating variable, with research suggesting that individuals from entrepreneurial families may exhibit different predispositions and motivations towards venture creation compared to those from non-entrepreneurial backgrounds. Furthermore, institutional support has been identified as a key moderating variable, with studies exploring the moderating effects of organizational practices and policies that can enhance the impact of entrepreneurship education on students' attitudes and behaviours.

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Through meticulous examination, studies on moderating variables in entrepreneurship education aim to delineate the boundary conditions and contingent effects that shape the effectiveness of educational interventions. Uncovering contextual factors that influence the outcomes of entrepreneurship education programmes, researchers provide valuable insights for the design of tailored interventions and educational strategies that maximize their impact on students' entrepreneurial development.

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Chapter Three

Methodology

This chapter presents the methodology employed to achieve the aim and objectives of this study. The chapter is organized into the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, and methods of data analysis.

3.1 Research Design

This study employed a descriptive survey research design. The justification for this design was that it facilitated the use of a structured research instrument in collecting data from respondents for the analysis of study objectives. A descriptive survey design was ideal for exploratory research, allowing for the identification of patterns and trends. This design was suitable for examining the interactions between entrepreneurship education components (curriculum content, teaching methods, and resource availability), psychological traits (self-efficacy, innovativeness, and risk propensity), and attitudes towards venture creation (perceived feasibility, perceived desirability, and intention to venture). The design provided a snapshot of the current status of the phenomenon, capturing respondents' perceptions and views.

3.2 Population of the Study

The population for this study consisted of 200-level Business Education students from six public Colleges of Education in Southwest Nigeria, comprising four federal colleges and two state-owned institutions. The total population was 1,064 students, as presented in Table 3.1. This group of students was considered suitable for the study because they were in the middle

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of their three-year academic program, having had sufficient exposure to the college environment and entrepreneurship education courses.

Table 3.1: Population Distribution of the 200-level students in Public Colleges of Education in Southwest, Nigeria

S/N	States	Colleges of Education	200-Level Business Education Students
1.	Oyo	Federal College of Education (Special), Oyo	197
		Oyo State College of Education, Lanlate	150
2.	Osun	Federal College of Education, Iwo	149
3.	Ondo	Adeyemi College of Education, Ondo	256
4.	Ogun	Federal College of Education, Abeokuta	201
		Tai Solarin College of Education, Ijebu-Ode	111
	Grand Total		**1,064**

Source[1]

3.3 Sample and Sampling Technique

This study adopted a total enumeration sampling technique, which involved including all members of the defined population in the research. The population comprised 1,064 200-level Business Education students across six public Colleges of Education (four federal and two state-owned) in Southwest Nigeria. The total enumeration method was considered appropriate due to the manageable size of the population, which allowed for comprehensive coverage. Including both federal and state institutions provided a balanced representation of public Colleges of Education in the region and ensured that findings reflected the diversity of operational contexts under public ownership. This inclusion was further justified by the

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fact that all Colleges of Education operate under the unified regulatory framework of the National Commission for Colleges of Education (NCCE), which prescribes uniform Minimum Standards for programme delivery. Thus, incorporating both ownership types enhanced the credibility and representativeness of the study's results.

3.4 Description of the Research Instrument

The research instrument for this study was an adopted self-structured questionnaire titled "Entrepreneurship Education, Psychological Traits, and Venture Creation Questionnaire (EPVCQ)." This tool was meticulously designed to evaluate various factors influencing entrepreneurial attitudes and intentions among College of Education students. The questionnaire was organized into six sections, each focusing on distinct aspects relevant to the study's objectives.

Section A: This section gathered essential demographic information about the respondents, including questions on gender, age, highest educational qualification, department, and year of study. This section utilized a combination of multiple-choice and open-ended questions to capture a comprehensive overview of participants' backgrounds.

Section B: This section assessed the level of students' venture creation by measuring perceived feasibility, perceived desirability, and intention to venture. Students rated their level of venture creation using a Likert scale ranging from very high to very low, responding to items such as "Skills needed to start and manage a new business successfully" and "The idea of starting own business."

Section C: This section focused on evaluating the effectiveness of entrepreneurship education, divided into three key components: curriculum content, teaching methods, and resource availability. Respondents assessed their exposure to and effectiveness of these

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components using a Likert scale ranging from strongly agree to strongly disagree. For example, participants rated statements such as "The curriculum content in my entrepreneurship courses is relevant and comprehensive" and "The teaching methods used in my entrepreneurship classes are effective in conveying practical knowledge."

Section D: This section explored psychological traits that may impact entrepreneurial intentions, specifically self-efficacy, innovativeness, and risk propensity. Participants reflected on their confidence in starting and managing a business, their propensity for innovative thinking, and their willingness to take calculated risks. Sample statements included "I am confident in my ability to start and manage a business" and "I frequently come up with innovative ideas for potential ventures."

Section E: This section evaluated the combined influence of entrepreneurship education components and psychological traits on students' attitudes towards venture creation. This section included items related to the impact of entrepreneurship education, with statements like "The knowledge gained from entrepreneurship education enhances my confidence in starting a business" and impact of psychological traits, with statements like "My psychological traits together strengthen my commitment to venture creation."

Section F: This section evaluated the moderating effect of mentorship on the relationship between entrepreneurship education, psychological traits, and students' attitudes towards venture creation. This section included items related to the perceived impact of mentorship, with statements like "My mentor helps me integrate my entrepreneurship education into practical business plans" and "Guidance from my mentor has improved my attitudes towards venture creation."

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3.5 Validity of the Research Instrument

The validity of the instrument was determined through face and content validity. To evaluate the face and content validity, the instrument was given to experts in the field of Business Education, as well as the researcher's supervisor. Their corrections, critiques, and suggestions were thoroughly reviewed and incorporated into the final draft prior to conducting a pilot study.

3.6 Reliability of the Research Instrument

The reliability of the questionnaire was assessed using the test-retest method over a two-week interval. A pre-test of the instrument was conducted among three private Colleges of Education (MuftauLanihun College of Education, Ibadan, Grace College of Education, Osogbo, and Piaget College of Education, Ibara, Abeokuta) that were not part of the main study. The results from the test and retest were analyzed using the Cronbach Alpha formula, which evaluated the internal consistency of the 70 items within the questionnaire. The Cronbach's Alpha coefficients for all the study variables exceeded 0.70, indicating that the instrument used for evaluation was highly reliable. Therefore, the researcher concluded that the research instrument was reliable.

3.7 Method of Data Collection

Before conducting the fieldwork, the researcher obtained the department's required authorization letters of introduction. Additionally, four research assistants were recruited and trained on questionnaire administration. Subsequently, courtesy visits were made to the schools to notify the school authorities of the study's aim and the need for student cooperation with the research assistants. Within a period of one month, the researcher and the four research assistants administered the instrument to the respondents, explaining all aspects of

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the questionnaire and ensuring the confidentiality of the information supplied. All administered copies of the questionnaire were retrieved and collated within the stipulated timeframe for data analysis.

3.8 Method of Data Analysis

The data collected in the course of the study were analyzed using descriptive and inferential statistical techniques. The first stage (the descriptive analysis) featured the descriptions of the properties of the data to show the variations in responses of the study's participants using tools such as frequencies and percentage distribution tables, means, and standard deviations. Furthermore, the hypotheses were tested using inferential statistics. Multiple regression was used to test the three hypotheses and determine the effect of the moderating variable. The Statistical Package for Social Science (SPSS) version 27 was used to ensure the accuracy of the data analysis for the study.

3.9 Ethical Approval

In ensuring ethical consideration, the researcher explained the details of the reasons for the study and the objectives which the study sought to achieve. Furthermore, the consent of the respondents was secured and the right to their confidentiality was assured before their cooperation was solicited in filling the questionnaire that was administered. Also money and other financial benefits were not given to respondents as participation of the respondent was free, voluntary and self-willing. The respondents' right to privacy was strictly observed and respected. The result of the research was made available to participants on request. Also in the course of carrying out the research, the researcher ensured that no false data was included in the data collected and the process of presenting and interpreting the data was free from bias.

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Endnotes

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Chapter Four

Results and Discussion of the Findings

This chapter presents the results and discussion of findings based on the research questions and hypotheses aligned with the study objectives. Of the 1,064 questionnaires distributed, 833 were correctly completed and returned, yielding a valid response rate of 78.3%, which is well above the generally acceptable 50% threshold for analysis[1]. The study did not disaggregate results by college ownership (federal or state) since all Colleges of Education in Nigeria operate under the unified regulatory framework of the National Commission for Colleges of Education (NCCE). The NCCE's Minimum Standards for NCE Programmes ensure uniformity in curriculum implementation, instructional practices, and quality assurance; therefore, any variations in outcomes were considered marginal and not ownership driven.

4.1 Demographic Data Analysis

Table 4.1: Demographics Distribution of Respondents

(N=833)

Variable	Categories	Frequency	Percentage (%)
Gender	Male	42	5.0
	Female	58	7.0
	Total	**833**	
Age	15-20	252	30.3
	21-25	400	48.0
	26-30	60	7.2
	31 and Above	21	2.5
	Total	**833**	**100.0**

Source: Field Survey, 2025

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The table 4.1 presents the analysis of demographic variables among 150 respondents. Data in the table reveals an interesting distribution across several categories. In terms of gender, the Female students appears to be relatively high, representing 57.6% of respondents while male represents 42.4% of respondents. Regarding the age distribution, the largest portion of respondents falls within the 21-25 age group, representing 500 (60.0%) of the total sample. This is followed by 15-20 age group, representing 252(30.3%), by 26-30 age group, representing 60(7.2%) and lastly by 31 and above age group, representing 21(2.5%).

4.2 Presentation of Data

4.2.1 Research Questions

Research Question 1: What is the most prevalent among entrepreneurship education indicators in public colleges of education in Southwest, Nigeria?

Table 4.2: Mean Rating and Standard Deviation of Students' Responses on the Most Prevalence Indicator of Entrepreneurship Education in Public Colleges of Education in Southwest Nigeria

Items	SD	D	A	SA	($\bar{x}$)	SD
Curriculum Content						
1. The entrepreneurship curriculum at my college provides relevant and practical knowledge for starting a business.	0	48 (5.8%)	372 (44.7%)	413 (49.5%)	3.43	0.65
2. The topics covered in the entrepreneurship courses are useful for understanding business management.	0	60 (7.2%)	380 (45.7%)	393 (47.1%)	3.40	0.66
3. The curriculum includes current trends and challenges in the entrepreneurial field.	0	85 (10.2%)	362 (43.5%)	386 (46.3%)	3.36	0.70
4. The content of the entrepreneurship courses prepares me for real-world entrepreneurial challenges.	0	52 (6.3%)	368 (44.2%)	413 (49.5%)	3.43	0.64
Weighted Mean					**3.41**	**0.66**

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Teaching Methods						
1. The teaching methods used in entrepreneurship courses are active and experiential	0	84 (10.1%)	322 (38.7%)	427 (51.3%)	3.41	0.67
2. Blended and technology-enhanced methods are integrated into the teaching of entrepreneurship	0	223 (26.8%)	466 (55.9%)	144 (17.3%)	2.91	0.66
3. The instructors use mentorship-based methods to facilitate understanding of entrepreneurial concepts	0	117 (14.0%)	151 (18.1%)	565 (67.8%)	3.54	0.73
4. The teaching methods encourage interactive and active participation	0	0	198 (23.8%)	635 (76.2%)	3.76	0.43
Weighted Mean					**3.52**	**0.51**
Resource Availability						
1. I have access to adequate resources such as entrepreneurial tools and materials through my college	0	58 (6.9%)	374 (44.8%)	401 (48.3%)	3.41	0.65
2. The college provides support systems like business incubators or mentorship programs for aspiring entrepreneurs	0	72 (8.6%)	365 (43.7%)	396 (47.7%)	3.39	0.67
3. There are sufficient resources available to help students develop their business ideas	0	65 (7.8%)	372 (44.5%)	396 (47.7%)	3.40	0.66
4. The availability of entrepreneurial resources influences my intention to start a business	0	49 (5.9%)	366 (43.8%)	418 (50.3%)	3.44	0.63
Weighted Mean					**3.44**	**0.80**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.2 presents students' responses regarding the most prevalent **indicator of** entrepreneurship education (curriculum content, teaching methods, and resource availability)

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in public Colleges of Education in Southwest Nigeria. The data indicate a generally positive perception of the entrepreneurship education practices across all three dimensions.

With respect to Curriculum Content, 49.5% of students strongly agreed and 44.7% agreed that the entrepreneurship curriculum provides relevant and practical knowledge for starting a business ($\bar{x}$ = 3.43 ± 0.65). Similarly, 47.1% strongly agreed and 45.7% agreed that the topics covered are useful for understanding business management ($\bar{x}$ = 3.40 ± 0.66). Furthermore, 46.3% of students strongly agreed and 43.5% agreed that the curriculum includes current trends and challenges in the entrepreneurial field ($\bar{x}$ = 3.36 ± 0.70). Lastly, 49.5% strongly agreed and 44.2% agreed that the content prepares them for real-world entrepreneurial challenges ($\bar{x}$ = 3.43 ± 0.64). The weighted mean for Curriculum Content is 3.41 ($\bar{x}$ = 3.41 ± 0.66), indicating that students perceive the curriculum content as relevant, practical, and aligned with entrepreneurial needs.

Regarding Teaching Methods, 51.3% of students strongly agreed and 38.7% agreed that the teaching methods are active and experiential ($\bar{x}$ = 3.41 ± 0.67). Blended and technology-enhanced methods were moderately integrated, with 17.3% strongly agreeing and 55.9% agreeing ($\bar{x}$ = 2.91 ± 0.66). Mentorship-based approaches were strongly endorsed, with 67.8% strongly agreeing and 18.1% agreeing that instructors use mentorship to facilitate understanding of entrepreneurial concepts ($\bar{x}$ = 3.54 ± 0.73). Additionally, interactive and active participation received the highest support, with 76.2% strongly agreeing and 23.8% agreeing ($\bar{x}$ = 3.76 ± 0.43). The weighted mean for Teaching Methods is 3.52 ($\bar{x}$ = 3.52 ± 0.51), suggesting that students perceive teaching approaches as predominantly interactive, participatory, and mentorship-oriented.

In terms of Resource Availability, 48.3% of students strongly agreed and 44.8% agreed that they have access to adequate entrepreneurial tools and materials ($\bar{x}$ = 3.41 ± 0.65). Support

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systems such as business incubators or mentorship programs were acknowledged by 47.7% strongly agreeing and 43.7% agreeing ($\bar{x}$ = 3.39 ± 0.67). Similarly, 47.7% strongly agreed and 44.5% agreed that resources are sufficient for developing business ideas ($\bar{x}$ = 3.40 ± 0.66). Finally, 50.3% strongly agreed and 43.8% agreed that the availability of resources influences their intention to start a business ($\bar{x}$ = 3.44 ± 0.63). The weighted mean for Resource Availability is 3.44 ($\bar{x}$ = 3.44 ± 0.80), indicating that students generally perceive resource provision as adequate and supportive of entrepreneurial engagement. Thus, the results suggest that students in public Colleges of Education in Southwest Nigeria perceive teaching method as the most prevalent indicator of entrepreneurship education.

Table 4.3: Summary of the Most Prevalent among Entrepreneurship indicators in Public Colleges of Education in Southwest, Nigeria

Indicators	SD		D		A		SA		Weighted Mean	SD
	CF	%	CF	%	CF	%	CF	%		
1. Curriculum Content	0	0.0%	107	12.8%	179	21.5%	547	65.7%	**3.41**	**0.66**
2. Teaching Methods	42	5.0%	127	15.2%	134	16.1%	530	63.6%	**3.52**	**0.51**
3. Resource Availability	44	5.3%	132	15.8%	196	23.5%	461	55.3%	**3.44**	**0.80**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above
Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.3 presents the summary of most prevalent indicator of entrepreneurship education (curriculum content, teaching methods, and resource availability) in public Colleges of Education in Southwest Nigeria. Specifically, 65.7% of students strongly agreed and 21.5% of students agreed with curriculum content (Weighted Mean = 3.41±.66**)**. 63.6% of students strongly agreed and 16.1% of students agreed with teaching method (Weighted Mean =

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3.52±.51**)**. 55.3% of students strongly agreed and 23.5% of students agreed with resource availability (Weighted Mean = 3.44±.80**).** Suggesting that student response to the most prevalent indicator of entrepreneurship education is teaching method in public Colleges of Education in Southwest Nigeria.

Research Question 2: What are the most commonly observed psychological traits (self-efficacy) among Business Education students in public colleges of education in Southwest, Nigeria?

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Table 4.4: Mean Rating and Standard Deviation of Students' Responses on the Most Commonly Observed Psychological Traits (Self-Efficacy) among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Self-Efficacy	SD		D		A		SA			
	CF	%	CF	%	CF	%	CF	%	$\bar{x}$	SD
1. I am confident in my ability to successfully handle entrepreneurial tasks.	0	0.0%	84	10.1%	322	38.7%	427	51.3%	3.41	.67
2. I believe in my capacity to overcome obstacles and setbacks in business ventures.	0	0.0%	223	26.8%	466	55.9%	144	17.3%	2.91	.66
3. I feel capable of making sound business decisions under pressure.	0	0.0%	117	14.0%	151	18.1%	565	67.8%	3.54	.73
4. I trust my abilities to manage and grow a new business.	0	0.0%	0	0.0%	198	23.8%	635	76.2%	3.76	.43
Weighted Mean									**3.50**	**.54**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.4 presents the students' responses regarding the most commonly observed psychological traits among Business Education students in public colleges of education in Southwest. The data reveals a generally positive outlook on the most commonly observed psychological traits among Business Education students in public colleges of education in Southwest. Specifically, 69.1% of students strongly agree and 9.0% of students agree that they are confident in their ability to successfully handle entrepreneurial tasks with ($\bar{x}$ = 3.47±.83**)**. 84.4% of students strongly agree and 15.6% of students agree that they believe in their capacity to overcome obstacles and setbacks in business ventures with ($\bar{x}$ = 3.84±.36**)**. 11.9% of students strongly agree and 70.8% of students agree that they feel capable of making sound business decisions under pressure with ($\bar{x}$ = 2.95±.54**)**. 72.5% of students strongly agree and 27.5% of students agree that I trust my abilities to manage and grow a new business with ($\bar{x}$ = 3.73±.45**)**. The weighted mean score for all with respect to most prevalent teaching methods used in entrepreneurship education in public colleges of education in Southwest is 3.50($\bar{x}$ = 3.50±.54), suggesting that student response to most commonly observed psychological traits (self-efficacy) among Business Education students in public colleges of education in Southwest are confident in their ability to successfully handle entrepreneurial tasks, believe in their capacity to overcome obstacles and setbacks in business ventures, feeling capable of making sound business decisions under pressure and trust their abilities to manage and grow a new business.

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Table 4.5: Mean Rating and Standard Deviation of Students' Responses on the Most Commonly Observed Psychological Traits (Innovativeness) among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Innovativeness	SD		D		A		SA			
	CF	%	CF	%	CF	%	CF	%	$\bar{x}$	SD
1. I enjoy finding creative solutions to business problems.	6	0.7%	228	27.4%	226	27.1%	373	44.8%	3.16	.85
2. I am open to experimenting with new business ideas and approaches.	97	11.6%	185	22.2%	182	21.8%	369	44.3%	2.99	1.06
3. I am willing to take unconventional approaches to solve business challenges.	29	3.5%	200	24.0%	328	39.4%	276	33.1%	3.02	.84
4. I actively seek out innovative methods to improve business practices.	42	5.0%	221	26.5%	241	28.9%	329	39.5%	3.03	.93
Weighted Mean									**3.04**	**.92**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.5 presents the students' responses regarding the most commonly observed psychological traits (Innovativeness) among Business Education students in public colleges of education in Southwest. The data reveals a generally positive outlook on the most commonly observed psychological traits (Innovativeness) among Business Education students in public colleges of education in Southwest. Specifically, 44.8% of students strongly agree and 27.1% of students agree that they enjoy finding creative solutions to

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business problems with ($\overline{x}$ = 3.16±.85**)**. 44.3% of students strongly agree and 21.8% of students agree that they are open to experimenting with new business ideas and approaches with ($\overline{x}$ = 2.99±1.06**)**. 33.1% of students strongly agree and 39.4% of students agree that they are willing to take unconventional approaches to solve business challenges with ($\overline{x}$ = 3.02±.84**)**. 39.5% of students strongly agree and 28.9% of students agree that they actively seek out innovative methods to improve business practices with ($\overline{x}$ = 3.03±.93**)**. The weighted mean score for all with respect to most prevalent teaching methods used in entrepreneurship education in public colleges of education in Southwest is 3.04($\overline{x}$ = 3.04±.92), suggesting that student response to most commonly observed psychological traits (innovativeness) among Business Education students in public colleges of education in Southwest are finding creative solutions to business problems, open to experimenting with new business ideas and approaches, willing to take unconventional approaches to solve business challenges, and seek out innovative methods to improve business practices.

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Table 4.6: Mean Rating and Standard Deviation of Students' Responses on the Most Commonly Observed Psychological Traits (Risk Propensity) among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Risk Propensity	SD		D		A		SA			
	CF	%	CF	%	CF	%	CF	%	$\bar{x}$	SD
1. I am comfortable taking calculated risks in my entrepreneurial endeavors.	0	0.0%	107	12.8%	179	21.5%	547	65.7%	3.53	.71
2. I am willing to invest time and resources into new business ventures despite potential uncertainties.	42	5.0%	127	15.2%	134	16.1%	530	63.6%	3.38	.92
3. I do not shy away from taking risks if they have the potential for high rewards.	44	5.3%	132	15.8%	196	23.5%	461	55.3%	3.29	.92
4. I view risks as opportunities for growth and learning in entrepreneurship.	0	0.0%	64	7.7%	237	28.5%	532	63.9%	3.56	.63
Weighted Mean									**3.44**	**.80**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.6 presents the students' responses regarding the most commonly observed psychological traits (risk propensity) among Business Education students in public colleges of education in Southwest. The data reveals a generally positive outlook on the most commonly observed psychological traits (risk propensity) among Business Education students in public colleges of education in Southwest. Specifically, 65.7% of students strongly agree and 21.5% of students agree that they are comfortable taking calculated risks

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in my entrepreneurial endeavors with ($\overline{x}$ = 3.53±.71**)**. 63.6% of students strongly agree and 16.1% of students agree that they are willing to invest time and resources into new business ventures despite potential uncertainties with ($\overline{x}$ = 3.38±.92**)**. 55.3% of students strongly agree and 23.5% of students agree that they do not shy away from taking risks if they have the potential for high rewards with ($\overline{x}$ = 3.29±.92**)**. 63.9% of students strongly agree and 28.5% of students agree that they view risks as opportunities for growth and learning in entrepreneurship with ($\overline{x}$ = 3.56±.63**)**. The weighted mean score for all with respect to most prevalent teaching methods used in entrepreneurship education in public colleges of education in Southwest is 3.04($\overline{x}$ = 3.44±.80), suggesting that student response to most commonly observed psychological traits (risk propensity) among Business Education students in public colleges of education in Southwest are comfortable taking calculated risks in my entrepreneurial endeavors, willing to invest time and resources into new business ventures despite potential uncertainties, ready for taking risks if they have the potential for high rewards, and view risks as opportunities for growth and learning in entrepreneurship.

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Table 4.7: Summary of the Most Commonly Observed Psychological Traits among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Indicators	SD		D		A		SA		Weighted Mean	SD
	CF	%	CF	%	CF	%	CF	%		
1. Self-Efficacy	0	0.0%	107	12.8%	179	21.5%	547	65.7%	3.50	.54
2. Innovativeness	42	5.0%	127	15.2%	134	16.1%	530	63.6%	3.04	.92
3. Risk-Propensity	44	5.3%	132	15.8%	196	23.5%	461	55.3%	3.44	.80

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.7 presents the summary of the most commonly observed psychological traits (self-efficacy, innovativeness and risk propensity) among Business Education students in public colleges of education in Southwest, Nigeria. Specifically, 65.7% of students strongly agreed and 21.5% of students agreed with self-efficacy (Weighted Mean = 3.50±.54**)**. 63.6% of students strongly agreed and 16.1% of students agreed with innovativeness (Weighted Mean = 3.04±.92**)**. 55.3% of students strongly agreed and 23.5% of students agreed with risk-propensity (Weighted Mean = 3.44±.80**).** Suggesting that student response to most commonly observed psychological traits is self-efficacy among Business Education students in public colleges of education in Southwest, Nigeria.

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Research Question 3: What is the level of venture creation in relation to perceived feasibility among Business Education students in public colleges of education in Southwest, Nigeria?

Table 4.8: Mean Rating and Standard Deviation of Students' Responses on the Level of Venture Creation in relation to Perceived Feasibility among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Level of Venture Creation with respect to Perceived Feasibility	VL		L		H		VH			
	CF	%	CF	%	CF	%	CF	%	$\bar{x}$	SD
1. Skills needed to start and manage a new business successfully.	56	6.7%	104	12.5%	60	7.2%	613	73.6%	3.48	.95
2. Ability to handle the challenges associated with starting a new venture.	0	0.0%	153	18.4%	285	34.2%	395	47.4%	3.29	.76
3. Identifying viable business opportunities in the market.	24	2.9%	122	14.6%	261	31.3%	426	51.1%	3.31	.82
4. Utilizing available resources to start a business.	64	7.7%	204	24.5%	98	11.8%	467	56.1%	3.16	1.04
Weighted Mean									**3.31**	**.89**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.8 presents the students' responses regarding the level of venture creation in relation to perceived feasibility among Business Education students in public colleges of education in Southwest, Nigeria. The data reveals a generally positive outlook on the level of venture creation in relation to perceived feasibility among Business Education students in public colleges of education in Southwest, Nigeria. Specifically, 73.6% of students and 7.2% of students have very high and high Skills needed to start and manage a new business

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successfully with ($\overline{x}$ = 3.48±.95**)**. 47.43.6% of students and 34.2% of students have very high and high ability to handle the challenges associated with starting a new venture with ($\overline{x}$ = 3.29±.76**)**. 51.1% of students and 31.3% of students have very high and high ability to Identify viable business opportunities in the market with ($\overline{x}$ = 3.31±.82**)**. 56.1%of students and 11.8% of students have very high and high ability to Utilize available resources to start a business with ($\overline{x}$ = 3.16±1.04**)**. The weighted mean score for all in relation to level of venture creation among Business Education students in public colleges of education in Southwest, Nigeria is 3.31($\overline{x}$ = 3.31±.89), suggesting that student response to the level of venture creation in relation to perceived feasibility among Business Education students in public colleges of education in Southwest, Nigeria is high.

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Table 4.9: Mean Rating and Standard Deviation of Students' Responses on the Level of Venture Creation in relation to Perceived Desirability among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Level of Venture Creation with respect to Perceived Desirability	VL		L		H		VH			
	CF	%	CF	%	CF	%	CF	%	$\bar{x}$	SD
1. The idea of starting own business.	56	6.7%	173	20.8%	140	16.8%	464	55.7%	3.21	.99
2. Motivation for potential benefits and rewards of becoming an entrepreneur.	0	0.0%	120	14.4%	352	42.3%	361	43.3%	3.29	.70
3. The prospect of being one's boss and making independent decisions.	36	4.3%	124	14.9%	164	19.7%	509	61.1%	3.38	.89
4. Alignment of entrepreneurship with personal goals and values.	52	6.2%	156	18.7%	28	3.4%	597	71.7%	3.40	1.00
Weighted Mean									**3.32**	**.90**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.9 presents the students' responses regarding the level of venture creation in relation to perceived desirability among Business Education students in public colleges of education in Southwest, Nigeria. The data reveals a generally positive outlook on the level of venture creation in relation to perceived desirability among Business Education students in public colleges of education in Southwest, Nigeria. Specifically, 55.7% of students and 16.8% of students have very high and high idea of starting own business with ($\bar{x}$ = 3.21±.99**)**. 43.3%

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of students and 42.3% of students have very high and high Motivation for potential benefits and rewards of becoming an entrepreneur with ($\bar{x}$ = 3.29±.70**)**. 61.1% of students and 19.7% of students have very high and high prospect of being one's boss and making independent decisions with ($\bar{x}$ = 3.38±.89**)**. 71.7% of students and 3.4% of students have very high and high alignment of entrepreneurship with personal goals and values with ($\bar{x}$ = 3.40±.90**)**. The weighted mean score for all in relation to level of venture creation among Business Education students in public colleges of education in Southwest, Nigeria is 3.32($\bar{x}$ = 3.32±.90), suggesting that student response to the level of venture creation in relation to perceived desirability among Business Education students in public colleges of education in Southwest, Nigeria is high.

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Table 4.10: Mean Rating and Standard Deviation of Students' Responses on the Level of Venture Creation in relation to Intention among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Level of Venture Creation with respect to Intention	VL		L		H		VH			
	CF	%	CF	%	CF	%	CF	%	$\bar{x}$	SD
1. Intention to start a business within the next 2 years	0	0.0%	0	0.0%	260	31.2%	573	68.8%	3.69	.46
2. Determination to pursue entrepreneurship as a career path.	0	0.0%	0	0.0%	0	0.0%	833	100.0%	4.00	.00
3. Commitment to starting a business.	0	0.0%	0	0.0%	99	11.9%	734	88.1%	3.88	.32
4. Strategy for launching new venture.	0	0.0%	0	0.0%	260	31.2%	573	68.8%	3.69	.46
Weighted Mean									**3.81**	**.31**

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

Table 4.10 presents insights into the students' responses regarding the level of venture creation in relation to intention among Business Education students in public colleges of education in Southwest, Nigeria. The data reveals a generally positive outlook on the level of venture creation respect to intention among Business Education students in public colleges of education in Southwest, Nigeria. Specifically, 68.8% of students and 31.2% of students have very high and high Intention to start a business within the next 2 years with ($\overline{x}$ = 3.69±.46**)**. 100.0% of students have very high determination to pursue entrepreneurship as a career path with ($\overline{x}$ = 4.00±.00**)**. 88.1% of students and 11.9% of students have very high and high Commitment to starting a business with ($\overline{x}$ = 3.88±.32**)**. 68.8% of students and 31.2% of students have very high and high strategy for launching new venture with ($\overline{x}$ = 3.69±.46**)**. The weighted mean score for all in relation to level of venture creation among Business Education students in public colleges of education in Southwest, Nigeria is 3..81($\overline{x}$ = 3.81±.31), suggesting that student response to the level of venture creation in relation to intention among Business Education students in public colleges of education in Southwest, Nigeria is high.

Table 4.11: Summary of Students' Responses on the Level of Venture Creation in among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Indicators	SD		D		A		SA		Weighted Mean	SD
	CF	%	CF	%	CF	%	CF	%		
1. Perceived Feasibility	64	7.7%	204	24.5%	98	11.8%	467	56.1%	3.31	.89
2. Perceived Desirability	52	6.2%	156	18.7%	28	3.4%	597	71.1%	3.32	.90
3. Intention	0	0.0%	0	0.0%	260	31.2%	573	68.8%	3.81	.31

Source: Field Survey, 2025

Criterion: Low is 0-2, moderate is 2.1-2.5, & High is 2.6 above

Key: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

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Table 4.11 presents the summary of the level of venture creation (perceived feasibility, perceived desirability and intention to business) among Business Education students in public colleges of education in Southwest, Nigeria. Specifically, 56.1% of students strongly agreed and 11.8% of students agreed with perceived feasibility (Weighted Mean = 3.31±.89**)**. 71.1% of students strongly agreed and 31.2% of students agreed with perceived desirability (Weighted Mean = 3.32±.90**)**. 68.8% of students strongly agreed and 31.2% of students agreed with the intention to create a business (Weighted Mean = 3.81±.31**).** Suggesting that there is a high intention to venture creation among Business Education students in public colleges of education in Southwest, Nigeria.

4.2.2 Test of Hypotheses

Hypothesis 1: There will be no significant combined influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria.

Table 4.12 ANOVA[a] for Test of Hypothesis Two on the Combined Influence of Entrepreneurship Education and Psychological Traits on Venture Creation among Business Education Students in Public Colleges of Education in Southwest, Nigeria.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.505	2	6.253	174.642	.000[b]
	Residual	29.716	830	.036		
	Total	42.222	832			

a. Dependent Variable: **venture creation**

b. Predictors: (Constant), Impact of Entrepreneurship education, Impact of Psychological traits

Source: Field Survey, 2025

Table 4.12 presents the results of a regression analysis examining the combined influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria. The ANOVA

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Table 4.12 shows that the regression model is statistically significant ($F(2, 830) = 174.642$, $p = 0.000$), suggesting that the predictors (combined entrepreneurship education and psychological traits) significantly contribute to explaining the variance in the venture creation. Examining the coefficients on Table 4.12, Entrepreneurship education ($\beta = .454$, $p = 0.000$), Psychological traits ($\beta = .199$, $p = 0.000$) have statistically significant effects on the overall venture creation. This indicated that combined entrepreneurship education and psychological traits are associated with overall venture creation. The significance value being less than 0.05 confirms that the model provides a good fit for the data. Thus, the null hypothesis which stated that there will be no significant combined influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria, was rejected. This implies that there is a significant combined influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria. However, entrepreneurship education has high predictive and influential power on venture creation over psychological trait.

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Hypothesis 2: There will be no significant relative influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria.

Table 4.13 Coefficients[a] for Test of Hypothesis One on the Relative Influence of Entrepreneurship Education and Psychological Traits Indicators on Venture Creation among Business Education Students in Public Colleges of Education in Southwest, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	2.439	.107		22.763	.000	2.229	2.649
	Curriculum Content	.030	.023	.068	1.301	.194	-.015	.076
	Teaching Methods	.097	.025	.156	3.871	.000	.048	.146
	Resource Availability	.175	.027	.314	6.615	.000	.123	.227
2	(Constant)	2.580	.077		33.699	.000	2.430	2.731
	Self-efficacy	.092	.033	.132	2.809	.005	.028	.156
	Innovativeness	.020	.016	.049	1.274	.203	-.011	.051
	Risk propensity	.151	.020	.307	7.500	.000	.111	.190

a. Dependent Variable: **Venture Creation**

Source: Field Survey, 2025

Table 4.13 presents the results of a regression analysis examining the relative influence of Entrepreneurship education and psychological traits on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria. The model 1 presents the results of a regression analysis examining the influence of Entrepreneurship Education indicators (curriculum contents, teaching methods and resource availability), the coefficients indicate resource availability with highest predictive index (β = .314, p = 0.000), and teaching methods (β = .156, p = 0.000) have statistically significant effects on the venture creation. Meanwhile, curriculum content (β = .068, p =.194) has statistically insignificant

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effects on the venture creation. This indicated that resource availability and teaching methods have a significant predictive influence on venture creation while curriculum content has an insignificant predictive influence on venture creation.

Also, on Table 4.13 presents the results of a regression analysis examining the influence of psychological traits indicators (self-efficacy, innovativeness, and risk propensity) on venture creation among Business Education students in public Colleges of Education in Southwest, Nigeria. The model 2 coefficients on Table 4.13 indicate risk propensity (with highest predictive index) (β = .307, p = 0.000), and self-efficacy (β = .132, p = 0.005) have statistically significant effects on the venture creation. Meanwhile, innovativeness (β = .049, p =.203) has statistically insignificant effects on the venture creation. This indicated that risk propensity and self-efficacy have a significant predictive influence on venture creation while innovativeness has insignificant predictive influence on venture creation.

Hypothesis 3: There will be no significant moderating influence of Mentorship on the relationship between entrepreneurship education, psychological traits and venture creation in public Colleges of Education in Southwest, Nigeria.

Table 4.14.1 Model summary for Test of Hypothesis Three on Moderating Influence of Mentorship on the Relationship between Entrepreneurship Education and Venture Creation in Public Colleges of Education in Southwest, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377	.142	.140	.20886

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.015	2	3.008	68.950	.000
	Residual	36.206	830	.044		
	Total	42.222	832			

a. Dependent Variable: venture creation

b. Predictors: (Constant), Entrepreneurship education, Interaction

Source: Field Survey, 2025

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As indicated in Table 4.14.1, the relationship among the independent variable, moderator and dependent variable (Entrepreneurship education, Mentorship function and venture creation respectively) are positive (r=.377). The R Square value in the Model Summary table is .142 (R Square = .142) this implied that the independent variable and moderator (Entrepreneurship education and Mentorship function) explains 14.2 percent of the variation in the dependent variable (venture creation). Table 4.14.1 indicated that there is a strong and significant causal effect between the independent variable *(*entrepreneurship education*)* and the dependent variable (venture creation*)* (F(2, 830) = 68.950, P-value = 0.000). It can be concluded that the moderator variable (mentorship function) has insignificant influence on the relationship between independent variable *(*entrepreneurship education*)* and the dependent variable (venture creation).

Table 4.14.2 Model summary for Test of Hypothesis Three on Moderating Influence of Mentorship on the Relationship between Psychological Trait and Venture Creation in Public Colleges of Education in Southwest, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.426[a]	.181	.179	.20407

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.656	2	3.828	91.912	.000[b]
	Residual	34.566	830	.042		
	Total	42.222	832			

a. Dependent Variable: venture creation

b. Predictors: (Constant), Psychological traits, Interaction

Source: Field Survey, 2025

As indicated in Table 4.14.2, the relationship among the independent variable, moderator and dependent variable (Psychological trait, Mentorship function and venture creation respectively) are positive (r=.426). The R Square value in the Model Summary table is .181 (R Square = .181). This implies that the independent variable and moderator (Psychological trait and Mentorship function) explain 18.1 percent of the variation in the dependent variable

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(venture creation). Table 4.14.2 indicated that there is a strong and significant causal effect between the independent variable *(*Psychological trait*)* and the dependent variable (venture creation*)* (F(2,830) = 91.912, P-value = 0.000). It can be concluded that the moderator variable (mentorship function) has a significant influence on the relationship between the independent variable (Psychological trait) and the dependent variable (venture creation).

4.3 Discussion of the Findings

The findings of this study revealed that the data indicate a generally positive perception of the entrepreneurship education practices across all three dimensions that is curriculum content, teaching method, and resources availability. Among the indicators, teaching methods received the highest student endorsement as the most prevalent indicator of entrepreneurship education in public colleges of education in Southwest, Nigerai, while blended and technology-enhanced methods were moderately applied. This result is consistent with previous studies that emphasized that interactive learning strategies are regarded as highly effective for developing entrepreneurial skills, highlighting the perceived efficacy and prevalence of interactive methods in entrepreneurship related instruction[2]. For instance, interactive and experiential strategies strongly influence students' entrepreneurial intention, especially when mediated by educator role models, allowing them to analyze challenges, identify opportunities, and formulate strategic solutions[3]. Similarly, active participation have been found to foster critical thinking and problem-solving skills essential for entrepreneurial success[4].

Regarding psychological traits, this study found that Business Education students in public colleges of education in Southwest Nigeria exhibit high levels of self-efficacy, innovativeness, and risk propensity. These findings align with previous research that highlighted the significance of these traits in influencing entrepreneurial behavior and

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outcomes[5]. Specifically, high levels of self-efficacy have been associated with greater entrepreneurial persistence, resilience, and performance[5]. Moreover, innovativeness and risk propensity have been found to have a positive relationship with entrepreneurial intention[7, 8].

The study also revealed that the level of venture creation with respect to perceived feasibility, perceived desirability, and intention among Business Education students in public colleges of education in Southwest Nigeria is high. This finding is consistent with previous studies that emphasized the importance of venture creation in economic development and societal advancement[9]. Furthermore, the advent of digital technologies and e-commerce platforms has expanded entrepreneurial opportunities, providing avenues for innovation and market penetration[10].

Moreover, the study found that entrepreneurship education and psychological traits have significant predictive influence on venture creation. This result is consistent with previous research that highlighted the impact of entrepreneurship education on entrepreneurial intentions and behaviors[11]. Another study conducted in Northwest Region of Mexico upheld that personality traits have positive and significant effects on the psychological profile and on business opportunities[12]. Study established that exposure to entrepreneurship education led to significant improvements in students' attitudes towards entrepreneurship, including increased self-efficacy, perceived desirability and feasibility of starting a business[13]. Similarly, the results corroborate the current study wherein established that perceived entrepreneurial desirability and perceived entrepreneurial desirability have a positive and significant influence on entrepreneurial self-confidence.

The study also revealed that combined entrepreneurship education and psychological traits have significant predictive influence on venture creation. This finding is consistent with previous research that emphasized the importance of psychological traits, such as personality

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traits, attitudes, self-efficacy and locus of control, in determining entrepreneurial intentions and behaviors[14]. Moreover, self-efficacy has been found to have a positive relationship with entrepreneurial intentions[15]. The results of the previous study show that active methods of education were more effective in influencing students' entrepreneurial intention, although passive methods of teaching were dominant among most educators[16]. Similarly, the study found a strong positive linear relationship between resources, curriculum and career support with students' entrepreneurship perception on viable business establishments[17].

Finding of this current study established that moderator variable (mentorship function) has insignificant effect on the relationship between independent variable (entrepreneurship education) and the dependent variable (venture creation). Meanwhile, finding of this current study established that the moderator variable (mentorship function) has significant effect on the relationship between independent variable (Psychological trait) and the dependent variable (venture creation). The current finding is consistent with the previously conducted studies. Specifically, study established that entrepreneurship capability has a complementary mediating effect on the relationship between entrepreneurship education and venture creation, while the moderating role of entrepreneurial support in relation to entrepreneurship capability and venture creation was found to be negative[18]. However, the study found that the moderator variable (mentorship function) has an insignificant effect on the relationship between entrepreneurship education and venture creation. This result contradicts previous research that highlighted the importance of mentorship in enhancing the impact of educational interventions on students' entrepreneurial aspirations[19, 20].

In conclusion, the findings of this study are largely consistent with previous research on entrepreneurship education, psychological traits and venture creation. However, some contradictions were noted, highlighting the need for further research in this area. The study's

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results have implications for entrepreneurship education and practice, emphasizing the importance of adopting diverse teaching methods, fostering psychological traits, and providing mentorship support to enhance venture creation among Business Education students.

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Chapter Five

Conclusion

5.1 Summary of the Findings

The study revealed that student responses indicated the most prevalent indicator of entrepreneurship education in public colleges of education in Southwest was teaching method ($\bar{x} = 3.50 \pm 0.54$), suggesting that teaching method is important in entrepreneurship education especially in fostering habit of venture creation among Business Education students in public colleges of education, Southwest, Nigeria.

The study concluded that the most commonly observed psychological trait among Business Education students in public colleges of education in Southwest, Nigeria was self-efficacy (90.2%, Weighted Mean = 3.50, SD=0.54). These findings aligned with global psychological research emphasising self-efficacy as a critical entrepreneurial trait.

The study established a high level of venture creation among students, driven by intention was exceptionally high, with 100% expressing very high determination to pursue entrepreneurship as a career (100%, Weighted Mean = 3.81, SD=0.31**)**. These results reflect global trends where intention is a pivotal driver of entrepreneurial action.

Entrepreneurship education indicators showed a moderate positive relationship with venture creation ($R = 0.395$, $R^2 = 0.156$), with resource availability ($\beta = 0.314$, $p = 0.000$) and teaching methods ($\beta = 0.156$, $p = 0.000$) being significant predictors, unlike curriculum content ($\beta = 0.068$, $p = 0.194$). Psychological traits had a stronger relationship ($R = 0.427$, $R^2 = 0.183$), with risk propensity ($\beta = 0.307$, $p = 0.000$) and self-efficacy ($\beta = 0.132$, $p = 0.005$) significant, but innovativeness not ($\beta = 0.049$, $p = 0.203$).

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There is combined influence of entrepreneurship education and psychological traits ($R = 0.544$, $R^2 = 0.296$), with entrepreneurship education ($\beta = 0.454$, $p < 0.001$) having a greater impact than psychological traits ($\beta = 0.199$, $p < 0.001$).

Mentorship had an insignificant moderating influence on the relationship between entrepreneurship education and venture creation ($\beta = -0.018$, $p = 0.584$). Also, Mentorship significantly moderated the relationship between psychological traits and venture creation ($\beta = 0.168$, $p = 0.000$). These findings aligned with global standards for regression-based analyses in entrepreneurship research.

5.2 Conclusion

The adoption of interactive and active participation teaching methods in entrepreneurship education fosters an engaging and effective learning environment. These approaches encourage active participation and critical thinking, equipping students with practical skills essential for entrepreneurial success, consistent with global best practices in experiential learning.

Students exhibit strong self-efficacy, enabling them to tackle entrepreneurial tasks and overcome setbacks confidently. Their moderate innovativeness reflects a willingness to explore creative solutions, though less pronounced than other traits. High-risk propensity indicates comfort with calculated risks, viewing them as opportunities for growth, which is crucial for entrepreneurial ventures worldwide.

High levels of perceived feasibility, desirability, and intention among students signal a robust inclination towards venture creation. Their confidence in skills, alignment with personal goals, and strong commitment to entrepreneurship reflect a conducive environment for launching new ventures, mirroring global trends in entrepreneurial motivation.

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Entrepreneurship education, particularly through the availability of resources and effective teaching methods, significantly drives venture creation, while psychological traits such as self-efficacy and risk propensity play a critical role. The combined effect of education and traits is notably strong, with education being the dominant predictor. Mentorship enhances the impact of psychological traits on venture creation. However, it does not significantly moderate the effect of education, suggesting a selective influence that aligns with global findings on the variable impact of mentorship.

5.3 Recommendations

1. Given the prevalence among entrepreneurship education indicators is teaching method, it is recommended that lecturers in public Colleges of Education in Southwest, Nigeria continue to adopt and diversify their teaching methods to enhance student engagement, motivation, and learning outcomes.
2. Since self-efficacy, innovativeness and risk propensity are common psychological traits among Business Education students, it is recommended that entrepreneurship educators design programs that foster these traits, such as providing opportunities for students to take calculated risks, experiment with new ideas and develop confidence in their abilities.
3. Given the high level of venture creation among Business Education students, it is recommended that entrepreneurship educators provide more opportunities for students to engage in venture creation activities, such as business plan competitions, incubators and accelerators.
4. Since entrepreneurship education and psychological traits have a significant influence on venture creation, it is recommended that educators integrate these two aspects in their teaching, such as providing students with practical experiences that develop their self-efficacy, innovativeness and risk propensity.

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5. Although mentorship did not moderate the relationship between entrepreneurship education and venture creation, it did moderate the relationship between psychological traits and venture creation. Therefore, The NCCE should establish continuous monitoring and evaluation systems to track the performance of entrepreneurship education programs, ensuring that teaching methods, curriculum content, and resource allocation remain responsive to students' entrepreneurial needs.
6. Policymakers in education and entrepreneurship should take note of the importance of entrepreneurship education and psychological traits in venture creation and provide support for programs that promote these aspects.

5.4 Contributions to Knowledge

This study presents a comprehensive framework that elucidates the interplay between entrepreneurship education, psychological traits, and venture creation, with specific indicators including teaching methods, resource availability, self-efficacy, and risk propensity. It clarifies mentorship's selective moderating role of mentorship, offering a nuanced understanding of its impact on psychological traits and contributing to global conceptual models of entrepreneurial development.

Conceptual Contributions

This investigation provides a sophisticated conceptual framework that elucidates the complex interplay between entrepreneurship education, psychological traits, and venture creation outcomes within developing economy contexts. The study contributes a nuanced understanding of how specific educational indicators (teaching methods, resource availability and curriculum content) interact differentially with venture creation, challenging traditional assumptions about the uniform effectiveness of educational components. The

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conceptual contribution extends beyond simple correlation identification to provide insight into the mechanisms through which educational interventions translate into entrepreneurial outcomes, particularly highlighting the critical role of resource availability and pedagogical methodology over content design.

The framework further contributes to conceptual clarity regarding the selective moderating effects of mentorship, demonstrating that mentorship operates through psychological rather than educational pathways. This conceptual insight challenges common assumptions about mentorship as a universal enhancement mechanism, instead suggesting that the effectiveness of mentorship depends on the specific developmental domain targeted. The conceptual framework provides a foundation for understanding how different intervention types (educational versus relational) operate through different mechanisms to influence entrepreneurial outcomes.

Additionally, the study contributes to a conceptual understanding of psychological trait hierarchies within entrepreneurial contexts, revealing that risk propensity and self-efficacy may be more crucial than innovativeness for venture creation. This conceptual insight challenges Western-centric entrepreneurship models that typically emphasise innovation as a central entrepreneurial characteristic, suggesting that cultural and contextual factors may influence the relative importance of different psychological traits in entrepreneurial success.

Theoretical Contributions

Human Capital Theory Extension

The research provides a substantial theoretical contribution to Human Capital Theory by demonstrating the differential impact of various human capital components on entrepreneurial outcomes. The finding that resource availability and teaching methods

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significantly predict venture creation, while curriculum content does not, challenges traditional human capital assumptions about the uniform value of educational investments. This theoretical contribution suggests that human capital theory requires refinement to account for the differential effectiveness of various educational components, particularly within the context of entrepreneurship education.

The theoretical extension reveals that human capital development operates through practical resource access and pedagogical methodology rather than merely through content transmission, suggesting that human capital theory must incorporate process-oriented factors alongside content-oriented factors. This theoretical insight has broader implications for educational investment strategies and human capital development policies, suggesting that investment effectiveness depends on the specific mechanisms through which human capital is developed rather than merely the quantity of educational investment.

Theory of Personality Advancement

The investigation offers a significant theoretical advancement to personality theory within entrepreneurial contexts by revealing the differential importance of various personality traits in venture creation. The finding that risk propensity and self-efficacy significantly predict venture creation, while innovativeness does not, challenges conventional personality theory applications in entrepreneurship, which typically emphasise creativity and innovation as central entrepreneurial characteristics.

This theoretical contribution suggests that personality theory within entrepreneurship contexts requires recalibration to account for the practical demands of venture creation, which may prioritise persistence and risk tolerance over creative ideation. The theoretical advancement has implications for personality-based entrepreneurship interventions,

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suggesting that trait development programmes should focus on confidence building and risk tolerance enhancement rather than creativity development alone.

The research further contributes to personality theory by demonstrating the cultural and contextual specificity of trait importance, suggesting that applications of personality theory must account for environmental factors that may influence the relative importance of different traits in specific contexts.

Theory of Planned Behaviour Refinement

The study offers important theoretical refinement to the Theory of Planned Behaviour by demonstrating exceptionally high intention levels that may not directly translate into behavioural outcomes. The finding of universal entrepreneurial career intention (100% agreement) within the context of typically lower actual venture creation rates suggests that TPB requires modification to account for the intention-behaviour gap within entrepreneurship contexts.

The theoretical contribution reveals that TPB's assumption of direct intention-behaviour relationships may be oversimplified within entrepreneurship contexts, where structural barriers and resource constraints may intervene between intention formation and behavioural implementation. This theoretical insight suggests that TPB applications in entrepreneurship should incorporate external constraint factors that moderate the intention-behaviour relationship.

Additionally, the research contributes to a theoretical understanding of how different antecedents (feasibility, desirability) may operate through various mechanisms to influence intentions and subsequent behaviours, suggesting that the TPB's assumption of uniform antecedent effects may require refinement within specific application domains.

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Empirical Contributions

Contextual Validation

The study provides a substantial empirical contribution through the robust statistical validation of entrepreneurship education effectiveness in developing economy contexts. The empirical evidence for combined effects provides concrete, quantitative support for entrepreneurship education interventions within resource-constrained environments, addressing the limited empirical base for the effectiveness of entrepreneurship education in developing economies.

The empirical contribution includes specific coefficient estimates that enable practitioners to understand the relative importance of different intervention components, providing practical guidance for resource allocation and programme design decisions. The statistical robustness of the findings, as evidenced by comprehensive hypothesis testing and multiple analytical approaches, provides a reliable empirical foundation for policy and practice recommendations.

The contextual specificity of empirical findings contributes to an understanding of how global entrepreneurship education principles operate within specific cultural and economic contexts, providing empirical evidence for the contextual adaptation of entrepreneurship education approaches rather than the universal application of Western-developed models.

Methodological Innovation

The research contributes methodological innovation through the comprehensive assessment of multiple dimensions of entrepreneurship education effectiveness, providing a holistic empirical approach that captures the complexity of entrepreneurial development processes. The methodological approach demonstrates how quantitative assessment can capture both

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attitudinal and behavioural dimensions of entrepreneurial development, providing a model for comprehensive entrepreneurship education evaluation.

The empirical methodology contributes innovation in moderator analysis within entrepreneurship contexts, demonstrating how to systematically assess the differential effects of moderating variables across different relationship types. This methodological contribution provides a framework for future research investigating the effects of complex interventions within entrepreneurship education.

Practical Contributions

Educational Policy Guidance

The research provides specific, evidence-based guidance for educational policy development within entrepreneurship education, particularly emphasising resource investment and pedagogical methodology over curriculum content expansion. The practical contribution includes specific coefficient estimates that enable policymakers to understand the relative return on investment for different types of educational interventions, providing a quantitative foundation for resource allocation decisions.

The practical guidance extends to faculty development priorities, indicating that investment in pedagogical training may produce higher returns than investment in curriculum development or content expansion. This practical insight has immediate implications for the allocation of professional development resources and faculty recruitment strategies within entrepreneurship education programmes.

The research provides practical frameworks for programme evaluation that emphasise outcome measurement over input measurement, shifting evaluation focus from curriculum comprehensiveness to practical effectiveness in venture creation support. This practical

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contribution provides actionable guidance for programme administrators and educational quality assurance processes.

Mentorship Programme Design

The findings provide specific practical guidance for mentorship programme design that emphasises psychological development over general business guidance. The practical contribution includes concrete recommendations for mentor selection, training, and activity design that maximise mentorship effectiveness within resource-constrained environments.

The practical guidance addresses the common challenge of ineffective mentorship programmes by providing evidence-based frameworks for programme design that focus on developing psychological traits rather than providing general business advice. This practical insight enables organisations to design mentorship programmes that achieve measurable impact on entrepreneurial development outcomes.

The research provides practical frameworks for evaluating mentorship programmes that focus on psychological development outcomes rather than satisfaction measures, enabling organisations to assess and improve mentorship programme effectiveness systematically.

5.5 Suggestions for Further Study

1. This study was conducted in Southwest Nigeria; further research could be conducted in other regions of Nigeria or in other developing countries to determine if the findings are generalizable across different geographical and cultural contexts.
2. Future studies could compare the impact of entrepreneurship education and psychological traits on venture creation among students in public versus private colleges of education to identify potential differences in entrepreneurial outcomes.

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3. Further research could explore the relationship between specific psychological traits (e.g., risk-taking propensity, self-efficacy) and the success of ventures created by business education students, offering a deeper understanding of the traits that drive entrepreneurial success.
4. Studies could investigate the impact of different entrepreneurship education curricula or teaching methods on students' venture creation intentions and outcomes, helping to identify the most effective approaches to fostering entrepreneurship.
5. Future research could examine the role of mentorship, networking opportunities, and support systems in enhancing the effectiveness of entrepreneurship education and fostering venture creation among business education students.
6. Future studies could undertake a comparative analysis of federal and state Colleges of Education to determine whether variations exist in the implementation of entrepreneurship education despite the NCCE's unified minimum standards. Such research would provide deeper evidence on how institutional ownership and resource distribution may subtly influence entrepreneurial outcomes among students..
7. With the growing importance of digital entrepreneurship, further studies could investigate the impact of digital entrepreneurship education on venture creation among business education students, including the role of digital tools and platforms in entrepreneurial success.

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Appendix I

Questionnaire

Dear Sir/Madam

Letter to the Respondents

I am, a PhD student at the Department of Arts & Social Science Education (Business Education Unit), Lead City University, Ibadan. I am currently undertaking a research titled "Entrepreneurship Education, Psychological Traits, and Venture Creation among Business Education Student in Public Colleges of Education, Southwest, Nigeria".

I am writing to request your co-operation as I would be grateful if you could complete the short questionnaire and return same to me

I assure you that the data and information provided will remain strictly confidential and will be used only for the purpose of this research.

Thank you for your assistance.

Yours faithfully,

Adedoyin A., Obisanya
Researcher

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Section A: **Bio Data of the Respondents**

1. Gender: Male ( ) Female ( )

2. Age: (a) 15-20, (b) 21-25. (c) 26-30 (d) 31 and above

Section B:

Instruction: Please tick (√) the items as appropriate

VH – Very High | H – High | L – Low | VL – Very Low

S/N	Items	VH	H	L	VL
	How would you rate your perceived feasibility level in venture creation?				
1	Skills needed to start and manage a new business successfully.				
2	Ability to handle the challenges associated with starting a new venture.				
3	Identifying viable business opportunities in the market.				
4	Utilizing available resources to start a business.				
	How would you rate your perceived desirability level in venture creation?				
5	The idea of starting own business.				
6	Motivation for potential benefits and rewards of becoming an entrepreneur.				
7	The prospect of being one's boss and making independent decisions.				
8	Alignment of entrepreneurship with personal goals and values.				
	How would you rate your intention level to venture creation?				
9	Intention to start a business within the next 2 years				
10	Determination to pursue entrepreneurship as a career path.				
11	Commitment to starting a business.				
12	Strategy for launching new venture.				

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Section C

Instruction: Please tick (√) the items as appropriate

SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

S/N	Items	SA	A	D	SD
	Entrepreneurship Education				
	Curriculum Content				
1	The entrepreneurship curriculum at my college provides relevant and practical knowledge for starting a business.				
2	The topics covered in the entrepreneurship courses are useful for understanding business management.				
3	The curriculum includes current trends and challenges in the entrepreneurial field.				
4	The content of the entrepreneurship courses prepares me for real-world entrepreneurial challenges.				
	Teaching Methods				
5	The teaching methods used in entrepreneurship courses are active and experiential				
6	Blended and technology-enhanced methods are integrated into the teaching of entrepreneurship.				
7	The instructors use mentorship-based methods to facilitate understanding of entrepreneurial concepts.				
8	The teaching methods encourage interactive and active participation				
	Resource Availability				
9	I have access to adequate resources such as entrepreneurial tools and materials through my college.				
10	The college provides support systems like business incubators or mentorship programs for aspiring entrepreneurs.				
11	There are sufficient resources available to help students develop their business ideas.				
12	The availability of entrepreneurial resources influences my intention to start a business.				

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Section D

Instruction: Please tick (√) the items as appropriate

SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

S/N	Items	SA	A	D	SD
	Psychological Traits				
	Self-Efficacy				
1	I am confident in my ability to successfully handle entrepreneurial tasks.				
2	I believe in my capacity to overcome obstacles and setbacks in business ventures.				
3	I feel capable of making sound business decisions under pressure.				
4	I trust my abilities to manage and grow a new business.				
	Innovativeness				
5	I enjoy finding creative solutions to business problems.				
6	I am open to experimenting with new business ideas and approaches.				
7	I am willing to take unconventional approaches to solve business challenges.				
8	I actively seek out innovative methods to improve business practices.				
	Risk Propensity				
9	I am comfortable taking calculated risks in my entrepreneurial endeavors.				
10	I am willing to invest time and resources into new business ventures despite potential uncertainties.				
11	I do not shy away from taking risks if they have the potential for high rewards.				
12	I view risks as opportunities for growth and learning in entrepreneurship.				

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Section E

Instruction: Please tick (√) the items as appropriate

SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

S/N	Items	SA	A	D	SD
	Combined Influence				
	Impact of Entrepreneurship Education				
1	The knowledge gained from entrepreneurship education enhances my confidence in starting a business.				
2	My entrepreneurial skills, combined with effective teaching methods, strengthen my intention to venture into business.				
3	Entrepreneurship education exposure positively influence my attitude towards starting a business.				
4	The integration of curriculum content, innovative teaching methods impacts my entrepreneurial intentions.				
	Impact of Psychological Traits				
1	The combined effect of psychological traits factors makes me more inclined to start my own business.				
2	Understanding the role of my psychological traits enhances my motivation to pursue entrepreneurship.				
3	The psychological traits factors provides a solid foundation for my entrepreneurial aspirations.				
4	My psychological traits together strengthen my commitment to venture creation.				

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Section F

Instruction: Please tick (√) the items as appropriate

SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree

S/N	Items	SA	A	D	SD
	Mentorship				
1	The mentorship I receive provides valuable guidance in aligning my entrepreneurial education with real-world applications.				
2	My mentor helps me understand how to effectively use my psychological traits, such as self-efficacy and risk propensity, in entrepreneurship.				
3	Regular interactions with my mentor enhance my confidence in pursuing business opportunities and overcoming challenges.				
4	My mentor provides support that helps me integrate the knowledge gained from entrepreneurship education into my venture creation plans.				
5	The feedback and advice from my mentor positively influence my attitudes towards venture creation, such as perceived feasibility and desirability.				

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Appendix II

Table 4.15 Response Rate

S/N	Colleges of Education	No. of Questionnaire Administered	No. of Questionnaire retrieved	Percentage %
1.	Federal College of Education (Special), Oyo	197	154	18.5%
2.	Oyo State College of Education, Lanlate	150	103	12.4%
3.	Federal College of Education, Iwo	149	132	15.8%
4.	Adeyemi College of Education, Ondo	256	143	17.2%
5.	Federal College of Education, Abeokuta	201	190	22.8%
6.	Tai Solarin College of Education, Ijebu-Ode	111	111	13.3%
		1,064	**833**	**100%**

Source: Field Survey, 2025

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Bio-data

A. Personal Data

Full Name:	Adedoyin Adebanjo OBISANYA
Address:	No. 1, Dr Gbenga Okusanya Avenue, Erigo, Ijebu-North East, Ogun State.
E-mail Address:	behoney2010@gmail.com
Phone Number:	08085986410
Date and Place of Birth:	20th July, 1987 and Ijebu-Igbo
Nationality:	Nigerian
Name and Address of Next of Kin:	Felicia OBISANYA and No. 1, Dr Gbenga Okusanya Avenue, Erigo, Ijebu-North East, Ogun State.

B. Educational Background

Educational Institutions Attended with Dates and Qualification:

i. **Primary Education:**

- St. Mathew's School I, Ojowo, Ijebu-Igbo, Ogun State.

  Primary School Leaving Certificate 1992

ii. **Secondary Education:**

- Achiever's Model College, Ijebu–Igbo, Ogun State.

  West African School Certificate 2007

  National Examination Council 2007

iii **Higher Education Institution**:

- Tai Solarin University of Education, Ijagun, Ogun State.

  Bachelor of Science Education (B.Sc (Ed)) Business Education 2017

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- Tai Solarin University of Education, Ijagun, Ogun State.

  Masters of Education (M.Ed) Business Education 2021

- Lead City University, Ibadan, Oyo State.

  Doctor of Philosophy Degree (PhD) Business Education In view

C. Working Experience with Dates:

Tai Solarin Colleges of Education, Omu-Ijebu, Ogun State. 2021 – Till Date

D. Awards and Fellowships (if any): No

E. Membership of Academic Professional Bodies:

- Teacher Registration Council of Nigeria (TRCN)
- Association of Business Educators of Nigeria (ABEN)
- Gender Studies Association Nigeria (GSAN)

F. Publication if Any

(a) Published Journals/Articles

1. **Obisanya, A.**, Adeola, K. L., Afolabi, F., Ojo, T., & Okusanya, A. (2025). Unlocking Employee Potential for Sustainable Development in Universities in Ogun State, Nigeria: A Study of Employee Engagement and Productivity. *Revista Nacional De Administración*, *16*(1), 76 - 84. https://doi.org/10.22458/rna.v16i1.5444. Online Publication of School of Administration Sciences State Distance University (UNED), San José, Costa Rica. **Offshore**

2. David, S., **Obisanya**, A. A., Ogunyemi, K. M. & Ojo, O. T. (2025). Mindset Matters: Exploring the Relationship between Psychological Traits and Entrepreneurial Intentions among Business Education Students in South-West Nigeria. *Journal of Institutional Research, Big Data Analytics and Innovation (JIRBDAI).* 1(2), 373 -380. Online Publication of Baze University Big Data Analytics and Innovation Research Group, Abuja, Nigeria.

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12. **Obisanya, A. A.**, Durojaiye, M. O., & Nana, A. T. (2022). Entrepreneurial Self-Efficacy and Entrepreneurial Success of Selected Small and Medium Scale Enterprises in Lagos State. *International Journal of Entrepreneurship Innovation and Management*, 3(1), 1 – 15.

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14. Okusanya, A. O., Ogunyemi, K. M., **Obisanya, A. A.** (2021). Corporate Entrepreneurship Dimensions and Corporate Image of Selected Food and Beverages Manufacturing Companies in Lagos State, Nigeria, *NOUN Journal of Management and International Development*, 6(1), 84 -102.

16. Lawal, K. K. & **Obisanya A. A.** (2019). The perception of parents on the benefit and challenges of online teaching of their wards in selected private primary schools in Ijebu-Ode Local Government of Ogun State. *National Journal of Science and Education Studies (NJSES)*, 8(9), 402 – 422.

(b) Seminal Papers Accepted For Publication

1. Okusanya, A. O., Hassan, T. A. Adeniji, O. O. & **Obisanya, A. A.** (2025). Examining the Effect of Economic Factors on Competitive Advantage of Consumer Goods Manufacturing Companies in Nigeria. *Mimbar Ilmu.* 30(1). Online Publication of Universitas Pendidikan Ganesha, Indonesia.

2. Okusanya, A. O., Hassan, T. A. Adeniji, O. O. & **Obisanya, A. A.** (2025). Examining the Effect of Economic Factors on Competitive Advantage of Consumer Goods Manufacturing Companies in Nigeria. *Mimbar Ilmu.* 30(1). Online Publication of Universitas Pendidikan Ganesha, Indonesia.

(c) Seminal Papers Presented At Conference

1. Application of Artificial Intelligence for Modern Business **Obisanya A. A. (2024).** Education and Entrepreneurial Decision Making: A Systematic Review. A seminal paper presented at National Conference of the Association of Business Educators of Nigeria on Artificial Intelligence in Business Education and Entrepreneurship Practice held at Chinua Achebe International Conference

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Centre, Mamman Vasta Writers Village, Mpape, Abuja FCT, Nigeria. 9th – 12th October, 2024

(d) Thesis/ Dissertation

1. **Obisanya, A. A**. (2021). Human Capital Management and Employee Productivity of Selected Universities in Ogun State of Nigeria. (M.Ed). A Dissertation submitted to the Department of Business Education College of Vocational and Technology Education, Tai Solarin University of Education, Ijagun.
2. **Obisanya, A. A**. (2017). Impact of Vocational and Technical Education on Economic Development. A study of Vocational and Technical Education Department, Tai Solarin University of Education, Ijagun (B.Sc (E.d)). Research work submitted to the Department of Business Education College of Vocational and Technology Education, Tai Solarin University of Education, Ijagun.

(e) Books/Monographs: None

G. Referees

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29th July, 2025

Signature **Date**

The University Compliance Certification

This is to certify that this thesis was carried out by **Adedoyin Adebanjo OBISANYA** with matric number **LCU/PG/003186** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, in Full compliance with the approved University format and style.

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Signature Date

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