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RESEARCH ARTICLE

Does Entrepreneurship Education Affect Goal Intention Among Private University Students in North Central and Fct, Nigeria?

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ABSTRACT

This study examined the effect of entrepreneurship education on entrepreneurial intention among private university students in North Central and FCT Abuja with the moderating role of parental influence. A survey research design was adopted in this study with the study's population comprising 37,453 undergraduate students from private universities in the North Central region, covering Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States, and the Federal Capital Territory, Abuja out of which 2784 undergraduate students was adopted as sample size. Structural Equation Models were used to analyse the Likert scale data obtained from self-administered questionnaires. The result obtained from the Structural Equation Models revealed a significantly positive effect between entrepreneurial goal intention and entrepreneurial education factors (entrepreneurial mentorship intensity (β = 0.5061); interdisciplinary collaboration for entrepreneurship (β = 0.1148); innovation in curriculum design (β = 0.0977) and experiential learning ventures (β = 0.1108). From these findings, the study therefore concludes that entrepreneurial mentorship intensity, experiential learning ventures, interdisciplinary collaboration for entrepreneurship are important factors in entrepreneurial intention. Hence, the study recommends that institutions should expand mentorship programs by engaging successful entrepreneurs, alumni, and industry professionals to provide guidance, support, and real-world insights to students.

INTRODUCTION

Entrepreneurship education has been widely recognized as a key driver of entrepreneurial intentions, equipping students with the necessary skills, knowledge, and mindset to start and sustain business ventures. Despite the growing emphasis on entrepreneurship education in private universities, there remains a critical gap in understanding its direct impact on students' entrepreneurial goal intention. Entrepreneurial goal intention refers to an individual's conscious commitment to starting a business, which is influenced by factors such as self-efficacy, perceived feasibility, and the entrepreneurial ecosystem. Previous studies have examined the general relationship between entrepreneurship education and entrepreneurial intention; however, there is limited empirical evidence on how entrepreneurship education specifically shapes entrepreneurial goal intention among private university students. Unlike public universities, private universities often have different curricula, resource availability, and institutional support systems, which may influence the effectiveness of entrepreneurship education. Furthermore, while entrepreneurship education aims to foster an entrepreneurial mindset, not all students who undergo such training develop strong entrepreneurial goal intentions, raising questions about the effectiveness of the pedagogical approaches and contextual factors that may hinder or enhance this relationship.

This study, therefore, seeks to investigate the effect of entrepreneurship education on entrepreneurial goal intention among private university students. It aims to determine the extent to which entrepreneurship education influences students' commitment to entrepreneurial

careers, identify key moderating factors such as institutional support and perceived barriers, and provide insights into how entrepreneurship education can be more effectively designed to enhance entrepreneurial goal intention. Understanding this relationship is crucial for educators, policymakers, and university administrators in fostering an entrepreneurial culture that translates education into action.

Base on the problems raise above, the following questions were formulated:

To what extent does entrepreneurial mentorship intensity (EMI) affect entrepreneurial goal intention among private university students in North Central and FCT Abuja?

Does experiential learning ventures (ELV) affect entrepreneurial goal intention among private university students in North Central and FCT Abuja?

What is the effect of entrepreneurship (ICE) on entrepreneurial goal intention among private university students in North Central and FCT Abuja?

Does innovation in curriculum design (ICD) affect entrepreneurial goal intention among private university students in North Central and FCT Abuja?

Empirical studies have consistently demonstrated that entrepreneurship education (EE) significantly influences university students' entrepreneurial goal intentions (EGI). In a longitudinal study involving Nigerian polytechnic students, Otache et al. (2021) found that EE positively affected students' attitudes toward behavior, subjective norms, perceived behavioral control, and entrepreneurial intentions. Similarly, Abubakar et al. (2024) examined final-year students at the Federal University Dutsin-Ma, Nigeria, and discovered that subjective social norms and perceived behavioral control positively impacted students' entrepreneurial intentions, underscoring the role of EE in fostering EGI.

Furthermore, Abdullahi et al. (2021) conducted research across three Nigerian public universities and demonstrated that EE significantly influenced students' attitudes toward behavior and subjective norms, thereby enhancing their entrepreneurial intentions. Beyond the Nigerian context, Al-Omar et al. (2024) explored the impact of EE on students' entrepreneurial intentions in Jordanian universities. Their findings revealed that while EE positively and significantly affects students' entrepreneurial intentions, perceived governmental support in terms of financial aid and policies did not significantly moderate this relationship. Additionally, a study by Zhang et al. (2023) in China investigated the mediating role of entrepreneurial self-efficacy and the moderating role of psychological capital in the relationship between EE and entrepreneurial intentions. The results indicated that entrepreneurial self-efficacy fully mediated the effect of EE on entrepreneurial intentions, and higher psychological capital positively moderated this relationship.

Collectively, these studies highlight the pivotal role of EE in shaping university students' entrepreneurial goal intentions. They emphasize the importance of integrating EE into higher education curricula to cultivate future entrepreneurs, considering factors such as self-efficacy, psychological capital, and external support mechanisms.

Aremu, et al. (2018) studied entrepreneurship education and entrepreneurial intentions among Nigerian university students. The study was anchored on social cognitive career theory, providing a theoretical foundation for their analysis. Utilizing a questionnaire survey and employing Hayes' process macro for SPSS as the data analysis tool, the study encompassed a sample size of 700 university students in Nigeria. The research uncovered a significant indirect effect of entrepreneurship education on entrepreneurial intentions through self-efficacy. Moreover, the study highlighted the moderating role of parental influence in shaping this relationship, emphasizing the need for further exploration into the specific mechanisms through which parental influence operates.

Sharma, Kumar, & Dhar (2015) investigated the impact of entrepreneurship education on entrepreneurial intentions among Indian university students. With a sample size of 350 participants, the study employed the theory of planned behaviour as its theoretical framework, utilizing a questionnaire survey and structural equation modelling (SEM) for data analysis. The

findings highlighted the mediating role of perceived behavioural control in the relationship between entrepreneurship education and entrepreneurial intention. Despite its valuable contributions, the study left several research gaps unaddressed. These gaps include a limited understanding of the specific mechanisms through which entrepreneurship education influences entrepreneurial intentions, an oversight of the impact of Experiential Learning Ventures (ELV) programs in the Nigerian context, and a lack of exploration into the interaction of parental influence and ELV. Additionally, the study did not delve into interdisciplinary collaboration, innovation, cultural immersion, digital literacy, and social impact integration in private universities in North Central Nigeria and Abuja.

In the study conducted by Chaudhary in 2017, on entrepreneurship education and entrepreneurial intentions among engineering students. With a sample size of 300 participants, the study employed the social learning theory as its theoretical framework, utilizing a questionnaire survey and multiple regression analysis for data analysis. The findings underscored the positive relationship between entrepreneurship education and entrepreneurial intentions, with noteworthy moderating effects based on gender and family background. The study, while contributing valuable insights, left several research gaps unaddressed. Mahapatra, Rout, & Panda's (2019) on their study on influence of entrepreneurship education and entrepreneurial ecosystem on entrepreneurial intentions of students in Higher Education institutions of Odisha, India. With a sample size of 400 participants, the study employs the social cognitive theory as its theoretical framework, utilizing a questionnaire survey and Structural Equation Modeling (SEM) for data analysis. The findings reveal that both entrepreneurship education and the entrepreneurial ecosystem exert positive influences on entrepreneurial intentions, with gender and family background moderating these relationships. Despite its valuable contributions, the study leaves several research gaps unaddressed.

Hussain et al. (2016) conducted a study on determinants of entrepreneurial intentions among university students in Pakistan using a structural equation modeling approach. With a sample size of 350, the study employed the theory of planned behavior as its theoretical framework and utilized a questionnaire survey along with Structural Equation Modeling (SEM) for data analysis. The findings highlighted that entrepreneurial education, entrepreneurial self-efficacy, social support, and risk perception collectively contribute positively to shaping entrepreneurial intentions among university students in Pakistan. While Hussain et al. (2016) contributes valuable insights into the determinants of entrepreneurial intentions among university students in Pakistan, there is a pressing need for further research to address the identified gaps specific to the context of North Central Nigeria and the Federal Capital Territory, Abuja. Future studies should strive to provide a more comprehensive understanding of the complex relationship between entrepreneurship education, contextual factors, and entrepreneurial intentions in this region.

Khan (2020) conducted a study on the impact of entrepreneurship education and personality traits on entrepreneurial intentions of university students in Pakistan. The moderating role of social norms. This study focused on theory of planned behavior (TPB) and utilized a questionnaire survey along with Structural Equation Modeling (SEM) for data analysis. The findings indicated that both entrepreneurship education and personality traits (specifically, risk-taking propensity and innovativeness) positively impact entrepreneurial intentions among university students. Koe, Rahim & Mahphoth, (2023) conducted a study titled "Entrepreneurship Education and Entrepreneurial Intention among Chinese College Students: The Moderating Role of Gender." Focused on Chinese college students, the research employed the Theory of Planned Behavior (TPB) and utilized a questionnaire survey along with Structural Equation Modeling (SEM) for data analysis. The findings revealed that entrepreneurship education has a positive effect on entrepreneurial intention among Chinese college students, particularly for male students. Additionally, the study identified that entrepreneurial attitudes mediate the relationship between entrepreneurship education and entrepreneurial intention.

Nabi et al. (2017) conducted a study on entrepreneurship education and entrepreneurial intentions of university students in Malaysia. The research, focused on employed the theory of planned behaviour (TPB) and utilized a questionnaire survey along with Structural Equation

Modeling (SEM) for data analysis. The findings indicated that entrepreneurship education positively influences entrepreneurial intention among university students in Malaysia. Moreover, the study revealed that entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention, while risk perception moderates the relationship between entrepreneurial self-efficacy and entrepreneurial intention, with a stronger effect for students with lower risk perception. Morakinyo & Akinsola, (2019), "The Global Entrepreneurship Monitor (GEM) Survey: A Method for Measuring Country-Level Entrepreneurial Activity," conducted in various countries worldwide, stands as a comprehensive exploration into entrepreneurial dynamics. This research involved a staggering sample size exceeding 200,000 adults and applied Social Learning Theory (SLT) as its theoretical foundation. Employing a questionnaire survey and structural equation modelling (SEM), the study aimed to unravel the intricate relationships between entrepreneurship education, the entrepreneurial environment, and entrepreneurial intention.

Sienatra & Sienatra, (2020)'s study on the dynamic perspective on entrepreneurial learning delved into the intricate realm of entrepreneurial learning by focusing on a sample size of 50 entrepreneurs, they employed social cognitive theory (SCT) and conducted a thorough case study analysis to illuminate the multifaceted nature of entrepreneurial learning. Their findings resonate with the notion that entrepreneurial learning is not a static event but rather a continuous process evolving throughout the entrepreneurial journey. The study unveiled that entrepreneurs glean insights from diverse experiences, encompassing formal education, informal learning, and the invaluable lessons derived from trial and error. While shedding light on the dynamic nature of entrepreneurial learning, Shane's study also identified research gaps that beckon further exploration. Specifically, there is a need for more research to discern the most effective ways to support entrepreneurial learning. Furthermore, interventions must be developed to assist entrepreneurs in navigating and overcoming the myriad challenges inherent in their ventures.

Sahoo & Panda, (2019) conducted a pioneering study on entrepreneurship education and entrepreneurial activity in two regions with different educational systems and institutional environments. The research encompassed a robust sample of over 10,000 adults, employed institutional theory as its guiding framework. Utilizing a cross-sectional analysis, the study aimed to dissect the impact of entrepreneurship education on entrepreneurial activity in regions with distinct educational systems and institutional environments. However, the study brought forth a nuanced revelation—the effect was notably more pronounced in the United States, sparking intriguing questions about the influence of institutional factors on this relationship. While contributing significantly to our understanding of global entrepreneurial dynamics,

Paray & Dwivedi, (2021) orchestrated a symphony of insights in their study on the role of entrepreneurial education and social support in developing entrepreneurial intention. The backdrop for this exploration was the United States, with a sample size of 320 college students, as the researchers sought to unravel the intricate interplay between entrepreneurial education, social support, and the emergence of entrepreneurial intention. Guided by the harmonies of Social Learning Theory (SLT), the trio of researchers discerned a positive resonance between entrepreneurial education, social support, and the budding intentions of college students in the United States. Employing the precision of a questionnaire survey and the analytical depth of multiple regression analysis, they unveiled the transformative influence these variables wielded on the entrepreneurial landscape.

Zhang, Wang, and Zhang's (2023) study investigating the role of entrepreneurship education, risk perception, and fear of failure in predicting entrepreneurial intentions among Chinese university students offers valuable insights. However, there are notable research gaps that warrant attention. The study identifies a positive impact of entrepreneurship education on entrepreneurial intentions, but a critical gap exists in understanding the mechanisms through which this influence occurs. The nuanced components of entrepreneurship education programs influencing students' aspirations remain underexplored. Furthermore, the research lacks exploration of the specific impact of Experiential Learning Ventures (ELV) programs on the entrepreneurial intentions of Chinese university students, neglecting cultural and contextual factors that may shape aspirations. Context-specific research on ELV tailored to the unique needs

of Chinese universities is crucial but absent in the study. The interaction of parental influence with ELV experiences is also unexplored, along with dimensions like interdisciplinary collaboration, innovation, cultural immersion, digital literacy, and social impact integration.

Khan, Malik, and Khan's (2023) study examining the impact of entrepreneurship education, role models, and entrepreneurial self-efficacy on the entrepreneurial intentions of business students in Pakistan provides insightful findings. The study reveals a positive influence of entrepreneurship education, role models, and entrepreneurial self-efficacy on entrepreneurial intentions among business students. Also, Anwar, Thoudam & Saleem, (2021) on their study investigates how entrepreneurial education and opportunity recognition influence entrepreneurial intention, considering the mediating role of self-efficacy and the moderating role of entrepreneurial attitude. Data were collected from 663 university students in India. The findings suggest that both entrepreneurial education and opportunity recognition directly and indirectly (through self-efficacy) affect entrepreneurial intention. Additionally, entrepreneurial attitude moderates the relationship between opportunity recognition, entrepreneurial education, and entrepreneurial intention.

Alqahtani's (2023) study examining the influence of entrepreneurship education and entrepreneurial self-efficacy on entrepreneurial intentions among Saudi Arabian university students provides valuable insights. The research reveals a positive impact of entrepreneurship education on entrepreneurial intentions in Saudi Arabia, with entrepreneurial self-efficacy playing a mediating role in this relationship. However, several research gaps emerge from the study. Firstly, there is a limited understanding of the specific mechanisms through which entrepreneurship education influences the entrepreneurial intentions of university students in Saudi Arabia. This knowledge gap highlights the need for further exploration into the nuanced components of entrepreneurship education programs and their influence on students' entrepreneurial aspirations. Secondly, the study does not address the understudied impact of Experiential Learning Ventures (ELV) programs on the entrepreneurial intentions of Saudi Arabian university students. ELV programs, recognized for their significance in shaping entrepreneurial attitudes, require more attention in the Saudi Arabian context, considering cultural and contextual factors unique to the region. Thirdly, there is a lack of context-specific research on ELV tailored to the specific needs of university students in Saudi Arabia. Investigating the effectiveness of ELV programs in fostering entrepreneurial skills in the Saudi Arabian higher education landscape is essential for comprehensive insights.

Olanrewaju and Afolayan's (2023) study on the impact of entrepreneurship education, entrepreneurial self-efficacy, and perceived risk on entrepreneurial intentions among Nigerian university students offers valuable insights into the local context. The research findings indicate a positive influence of entrepreneurship education on entrepreneurial intentions, with entrepreneurial self-efficacy playing a mediating role. Additionally, perceived risk was identified as a moderator in the relationship between entrepreneurial self-efficacy and entrepreneurial intentions. However, the study falls short of addressing several critical research gaps. Firstly, there remains a limited understanding of the mechanisms through which entrepreneurship education components exert their influence on the entrepreneurial aspirations of university students in Nigeria.

Nguyen and Nguyen's (2023) study on the impact of entrepreneurship education, entrepreneurial self-efficacy, and family support on entrepreneurial intentions among Vietnamese university students contributes valuable insights to the field. The research findings highlight the positive influence of entrepreneurship education and family support on entrepreneurial intentions, with entrepreneurial self-efficacy playing a mediating role. However, the study falls short of addressing several critical research gaps. Firstly, there is a limited understanding of the mechanisms through which entrepreneurship education components and family support specifically influence the entrepreneurial aspirations of university students in Vietnam.

Hoang and Huynh's (2023) study examining the impact of entrepreneurship education and entrepreneurial self-efficacy on entrepreneurial intentions in the context of COVID-19 among university students in Vietnam provides valuable insights. The study reveals that

entrepreneurship education positively influences entrepreneurial intentions, with entrepreneurial self-efficacy mediating this relationship. Additionally, the moderating role of entrepreneurial passion is highlighted, indicating a stronger effect on entrepreneurial intentions for students with higher entrepreneurial passion. While the study makes a significant contribution, several research gaps remain unaddressed. Firstly, there is a limited understanding of the specific mechanisms through which entrepreneurship education components influence the entrepreneurial aspirations of students during the COVID-19 pandemic. The study does not delve into the nuanced elements of these mechanisms, leaving a critical knowledge gap. Secondly, the impact of Experiential Learning Ventures (ELV) programs on entrepreneurial intentions during the pandemic is not explored, neglecting a notable research gap in understanding their influence within the unique circumstances of COVID-19. Thirdly, context-specific research on ELV tailored to the specific needs of students in Vietnam during the pandemic is lacking, hindering a comprehensive understanding of their effectiveness in shaping entrepreneurial skills during these challenging times. The unexplored interaction of parental influence and ELV experiences in the context of COVID-19 is another gap, as the study does not investigate how familial norms, expectations, and support may shape entrepreneurial intentions through ELV during the pandemic.

Ghebremariam and Ayele's (2023) study on the impact of entrepreneurship education, entrepreneurial self-efficacy, and social networks on entrepreneurial intentions among business students in Ethiopia contributes valuable insights to the field. The findings reveal that both entrepreneurship education and social networks positively influence entrepreneurial intentions, with entrepreneurial self-efficacy mediating the relationship between entrepreneurship education and entrepreneurial intentions. However, the study leaves certain research gaps unaddressed. First and foremost, there is a critical gap in understanding the specific mechanisms through which social networks influence entrepreneurial intentions. The study does not delve into the nuanced aspects of these mechanisms, leaving room for further investigation to comprehensively understand the dynamics of social network impact on entrepreneurial aspirations.

Al-Hashimi and Nabi's (2023) study on the impact of entrepreneurship education, entrepreneurial self-efficacy, and perceived opportunities on entrepreneurial intentions among Emirati university students provides valuable insights. However, certain research gaps need addressing to enhance the study's comprehensiveness. The study, while illuminating the positive impact of entrepreneurship education, does not delve into the specific mechanisms through which these educational programs influence the nuanced entrepreneurial intentions of students in the United Arab Emirates. Future research should aim to explore these mechanisms, offering a more detailed and context-specific understanding of how entrepreneurship education contributes to shaping entrepreneurial aspirations. Additionally, the study fails to address the understudied impact of Experiential Learning Ventures (ELV) programs, a significant gap considering their recognized importance. There is a need for research to investigate the specific impact of ELV programs on the entrepreneurial intentions of university students in the UAE, considering the unique cultural and contextual factors influencing entrepreneurial aspirations.

Wang and Li's (2023) study investigates the impact of entrepreneurship education, entrepreneurial self-efficacy, and perceived social norms on entrepreneurial intentions among Chinese university students. While the findings contribute valuable insights to the field, certain research gaps need addressing to enhance the study's comprehensiveness. The study highlights the positive impact of entrepreneurship education on entrepreneurial intentions, yet fails to provide a detailed understanding of the mechanisms through which these educational programs influence the nuanced entrepreneurial aspirations of Chinese students. Future research should aim to explore these mechanisms, offering a more comprehensive and context-specific understanding of how entrepreneurship education contributes to shaping entrepreneurial intentions. Additionally, the study does not address the understudied impact of Experiential Learning Ventures (ELV) programs, a significant gap considering their recognized importance. Research is needed to investigate the specific impact of ELV programs on the entrepreneurial

intentions of university students, considering the unique cultural and contextual factors influencing entrepreneurial aspirations.

Al-Harbi and Qashqar's (2023) study explores the impact of entrepreneurship education, entrepreneurial self-efficacy, and perceived opportunity attractiveness on entrepreneurial intentions among Saudi Arabian university students. While the findings contribute valuable insights, certain research gaps exist that could enhance the study's overall contribution to the field. The study, similar to others in the field, falls short in providing an in-depth understanding of the mechanisms through which entrepreneurship education influences the nuanced entrepreneurial intentions of students. There is a critical need for research that delves into the intricate components of entrepreneurship education programs, shedding light on how each element uniquely influences students' entrepreneurial aspirations. Additionally, the study does not address the understudied impact of Experiential Learning Ventures (ELV) programs, a gap that persists despite their recognized significance. Investigating the specific impact of ELV programs on the entrepreneurial intentions of university students in Saudi Arabia would offer valuable insights, considering the unique cultural and contextual factors influencing entrepreneurial aspirations in the region.

Oladipo and Ilesanmi's (2023) study investigates the impact of entrepreneurship education, entrepreneurial self-efficacy, and fear of failure on entrepreneurial intentions among Nigerian university students. While the findings contribute valuable insights, the study presents certain research gaps that, if addressed, could enhance the overall depth and applicability of the research. Firstly, there is a critical gap in understanding the specific mechanisms by which entrepreneurship education influences the entrepreneurial intentions of undergraduate students in Nigeria. To bolster the study's impact, future research should delve into the nuanced influence of individual components within entrepreneurship education programs, providing a more granular understanding of how each element shapes students' aspirations. Secondly, the study did not address the understudied impact of Experiential Learning Ventures (ELV) programs, despite their recognized significance. Given the unique cultural and contextual factors influencing entrepreneurial aspirations in Nigeria, investigating the specific impact of ELV programs on the entrepreneurial intentions of university students within the region would be highly beneficial.

Al-Ghanem and Al-Asmary's (2023) study investigates the impact of entrepreneurship education, entrepreneurial self-efficacy, and risk perception on entrepreneurial intentions among Jordanian university students. While the findings provide valuable insights, there are certain research gaps that, if addressed, could further enhance the study's depth and applicability. Firstly, there exists a critical gap in understanding the specific mechanisms by which entrepreneurship education influences the entrepreneurial intentions of undergraduate students in Jordan. To augment the study's impact, future research should delve into the nuanced influence of individual components within entrepreneurship education programs, providing a more detailed understanding of how each element shapes students' aspirations. Secondly, the study does not address the understudied impact of Experiential Learning Ventures (ELV) programs, despite their recognized significance. Investigating the specific impact of ELV programs on the entrepreneurial intentions of Jordanian university students would be beneficial, especially considering the unique cultural and contextual factors influencing entrepreneurial aspirations in the region. Additionally, the study lacks exploration of interdisciplinary collaboration, innovation in curriculum design, cultural immersion challenges, digital entrepreneurial literacy, and social impact entrepreneurship integration.

Nguyen's (2023) study on the impact of entrepreneurship education, entrepreneurial self-efficacy, and perceived support on entrepreneurial intentions among Vietnamese university students provides valuable insights, but there are notable research gaps that warrant attention for a more comprehensive understanding. Firstly, there exists a critical gap in understanding the specific mechanisms by which entrepreneurship education influences the entrepreneurial intentions of undergraduate students. To enhance the study's impact, future research should delve into the nuanced influence of individual components within entrepreneurship education programs, offering a more detailed understanding of how each element shapes students' aspirations. Secondly, the study does not address the understudied impact of Experiential

Learning Ventures (ELV) programs, despite their recognized significance. Investigating the specific impact of ELV programs on the entrepreneurial intentions of university students would be beneficial, considering the unique cultural and contextual factors that influence entrepreneurial aspirations. Additionally, the study lacks exploration of interdisciplinary collaboration, innovation in curriculum design, cultural immersion challenges, digital entrepreneurial literacy, and social impact entrepreneurship integration. Understanding the extent and impact of these dimensions in universities is crucial for fostering comprehensive entrepreneurial skill sets. Another research gap is the absence of investigation into the intensity of mentorship relationships and their direct impact on entrepreneurial intentions in Vietnamese universities.

The theoretical void regarding parental influence identified in the overarching research gaps is not explicitly addressed in previous study, highlighting the necessity for further exploration. The proposed multi-theoretical approach to understand the complex relationship between entrepreneurship education, parental influence, and entrepreneurial intentions is not implemented, indicating a gap in previous studies' theoretical framework. Future research addressing these gaps will significantly enhance the understanding of entrepreneurship education in Nigeria and contribute to the development of effective educational programs and policies tailored to the Nigeria context.

Most of the studies overlooked the interaction of parental influence with ELV, interdisciplinary collaboration, innovation, cultural immersion, digital literacy, and social impact integration. Additionally, they does not examine the critical knowledge gap in entrepreneurial mentorship intensity. Theoretical aspects also remain unexplored, including the moderating role of parental influence, warranting a multi-theoretical approach beyond the Theory of Planned Behaviour (TPB). Addressing these gaps would enhance the study's comprehensiveness and contribute to a more robust understanding of entrepreneurship education in the Nigeria context.

However, several research gaps are identified based on the empirical review. Firstly, there is a lack of understanding of the specific mechanisms through which entrepreneurship education influences the entrepreneurial intentions of Jordanian university students. The study does not explore the impact of Experiential Learning Ventures (ELV) programs, and there is a need for context-specific research tailored to the unique cultural and contextual factors in Jordan. The interaction of parental influence with ELV, interdisciplinary collaboration, innovation, cultural immersion, digital literacy, and social impact integration are not covered. Additionally, the study does not address the critical knowledge gap in entrepreneurial mentorship intensity. Theoretical aspects, especially the moderating role of parental influence, are neglected, suggesting a need for a multi-theoretical approach beyond Social Learning Theory (SLT). Addressing these gaps would enhance the study's comprehensiveness and contribute to a more robust understanding of entrepreneurship education in the Nigeria context. The study also falls short in examining the interaction of parental influence with ELV, gaps in interdisciplinary collaboration, innovation, cultural immersion, digital literacy, and social impact integration. Furthermore, it does not comprehensively address the intensity of entrepreneurial mentorship relationships, and there is a theoretical void regarding the moderating role of parental influence. A call for a multi-theoretical approach is emphasized to enhance the understanding of the complex relationship between entrepreneurship education, parental influence, and entrepreneurial intentions in Iraq. Addressing these gaps is essential for advancing knowledge in the field. Moreover, the study misses an opportunity to investigate the critical knowledge gap in entrepreneurial mentorship intensity within the Nigeria context, which is essential for optimizing mentorship programs and enhancing the overall effectiveness of entrepreneurship education in the region.

MATERIALS AND METHOD

This research focused on private university students in the North Central region, covering Benue, Kogi, Kwara, Nasarawa, Niger, Plateau States, and the Federal Capital Territory, Abuja. The total population considered is 37,453 undergraduate students. The goal is to create a comprehensive and diverse sample for our study. By involving private university students from North Central

and FCT Abuja, made the findings relevant to the broader context among undergraduates in this specific geographic area.

Table 1 Distribution of Students

University	Total Undergraduate Students	400 Level Students
African University of Science & Technology, Abuja	2,450	612
Al-Hikmah University, Ilorin	4,321	864
Baze University, Abuja	2,784	695
Bingham University, New Karu	6,107	1,220
Nile University of Nigeria, Abuja	2,560	640
Veritas University, Abuja	3,458	862
Ahman Pategi University, Kwara State	1,890	472
Salem university Kogi	1,671	417
Summit University kwara	1,345	335
Landmark University kwara	1,927	480
University of Mkar Benue State	2,108	421
TOTAL	37,453	9,618

Source: Universities Academic Divisions, (2025)

The study's sample comprises 2784 undergraduate students at the 400 level from private universities established on or before 2019. These universities, namely Al-Hikmah University, Ilorin; Bingham University, New Karu; Salem University, Kogi, University of Mkar, Benue State and Veritas University, Abuja, collectively form the exclusive sample frame. The criteria for inclusion ensure that the selected universities have undergone entrepreneurial influences, making their 400 level students relevant to the investigation. The selection of the school is justified based on the criterion of having the highest number of students in each state. This approach ensures a broader and more representative sample, allowing for a comprehensive understanding of the research population across various states. By choosing the school with the highest student enrolment in each state, the study aims to capture diverse perspectives and characteristics, contributing to the overall richness and validity of the research findings. The sample size utilized a census approach encompassing all eligible 400 level students of entire 9, 618 students from the specified universities.

Table 2 Variable Measurement

Variable	Type	Measurement	Previous Studies
Entrepreneurial Mentorship Intensity (EMI)	Independent	5-point Likert scale	Johnson et al. (2020)
Experiential Learning Ventures (ELV)	Independent	5-point Likert scale	Chen and Wang (2019), Garcia et al. (2021)
Interdisciplinary Collaboration for Entrepreneurship (ICE)	Independent	5-point Likert scale	Williams et al. (2017), Lee and Kim (2019)
Innovation in Curriculum Design (ICD)	Independent	5-point Likert scale	Yang and Li (2018), Brown et al. (2020)
Entrepreneurial Goal Intention (EGI)	Dependent	5-point Likert scale	Li et al. (2016), Wang and Zhang (2019)

Source: Author's Computation, (2025)

Validity and Reliability Tests

Validity test is conducted to establish that the research instrument can accurately measure what it purports to measure. To ascertain face validity, the instrument was validated by the researcher's supervisor and lecturers in the department who are experts in the related field. Reliability measures are concerned with accuracy, precision and consistency. It measures the

degree of internal consistency with which a research instrument measures that which it intends to measure. Cronbach Alpha technique was employed to test the internal reliability of the instrument. For reliability test, SPSS Cronbach's Alpha test was used. As the rule of the thumb, the Alpha values exceeded 0.5 benchmark (Taber, 2018). Cronbach's alpha is used to establish the extent to which multiple indicators for a latent variable belong together. The result is shown in the table below:

Table 3: **Reliability test using Cronbach's Alpha method**

S/N	Dimensions	Item Number on the Questionnaire (Section B)	Original Number of Items	Cronbach's Alpha Value	Comment Based on Taber (2018) Benchmark
1	Entrepreneurial mentorship intensity (EMI)	B1-B5	5	0.878	High
2	experiential learning ventures (ELV)	B6-B10	5	0.887	High
3	interdisciplinary collaboration for entrepreneurship (ICE)	B11-B15	5	0.829	High
4	Innovation in curriculum design (ICD)	B16-B20	5	0.693	Satisfactory
5	Entrepreneurial Goal Intention (EGI)	B41-B45	5	0.693	Satisfactory

Source: Author's Computation, (2025)

The reliability valu0.887es for the variables are: entrepreneurial mentorship intensity (0.878) experiential learning ventures (0.887), interdisciplinary collaboration for entrepreneurship (0.829), curriculum design (0.693), cultural immersion in entrepreneurial environments (0.732), digital entrepreneurial literacy (0.933), social impact entrepreneurship integration (0.693), parental influence (0.693) and entrepreneurship intention (0.693). In line with Taber (2018) benchmark, it can be concluded that the instrument is reliable. 0.878

Model Specifications

A statistical model of multiple regression analysis was built on the components of entrepreneurial education and entrepreneurial intention in analyzing the impact of entrepreneurial education on entrepreneurial intention by adapting the model from Agyapong (2021). The components of SP that were considered for the model specification are (entrepreneurial mentorship intensity (EMI); experiential learning ventures (ELV), interdisciplinary collaboration for entrepreneurship (ICE), curriculum design (ICD), and entrepreneurial intention proxied by entrepreneurial goal intention. Thus, the model is modified as follows:

$EI = f(EED)$ …… (1)

where

$EED = f(EMI, ELV, ICE, ICD)$ ……..(2)

Substituting equation (2) into equation (1), then equation (1) becomes;

$EI=f(EMI, ELV, ICE, ICD)$ …… (3)

Equation (3) can be rewritten as;

Transforming equation (4) into a linear equation, we then have;

$EI = \beta_0 + \beta_1 EMI + \beta_2 ELV + \beta_3 ICE + \beta_4 ICD + e$ …….. (4)

Where

EMI = entrepreneurial mentorship intensity;

ELV = experiential learning ventures;

ICE = interdisciplinary collaboration for entrepreneurship

ICD = curriculum design

β_0 = Intercept.

β_1, β_2, β_3, and β_4 = coefficients of EMI, ELV, ICE, and ICD, respectively.

e = Error term.

RESULTS AND DISCUSSIONS

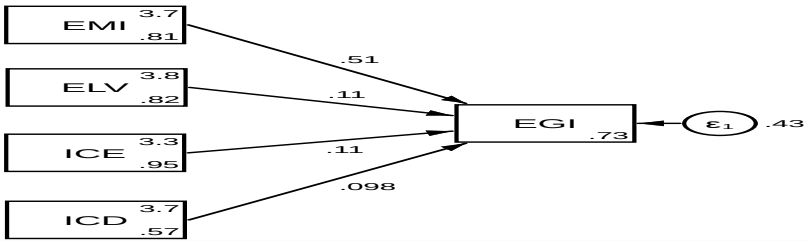

Figure 1: SEM Path Diagram

The structural equation model (SEM) was estimated using the Maximum Likelihood (ML) method, which is recognized for its efficiency in parameter estimation within SEM frameworks. The analysis was conducted using a dataset comprising 2,646 observations, with a log-likelihood value of -15091.917. This indicates the model's ability to explain variations in the dependent variable, Entrepreneurial Goal Intention (EGI).

Table 4: SEM Coefficients

Variable	Coef.	Std. Err.	z	P > |z|	95% Conf. Interval
EMI	0.5061	0.0162	31.19	0.000	[0.4743,0.5379]
ELV	0.1108	0.0179	6.19	0.000	[0.0757,0.1459]
ICE	0.1148	0.0171	6.72	0.000	[0.0813,0.1483]
ICD	0.0977	0.0196	4.98	0.000	[0.0592,0.1362]
_cons	0.7273	0.0762	9.55	0.000	[0.5781,0.8766]

The results from the SEM coefficients in Table 4 indicate that Entrepreneurial Mentorship Intensity (EMI) has the strongest positive effect on EGI, with a coefficient of 0.5061 and a statistically significant p-value of 0.000. This suggests that mentorship plays a critical role in shaping students' entrepreneurial aspirations. Experiential Learning Ventures (ELV) ($\beta = 0.1108$, $p < 0.001$) and Interdisciplinary Collaboration for Entrepreneurship (ICE) ($\beta = 0.1148$, $p < 0.001$) also have positive influences on entrepreneurial intention, though their effects are smaller compared to EMI. Innovation in Curriculum Design (ICD) ($\beta = 0.0977$, $p < 0.001$) has the weakest but still statistically significant effect on EGI, highlighting the importance of curriculum design in fostering entrepreneurship. The constant term (_cons = 0.7273, $p < 0.001$) suggests that even in the absence of these predictors, a baseline level of entrepreneurial intention exists.

Table 5: Equation-Level Goodness of Fit

Dependent Variable	Fitted	Variance Predicted	Residual	R − Squared	mc	mc2
EGI	0.7992	0.3658	0.4334	0.4577	0.6765	0.4577
Overall				0.4577		

mc = correlation between the dependent variable and its prediction, mc2 = Bentler-Raykov squared multiple correlation coefficient.

As presented in Table 5, the model explains 45.77% of the variance in EGI, as indicated by the R-squared value of 0.4577. The multiple correlation coefficient (mc = 0.6765) suggests a moderate-to-strong relationship between the predictors and EGI. Additionally, the Bentler-Raykov squared

multiple correlation coefficient (mc^2 = 0.4577) further supports the model's explanatory strength. These findings indicate that while EMI, ELV, ICE, and ICD contribute significantly to entrepreneurial goal intention, other factors may also play a role in explaining the remaining variance.

Table 6: SEM Analysis of Variance (ANOVA)

Source	SS	df	MS
Model	967.8846	4	241.9711
Residual	1146.7488	2,641	0.4342
Total	2114.6334	2,645	0.7995

The analysis of variance (ANOVA) results in Table 6 reinforce the significance of the model. The model sum of squares (SS = 967.8846) demonstrates the extent of variance explained by the independent variables, while the residual sum of squares (SS = 1146.7488) represents the unexplained variance. The mean square for the model (MS = 241.9711) is significantly larger than that of the residuals (MS = 0.4342), indicating that the predictors meaningfully contribute to explaining entrepreneurial goal intention. The total sum of squares (SS = 2114.6334) confirms that a substantial proportion of the variance in EGI is accounted for by the predictors.

Table 7: Variance of Error Term

Parameter	Variance	Std. Err.	95% Conf. Interval
$e.EGI$	0.4334	0.0119	[0.4107,0.4574]

The variance of the error term, as reported in Table 7, is 0.4334 with a 95% confidence interval ranging from 0.4107 to 0.4574. This suggests a precise estimate of the variance, meaning that while the model captures a significant portion of the variation in EGI, some degree of random error remains.

Model Fit and Likelihood Ratio Test

The likelihood ratio (LR) test, with a Chi-Square value of 2.130 and a p-value of 0.001, indicates that the model is significantly different from a saturated model, as shown in Table 5. This confirms the robustness of the model fit and suggests that the inclusion of EMI, ELV, ICE, and ICD effectively contributes to predicting entrepreneurial goal intention.

Table 8: Model Summary

Statistic	Value
$Number of Observations$	2,646
$F(4,2641)$	557.27
$Prob > F$	0.0000
$R-Squared$	0.4577
$Adjusted R-Squared$	0.4569
$Root MSE$	0.65895

The model summary in Table 8 presents additional insights into the statistical significance of the SEM results. The F-statistic (F = 557.27, p < 0.001) confirms that the overall model is statistically significant. The adjusted R-squared value (0.4569) accounts for the number of predictors in the model, indicating that nearly 45.69% of the variation in EGI is explained when adjusted for degrees of freedom. The Root Mean Square Error (RMSE = 0.65895) provides an estimate of the average prediction error, reinforcing the model's reliability.

CONCLUSION AND RECOMMENDATIONS

The conclusion suggest that entrepreneurial mentorship is the most significant predictor of entrepreneurial goal intention, emphasizing the crucial role that mentorship programs play in fostering entrepreneurial aspirations among students. Experiential learning ventures and interdisciplinary collaboration also positively influence entrepreneurial intention, indicating that hands-on learning experiences and cross-disciplinary interactions contribute to students'

entrepreneurial readiness. While innovation in curriculum design has a positive effect, its impact is comparatively weaker than the other predictors.

As seen from the results, the model explains a significant proportion of the variance in EGI, but additional factors may be necessary to further improve predictive power. The statistical significance of the model, confirmed through ANOVA and the likelihood ratio test, supports the robustness of the findings. These insights suggest that universities and policymakers should focus on enhancing mentorship opportunities and practical learning experiences to cultivate entrepreneurial intent among students. Future research could explore additional variables, such as personal characteristics, social influences, and external economic conditions, to provide a more comprehensive understanding of entrepreneurial motivation.

Authors' Contributions

JNO conceived the idea and designed the statement of problems. AS performed the literature review and collection of data through questionnaire. TAM participated in the design of the study and helped in methodology and data analysis while ASN designs the conclusion, policy recommendations and referencing using APA 7th edition. Finally, all authors read and approved the final manuscript.

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