

## ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION AMONG STUDENTS IN KOGI STATE, NIGERIA

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### Abstract

*This study focused on Effect of Entrepreneurship Education on Entrepreneurial Intention among Students in Kogi State, Nigeria. The study investigated the effect of entrepreneurship education on the intent of students to venture in new businesses in Kogi State, and examined the factors affecting entrepreneurial intentions among students in Kogi State. The population of the study consisted of students of two universities Federal University and Prince Abubakar Audu University in Kogi State. Descriptive research design was adopted for the study. A sample size of 255 was determined. Multistage random sampling technique was adopted. The study used primary data; sourced through a well-structured questionnaire. The study obtained data and analyzed using both descriptive and inferential analytical techniques. The analytical technique that was employed was Multiple Regression. Findings showed that entrepreneurship education has strong effect on the intent of students to venture in new businesses in Kogi State, and that knowledge and skills on how to start a new venture and entrepreneurial competence of lecturers have significant effects on the intent of students to venture in new businesses in Kogi State. The study concluded that entrepreneurship education is targeted at inculcating knowledge/skills and entrepreneurial competence which are strategic to entrepreneurship development in Kogi State. The study recommended that Tertiary institutions in Kogi State, Nigeria, should prioritize and significantly invest in the design, content, and delivery of entrepreneurial curriculum. It was recommended that institutions should complement formal curriculum with structured training programs that emphasize experiential learning, mentorship, and resource mobilization skills.*

**Keywords:** Entrepreneurial Education, Entrepreneurial Curriculum, Entrepreneurial Training, Entrepreneurial Intentions, Businesses, Students

### 1.0 Introduction

Businesses all over the world are melting away as a result of entrepreneur's inefficiency and unavailability to ensure adequate management of these businesses. Entrepreneurship has remained the core focus of nations around the globe. Bruton et al. (2017) noted that the expanding global acknowledgment of entrepreneurship as a driver of economic, scientific, and social advancement has focused emphasis on its

cultural ideological roots. Different countries appear ready to promote entrepreneurial activities. Huang-Saad et al. (2018) added that entrepreneurship has played a critical part in the US economy's expansion. The Nigerian government has shown a keen interest in how entrepreneurship may help the country prosper economically. This may be seen in the government's many methods, supports and interventions aimed at boosting the growth and contribution of small and medium-sized businesses. This understanding has given rise to increased investment in entrepreneurship education in Kogi State; to stimulate entrepreneurial intentions of students. This is strategic to the achievement of economic transformation.

Entrepreneurial intentions are linked to one's mental state. Students are more likely to establish businesses as a result of deliberate intellectual practice. Esfandiar et al. (2017) expressed that "a potential entrepreneur's cognitive state of intention directs him or her toward a business venture". Botsaris and Vamvaka (2016) posited that the more students develop intention, the more likely they are to participate in economic ventures. Mangasini and Damian (2014) argue that entrepreneurial tendencies of individuals including tertiary institutions students can be improved through exposure and predisposition to University support by entrepreneurship education and training.

The inclusion of entrepreneurship in the education system is strategic for the economy of Nigeria. The prior objective is to raise students who to be self-reliant and contributory to improved economic status of the nation. The emphasis of entrepreneurship education is on assisting students in developing skills that are important to finding opportunities, mobilize resources and explore the opportunities for innovative purposes. Students with creative skills, according to Gundry et al. (2014), can use them in practice. Student entrepreneurs use multi-party interaction to achieve knowledge iteration in the learning network," (Anderson et al., 2014 cited in Wei et al., 2019). Education focuses on the best way to operate existing hierarchies, while the inclusion of entrepreneurship in education provides platform for skill development or qualities that enable opportunities to be realized and utilized.

Entrepreneurship education in the higher institutions of Kogi State has been given considerable attention. In this regard, this study is narrowed to higher institution of Kogi State. Students who have undertaken entrepreneurial courses are expected to develop entrepreneurial intentions which will favour increased venture creation. For instance, management and agricultural students of Kogi State University have demonstrated good intention to start up small to medium businesses. It is however observed that a relationship exists between students' commitment to entrepreneur learning and their intentions to engage in entrepreneurial activities. Previous studies (Lautenschläger & Haase, 2011; Aladejebi, 2018; Ndofirepi, 2020) have argued that entrepreneurship education can increase entrepreneurship intentions among students. That is to say that students who passed through formal entrepreneurship education and have confidence that they will be able to identify opportunities and utilize it well (based on their entrepreneurial competence) will develop entrepreneurial intentions. The entrepreneurial competence and intelligence of lecturers cannot also be despised in the entrepreneurship education process. Effective transformation of entrepreneurial intentions into practical action would result in more jobs being generated and a positive outlook for the economy. Fatoki and Oni (2014) are aware of the potential transformative power of students' entrepreneurial decisions and

urged higher institutions to take the lead in ongoing entrepreneurship growth. The economic growth would be aided by the advancement of entrepreneurship. Entrepreneurship education in the higher institutions of Kogi State has been given considerable attention. In this regard, this study is narrowed to higher institution of Kogi State. Students who have undertaken entrepreneurial courses are expected to develop entrepreneurial intentions which will favour increased venture creation. For instance, management and agricultural students of Kogi State University have demonstrated good intention to start up small to medium businesses. It is however observed that a relationship exists between students' commitment to entrepreneur learning and their intentions to engage in entrepreneurial activities. Previous studies (Lautenschläger & Haase, 2011; Aladejebi, 2018; Ndofirepi, 2020) have argued that entrepreneurship education can increase entrepreneurship intentions among students. That is to say that students who passed through formal entrepreneurship education and have confidence that they will be able to identify opportunities and utilize it well (based on their entrepreneurial competence) will develop entrepreneurial intentions. The entrepreneurial competence and intelligence of lecturers cannot also be despised entrepreneurship education process. Effective transformation of entrepreneurial intentions into practical action would result in more jobs being generated and a positive outlook for the economy. Fatoki and Oni (2014) are aware of the potential transformative power of students' entrepreneurial decisions and urged higher institutions to take the lead in ongoing entrepreneurship growth. The economic growth would be aided by the advancement of entrepreneurship.

The problems attachable to low students' entrepreneurial intentions in Kogi State may be numerous. It is observed that the absence of motivations, attitude towards learning, entrepreneurial competence and intelligence of lecturers, and social factors (social astuteness, family and peer group influence) in the entrepreneurship education constitute low students' entrepreneurial intentions. Motivation of student may be in the financial and non-financial form. Aladejebi (2018) expressed that "behavioural intention represents a person's motivation to plan or decide to perform certain behavior consciously, and attitude toward learning is the degree to which a person has positive or negative feelings about the entrepreneurship education". Udu and Ameh (2017) also added that "social astuteness recognizes the ability of individuals to astutely observe others and to be keenly attuned to different situations that involves socialization with other people".

There are numerous entrepreneurship education factors which have been affecting the entrepreneurial intentions of students in Kogi State. These factors are entrepreneurial competence, entrepreneurial intelligence, knowledge and skills and lack of government support. These have not been put in place overtime to solve the problem low entrepreneurial intentions of students in Kogi State. Argument abounds that formal entrepreneurship education has positive impact on the actual entrepreneurial behaviour and success of students (Pefia et al., 2010; Lautenschläger & Haase, 2011; Mayer et al., 2014) based on entrepreneurial competence, curriculum and intelligence of lecturers. This is also supported by Ogundele et al. (2012) who in their study confirm that entrepreneurship education changes people's mindset, self-efficacy and attitude to become entrepreneurs; problem solvers and exploit opportunities for individuals and nation's Universities are the channels to achieving that. As intentions reflect a person's motivation to perform

behaviour, evidence supporting the link between intentions and actions has been shown for many different types of behaviours.

The following research questions were answered:

- i. What extent does entrepreneurial curriculum affect the intent of students to venture in new businesses in tertiary institutions of Kogi State, Nigeria?
- ii. How do entrepreneurship training factors affect entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria?

The broad objectives of the study is to investigate the influence of entrepreneurship education components (curriculum and training factors) on entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria.

The specific objectives are:

- i. To determine the extent to which entrepreneurial curriculum affects students' intention to venture into new businesses in tertiary institutions of Kogi State, Nigeria.
- ii. To assess how entrepreneurship training factors affect entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria.

The following null hypotheses were tested:

H<sub>01</sub>: Entrepreneurial curriculum has no significant effect on students' intention to venture into new businesses in tertiary institutions of Kogi State, Nigeria.

H<sub>02</sub>: Entrepreneurship training factors have no significant effect on entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria.

## **2.0 Review of Related Literature**

### **Conceptual Review**

#### **Concept of Entrepreneurship Education**

Entrepreneurship education (as it is widely accepted as a means to economic progress) has been viewed differently by scholars, authors and economic experts. Though, entrepreneurship education is targeted at making the practice of entrepreneurship the soul aim of the people in order to contribute to economic growth and development. On a broad note, entrepreneurship education is much concerned about learning relative to entrepreneurship and shaping the behaviour of students to favour entrepreneurship development. The contents of such learning deal with critical entrepreneurial problems, creativity or innovation, risk taking, identifying opportunities and utilizing it. The definitions and perspectives of scholars have shown that there are more to entrepreneurship education.

The evaluation of Fayolle (2013) has shown that entrepreneurial learning is vital components of entrepreneurship education. Jones and Matlay (2011) expressed that entrepreneurship education as chain where 'the student, educational processes, educator, community, and institution' all have their interrelated relationship and role in a dialogic system. This implies that the achievement of the success of entrepreneurship education relies or depends on processes and all people that are concerned about both the educational and economic system. The higher institutions, students, lecturers, governments and economic experts have roles to play. Raposo and Paco (2011) expressed that the educators must ensure that adequate knowledge is passed; appropriate skills are mastered and developed. Entrepreneurial courses will alert the thinking faculty of students and make them nurture attitude towards entrepreneurial behaviour and also motivate them to start-up a new business venture. Thus, there is need for competencies on the part of the lecturers. This is because a lecturer with little or no entrepreneurial competence will contribute little or nothing to ensuring that the purpose of entrepreneurship education is achieved. Practicality of entrepreneurship education is "able to improve students' entrepreneurial competencies developed during taking the course and provide a positive impact on students' entrepreneurial motivation" (Khalili et al., 2014; Farhangmehr et al., 2016).

### **Entrepreneurial Curriculum**

According to Brown (2000), entrepreneurial curriculum refers to the structured set of courses, learning experiences, and educational content designed to equip students with the knowledge, skills, and competencies necessary for opportunity recognition, resource marshaling, and new business venture creation. It represents a formalized collection of teachings that informs, trains, and educates individuals interested in participating in socioeconomic development through entrepreneurship awareness, business creation, or small business development.

### **Entrepreneurship Training**

According to Agarwal et al. (2022), entrepreneurship training refers to the structured pedagogical process and practical educational interventions aimed at developing entrepreneurial competencies, skills, and behaviors in individuals to enable them to identify opportunities, start new ventures, or manage entrepreneurial activities effectively. It is considered a critical component of entrepreneurial learning and encompasses formal and informal educational activities that promote entrepreneurship awareness, business creation, and small business development.

### **Entrepreneurial intention**

Entrepreneurial intention is a concept that has attracted series of research attentions. The outcomes of every entrepreneurial activity are preceded by intention. The first thing that should be considered to determine the volume of entrepreneurial activity of students is intention. Students may decide to take risk sequel to considerable development of intention. Bezzina (2010) noted that "the risk-taking propensity or the willingness to require chances with relevancy risk gives a positive and significant impact toward intention to try and do entrepreneurship". Karabulut (2016) added that entrepreneurial intention premises on average

level of risk orientation. Though "the risk-taking ability is one in all the core characteristics of an entrepreneur, still students' intention to willingly take the necessary risk in entrepreneurship has to be the central focus of tertiary institutions in Nigeria" (Alogwuja et al., 2020). However, intention is observed to be the basis of any action or activity (Shamsudin et al., 2018), and entrepreneurship has to do with taking risk attached to identifying and utilizing opportunities in the business environment. Zain et al. (2010) defined entrepreneurial intention as inner guts, ambition and the feeling to stand on one's feet. Obschonka et al. (2010) added that entrepreneurial intention can be defined as conscious state of mind that directs personal attention, experience, and behavior toward planned entrepreneurial behavior.

### Conceptual Framework

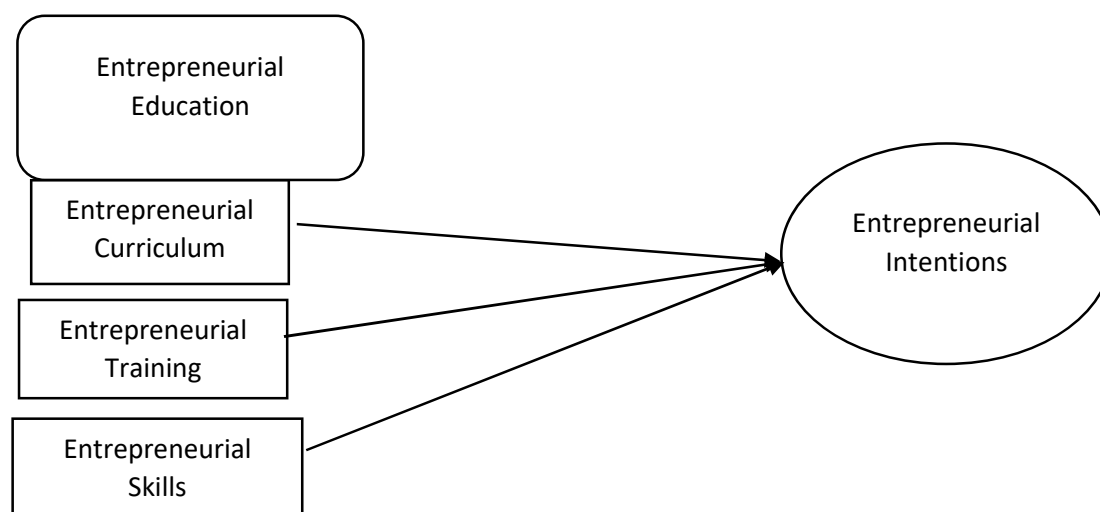


Figure 1

Source: Authors concept (2025)

### Theoretical Review

#### Human Capital Entrepreneurship Theory

The study adopted the Human Capital Entrepreneurship theory. Human Capital Entrepreneurship theory was propounded by Becker in 1962. The foundations upon which the theory stands are 'education and experience'. Shane and Vankataraman (2000) cited in Olokundun (2017) expressed that "the theory postulates that knowledge acquired from education and experience is considered a resource that is diversely

dispensed across individuals, which informs the basis for understanding the disparities in identification and exploitation of opportunities". Tan (2014) noted that the theory is more concerned about how education can probably influence the development of people. Marvel et al. (2016) submitted that "individuals are blessed with collection of knowledge and skills that have economic value". On this note Nafiu et al. (2020) stated that entrepreneurship education is the panacea for economic progress. Human capital enhancement "through quality education is a critical factor that is responsible for the massive economic growth and development" (Olaniyan & Okemakinde, 2008; Sofoluwe et al., 2013).

### **Experiential Learning Theory**

Kolb (1984) was known to have developed Experiential Learning Theory. Kolb is also a member of the school of thought that better lessons are learnt through experience.

He is of the belief that knowledge creation is dependent on experience. According to Zapeda (2013), Experiential Learning Theory is of the assumption that learning takes place between individuals and the environment. Knowles et al. (2011) suggest that students learn efficiently when new information is given in real-life contexts. Using an approach to solving problems in the classroom instead of conventional content learning practices is an example of a real learning process. Therefore, learning theory explores education as a mechanism of social adaptation that uses a strong and holistic perception of learning (Zapeda, 2013). Experiential learning theory is categorized as constructivist theory, particularly as individuals turn their experience into new knowledge with cognitive and social characteristics (Zapeda, 2013). Knowledge is thus seen as subjective and generated as a result of the interaction of knowledge and experience (Zapeda, 2013).

### **Empirical Review**

Odia and Odia (2021) investigated the effect of entrepreneurship education on entrepreneurial intentions among accounting and English/literature students at the University of Benin, Nigeria, using the theory of planned behaviour. A sample of 360 students was drawn from a population of 800. Logistic regression results showed that entrepreneurship education and subjective norm positively and significantly influenced entrepreneurial intentions. However, the interaction effects of attitude, subjective norm, and perceived behavioural control were significantly negative. The study concluded that entrepreneurship education at the university has not significantly enhanced students' entrepreneurial intentions. The authors recommended strengthening the entrepreneurship curriculum to help students recognize and exploit opportunities. The study's limitation was its narrow focus on only two departments at a single university.

Ayedun and Ajayi (2023) examined the impact of entrepreneurship education on entrepreneurial intentions among students in three selected tertiary institutions in Ondo State, Nigeria. Using a survey research design with structured questionnaires, the study found that entrepreneurship education positively influences students' entrepreneurial intentions. The authors recommended that entrepreneurship education be made compulsory across all tertiary institutions to expose more youth to entrepreneurship, foster positive perceptions, and increase enterprise creation upon graduation. A key limitation of the study was its failure to extend coverage to polytechnics and colleges of education.

Abubakar (2017) explored the relationship between entrepreneurship education and entrepreneurial intentions among Nigerian university students using a conventional content analysis approach, drawing data from online journal articles, textbooks, and publications. The study revealed that the most pressing socio-economic challenge facing leaders, particularly in Africa, is the rising number of unemployed youths, which negatively affects their socio-economic status. The study recommended the inclusion of entrepreneurship education in school curricula to help train, reorient, and motivate students toward entrepreneurial activities. A notable gap identified in the study was the lack of clear discussion on the antecedents of entrepreneurial intentions as established by the theory of planned behaviour.

### 3.0 Methodology

This study descriptive and inferential research design was adopted. This research design was used based on the study's aim to describe entrepreneurial behaviour or intention. The target of the descriptive research design was on nexus between entrepreneurship education and the entrepreneurial intentions among students; factors affecting entrepreneurial intentions among students; the effect of entrepreneurship education on entrepreneurial competences among students. The population of the study consisted of students of two universities (Federal University and Kogi State University) in Kogi State. The population included 200 level and 300 level of these universities in Kogi State. The table 3.3.1 showed the population frame of the universities.

**Table 1 Population Frame of Universities in Kogi State**

| S/N            | State | University                      | Population |
|----------------|-------|---------------------------------|------------|
| X <sub>1</sub> | Kogi  | Federal University Lokoja       | 3000       |
| X <sub>2</sub> | Kogi  | Kogi State University , Anyigba | 13000      |
| <b>Total</b>   |       |                                 | 16,000     |

Source: From Schools' Portals (2025)

Various methods have been established in the literature to determine sample size from a given population. The researcher used the Paller-Calmorin and Calmorin's (2006) formula. Since it is one of the best methods for calculating sample size in probability sampling, this procedure is used. The standard value was assumed to be 2.58 at a 1% level of probability, with 99 percent reliability and a sampling error of 1% or 0.01.

Then the sample size was computed as:

$$n = \frac{NZ + (Se)2x(1 - p)}{NSe + Z^2xp(1 - p)}$$

Where n = sample size

N = total number of population

Z= the standard value (2.58) of 1% level of probability with 0.99 reliability

Se= Sampling error (0.01)

P = the population proportion

$$n = \frac{16000(2.58) + (0.01)^2 \times (1 - 0.5)}{16000(0.01) + (2.58)^2 \times 0.5}$$

N= 255.344260414031 (255 approximately)

For fair and unbiased allocation of questionnaires, the study adopted the Bowley's (1926) proportional allocation method to determine the sub-samples for the two selected universities. The formula is shown below:

$n(n_i)$

Where:

X= Sample size of each university n= Overall Sample Size

$n_1$ =Population of Students from Each University N= The Total Population

**Table 2: Sample Frame for the universities**

| S/N          | University                      | Subsample |
|--------------|---------------------------------|-----------|
|              | Federal University Lokoja       | 48        |
|              | Kogi State University , Anyigba | 107       |
| <b>Total</b> |                                 | 255       |

Source: Author's Computation (2025)

This study basically used primary data. The primary data was sourced through a well structured questionnaire. The researcher utilized the questionnaire to obtain data needed on the subject matter. Questionnaire was distributed amongst sampled universities students.

The researcher ensured that the items in the questionnaire were uniformly phrased, so as to allow objective comparisons of results obtained. The questionnaire was structured to elicit information on the subject matter. The questionnaires captured both the independent constructs and the

### 3.0 Data Analysis and Discussion of Findings

255 copies of questionnaires (100%) were administered; 244 copies of questionnaires (95.69%) were returned; and 11 copies of questionnaires (4.31%) were not returned. The study premised on the returned questionnaires for data analysis and scientific verification.

#### Test of Hypothesis

$H_{01}$ : Entrepreneurial curriculum has no significant effect on students' intention to venture into new businesses in tertiary institutions of Kogi State, Nigeria.

$H_{02}$ : Entrepreneurship training factors have no significant effect on entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria.

**Table 2.** Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .836 <sup>a</sup> | .699     | .696              | 0.52800                    |

Predictors: (Constant), entrepreneurial curriculum.

Source: SPSS Output, 2026

The model summary reveals a strong positive correlation between entrepreneurial curriculum and entrepreneurial intentions, as indicated by the R value of 0.836. This coefficient suggests that as the exposure to or quality of entrepreneurial curriculum increases, students' intentions to venture into new businesses also tend to increase substantially. Furthermore, the R Square value of 0.699 indicates that approximately 69.9 percent of the variance observed in students' entrepreneurial intentions can be explained by entrepreneurial curriculum alone. This is a notably high explanatory power in social science research, demonstrating that the curriculum plays a dominant role in shaping students' venture creation intentions. The Adjusted R Square value of 0.696 confirms the reliability of this finding, as it adjusts for the sample size and number of predictors, remaining almost identical to the unadjusted R Square. Finally, the standard error of the estimate at 0.52800 indicates that the typical deviation between the actual entrepreneurial intention scores and those predicted by the model is relatively small, suggesting a good model fit.

**Table 3: Coefficients**

| Model                      | Unstd. Coefficients | Std. Error | Std. Coefficients (Beta) | t     | Sig. |
|----------------------------|---------------------|------------|--------------------------|-------|------|
| (Constant)                 | 0.064               | 0.031      |                          | 2.08  | 0.04 |
| Entrepreneurial curriculum | 0.986               | 0.012      | 0.982                    | 80.46 | 0.00 |
| Training factor            | 0.730               | 0.065      | 0.727                    | 11.19 | 0.00 |

Dependent Variable: Entrepreneurial Intentions

The coefficients table provides critical insights into how each predictor variable (entrepreneurial curriculum and training factor) individually contributes to entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria. The analysis examines both the magnitude and statistical significance of these relationships.

Starting with the constant term, the value of 0.064 represents the baseline level of entrepreneurial intentions when both predictor variables are zero. This constant is statistically significant at  $p = 0.04$ , indicating that even in the absence of formal curriculum or training, a minimal level of entrepreneurial intention exists among students, possibly due to personal or environmental factors.

Turning to entrepreneurial curriculum, the unstandardized coefficient (B) of 0.986 reveals a strong positive effect. This means that for every one-unit increase in entrepreneurial curriculum exposure or quality, entrepreneurial intentions increase by nearly 0.986 units. The standardized coefficient (Beta) of 0.982 is exceptionally high, indicating that entrepreneurial curriculum is an almost perfect predictor of entrepreneurial intentions. The t-value of 80.46 is extremely large, and the significance level ( $p = 0.00$ ) is far below the conventional threshold of 0.05. Therefore, entrepreneurial curriculum has a statistically significant and overwhelmingly positive relationship with entrepreneurial intentions. The result aligns with previous studies by Ayedun and Ajayi (2023); Odia and Odia (2021).

Regarding training factor, the unstandardized coefficient (B) of 0.730 demonstrates that for each one-unit increase in entrepreneurship training, entrepreneurial intentions rise by 0.730 units, holding other variables constant. The standardized coefficient (Beta) of 0.727 indicates a strong positive relationship, though slightly weaker than that of entrepreneurial curriculum. The t-value of 11.19 and significance level of  $p = 0.00$  confirm that training factor also has a statistically significant effect on entrepreneurial intentions. The findings aligns with previous research by Abubakar (2017).

Both entrepreneurial curriculum and training factors significantly predict entrepreneurial intentions among students. However, entrepreneurial curriculum (Beta = 0.982) exerts a substantially stronger influence than training factors (Beta = 0.727). The null hypothesis proposing no relationship between these predictors and entrepreneurial intentions is firmly rejected. For tertiary institutions in Kogi State, Nigeria, these findings suggest that investing in entrepreneurial curriculum may yield the greatest returns in fostering students' intentions to venture into new businesses.

## 5.0 Conclusion and Recommendations

Based on the findings from the coefficients analysis, this study concludes that both entrepreneurial curriculum and entrepreneurship training factors are significant positive predictors of entrepreneurial intentions among students in tertiary institutions of Kogi State, Nigeria. The results firmly reject the null hypothesis that there is no relationship between these predictors and entrepreneurial intentions. The entrepreneurial curriculum emerged as the strongest predictor (Beta = 0.982), exerting an overwhelmingly positive influence on students' intentions to venture into new businesses. Specifically, a one-unit increase in entrepreneurial curriculum

exposure leads to a 0.986-unit increase in entrepreneurial intentions. Entrepreneurship training factors, while also significant (Beta = 0.727), showed a comparatively weaker but still substantial effect, with a one-unit increase yielding a 0.730-unit rise in entrepreneurial intentions. Additionally, the constant term (0.064,  $p = 0.04$ ) revealed that even in the absence of formal entrepreneurial education, a minimal baseline level of entrepreneurial intention exists among students, likely attributable to personal drive, family background, or environmental exposure. Overall, the study confirms that entrepreneurial curriculum and training are indispensable tools for shaping and strengthening students' venture creation intentions in Kogi State, Nigeria.

Based on the conclusions drawn from the findings, the following recommendations are made:

- i. Tertiary institutions in Kogi State, Nigeria, should prioritize and significantly invest in the design, content, and delivery of entrepreneurial curriculum. Institutions should integrate practical, hands-on components such as business plan development, opportunity recognition exercises, and real-world case studies into the curriculum to maximize its impact on students' venture creation intentions.
- ii. While entrepreneurial curriculum is the dominant predictor, entrepreneurship training factors should not be neglected. Institutions should complement formal curriculum with structured training programs that emphasize experiential learning, mentorship, and resource mobilization skills. Regular workshops, seminars, and internship opportunities with local entrepreneurs should be institutionalized to further enhance students' entrepreneurial intentions.

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