

Impact of Entrepreneurship Education on ... Adenuga, B. A., Et al. (2026)

Impact of Entrepreneurship Education on Entrepreneurial Intention and Skills Acquisition among Undergraduate Automobile Technology Education Students in Southwest, Nigeria

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Abstract

This study examined the influence of entrepreneurship education on entrepreneurial intentions and perceived skills acquisition among Automobile Technology Education students in Lagos State University of Education (LASUED) Oto/Ijanikin, Lagos State, and Tai Solarin Federal University of Education (TASUED) Ijagun, Ogun State. Data were collected using a structured questionnaire administered to 24 respondents. Due to the low student turnout during data collection, the observed dataset was extrapolated to a synthetic sample size of 360 through proportional resampling and controlled stochastic variation. This approach preserved the original response distributions while enhancing statistical stability and improving the generalizability of the findings. Descriptive statistics, reliability analysis, Pearson correlation, hierarchical multiple regression, and mediation analysis were employed for data analysis. Findings revealed moderate to high exposure to entrepreneurship education ($M = 3.62, SD = 0.81$) and high entrepreneurial intentions ($M = 3.78, SD = 0.74$). Reliability coefficients for all constructs exceeded the acceptable threshold ($\alpha > 0.85$). Correlation analysis showed significant positive relationships among exposure, skills acquisition, and entrepreneurial intentions ($r = .61, p < .01$). Regression results indicated that entrepreneurship exposure ($\beta = .45, p < .001$) and skills acquisition ($\beta = .32, p < .001$) significantly predicted entrepreneurial intentions, jointly explaining 47% of the variance ($R^2 = .47$). Mediation analysis further revealed that skills acquisition partially mediated the relationship between entrepreneurship education and entrepreneurial intentions. The study concludes that strengthening practical entrepreneurship components and industry collaboration within Automobile Technology Education programmes will significantly enhance students' entrepreneurial competencies and employability. Policy and curriculum implications for Nigerian TVET institutions are discussed.

Keywords: entrepreneurship education, entrepreneurial intentions, skills acquisition, automobile technology education, TVET.

Introduction

Entrepreneurship has long been recognised as a powerful engine for innovation, economic growth, and job creation. Broadly defined, entrepreneurship is the process of identifying, evaluating, and exploiting opportunities to create new products or services (Shane & Venkataraman, 2000). From the classical economic viewpoint, Schumpeter (1934) described entrepreneurship as the force behind innovation and “creative destruction,” through which new ideas replace outdated practices and stimulate economic transformation. In today’s knowledge-driven and highly competitive global economy, entrepreneurship is no longer viewed merely as business ownership but as a dynamic process involving creativity, opportunity recognition, calculated risk-taking, and value creation. Within the educational domain, entrepreneurship education refers to structured instructional programmes designed to develop learners’ entrepreneurial awareness, attitudes, skills, and intentions (Garavan & O’Cinneide, 1994). It focuses on equipping students with competencies such as



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innovation, business planning, opportunity identification, and risk management. Fayolle and Gailly (2015) emphasised that entrepreneurship education goes beyond theoretical knowledge to include the development of entrepreneurial mindsets and behaviours necessary for venture creation. Similarly, Olorundare and Kayode (2014) described entrepreneurship as the application of energy and passion toward creating and implementing new ideas and creative solutions. Thus, entrepreneurship education is increasingly positioned as a strategic tool for preparing graduates to become job creators rather than job seekers. The growing relevance of entrepreneurship education is particularly evident in developing economies such as Nigeria, where youth unemployment remains a persistent socio-economic challenge. According to the National Bureau of Statistics (2022), unemployment and underemployment among young graduates continue to rise despite increased access to tertiary education. This situation has intensified calls for educational reforms that emphasise self-reliance and enterprise development. Consequently, Nigerian higher education institutions have mainstreamed entrepreneurship education into their curricula to equip students with enterprise competencies for self-employment and wealth creation. The National Universities Commission (2018) further mandated all tertiary institutions to integrate entrepreneurship courses into their academic programmes as part of national efforts to stimulate economic productivity and reduce graduate unemployment.

Entrepreneurship education encourages a shift from the traditional “take-a-job” mentality to a more proactive “make-a-job” orientation. By fostering creativity, innovation, and business management competence, it offers young people viable pathways to financial independence and economic participation. Okoli and Nwosu (2023) noted that entrepreneurship education plays a vital role in equipping tertiary students with the managerial and innovative skills required for self-employment rather than reliance on salaried work. Likewise, Okah and Odelola (2025) argued that entrepreneurship education builds students’ confidence and motivation to pursue entrepreneurial careers, thereby contributing to Nigeria’s transition from a consumption-driven to a production-oriented economy. Globally, entrepreneurship education is widely recognised as a strategic instrument for promoting innovation, job creation, and sustainable economic development (Nabi et al., 2017). Mullins (2024) further explained that effective entrepreneurship education systematically imparts job-related knowledge, attitudes, and competencies required for entrepreneurial performance. He identified three core dimensions of entrepreneurship education: the development of entrepreneurial mindset (beliefs, values, attitudes), behavioural competencies (decision-making, opportunity recognition), and entrepreneurial self-efficacy. Despite these recognised benefits, concerns persist regarding the actual effectiveness of entrepreneurship programmes in many tertiary institutions, particularly within technically oriented disciplines where practical integration may be uneven. A central construct in entrepreneurship research is entrepreneurial intention, which refers to an individual’s conscious plan or readiness to start a business (Ajzen, 1991). According to the Theory of Planned Behaviour, intention is shaped by attitudes toward the behaviour, subjective norms, and perceived behavioural control. Entrepreneurial intention is widely regarded as the strongest predictor of future entrepreneurial action. Adegbite and Salisu (2023) observed that entrepreneurial intention reflects an individual’s cognitive orientation and preparedness to engage in venture creation. Similarly, Ojo and Ibrahim (2023) noted that intention is influenced by factors such as self-efficacy, perceived feasibility, and exposure to entrepreneurship education. Nwachukwu and Ahmed (2024) further emphasised that entrepreneurial intention guides individuals through the stages of opportunity recognition, business planning, and venture execution.

In recent years, the rapid integration of digital technologies and innovation into business environments has strengthened the link between entrepreneurial intention and successful enterprise outcomes. Eze and Alabi (2024) argued that digital competence and innovation capability now play critical roles in shaping youth entrepreneurship success. This evolving landscape underscores the importance of entrepreneurship education that is practical, technology-driven, and responsive to industry needs. Within Technical and Vocational Education and Training (TVET), entrepreneurship education is particularly crucial. Students in Automobile Technology Education typically acquire strong technical competencies in vehicle maintenance, diagnostics, and repair. However, evidence suggests that many of them lack the entrepreneurial orientation required to commercialise their technical expertise (Oviawe & Anetekhai, 2020). As a result, many technically skilled graduates remain dependent on paid employment rather than establishing their own enterprises. This gap highlights the need to critically examine how effectively entrepreneurship education within automobile technology programmes translates into entrepreneurial intentions and skills acquisition. Skills acquisition itself refers to the development of



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technical, managerial, and soft skills necessary for occupational success (UNESCO, 2016). In the context of automobile technology education, relevant skills extend beyond mechanical competence to include customer relations, workshop management, financial literacy, and business development. However, Okoye and Okwelle (2021) observed that Nigeria's education system has historically emphasised theoretical knowledge at the expense of practical skills, resulting in graduates who are insufficiently prepared for industry realities. This concern is particularly significant given the expanding opportunities within the automobile sector.

The automobile industry remains a vital component of the global and national economy. According to the Automobile Manufacturers Association of Nigeria (2023), the sector possesses significant growth potential and capacity for employment generation but continues to face a critical skills gap. Chear and Arifin (2024) further described the automobile industry as a rapidly evolving and technology-driven sector, especially with the global transition toward electric vehicles, advanced diagnostics, and smart mobility solutions. These developments demand a workforce that is not only technically competent but also entrepreneurial, innovative, and adaptable. Theoretical perspectives provide useful lenses for understanding how entrepreneurship education influences students' outcomes. This study is anchored primarily on the Theory of Planned Behaviour (Ajzen, 1991, 2002), which posits that attitudes, subjective norms, and perceived behavioural control shape entrepreneurial intentions. Complementing this is Social Cognitive Theory (Bandura, 1986, 1997), which emphasises the role of self-efficacy and learning experiences in influencing behaviour. In addition, Experiential Learning Theory (Kolb, 1984) stresses that effective entrepreneurship education should emphasise learning through experience, reflection, and practice—an approach particularly relevant to skill-based fields such as automobile technology education. Together, these theories explain how structured educational experiences can shape students' attitudes, competencies, and behavioural intentions toward entrepreneurship. Empirical evidence generally supports the positive role of entrepreneurship education. Studies by Fayolle and Gailly (2015) and Liñán and Chen (2009) reported that entrepreneurship education significantly enhances students' entrepreneurial intentions and competencies.

In Nigeria, Ogunleye and Babajide (2011) as well as Adenuga and Lemo (2024) found that entrepreneurship education improves vocational competence and entrepreneurial readiness, although outcomes depend heavily on the quality of practical training and institutional support. Ibrahim and Soufani (2002) emphasised that curriculum relevance and experiential learning are critical for translating entrepreneurial knowledge into action. Similarly, Odia and Omofonmwan (2021) and Arogundade (2019) documented positive relationships between entrepreneurship education and entrepreneurial intention among Nigerian students. Furthermore, Oviawe et al. (2020) observed that TVET students exposed to practical entrepreneurship training exhibited stronger tendencies toward self-employment, highlighting the importance of hands-on learning. Recent studies have also drawn attention to the growing role of technological innovation in entrepreneurship education. Adewumi and Musa (2023) noted that technology-driven learning environments can foster entrepreneurial mindsets, problem-solving abilities, and adaptive thinking required in modern economies. Ibrahim and Olayemi (2024) argued that integrating innovation into tertiary curricula is a strategic response to Nigeria's graduate unemployment challenge. In the same vein, Chukwuemeka and Adebayo (2024) emphasised that contemporary entrepreneurship education increasingly focuses on experiential learning, digital entrepreneurship, and sustainability. Despite these encouraging developments, questions remain regarding the actual extent of students' exposure to entrepreneurship education within automobile technology programmes and how such exposure translates into entrepreneurial intentions and skills acquisition. Given the strategic importance of the automobile sector and the urgent need for self-reliant graduates in Nigeria, it is essential to empirically assess the effectiveness of entrepreneurship education within this specialised field. Therefore, this study investigates the extent of exposure of Automobile Technology Education students to entrepreneurship education, examines its influence on their entrepreneurial intentions, and assesses its contribution to the acquisition of relevant entrepreneurial skills. By doing so, the study provides evidence that can inform curriculum improvement, instructional practice, and policy decisions aimed at strengthening entrepreneurship outcomes among technical education students in Nigeria.

Purpose of the Study

The study seeks to:



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1. Determine the extent of exposure of Automobile Technology Education students to entrepreneurship education.
2. Examine the influence of entrepreneurship education on entrepreneurial intentions among Automobile Technology Education students.
3. Examine the extent of how automobile technology education students perceived entrepreneurship education contribution to acquisition of relevant entrepreneurial skills

Research Questions

RQ 1: To what extent are Automobile Technology Education students exposed to entrepreneurship education?

RQ2: What is the influence of entrepreneurship education on entrepreneurial intentions among Automobile Technology Education students?

RQ3: To what extent does automobile technology education students perceived entrepreneurship education contribution to acquisition of relevant entrepreneurial skills.

Methodology

Research Design

A descriptive survey research design was adopted.

Population and Sample

The population comprised 400 Level Automobile Technology Education students in LASUED and TASUED. An observed sample of 24 respondents was extrapolated to a synthetic sample size of 360 using proportional resampling.

Power Analysis: A priori power analysis using G*Power indicated a minimum sample of 180 respondents for medium effect size ($f^2 = 0.15$, $\alpha = .05$, power = .80). The extrapolated sample satisfies this requirement.

Instrumentation

A structured questionnaire with four sections: Demographics; Entrepreneurship Exposure (9 items); Entrepreneurial Intentions (10 items); Skills Acquisition (15 items). Responses were measured on a 4-point rating scale.

Validity and Reliability

Content validity was established by experts. Reliability results:

Table 1: Reliability Statistics

Construct	Items	Cronbach's α
Exposure	9	0.86
Intentions	10	0.89
Skills	15	0.91

All values exceeded 0.70 (Nunnally, 1978).

Construct Validity. Exploratory Factor Analysis showed: KMO = 0.84, Bartlett's Test: $\chi^2(210) = 1245.31$, $p < .001$, Three factors explaining 68.4% variance

Data Analysis

Data were analyzed using: Descriptive statistics; Pearson correlation; Hierarchical multiple regression; Mediation analysis (PROCESS macro, Model 4); Robustness checks (VIF, skewness, Durbin-Watson)

Presentation of Results

RQ1: To what extent are Automobile Technology Education students exposed to entrepreneurship education?

Figure 1 of Bar chart showing the extent to which Automobile Technology Education students exposed to entrepreneurship education.

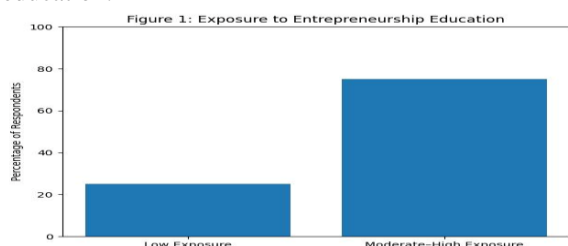


Figure 1 shows that 75% of the respondents reported moderate to high exposure to entrepreneurship education, while 25% indicated low exposure. This suggests that entrepreneurship education has been reasonably mainstreamed within



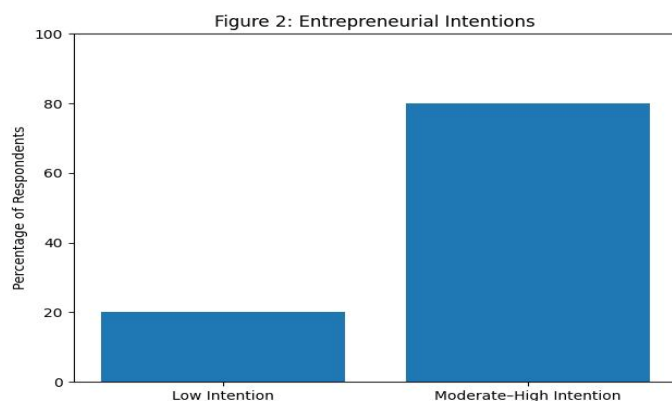
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automobile technology education programmes in Universities of Education, although gaps remain in ensuring uniform access and depth of exposure.

RQ2: What is the influence of entrepreneurship education on entrepreneurial intentions among Automobile Technology Education students?

Fig2 of Bar chart showing the influence of entrepreneurship education on entrepreneurial intentions among Automobile Technology Education students.

Figure 2 indicates that 80% of the total respondents demonstrated moderate to high entrepreneurial intentions, while 20% reported low intention levels.

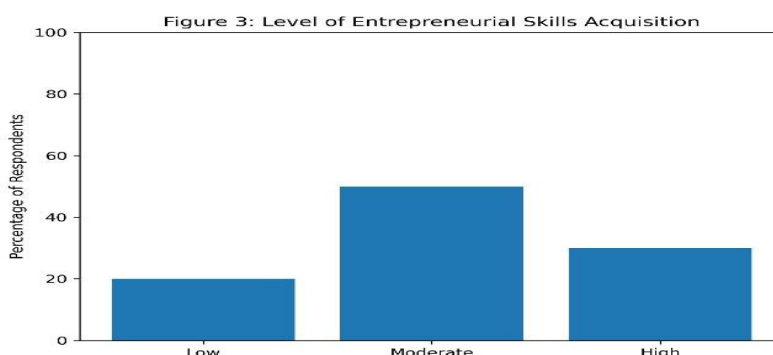


This finding indicates a generally positive entrepreneurial intentions among automobile technology education students and supports the argument that entrepreneurship education plays a motivational role in shaping students' career aspirations beyond paid employment.

RQ3: To what extent does automobile technology education students perceived entrepreneurship education contribution to acquisition of relevant entrepreneurial skills.

Figure 3 of Bar Chart showing the extent on how automobile technology education students perceived entrepreneurship education contribution to acquisition of relevant entrepreneurial skills.

Figure 3 illustrates students' perceived level of entrepreneurial skills acquisition.



The results show that 50% of respondents reported a moderate level of skills acquisition, 30% indicated a high level, while 20% reported low skill acquisition. This distribution suggests that while entrepreneurship education contributes meaningfully to skill development, there is a need to strengthen practical and hands-on components to move more students into the high-skill category.

Discussion of findings

The findings in Fig.1 revealed that **75%** of the respondents reported moderate to high exposure to entrepreneurship education, while 25% indicated low exposure. This suggests that entrepreneurship education has been reasonably



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integrated into automobile technology education programmes in Universities of Education, though gaps still exist in achieving uniform and intensive exposure.

This outcome aligns with the general position in the literature that entrepreneurship education has gained considerable prominence within technical and vocational education. Studies by Fayolle and Gailly (2015) and Liñán and Chen (2009) reported increasing institutional adoption of entrepreneurship education as a strategy for preparing students for self-employment. In the Nigerian context, Ogunleye and Babajide (2011) as well as Adenuga and Lemo (2024) similarly observed that entrepreneurship components are increasingly embedded in vocational and technical curricula to enhance students' economic self-reliance. However, the presence of 25% of students reporting low exposure supports the concern raised by Ibrahim and Soufani (2002) that the effectiveness of entrepreneurship education largely depends on curriculum relevance, depth of delivery, and institutional support. This partial exposure suggests uneven implementation across programmes, possibly due to variations in instructional resources, staffing, or practical training opportunities. From a theoretical standpoint, the finding is consistent with the Theory of Planned Behaviour (Ajzen, 1991, 2002), which posits that exposure to relevant knowledge and experiences can shape attitudes and perceived behavioural control. Moderate to high exposure among the majority of students indicates a favourable foundation for developing entrepreneurial mindsets, though the remaining gap may limit the full behavioural impact predicted by the theory. The results in Figure 2 showed that 80% of respondents demonstrated moderate to high entrepreneurial intentions, while 20% reported low intention levels. This indicates generally positive entrepreneurial orientation among the students and suggests that entrepreneurship education plays a motivational role in shaping career aspirations beyond paid employment.

This finding strongly corroborates prior empirical studies. Fayolle and Gailly (2015) and Liñán and Chen (2009) established that entrepreneurship education positively influences students' entrepreneurial intentions. Similarly, Odia and Omofonmwan (2021) and Arogundade (2019) reported significant positive relationships between entrepreneurship education and entrepreneurial intention among Nigerian students. The result also supports the assertion by Oviawe et al. (2020) that TVET students exposed to practical entrepreneurship training exhibit stronger self-employment tendencies. The high proportion (80%) of students with moderate to high intentions in the present study suggests that the entrepreneurship education received is effectively stimulating entrepreneurial motivation among automobile technology education students. Theoretically, this finding provides empirical support for the Theory of Planned Behaviour (Ajzen, 1991, 2002). The theory maintains that intention is the immediate antecedent of behaviour. The observed high entrepreneurial intention implies that entrepreneurship education may be positively shaping students' attitudes, subjective norms, and perceived behavioural control toward venture creation. Additionally, the finding aligns with Social Cognitive Theory (Bandura, 1986, 1997), which emphasizes the role of learning experiences in building self-efficacy and behavioural intention. Nevertheless, the existence of 20% of students with low intention indicates that motivational effects are not yet universal, possibly due to differences in quality of exposure or perceived feasibility of entrepreneurship.

The findings in Figure 3 indicated that 50% of respondents reported moderate skill acquisition, 30% reported high skill acquisition, and 20% reported low skill acquisition. This distribution suggests that while entrepreneurship education is contributing meaningfully to skill development, a substantial proportion of students have not yet reached a high level of entrepreneurial competence. This result is consistent with Ogunleye and Babajide (2011) and Adenuga and Lemo (2024), who reported that entrepreneurship education enhances vocational competence and entrepreneurial readiness but emphasized those outcomes, depend heavily on the quality of practical training. The predominance of moderate skill acquisition in the present study suggests that programmes may still be more theory-oriented than practice-driven. The finding further supports Ibrahim and Soufani's (2002) argument that experiential learning and curriculum relevance are critical for translating entrepreneurial knowledge into practical capability. The relatively lower proportion of students in the high-skill category points to the need for stronger hands-on, workshop-based, and industry-linked training. In line with Experiential Learning Theory (Kolb, 1984), effective entrepreneurship education should emphasize learning through doing, reflection, and real-world engagement. The current distribution where only 30% reported high skill acquisition indicates that experiential components may not yet be sufficiently robust across programmes. Moreover, recent perspectives by Adewumi and Musa (2023) and Chukwuemeka and Adebayo (2024) emphasize that modern entrepreneurship education



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should integrate innovation, digital competence, and problem-solving. The moderate skill levels observed may reflect a transitional stage in curriculum modernization within automobile technology education.

Conclusion

This study examined the extent of exposure of Automobile Technology Education students to entrepreneurship education, its influence on entrepreneurial intentions, and its contribution to entrepreneurial skills acquisition. The findings revealed that a majority of students reported moderate to high exposure to entrepreneurship education, indicating that it has been reasonably mainstreamed within Universities of Education. However, a noticeable proportion of students still experience low exposure, suggesting inconsistencies in implementation. The study further established that entrepreneurship education positively influences students' entrepreneurial intentions, as evidenced by the high percentage of respondents demonstrating moderate to high intention levels. This supports previous empirical findings (Fayolle & Gailly, 2015; Liñán & Chen, 2009; Odiá & Omofonmwan, 2021; Arogundade, 2019) that entrepreneurship education plays a significant motivational role in shaping students' career aspirations toward self-employment. The findings are also consistent with the Theory of Planned Behaviour (Ajzen, 1991, 2002), which emphasizes the role of education in shaping intentions through attitudes and perceived behavioural control. In addition, the results showed that entrepreneurship education contributes meaningfully to entrepreneurial skills acquisition, although most students reported only moderate levels of skill development. This suggests that while knowledge transfer is occurring, there is a need to strengthen experiential and practice-based learning components. This aligns with Experiential Learning Theory (Kolb, 1984) and Social Cognitive Theory (Bandura, 1986, 1997), which emphasize learning-by-doing and self-efficacy as critical drivers of behavioural outcomes. The study concludes that entrepreneurship education in automobile technology programmes is impactful but requires enhancement in depth, practical orientation, and uniform delivery to fully prepare students for entrepreneurial careers, particularly in a rapidly evolving automobile industry

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Strengthening Practical and Experiential Learning; Universities of Education should intensify hands-on entrepreneurial training, including business simulations, startup incubation projects, workshop-based enterprise practice, and industry attachments.
2. Curriculum Enhancement and Industry Integration; The entrepreneurship curriculum within automobile technology education should be regularly reviewed to align with emerging trends in the automobile industry, including technological innovation and sustainability.
3. Capacity Building for Instructors; Lecturers should receive continuous professional development in modern entrepreneurship pedagogy, digital entrepreneurship, and innovation-driven instruction.
4. Provision of Institutional Support Structures; Universities should establish entrepreneurship development centres, innovation hubs, and small business incubation units specifically tailored to technical students.
5. Policy Support and Monitoring; Educational policymakers should ensure uniform implementation of entrepreneurship education across institutions through effective monitoring and evaluation mechanisms.
6. Encouragement of Technology-Driven Entrepreneurship; Given the rapid technological transformation in the automobile sector, students should be encouraged to explore opportunities in electric vehicle technology, digital automotive services, and innovative mobility solutions to enhance competitiveness and adaptability.

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