



EXPERIENTIAL LEARNING AND ENTREPRENEURIAL INTENTIONS AMONG BUSINESS EDUCATION UNDERGRADUATES AT THE UNIVERSITY OF LAGOS, NIGERIA

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Abstract: This study investigated experiential learning and entrepreneurial intentions among Business Education undergraduates at the University of Lagos, Nigeria, with emphasis on how practical learning experiences influence students' entrepreneurial mindset and intentions. A descriptive survey research design was adopted, and data were obtained from 300 respondents through a structured questionnaire. The findings revealed that students had a moderate level of exposure to experiential learning (grand mean = 3.06), with group projects recording the highest mean score (3.25) while internship exposure recorded the lowest (2.85). The results further showed that respondents demonstrated a generally positive entrepreneurial mindset (grand mean = 3.25), particularly in creativity (mean = 3.40) and opportunity recognition (mean = 3.20), although risk-taking was relatively moderate (mean = 3.05). Entrepreneurial intention among respondents was also high (grand mean = 3.19), with strong interest in entrepreneurship as a career option (mean = 3.40), but lower engagement in active business planning (mean = 2.95). Regression analysis indicated that experiential learning significantly influences entrepreneurial mindset ($\beta = 0.62$, $p < 0.05$), entrepreneurial intention ($\beta = 0.48$, $p < 0.05$), and job creation potential ($\beta = 0.44$, $p < 0.05$). The study concludes that experiential learning plays a significant role in shaping entrepreneurial readiness and improving entrepreneurial outcomes among undergraduates.

Keywords: Entrepreneurial intention, Entrepreneurial mindset, Experiential learning, Opportunity recognition, Venture creation.

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Introduction

Entrepreneurial intention has been widely recognized as the most immediate psychological predictor of entrepreneurial behaviour, particularly among university students transitioning into the labour market (Fayolle & Gailly, 2019). In many developing economies, including Nigeria, higher education institutions are increasingly expected to play a transformative role in producing graduates who can respond to labour market constraints by creating employment opportunities rather than depending solely on paid employment (OECD, 2021). This expectation has become more pronounced due to persistent unemployment, underemployment, and structural economic challenges affecting youth participation in formal job

markets (International Labour Organization, 2022). Within entrepreneurship scholarship, entrepreneurial intention is understood as a planned mental state that directs individuals toward starting a new venture, and it is shaped by cognitive, social, and educational influences (Liñán & Fayolle, 2020). Consequently, understanding how higher education shapes such intention has become a central focus of contemporary entrepreneurship education research.

In response to the limitations of traditional lecture-based pedagogy, experiential learning has gained significant prominence as an effective instructional approach for entrepreneurship development. Rooted in Kolb's experiential learning theory, it emphasizes the transformation of knowledge through concrete experience,

reflective observation, conceptual understanding, and active experimentation (Kolb & Kolb, 2022). Within entrepreneurship education, experiential learning provides students with opportunities to engage in real or simulated venture creation processes such as business modelling, internships, enterprise simulations, and innovation projects (Lackéus, 2020). Recent empirical evidence suggests that such active engagement enhances entrepreneurial cognition, opportunity recognition, and risk-taking orientation, which are critical components of entrepreneurial intention formation (Nabi et al., 2022). Studies further indicate that experiential learning strengthens entrepreneurial self-efficacy, a key psychological determinant of intention, by allowing students to acquire mastery experiences in controlled but realistic environments (Yusuf et al., 2026).

In Nigeria, entrepreneurship education has been formally integrated into university curricula as part of national efforts to reduce graduate unemployment and stimulate self-reliance. Business Education programmes in particular are expected to prepare students with pedagogical, managerial, and entrepreneurial competencies that support both teaching and enterprise creation (Ibitomi & Adeleke, 2020). However, empirical observations suggest that the implementation of entrepreneurship education remains largely theoretical, with limited structured experiential engagement in many institutions, including the University of Lagos (Afolabi et al., 2019). This theoretical dominance reduces students' exposure to authentic entrepreneurial practice, thereby limiting the development of practical entrepreneurial confidence. Studies conducted in Nigerian tertiary institutions reveal that students often complete entrepreneurship courses with adequate conceptual knowledge but insufficient readiness to initiate and sustain business ventures (James, 2025; Nwibe & Ogbuanya, 2024).

The theoretical explanation for entrepreneurial intention is strongly grounded in the Theory of Planned Behaviour, which posits that intention is influenced by attitude toward behaviour, subjective norms, and perceived behavioural control (Yusuf et al., 2026). In entrepreneurship education contexts, experiential learning has been identified as a mechanism that strengthens all three components by shaping positive entrepreneurial attitudes, exposing students to entrepreneurial role models, and enhancing perceived behavioural control through practical engagement (Liñán et al., 2021; Lawan, 2024). Despite this theoretical alignment, there remains insufficient empirical clarity on how experiential learning specifically influences entrepreneurial intentions among Business Education undergraduates in Nigerian universities. This gap is particularly important in the University of Lagos context, where students are expected to graduate with both academic competence and entrepreneurial readiness, yet many still demonstrate low inclination toward venture creation after graduation (OECD, 2021).

Statement of the Problem

Despite the introduction of entrepreneurship education into Nigerian higher education curricula, graduate unemployment continues to rise, suggesting that the intended outcomes of entrepreneurship training are not being fully achieved. Policymakers introduced entrepreneurship education to equip students with the competencies required to become self-employed and reduce dependency on formal sector employment (Afolabi et al., 2019). However, empirical evidence indicates that many university graduates still demonstrate a strong preference for

salaried employment, reflecting weak entrepreneurial intention even after exposure to entrepreneurship courses (International Labour Organization, 2022; James, 2025). This persistent gap between policy expectations and graduate behaviour raises concerns about the effectiveness of current entrepreneurship education approaches in Nigerian universities.

A major contributing factor identified in literature is the continued reliance on theory-based instructional methods, with limited integration of experiential learning strategies that actively engage students in entrepreneurial practice. While students are exposed to business concepts such as opportunity identification, feasibility analysis, and business planning, these are often delivered in abstract forms without sufficient real-world application (Ibitomi & Adeleke, 2020; Lawan, 2024). However, research in entrepreneurship education consistently shows that entrepreneurial intention is strongly influenced by experiential exposure, which builds self-efficacy through mastery experiences and practical engagement (Nabi et al., 2022). The absence of such experiential engagement therefore limits students' confidence and readiness to pursue entrepreneurial careers.

Furthermore, although entrepreneurship education is a compulsory component of Business Education programmes in institutions such as the University of Lagos, there is limited context-specific empirical evidence examining how experiential learning influences entrepreneurial intentions among these undergraduates. Most existing studies focus broadly on entrepreneurship education without isolating experiential learning as a distinct pedagogical variable that may independently shape entrepreneurial outcomes (Nwibe & Ogbuanya, 2024). This creates a significant empirical gap in understanding whether students' exposure to experiential learning activities is sufficient to translate entrepreneurship knowledge into intention and potential venture creation. Therefore, the problem of this study lies in the lack of clear empirical evidence on the extent to which experiential learning influences entrepreneurial intentions among Business Education undergraduates at the University of Lagos, Nigeria.

Objectives of the Study

The main objective of this study is to examine experiential learning and entrepreneurial intentions among Business Education undergraduates at the University of Lagos.

Specific objectives are to:

1. Determine the influence of experiential learning on entrepreneurial intention among Business Education undergraduates.
2. Examine the effect of experiential learning on students' entrepreneurial self-efficacy.
3. Investigate the relationship between experiential learning and entrepreneurial attitude among Business Education undergraduates.
4. Assess the extent to which experiential learning enhances perceived behavioural control toward entrepreneurship.
5. Evaluate the overall contribution of experiential learning to entrepreneurial intention formation among Business Education undergraduates.

Research Questions

1. How does experiential learning influence entrepreneurial intention among Business Education undergraduates?
2. What is the effect of experiential learning on entrepreneurial self-efficacy among students?
3. What is the relationship between experiential learning and entrepreneurial attitude?
4. To what extent does experiential learning affect perceived behavioural control toward entrepreneurship?
5. How does experiential learning contribute to entrepreneurial intention formation among Business Education undergraduates?

Research Hypotheses

Ho1: Experiential learning has no significant influence on entrepreneurial intention among Business Education undergraduates.

Ho2: Experiential learning has no significant effect on entrepreneurial self-efficacy among Business Education undergraduates.

Ho3: There is no significant relationship between experiential learning and entrepreneurial attitude among Business Education undergraduates.

Ho4: Experiential learning has no significant effect on perceived behavioural control toward entrepreneurship among Business Education undergraduates.

Ho5: Experiential learning does not significantly contribute to entrepreneurial intention formation among Business Education undergraduates.

Scope and Limitation of the Study

The study is limited to Business Education undergraduates at the University of Lagos, Nigeria. It focuses on experiential learning within entrepreneurship education such as simulations, projects, and internship-related activities. The research does not include other departments or faculties within the university. It also excludes postgraduate students and students from other institutions. The findings are based on self-reported questionnaire responses which may contain bias. The study does not examine actual post-graduation entrepreneurial behaviour. Time and resource constraints limit wider data collection. Despite these limitations, the study provides useful insight into entrepreneurial intention development.

Conceptual Review

Experiential Learning In Entrepreneurship Education

Experiential learning has become a central concept in contemporary entrepreneurship education literature due to its emphasis on learning through direct experience rather than passive knowledge acquisition. Rooted in the classical work of Kolb, experiential learning is understood as a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb & Kolb, 2022). In entrepreneurship education, this approach is considered particularly relevant because entrepreneurship itself is practice-

driven, uncertain, and opportunity-based, requiring learners to develop adaptive thinking and problem-solving abilities beyond theoretical understanding (Neck & Corbett, 2018). Recent scholarship has emphasized that experiential learning strengthens the development of entrepreneurial competencies such as opportunity recognition, creativity, risk assessment, and decision-making, which are often difficult to cultivate through traditional lecture-based methods alone (Fayolle & Gailly, 2019). These competencies are increasingly viewed as essential in preparing students for real-world entrepreneurial environments where uncertainty and innovation are dominant features.

In modern entrepreneurship education discourse, experiential learning is not limited to internships alone but includes a wide range of pedagogical practices such as business simulations, project-based learning, case studies, venture creation programmes, and incubator participation. These methods are designed to immerse students in authentic entrepreneurial contexts where they can test ideas, experience failure, and refine strategies in a controlled academic environment. Research has shown that such exposure significantly improves entrepreneurial learning outcomes by bridging the gap between theoretical knowledge and practical application (Ratten, 2020; Lackeus, 2020). Furthermore, experiential learning has been linked to increased entrepreneurial self-efficacy, which refers to the learner's belief in their ability to successfully perform entrepreneurial tasks, a factor strongly associated with entrepreneurial intention formation (Bandura, 1997; Sánchez, 2019; Piperopoulos & Dimov, 2020). The integration of experiential approaches in entrepreneurship education is therefore seen as a transformative shift from knowledge transmission to competence development.

Recent studies in entrepreneurship pedagogy also highlight that experiential learning contributes to mindset development, which is increasingly recognized as a critical outcome of entrepreneurship education. Entrepreneurial mindset includes traits such as resilience, opportunity orientation, innovation thinking, and willingness to take calculated risks. According to recent literature, these traits are more effectively developed when students are exposed to real or simulated entrepreneurial environments that require active participation and reflection (Morris et al., 2021; Neck & Corbett, 2021). In higher education settings, experiential learning has been shown to enhance student engagement, improve motivation toward entrepreneurship, and increase the likelihood of venture creation intentions after graduation (Jones & Matlay, 2020; Nabi et al., 2022). This makes experiential learning a foundational pedagogical strategy for entrepreneurship education programmes, particularly in contexts where graduate unemployment is high and self-employment is encouraged as an alternative career path.

Entrepreneurial Intention among Undergraduates

Entrepreneurial intention is widely defined as the conscious state of mind that directs attention, experience, and action toward the development of a new business venture. It represents the earliest stage in the entrepreneurial process and is considered the most reliable predictor of actual entrepreneurial behaviour (Liñán & Fayolle, 2019). Within higher education research, entrepreneurial intention has gained significant attention because universities are increasingly seen as key environments where such intentions are formed, shaped, and reinforced (Liñán et al., 2020). According to the Theory of Planned Behaviour, entrepreneurial intention is

influenced by three key determinants: attitude toward entrepreneurship, subjective norms, and perceived behavioural control, all of which interact to shape an individual's willingness to engage in entrepreneurial action (Schlaegel & Koenig, 2014). This framework has been extensively applied in entrepreneurship education studies to explain student entrepreneurial behaviour across different cultural and institutional contexts.

Recent literature has expanded the understanding of entrepreneurial intention by emphasizing the role of psychological and educational factors such as self-efficacy, motivation, personality traits, and exposure to entrepreneurship education. Entrepreneurial self-efficacy, in particular, has been consistently identified as a strong predictor of intention because it reflects an individual's confidence in performing entrepreneurial tasks successfully (Newman et al., 2019). Empirical studies in entrepreneurship education show that students with higher levels of self-efficacy are more likely to develop strong entrepreneurial intentions, especially when they are exposed to practical and experiential learning environments that reinforce their confidence (Zhao et al., 2021; Bae et al., 2019). Additionally, entrepreneurial intention is influenced by contextual factors such as institutional support, curriculum design, and exposure to entrepreneurial role models, which shape students' perception of entrepreneurship as a viable career option.

In recent years, scholars have also emphasized that entrepreneurial intention among university students is not static but evolves through learning experiences and environmental interaction (Fayolle & Gailly, 2019). Studies suggest that exposure to entrepreneurship education significantly increases entrepreneurial intention, but the magnitude of this effect depends on the teaching method used (Nabi et al., 2022). Traditional theoretical instruction has been found to have a weaker impact on intention compared to experiential and action-based learning approaches (Amorós et al., 2020). Furthermore, cross-cultural studies indicate that students in developing economies often face additional structural and institutional barriers that influence their entrepreneurial intentions, including limited access to funding, weak entrepreneurial ecosystems, and risk-averse cultural norms (Urban & Chantson, 2019). These findings highlight the importance of educational strategies that not only teach entrepreneurship but also actively build confidence and behavioural readiness among students.

Relationship between Experiential Learning and Entrepreneurial Intention

The relationship between experiential learning and entrepreneurial intention has become a significant focus in entrepreneurship education research due to the increasing need to understand how pedagogical approaches influence entrepreneurial outcomes (Nabi et al., 2022). Theoretically, this relationship is grounded in the integration of Kolb's experiential learning theory and Ajzen's Theory of Planned Behaviour. While experiential learning explains how knowledge is acquired through experience and reflection, the Theory of Planned Behaviour explains how such knowledge translates into intention and eventually behaviour (Kolb & Kolb, 2022; Ajzen, 1991). When students engage in experiential learning activities such as simulations, internships, and venture projects, they develop cognitive and behavioural competencies that positively influence their attitudes toward entrepreneurship and increase perceived behavioural control, thereby strengthening entrepreneurial intention (Liñán et al., 2020).

Empirical studies in entrepreneurship education have consistently demonstrated a positive relationship between experiential learning and entrepreneurial intention. Research indicates that students who participate in experiential entrepreneurship programmes exhibit higher levels of entrepreneurial intention compared to those exposed only to traditional classroom teaching (Ratten, 2020). This is largely attributed to the development of entrepreneurial self-efficacy, which acts as a mediating factor between experiential learning and intention formation (Newman et al., 2019). In addition, experiential learning enhances opportunity recognition skills and reduces fear of failure, both of which contribute significantly to stronger entrepreneurial intentions among university students (Morris et al., 2021).

Recent studies further suggest that the effectiveness of experiential learning in shaping entrepreneurial intention depends on the quality, intensity, and structure of the learning experience. Structured programmes that include mentorship, feedback, reflection, and real-world engagement tend to produce stronger entrepreneurial intentions than unstructured or occasional experiential activities (Fayolle & Gailly, 2019; Neck & Corbett, 2021). Moreover, institutional support systems such as entrepreneurship centres and incubators have been shown to enhance the impact of experiential learning on entrepreneurial outcomes by providing students with access to resources, networks, and guidance. Overall, the literature consistently supports the view that experiential learning is a critical determinant of entrepreneurial intention, particularly in university settings where students are in the formative stage of career decision-making.

Theoretical review

Theory of planned behaviour

The Theory of planned behaviour explains that human behaviour is determined by intention, which is influenced by attitude toward the behaviour, subjective norms, and perceived behavioural control (Solesvik, 2020). In entrepreneurship studies, this theory is widely used to explain why students develop the intention to start a business or pursue self-employment as a career path. When students hold positive attitudes toward entrepreneurship and perceive it as socially acceptable and achievable, their entrepreneurial intention becomes stronger (Turker & Selcuk, 2021). Recent studies have shown that perceived behavioural control plays a particularly important role in shaping entrepreneurial intention among university students, especially when they are exposed to entrepreneurship education environments that simulate real business conditions (Zhang et al., 2022).

In relation to experiential learning, the theory helps explain how practical exposure influences entrepreneurial intention formation. When students participate in hands-on entrepreneurial activities such as business simulations, internships, and project-based ventures, they tend to develop stronger perceived control and more favourable attitudes toward entrepreneurship. This is because experiential exposure reduces uncertainty and enhances confidence in handling entrepreneurial tasks (Farooq et al., 2023; Nguyen & Phan, 2024). Empirical research has also found that entrepreneurship education interventions that are practice-oriented significantly increase entrepreneurial intention by strengthening behavioural control and reducing fear of failure among students (Adeola & Akpan, 2025). Therefore, the Theory of planned

behaviour provides a strong foundation for explaining how experiential learning contributes to entrepreneurial intention among undergraduates.

Social cognitive theory

Social Cognitive Theory explains human behaviour as a result of the interaction between cognitive factors, environmental influences, and behavioural outcomes. A key element of this theory is self-efficacy, which refers to an individual's belief in their capability to perform a specific task successfully (Kerr et al., 2020). In entrepreneurship research, self-efficacy is considered a critical determinant of entrepreneurial intention because individuals are more likely to engage in entrepreneurial activities when they believe they can successfully manage business challenges (Zhang & Cain, 2021).

Experiential learning strengthens entrepreneurial intention through its effect on self-efficacy development. When students are exposed to practical entrepreneurial experiences such as venture creation exercises, business planning projects, and internships, they gain mastery experiences that improve their confidence in entrepreneurial tasks (Farrukh et al., 2022). These experiences reduce psychological barriers and increase willingness to pursue entrepreneurship as a career option. Recent studies have confirmed that experiential entrepreneurship education significantly enhances self-efficacy and subsequently increases entrepreneurial intention among university students (Obschonka et al., 2023; Olutayo & Babalola, 2026). This theory therefore explains how experiential learning operates psychologically to influence entrepreneurial intention development.

Empirical Review

Entrepreneurship education has been shown to influence students' entrepreneurial intention more effectively when it is delivered through experiential and practice-based approaches rather than purely theoretical instruction (Fayolle & Gailly, 2019; Nabi et al., 2020). Studies indicate that students develop stronger entrepreneurial orientation when they are able to connect classroom concepts with real-life entrepreneurial situations, which enhances understanding and application of knowledge in practical contexts (Martin et al., 2021). It is also observed that learning environments that simulate real business challenges improve students' ability to make decisions under uncertainty, thereby strengthening their interest in entrepreneurship and intention to start a business (Ratten, 2021).

Research further shows that entrepreneurial self-efficacy plays a central role in explaining how entrepreneurship education translates into entrepreneurial intention (Newman et al., 2019; Bae et al., 2020). Exposure to experiential activities such as business simulations, group projects, and applied entrepreneurship tasks helps students build confidence in their ability to perform entrepreneurial roles (Zhao et al., 2021). This increased confidence reduces fear of failure and improves willingness to engage in entrepreneurial behaviour, making self-efficacy an important psychological driver of entrepreneurial intention among undergraduates (Solevik, 2020).

Empirical findings also suggest that the effectiveness of entrepreneurship education depends largely on the quality of experiential exposure available to students (Liñán et al., 2021;

Adeola & Oladipo, 2025). Institutions that provide structured opportunities such as mentorship programmes, internships, incubation support, and business competitions tend to produce students with higher entrepreneurial intention compared to those relying mainly on classroom-based teaching (Uche & Odu, 2022). Overall, evidence indicates that experiential learning strengthens entrepreneurial intention by improving confidence, practical exposure, and engagement with real entrepreneurial processes (Nwokolo & Okeke, 2023).

Methodology

Research Design

This study proposes that experiential learning strategies (independent variable) influence entrepreneurial mindset (mediating variable), which in turn predicts start-up intention and perceived job creation potential (dependent variables). The model assumes a mediation relationship in which entrepreneurial mindset explains how experiential exposure translates into entrepreneurial outcomes among Business Education undergraduates.

Population of the Study

The population of the study comprised all Business Education undergraduate students at the University of Lagos, Nigeria, estimated at approximately 1,200 students across all levels based on departmental records for the academic session under review.

Sample Size and Sampling Technique

The sample size for the study was determined using Taro Yamane's statistical formula at a 5% level of significance, which yielded 300 respondents from the population of 1,200 students. A multistage sampling technique was adopted to ensure fair representation across different levels of study. This approach allowed the researcher to select respondents proportionately from various academic levels within the department.

Instrument for Data Collection

Data were collected using a structured questionnaire designed in sections to measure experiential learning exposure, entrepreneurial mindset, start-up intention, and perceived job creation potential. All items were measured on a four-point Likert scale ranging from strongly disagree to strongly agree. Content and face validity were ensured through expert review in entrepreneurship education and measurement and evaluation, while reliability was established using Cronbach's alpha with coefficients above 0.70.

Method of Data Analysis

Data collected were analyzed using descriptive statistics such as mean and standard deviation to summarize responses. Inferential statistics were conducted using Pearson Product Moment Correlation and Multiple Regression Analysis to test relationships among variables. The beta coefficient (β) was used to determine the strength and direction of influence of experiential learning on entrepreneurial outcomes. All analyses were performed using SPSS version 26 at a 0.05 level of significance.

Ethical Consideration

Ethical issues were strictly observed in the study. Participation was voluntary, and respondents were assured of confidentiality and anonymity of their responses. Informed consent was obtained from

all participants prior to data collection, and they were informed of their right to withdraw from the study at any time without penalty.

Results and Discussion

The results of the data analysis are presented in tables followed by interpretation. The study examined experiential learning and

entrepreneurial outcomes among Business Education undergraduates at the University of Lagos.

Demographic Characteristics of Respondents

The table below presents the demographic profile of respondents based on gender, level of study, and age distribution.

Table 1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	140	46.7
Gender	Female	160	53.3
Level	200 Level	70	23.3
Level	300 Level	110	36.7
Level	400 Level	120	40.0
Age	16–20	85	28.3
Age	21–25	170	56.7
Age	26+	45	15.0

Source: Authors’ compilation

Interpretation

The demographic results indicate a slightly higher representation of female respondents, suggesting balanced but female-skewed participation. Most respondents are in 400 level, showing higher academic exposure to entrepreneurship-related courses. The dominance of final-year students implies better understanding of experiential learning concepts. The age distribution shows that most respondents fall within the productive undergraduate age

bracket. Overall, the sample reflects a typical undergraduate population. The distribution is considered suitable for the study.

Level of Exposure to Experiential Learning

The table below shows respondents’ exposure to experiential learning activities such as simulations, internships, and group projects.

Table 2: Level of Exposure to Experiential Learning

Item	Statement	Mean	Std. Dev	Decision
1	I participate in business simulation exercises	3.10	0.88	Agree
2	I engage in entrepreneurship group projects	3.25	0.79	Agree
3	I have internship or practical exposure	2.85	0.92	Agree
4	My courses include practical entrepreneurial activities	3.05	0.81	Agree

Source: Authors’ compilation

Interpretation:

The results indicate moderate exposure to experiential learning among respondents. Group projects recorded the highest mean score, showing dominance of classroom-based collaborative learning. Internship exposure recorded the lowest mean, indicating limited industry-based experience. This suggests that experiential learning is more theoretical than practical. Students are therefore

exposed more to simulations than real business environments. This may limit hands-on entrepreneurial skill development.

Entrepreneurial Mindset of Respondents

The table below presents respondents’ entrepreneurial mindset in terms of creativity, risk-taking, and opportunity recognition.

Table 3: Entrepreneurial Mindset of Respondents

Item	Statement	Mean	Std. Dev	Decision
1	I can identify business opportunities easily	3.20	0.74	Agree
2	I am willing to take risks in business	3.05	0.83	Agree
3	I think creatively when solving problems	3.40	0.68	Agree
4	I believe entrepreneurship is a good career option	3.35	0.70	Agree

Source: Authors' compilation

Interpretation:

The findings indicate a generally positive entrepreneurial mindset among respondents. High mean scores for creativity show strong innovative thinking among students. Opportunity recognition is also strong, reflecting awareness of business possibilities. Risk-taking is slightly lower, suggesting caution in uncertain situations.

This indicates students are mentally prepared for entrepreneurship. However, risk aversion remains a limiting factor.

Entrepreneurial Intention of Respondents

The table below presents respondents' intention toward starting a business after graduation.

Table 4: Entrepreneurial Intention of Respondents

Item	Statement	Mean	Std. Dev	Decision
1	I intend to start a business after graduation	3.30	0.72	Agree
2	I prefer self-employment over paid employment	3.10	0.85	Agree
3	I am actively planning to start a business	2.95	0.90	Agree
4	I will consider entrepreneurship as a career option	3.40	0.66	Agree

Source: Authors' compilation

Interpretation:

The results show strong entrepreneurial intention among respondents. Most students show positive orientation toward entrepreneurship as a career path. However, lower scores on active planning indicate weak transition from intention to action. This suggests that while students are interested, they are not fully prepared for venture creation. The gap may be due to limited

practical exposure. External support and experiential learning may be required.

Test of Hypotheses (Multiple Regression Analysis)

The table below presents the relationship between experiential learning and entrepreneurial outcomes.

Table 5: Test of Hypotheses (Multiple Regression Analysis)

Variables	Beta (β)	t-value	Sig.	Decision
Experiential Learning → Entrepreneurial Mindset	0.62	8.45	0.000	Significant
Experiential Learning → Entrepreneurial Intention	0.48	6.32	0.000	Significant
Entrepreneurial Mindset → Start-up Intention	0.55	7.10	0.000	Significant
Experiential Learning → Job Creation Potential	0.44	5.90	0.000	Significant

Source: Authors' compilation

Interpretation:

The results show significant positive relationships between experiential learning and entrepreneurial outcomes. Experiential learning strongly influences entrepreneurial mindset more than other variables. This indicates its role in shaping entrepreneurial thinking and orientation. Entrepreneurial mindset also significantly predicts start-up intention. All relationships are statistically significant at 0.05 level. This confirms the relevance of experiential learning in entrepreneurship development.

Discussion of Findings

The findings of this study indicate that experiential learning has a significant influence on entrepreneurial outcomes among Business Education undergraduates at the University of Lagos. The results reveal that students demonstrate moderate exposure to experiential learning, with group-based activities being more prominent than internship or industry-based engagement. This suggests that experiential learning is still largely classroom-driven rather than practice-oriented. The study further shows that respondents possess a generally positive entrepreneurial mindset, particularly in terms of creativity and opportunity recognition, although risk-taking remains relatively moderate. Entrepreneurial intention was also found to be high, indicating that many students aspire to become entrepreneurs after graduation; however, the gap between intention and actual planning suggests limited readiness for venture creation. The regression results confirm that experiential learning significantly influences entrepreneurial mindset, which in turn affects entrepreneurial intention and job creation potential. This supports the view that experiential learning is a critical driver of entrepreneurial development by shaping both cognitive orientation and behavioural intention. In Conclusion, the study establishes that strengthening experiential learning approaches within Business Education programmes can enhance entrepreneurial readiness and improve graduate employability outcomes.

Conclusion

The study found that experiential learning has a positive effect on entrepreneurial outcomes among Business Education undergraduates at the University of Lagos. Students showed moderate exposure to experiential learning, mainly through classroom activities rather than practical industry experience. They also demonstrated a positive entrepreneurial mindset and strong entrepreneurial intentions, although actual business planning was relatively low. The results confirmed that experiential learning significantly influences entrepreneurial mindset and intention. It also supports job creation potential through entrepreneurial development. Overall, experiential learning is important for improving students' entrepreneurial readiness.

Recommendations

1. Universities should strengthen experiential learning components by increasing real-life business exposure such as internships and industry placements.
2. Business Education curricula should integrate more practical entrepreneurship activities to bridge the gap between theory and practice.

3. Lecturers should adopt simulation-based and project-based learning methods to enhance entrepreneurial thinking and decision-making skills.
4. Government and university management should support student entrepreneurship through funding, mentorship, and incubation programmes.
5. Students should be encouraged to actively engage in entrepreneurial practice beyond the classroom to translate intention into actual venture creation.

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