



ENTREPRENEURIAL MINDSET DEVELOPMENT THROUGH EXPERIENTIAL LEARNING IN TERTIARY INSTITUTIONS: IMPLICATIONS FOR START-UP DEVELOPMENT AND JOB CREATION IN SOUTHWEST NIGERIA

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Abstract: This study investigated entrepreneurial mindset development through experiential learning in tertiary institutions in Southwest Nigeria, with emphasis on start-up intention and job creation potential. A correlational survey design was adopted, and data were collected from 332 valid respondents using a structured questionnaire. Descriptive statistics, Pearson correlation, and multiple regression analysis were employed using SPSS Version 26. Results showed high mean scores for experiential learning strategies ($M = 3.42$), entrepreneurial mindset ($M = 3.55$), start-up intention ($M = 3.48$), and job creation potential ($M = 3.36$). Correlation analysis revealed significant positive relationships among all variables at $p < 0.01$. Regression results indicated that experiential learning significantly predicted entrepreneurial mindset ($\beta = 0.62$, $p < 0.001$), while entrepreneurial mindset significantly predicted start-up intention ($\beta = 0.71$, $p < 0.001$) and job creation potential ($\beta = 0.68$, $p < 0.001$). The findings confirm that entrepreneurial mindset mediates the relationship between experiential learning and entrepreneurial outcomes. The study concludes that experiential learning is a critical driver of entrepreneurial development and recommends its stronger integration into entrepreneurship education.

Keywords: Entrepreneurial mindset, Experiential learning, Job creation potential, Start-up intention, Tertiary institutions.

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Introduction

Entrepreneurship has become an important driver of economic growth, innovation, wealth creation, and employment generation across the world. In Nigeria, entrepreneurship is increasingly recognized as a viable strategy for addressing graduate unemployment and promoting sustainable economic development (Aladejebi, 2023). Consequently, entrepreneurship education has been integrated into the curricula of tertiary institutions with the expectation that graduates will acquire the knowledge, skills, and competencies necessary for venture creation and self-employment (Dangana, Nafiu, & Isienyi, 2023).

Beyond entrepreneurial knowledge, recent attention has focused on the development of an entrepreneurial mindset among students. An

entrepreneurial mindset encompasses the attitudes, behaviours, and competencies that enable individuals to identify opportunities, think creatively, take calculated risks, and create value through entrepreneurial activities (Kadir, 2021). According to Alkaabi and Senghore (2024), entrepreneurial mindset development is essential for preparing graduates to succeed in dynamic and competitive business environments. Individuals who possess entrepreneurial mindsets are more likely to engage in innovative activities and establish sustainable business ventures.

Despite the growing emphasis on entrepreneurship education, concerns remain regarding the effectiveness of conventional teaching methods in developing entrepreneurial capabilities among students. Entrepreneurship education in many tertiary institutions continues to rely heavily on theoretical instruction, thereby limiting



opportunities for practical learning and real-world business exposure (Olawale, 2025). Consequently, many graduates possess knowledge of entrepreneurship but lack the confidence and practical competencies required to translate ideas into successful ventures (Jegade & Oladipo, 2022).

To address this challenge, experiential learning strategies have gained increasing attention within entrepreneurship education. Studies have shown that practical learning experiences significantly enhance entrepreneurial self-efficacy, creativity, opportunity recognition, and entrepreneurial intentions among students (Bernardus et al., 2024; Taneja, Kiran, & Bose, 2024). Similarly, Dada, Adegbuyi, and Ogbari (2023) found that entrepreneurial attributes developed through practical exposure contribute positively to venture creation among university students. These findings suggest that experiential learning may play a crucial role in strengthening entrepreneurial mindset development and promoting entrepreneurial outcomes.

Southwest Nigeria hosts a large concentration of tertiary institutions and possesses considerable entrepreneurial potential. However, graduate unemployment remains a significant concern within the region. Although previous studies have examined entrepreneurship education and entrepreneurial intention (Ladokun, Onimole, & Olowu, 2021; Dangana et al., 2023), limited attention has been given to how experiential learning strategies contribute to entrepreneurial mindset development and how such development influences start-up creation and job generation in Southwest Nigeria. It is against this background that this study examines entrepreneurial mindset development through experiential learning strategies in tertiary institutions and its implications for start-up development and job creation in Southwest Nigeria.

Statement of the Problem

Despite the institutionalization of entrepreneurship education in Nigerian tertiary institutions as a strategic response to graduate unemployment and economic underdevelopment, empirical evidence continues to indicate that unemployment among graduates remains persistently high (Aladejebi, 2023). This situation suggests a disconnect between entrepreneurship education policies and actual entrepreneurial outcomes, particularly in terms of venture creation and sustainable job generation.

A key challenge is that entrepreneurship education in many tertiary institutions remains predominantly theory-driven, with limited integration of practical, real-world learning experiences (Taneja, Kiran, & Bose, 2024). Consequently, students are often exposed to conceptual knowledge of entrepreneurship without sufficient opportunities to engage in experiential activities that develop critical entrepreneurial capabilities such as opportunity recognition, risk management, innovation, and problem-solving (Olawale, 2025). This gap raises concerns about the extent to which current pedagogical approaches effectively cultivate entrepreneurial mindsets required for venture creation.

Although entrepreneurial mindset development has been identified as a critical determinant of entrepreneurial success, many graduates still demonstrate low entrepreneurial orientation and a strong preference for wage employment over self-employment (Kadir, 2021). This indicates that existing entrepreneurship education approaches may not be sufficiently effective in shaping the

behavioural and cognitive attributes necessary for entrepreneurial action.

In response to these shortcomings, experiential learning strategies have been proposed as more effective pedagogical tools for entrepreneurship education, given their ability to enhance self-efficacy, creativity, and entrepreneurial intention through practical engagement (Bernardus et al., 2024). However, despite increasing scholarly support for experiential learning, its implementation across many tertiary institutions in Nigeria remains inconsistent, underdeveloped, or poorly integrated into entrepreneurship curricula.

Furthermore, existing empirical studies have largely concentrated on entrepreneurial intention and competencies, with limited attention to how experiential learning strategies translate into entrepreneurial mindset development and subsequently into tangible outcomes such as start-up creation and job generation, particularly within the context of Southwest Nigeria (Dada, Adegbuyi, & Ogbari, 2023). This creates a significant conceptual and empirical gap in understanding the full pathway from entrepreneurship education to economic outcomes.

Against this background, there is a need for context-specific empirical evidence on the extent to which experiential learning strategies influence entrepreneurial mindset development and how such development impacts start-up creation and job generation among graduates in Southwest Nigeria. Addressing this gap is essential for informing curriculum reforms and improving the effectiveness of entrepreneurship education in higher institutions.

Objectives of the Study

The main objective of this study is to examine entrepreneurial mindset development through experiential learning strategies in tertiary institutions and its implications for start-up development and job creation in Southwest Nigeria.

The specific objectives are to:

1. Examine the effect of experiential learning strategies on entrepreneurial mindset development among students in tertiary institutions in Southwest Nigeria.
2. Determine the relationship between entrepreneurial mindset development and students' intentions to establish start-up ventures.
3. Assess the influence of experiential learning strategies on start-up development among graduates of tertiary institutions in Southwest Nigeria.
4. Investigate the contribution of entrepreneurial mindset development to job creation among graduates in Southwest Nigeria.
5. Examine the combined effect of experiential learning strategies and entrepreneurial mindset development on start-up development and job creation in Southwest Nigeria.

Research Questions

1. What effect do experiential learning strategies have on entrepreneurial mindset development among students in tertiary institutions in Southwest Nigeria?

2. What relationship exists between entrepreneurial mindset development and students' intentions to establish start-up ventures?
3. To what extent do experiential learning strategies influence start-up development among graduates of tertiary institutions in Southwest Nigeria?
4. How does entrepreneurial mindset development contribute to job creation among graduates in Southwest Nigeria?
5. What is the combined effect of experiential learning strategies and entrepreneurial mindset development on start-up development and job creation in Southwest Nigeria?

Research Hypotheses

Ho1: Experiential learning strategies have no significant effect on entrepreneurial mindset development among students in tertiary institutions in Southwest Nigeria.

Ho2: There is no significant relationship between entrepreneurial mindset development and students' intentions to establish start-up ventures in Southwest Nigeria.

Ho3: Experiential learning strategies have no significant influence on start-up development among graduates of tertiary institutions in Southwest Nigeria.

Ho4: Entrepreneurial mindset development has no significant contribution to job creation among graduates in Southwest Nigeria.

Ho5: Experiential learning strategies and entrepreneurial mindset development have no significant combined effect on start-up development and job creation in Southwest Nigeria.

Scope and Limitation of the Study

This study examines entrepreneurial mindset development through experiential learning strategies in tertiary institutions in Southwest Nigeria. It is limited to selected universities, polytechnics, and colleges of education within the region. The study focuses specifically on experiential learning approaches such as internships, mentorship, and practical entrepreneurship training as determinants of entrepreneurial mindset development. It further considers start-up development and job creation as outcome variables. The study does not include other forms of entrepreneurship education outside experiential learning strategies. It is also geographically restricted to Southwest Nigeria due to its concentration of tertiary institutions and entrepreneurial activities. The findings are therefore interpreted within the context of these defined boundaries.

Literature Review

Conceptual Review

Entrepreneurial Mindset Development in Higher Education

Entrepreneurial mindset development has become a central focus in entrepreneurship education due to its role in shaping how individuals perceive opportunities, respond to uncertainty, and engage in value creation. In contemporary entrepreneurship literature, the entrepreneurial mindset is understood as a combination of cognitive flexibility, creativity, risk tolerance, resilience, and opportunity recognition that enables individuals to transform ideas into viable economic outcomes (Kadir, 2021;

Aladejebi, 2023). This perspective shifts attention from entrepreneurship as merely business creation to entrepreneurship as a way of thinking and acting that can be developed through structured learning experiences.

Recent studies emphasize that entrepreneurial mindset is not innate but cultivated through exposure, learning environments, and social interaction. Alkaabi and Senghore (2024) argue that educational exposure, mentorship, and role modelling significantly influence the development of entrepreneurial thinking among students. Similarly, Taneja, Kiran, and Bose (2024) found that students with stronger entrepreneurial mindset attributes demonstrate higher levels of entrepreneurial intention, innovation capability, and opportunity exploitation. In the Nigerian context, Ladokun, Onimole, and Olowu (2021) observed that although entrepreneurship education exists in tertiary institutions, many graduates still lack the psychological readiness required for venture creation, indicating gaps in mindset development.

Furthermore, entrepreneurial mindset development has been linked to employability outcomes and economic participation, particularly in developing economies where formal employment opportunities are limited. Dada, Adegbuyi, and Ogbari (2023) highlight that students with stronger entrepreneurial orientation are more likely to engage in self-employment and venture creation after graduation. However, Kadir (2021) stresses that without structured experiential exposure, entrepreneurship education may fail to translate into meaningful behavioural change. This reinforces the argument that mindset development requires more than theoretical instruction; it requires active engagement, reflection, and experiential learning environments.

Experiential Learning as a Driver of Entrepreneurial Competence

Experiential learning has emerged as a powerful pedagogical approach in entrepreneurship education, grounded in the principle that knowledge is best acquired through direct experience and reflective practice. Kolb's experiential learning framework emphasizes learning through cycles of concrete experience, reflective observation, conceptual understanding, and active experimentation. In entrepreneurship education, this approach is considered essential because it exposes learners to real-world uncertainty, decision-making, and problem-solving situations that mirror actual business environments (Bernardus et al., 2024).

Empirical evidence consistently demonstrates that experiential learning enhances entrepreneurial competence and mindset development. Bernardus et al. (2024) found that students exposed to experiential learning programmes exhibit improved creativity, self-efficacy, and opportunity recognition abilities. Similarly, Taneja, Kiran, and Bose (2024) reported that experiential learning significantly strengthens entrepreneurial intention and behavioural readiness among university students. Nzembayie, Buckley, and Talay (2024) further argue that experiential pedagogies such as action learning, simulations, and student-led ventures are particularly effective in bridging the gap between theoretical knowledge and entrepreneurial practice.

In developing economies such as Nigeria, experiential learning is increasingly recognized as a solution to the limitations of traditional lecture-based entrepreneurship education. Olawale (2025) notes that many tertiary institutions still rely heavily on

theoretical instruction, resulting in graduates who understand entrepreneurship conceptually but lack practical business experience. This weak linkage between theory and practice limits the effectiveness of entrepreneurship education in producing job creators. Dangana, Nafiu, and Isienyi (2023) also emphasize that practical exposure through industrial training, mentorship, and entrepreneurship labs significantly improves students' entrepreneurial competencies.

Moreover, experiential learning fosters psychological attributes such as resilience, adaptability, and confidence, which are critical for entrepreneurial success. Alkaabi and Senghore (2024) highlight that students who engage in practical entrepreneurial activities develop stronger self-belief in their abilities to initiate and sustain ventures. These findings suggest that experiential learning is not merely a teaching method but a developmental mechanism for shaping entrepreneurial identity and behaviour.

Start-up Formation and Employment Outcomes of Entrepreneurial Education

Start-up formation represents one of the most important outcomes of entrepreneurship education, particularly in economies facing high unemployment rates. Start-ups contribute significantly to innovation, economic diversification, and job creation by transforming ideas into scalable business ventures. In the context of Nigeria, start-ups are increasingly seen as a critical pathway for addressing graduate unemployment and stimulating economic development (Aladejebi, 2023).

Empirical studies indicate that entrepreneurial mindset plays a decisive role in determining whether students transition from intention to actual venture creation. Dada, Adegbuyi, and Ogbari (2023) found that entrepreneurial attributes such as creativity, innovation, and risk-taking significantly influence venture creation among university students in Southwest Nigeria. Similarly, Taneja, Kiran, and Bose (2024) argue that entrepreneurial intention alone is insufficient without the presence of practical skills and experiential exposure that enable students to act on opportunities.

In Nigeria, despite the integration of entrepreneurship education into tertiary curricula, the rate of successful start-up creation among graduates remains relatively low. Ladokun, Onimole, and Olowu (2021) attribute this gap to the dominance of theoretical teaching approaches that do not adequately prepare students for real business environments. Kadir (2021) further emphasizes that entrepreneurial mindset development is essential for bridging the gap between education and actual entrepreneurial action.

Job creation is another critical outcome of entrepreneurship education, particularly in contexts where public-sector employment is limited. Start-ups and small enterprises serve as major sources of employment generation, especially for youth populations. However, the ability to create jobs depends on the entrepreneurial capability of individuals, which is shaped by both mindset and learning experiences. Bernardus et al. (2024) highlight that experiential learning enhances the capacity of students to translate ideas into viable ventures that can generate employment opportunities for others.

Overall, start-up development and job creation are strongly influenced by the interaction between entrepreneurial mindset and experiential learning exposure. Nzembayie, Buckley, and Talay (2024) argue that practical entrepreneurial experiences

significantly increase the likelihood of venture creation after graduation. This underscores the importance of integrating experiential learning into entrepreneurship education to achieve meaningful economic outcomes.

Theoretical Review

Experiential Learning Theory

Experiential Learning Theory, advanced by Kolb, provides a strong foundation for understanding how individuals acquire knowledge through experience, reflection, and active application. The theory emphasizes a cyclical learning process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. In entrepreneurship education, this framework is particularly relevant because it explains how students develop practical competencies through engagement with real-life entrepreneurial tasks rather than passive classroom learning (Bernardus et al., 2024). It supports the view that entrepreneurial capability is strengthened when learners are exposed to business simulations, internships, mentorship, and hands-on enterprise activities.

Recent studies have consistently validated the relevance of experiential learning in entrepreneurship development. Taneja, Kiran, and Bose (2024) found that experiential learning significantly enhances entrepreneurial self-efficacy, opportunity recognition, and behavioural intention among students. Similarly, Nzembayie, Buckley, and Talay (2024) argue that experiential pedagogies create deeper learning outcomes by exposing students to uncertainty, decision-making pressure, and real-world entrepreneurial challenges. In the Nigerian context, Olawale (2025) observes that the weak integration of experiential learning in many tertiary institutions limits students' ability to translate entrepreneurial knowledge into action. This suggests that entrepreneurial mindset development is strongly dependent on the availability and quality of experiential learning environments.

Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) explains human action as a function of intention, which is shaped by attitude toward the behaviour, subjective norms, and perceived behavioural control. Within entrepreneurship studies, TPB is widely used to explain why individuals develop entrepreneurial intentions and eventually engage in venture creation. The theory suggests that students are more likely to pursue entrepreneurship when they perceive it positively, receive social support, and believe they possess the capability to succeed in entrepreneurial tasks (Kadir, 2021). This makes it particularly useful for understanding entrepreneurial decision-making in educational environments.

Empirical studies have applied TPB in explaining entrepreneurial behaviour among students in developing economies. Aladejebi (2023) found that entrepreneurship education positively influences students' attitudes toward self-employment, thereby strengthening entrepreneurial intention. Similarly, Ladokun, Onimole, and Olowu (2021) reported that subjective norms and perceived behavioural control significantly affect students' entrepreneurial career choices in Southwest Nigeria. However, Taneja et al. (2024) argue that while intention is important, it does not automatically lead to venture creation unless reinforced through experiential learning, which strengthens perceived behavioural control and builds

entrepreneurial confidence. This highlights the interaction between cognitive intention and practical exposure in shaping entrepreneurial outcomes.

Human Capital Theory

Human Capital Theory explains how investment in education, skills, and experience enhances an individual's productivity and economic value. In entrepreneurship education, human capital is developed through both theoretical knowledge and practical skill acquisition, which together improve individuals' ability to identify opportunities, innovate, and create ventures (Dangana, Nafiu, & Isienyi, 2023). The theory assumes that individuals with higher levels of entrepreneurial human capital are more likely to achieve successful business outcomes and contribute to economic development.

Recent literature extends this theory by emphasizing that entrepreneurial human capital includes not only formal education but also experiential and tacit knowledge gained through practice. Dada, Adegbuyi, and Ogbari (2023) found that entrepreneurial attributes such as creativity, innovation, and risk-taking significantly influence venture creation among students in Southwest Nigeria, reinforcing the importance of skill-based learning. Kadir (2021) further argues that inadequate entrepreneurial human capital is a major reason why many graduates struggle to translate entrepreneurship education into actual business creation. This suggests that strengthening human capital through experiential learning is essential for improving start-up development and employment outcomes in Nigeria.

Empirical Review

Empirical studies on entrepreneurship education have consistently shown that entrepreneurial learning environments significantly influence students' entrepreneurial intentions and behavioural outcomes. In Nigeria, Aladejebi (2023) found that entrepreneurship education positively affects students' willingness to engage in self-employment, although the effect is stronger when teaching methods are practical rather than purely theoretical. Similarly, Ladokun, Onimole, and Olowu (2021) reported that entrepreneurship education improves entrepreneurial intention among undergraduate students in Southwest Nigeria, but many students still lack the confidence to translate intention into actual venture creation. These findings suggest that while entrepreneurship education is widely implemented, its effectiveness in producing active entrepreneurs remains limited, particularly when experiential exposure is minimal.

Further empirical evidence highlights the importance of experiential learning in strengthening entrepreneurial outcomes. Bernardus et al. (2024) demonstrated that experiential learning programmes significantly improve entrepreneurial self-efficacy, opportunity recognition, and innovation capability among university students. In a related study, Taneja, Kiran, and Bose (2024) found that students exposed to experiential learning environments exhibit stronger entrepreneurial attitudes and higher likelihood of engaging in venture creation compared to those taught through traditional lecture-based methods. Nzembayie, Buckley, and Talay (2024) also emphasized that experiential pedagogies such as simulations, internships, and action-based learning create deeper entrepreneurial competencies by exposing students to real-world uncertainty and decision-making processes.

However, Olawale (2025) observed that many Nigerian tertiary institutions still rely heavily on theoretical instruction, limiting the practical effectiveness of entrepreneurship education.

Studies focusing on entrepreneurial outcomes in Nigeria further reveal a gap between entrepreneurial knowledge and actual business creation. Dada, Adegbuyi, and Ogbari (2023) found that entrepreneurial attributes such as creativity, innovation, and risk-taking significantly influence venture creation among university students in Southwest Nigeria, but these attributes are often weak due to limited practical exposure. Kadir (2021) similarly noted that many graduates possess entrepreneurial knowledge but lack the mindset and behavioural readiness required to initiate businesses. Dangana, Nafiu, and Isienyi (2023) further argue that competency development through practical engagement is crucial for improving entrepreneurial outcomes. Overall, empirical findings suggest that while entrepreneurship education exists in Nigerian tertiary institutions, the absence of strong experiential learning components limits its effectiveness in fostering entrepreneurial mindset development, start-up creation, and job generation.

Methodology

Research Design

This study adopts a correlational survey research design to examine the relationships among experiential learning strategies, entrepreneurial mindset development, start-up intention, and job creation potential. The design is appropriate because it allows for the measurement of naturally occurring relationships among variables without manipulation.

Population and Sampling

The population comprises Business and Entrepreneurship Education students in tertiary institutions in Southwest Nigeria. A sample of 350 respondents was selected using stratified random sampling technique to ensure proportional representation across institutions and academic levels.

Research Instrument

Data were collected using a structured questionnaire divided into four sections measuring experiential learning strategies, entrepreneurial mindset, start-up intention, and job creation potential. The instrument was designed on a 4-point Likert scale ranging from strongly disagree to strongly agree. Content validity was ensured through expert review.

Reliability of Instrument

The reliability of the instrument was tested using Cronbach's Alpha coefficient, which yielded values ranging from 0.78 to 0.86 across the constructs. These values indicate acceptable internal consistency of the measurement scales.

Data Collection and Analysis

Data were analyzed using SPSS Version 26. Descriptive statistics such as mean and standard deviation were used to summarize responses. Pearson Product Moment Correlation was used to determine relationships among variables, while Multiple Regression Analysis was employed to test the predictive effects of experiential learning strategies. The model also assumes a mediating role of entrepreneurial mindset in explaining the

relationship between experiential learning and entrepreneurial outcomes.

Results and Discussion

Data were analyzed using SPSS Version 26. Descriptive statistics, Pearson correlation, and multiple regression analysis were used to examine relationships among the variables.

Descriptive Statistics of Study Variables

Table 1: Descriptive Statistics of Variables

Variable	Mean	Interpretation
Experiential Learning Strategies	3.42	High
Entrepreneurial Mindset	3.55	High
Start-Up Intention	3.48	High
Job Creation Potential	3.36	Moderate-High

Source: Author's Compilation

Interpretation of Table 1

The results in Table 1 indicate that all study variables recorded mean scores above the benchmark level of 2.50, suggesting generally positive responses from participants. Entrepreneurial mindset recorded the highest mean score (3.55), indicating that students demonstrate relatively strong entrepreneurial thinking, creativity, and opportunity recognition abilities. Start-up intention (3.48) also shows that many students are willing to engage in entrepreneurial activities after graduation. Experiential learning strategies (3.42) suggest that respondents are moderately exposed to practical entrepreneurial learning activities. Job creation potential (3.36), although still high, is slightly lower than other variables, indicating moderate confidence in scaling businesses into job-creating ventures. Overall, the findings suggest that entrepreneurial readiness is present among respondents, but varies across dimensions.

Correlation Analysis

Table 2: Pearson Correlation Matrix

Variables	ELS	EM	SUI	JCP
ELS	1.00	0.65	0.58	0.55
EM	0.65	1.00	0.71	0.68
SUI	0.58	0.71	1.00	0.60
JCP	0.55	0.68	0.60	1.00

Note: $p < 0.01$

Interpretation of Table 2

Table 2 shows that all variables are positively and significantly correlated at the 0.01 level. The correlation between experiential learning strategies and entrepreneurial mindset ($r = 0.65$) indicates a strong positive relationship, meaning that increased exposure to experiential learning is associated with stronger entrepreneurial thinking. Entrepreneurial mindset has the strongest correlation with start-up intention ($r = 0.71$), suggesting that mindset plays a major

role in shaping entrepreneurial intentions. Similarly, the correlation between entrepreneurial mindset and job creation potential ($r = 0.68$) indicates that students with stronger entrepreneurial mindset are more confident in creating employment opportunities.

Regression Analysis

Table 3: Regression of Experiential Learning on Entrepreneurial Mindset

Predictor	β	t-value	Sig.
ELS	0.62	—	0.000

Source: Author's Compilation

Interpretation of Table 3

Table 3 reveals that experiential learning strategies significantly predict entrepreneurial mindset ($\beta = 0.62$, $p < 0.001$). This indicates that a unit increase in experiential learning exposure leads to a substantial increase in entrepreneurial mindset development among students. The result implies that practical learning experiences such as internships, mentorship, and project-based learning play a critical role in shaping entrepreneurial thinking. This finding supports the view that experiential learning is a strong driver of entrepreneurial mindset formation in tertiary institutions.

Table 4: Regression of Entrepreneurial Mindset on Start-Up Intention

Predictor	β	t-value	Sig.
EM	0.71	—	0.000

Source: Author's Compilation

Interpretation of Table 4

The results show that entrepreneurial mindset significantly predicts start-up intention ($\beta = 0.71$, $p < .001$). This suggests that students with stronger entrepreneurial mindset are more likely to develop intentions to start businesses after graduation. The strength of this relationship indicates that entrepreneurial thinking is a key psychological driver of entrepreneurial intention. It further implies that without mindset development, intention formation may remain weak or inconsistent. This finding supports the Theory of Planned Behaviour, which emphasizes the role of cognitive factors in shaping intention.

Table 5: Regression of Entrepreneurial Mindset on Job Creation Potential

Predictor	β	t-value	Sig.
EM	0.68	—	0.000

Source: Author's Compilation

Interpretation of Table 5

Table 5 indicates that entrepreneurial mindset significantly predicts job creation potential ($\beta = 0.68$, $p < 0.001$). This means that students with stronger entrepreneurial mindset are more confident in their ability to create employment opportunities through future business ventures. The result suggests that entrepreneurial mindset not only influences intention but also affects perceived capacity for

economic contribution. This finding reinforces the importance of mindset development in addressing unemployment challenges. It implies that strengthening entrepreneurial mindset may lead to higher job creation outcomes in the long term.

Hypotheses Testing

This section presents the test of hypotheses formulated for the study. The decision rule is that hypotheses are accepted when the p-value is less than 0.05 ($p < 0.05$) and rejected when $p \geq 0.05$. The results are based on multiple regression and correlation outputs obtained from SPSS Version 26.

Table 6: Test of Research Hypotheses

Hypothesis	Relationship Tested	β / r-value	p-value	Decision
Ho1	ELS $\rightarrow$ EM	$\beta = 0.62$	0.000	Rejected
Ho2	EM $\rightarrow$ SUI	$\beta = 0.71$	0.000	Rejected
Ho3	EM $\rightarrow$ JCP	$\beta = 0.68$	0.000	Rejected
Ho4	ELS $\rightarrow$ SUI	$r = 0.58$	0.000	Rejected
Ho5	ELS $\rightarrow$ JCP	$r = 0.55$	0.000	Rejected

Source: Author's Compilation

Interpretation of Table 6

The results presented in Table 6 show that all the null hypotheses were rejected, indicating significant relationships among the study variables. Hypothesis one revealed that experiential learning strategies significantly influence entrepreneurial mindset ($\beta = 0.62$, $p < 0.001$), suggesting that practical exposure enhances students' entrepreneurial thinking. Hypothesis two showed that entrepreneurial mindset significantly predicts start-up intention ($\beta = 0.71$, $p < 0.001$), indicating that students with stronger entrepreneurial cognition are more likely to intend to start businesses.

Similarly, hypothesis three confirmed that entrepreneurial mindset significantly predicts job creation potential ($\beta = 0.68$, $p < 0.001$), showing that mindset development enhances confidence in employment generation. Hypothesis four revealed a significant relationship between experiential learning strategies and start-up intention ($r = 0.58$, $p < 0.001$), implying that practical learning directly influences entrepreneurial intentions. Finally, hypothesis five showed a significant relationship between experiential learning strategies and job creation potential ($r = 0.55$, $p < 0.001$), confirming that experiential exposure contributes to perceived ability to create jobs.

Conclusion

This study concludes that experiential learning strategies significantly enhance entrepreneurial mindset development among tertiary institution students in Southwest Nigeria. Entrepreneurial mindset was also found to significantly influence both start-up intention and job creation potential. The findings indicate that experiential learning serves as a key driver in translating entrepreneurial education into meaningful entrepreneurial outcomes. Although students demonstrate relatively high

entrepreneurial intentions, their capacity for venture scaling and job creation remains moderate. This suggests a gap between entrepreneurial interest and actual execution capability. The study therefore establishes that entrepreneurial mindset plays a central mediating role in entrepreneurial development. Overall, experiential learning is essential for strengthening entrepreneurial readiness and promoting sustainable job creation.

Recommendations

1. Tertiary institutions should strengthen the integration of experiential learning strategies such as internships, industrial attachments, and business simulations into entrepreneurship education curricula to enhance practical exposure among students.
2. Entrepreneurship educators should adopt more interactive and student-centered teaching approaches that encourage creativity, innovation, and real-life problem-solving rather than relying solely on theoretical instruction.
3. Government and educational stakeholders should establish and fund functional entrepreneurship hubs and incubation centers within tertiary institutions to support students in transforming ideas into viable businesses.
4. Curriculum developers should ensure that entrepreneurship education is designed to progressively build entrepreneurial mindset development, linking classroom knowledge with real-world entrepreneurial experiences.
5. Students should be encouraged and supported to actively participate in entrepreneurial competitions, mentorship programmes, and practical business projects to strengthen their confidence and readiness for venture creation and job generation.

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