



Building Entrepreneurial Mindset Through Entrepreneurship Education For Youth Engagement

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Abstract

In today's rapidly evolving digital world, cultivating an entrepreneurial mindset is increasingly recognized as crucial to fostering innovation and promoting youth engagement. Nevertheless, many youths still find it difficult to cultivate the entrepreneurial mindset required to recognize and seize opportunities successfully. How to successfully guide young people's thinking, nurture them, harness their energy and potential, and meaningfully incorporate them into the national development planning is one of the fundamental difficulties that governments around the world and at all levels of governance face. This study examined the influence of entrepreneurship education in building entrepreneurial mindset for youth engagement among the past students of University of Ibadan (UI) who took Entrepreneurship Education course. The course is meant to fill the gap between entrepreneurship education and ability of youths to be engaged in entrepreneurial activities. In order to develop their entrepreneurial mindset, the students came up with a lot of entrepreneurial and innovative ideas in class; however, a post-graduation review established the course's impact. Google Forms was used to survey former University of Ibadan students who had completed the entrepreneurship education course. The results demonstrated that entrepreneurship education as delivered through the course has significant and considerable influence on entrepreneurial mindset and youth engagement of university students, hence, should be retained in nurturing and mentoring the youth.

Keywords: youth engagement, entrepreneurial mindset, entrepreneurship education, innovation, entrepreneurial activities.

Introduction

Entrepreneurial processes have an important role in developing youth-related opportunities and converting youth engagement into youth employment and empowerment, therefore creating an environment suitable for long-term development (Roshanaei, 2020). Growing young unemployment affects a country's economic stability and sustainability. Countries with a large proportion of young people, such as Nigeria, are particularly vulnerable (Nweke, 2020). In recent years, the entrepreneurial mindset has received a lot of attention in the global discourse about youth development, especially in terms of motivating innovation, economic growth, and job creation (Regan *et al.*, 2024). The importance of entrepreneurship in helping young people tackle the

enduring problems of poverty, underemployment, and unemployment is becoming more widely acknowledged (Faridah *et al.*, 2023).

Youth unemployment and low income can present serious obstacles to the welfare of the community. A number of strategies and policies have been introduced by several governments in an effort to create jobs and improve the skills of young people, acknowledging that youth unemployment is a serious issue that requires prompt response (Himani, 2024). As other nations have paid much attention to entrepreneurship in recent decades, Nigeria has also witnessed and demonstrated a great deal of interest in a variety of entrepreneurship-related disciplines, including business, policymaking, and higher education (Nweke, 2020). As a result, policies and

procedures have been rolled out to encourage entrepreneurship in both the public and private sectors as well as in academic institutions.

The Federal Government of Nigeria, through the National Universities Commission, established an Entrepreneurship Education course within general studies programs that is required for all undergraduate students in the nation due to the significance and function of entrepreneurship in the economy (Brownson, 2015). It is thought to make it easier for people to establish positive mindset about entrepreneurship and its education. Through both formal and informal learning processes, educational institutions are essential in helping students develop an entrepreneurial mindset (Njoku & Isigwe, 2019). Entrepreneurship education, which is increasingly being integrated into university curricula, aims to provide students with the skills, information, and mindsets required for entrepreneurial activity (Ogunwoye, Laosebikan & Ojokuku, 2024). Almahry *et al.*, 2020; Fayolle and Gailly, 2014) assert that entrepreneurship education develops creativity, critical thinking, and problem-solving skills in addition to business-related knowledge, all of which are necessary for identifying opportunities. The development and use of an entrepreneurial mindset and abilities in the particular settings of starting a new business, expanding an existing one, or creating an entrepreneurial organization are the main goals of entrepreneurship education (Eastburn & Sharland, 2017). It seeks to produce graduates who can act on identified needs and gaps and who have the mindset and abilities to generate novel ideas in response to them. To put it briefly, seeing an idea through to completion. Initiative, intuitive decision-making, action, networking, opportunity recognition, innovative problem-solving, strategic thinking, and individual efficacy are all examples of entrepreneurial skills and mindset (Santhosha, Vikram. & Mathew (2024). Entrepreneurship education encompasses a broad spectrum of practical, intellectual, social, and emotional abilities in addition to knowledge acquisition (Njoku & Isigwe, 2019). The goal of entrepreneurship education is to create graduates who can recognize opportunities and launch businesses (Nweke, 2020).

As the youth population grows, focusing on their engagement in the broader entrepreneurial policy agenda is not only relevant, but also crucial (Winkler, Fust, & Jenert, 2023). Young people face specific problems that may limit their ability to contribute to economic growth. These limitations frequently result in their exclusion from meaningful involvement in both national and global economies. However, entrepreneurship provides a potent remedy by giving young people the freedom to experiment and create their own creative ideas in addition to providing them with financial prospects (Toth-Pajor, Bedo & Csapi, 2023).

The current global demographic situation provides an unprecedented opportunity for governments to capitalize on youth-led innovation (Tang, Baron & Yu, (2023). We are witnessing the creation of the largest youth population in history, which presents an exceptional opportunity to engage this dynamic part of society and turn their creativity into a force for economic revolution. Being the generation that is growing up in a time of rapid digitalization and climate change, today's youngsters have the distinct viewpoints required to tackle some of the most important issues facing the globe (Himani, 2024). As a result, we must encourage them to pursue their entrepreneurial dreams. We can stimulate economic diversification and job creation by engaging and empowering young entrepreneurs, particularly in low-income nations where traditional employment possibilities may be scarce.

Youth engagement through entrepreneurship is much more than a social effort; it is a significant driver of economic growth, particularly in low-income countries (Roshanaei, 2020). It also discusses global and local issues. We see this in young entrepreneurs who are at the forefront of green and social entrepreneurship, addressing issues such as climate change and sustainability through agro-preneurship and other businesses. These businesses are not just successful, but also purpose-driven, with a focus on long-term development and community welfare (Tang, Baron, & Yu, 2023).

One of the most fundamental difficulties confronting governments around the world and at all levels of government is how to effectively direct the mindset of young people, nurture them, harness their potentialities and dynamism and meaningfully incorporate them into national development architectures (Clementine *et al.*, 2020). Youth's innate tendency for innovation and change makes them ideal candidates for entrepreneurship, as long as the community provides them with the necessary support to overcome obstacles and increase their chances of success (Manseur, 2024). Youth entrepreneurship helps a city's economic development by creating jobs, innovating products and services, increasing market competitiveness, revitalizing communities, and generating income (Altin, Suat, & Ardita 2024).

An entrepreneurial mindset, which includes creativity, risk-taking, resilience, and the ability to identify and capitalize on opportunities, has been identified as critical for promoting youth entrepreneurship and engagement (Nkese, Emmanuel, & Unyime, 2024). Nigeria has launched a number of initiatives to promote entrepreneurship, including innovation hubs, company incubators, and mentorship programs that connect students with industry experts and successful entrepreneurs (Emmanuel, Mbongeni, & Mushaisano, 2025). Despite these efforts, many students continue to struggle to cultivate and develop the entrepreneurial mindset required to effectively

recognize and capitalize on opportunities (Rafiati & Politeknik, 2022). While entrepreneurship education has been integrated into many university courses, research shows that not all students actively participate in entrepreneurial activities or gain the crucial skills required for recognising feasible company possibilities (Ewa, 2024). The disconnect between entrepreneurial education and the actual development of entrepreneurial mindset raises concerns about the efficacy of current tactics for developing entrepreneurial mindsets among young people in higher education (Martinez-Gregory, Badenes-Riberi & Oliver, 2021).

Furthermore, it is also unknown if students have the skills to turn their entrepreneurial ideas into profitable businesses and how much their mindsets conform to entrepreneurial concepts. Using university students who completed the entrepreneurship course as a case study, this study aims to close this gap by investigating the connection between youth engagement, entrepreneurship education, and entrepreneurial mindset.

Literature Review

Conceptual Review of Literature

The entrepreneurial mindset enables people to identify and pursue opportunities, handle uncertainty, take calculated risks, and conquer challenges (Dapis, Fox & Findley, 2023). Entrepreneurial mindset is a collection of attitudes, beliefs, and actions that allow people to recognize, evaluate, and pursue opportunities in dynamic and frequently uncertain contexts (Ngele, 2023). It involves traits such as resilience, creativity, proactivity, risk-taking, and a strong drive for achievement, all of which are crucial in navigating the complex landscape of entrepreneurship (Rafiati & Politeknik, 2022). Entrepreneurial mindset is simply the way an entrepreneur thinks and behaves. Fundamentally, an entrepreneurial mindset involves traits, actions, and abilities that motivate people to take action. And someone with an entrepreneurial mindset sees an opportunity that would otherwise go unnoticed, gains the courage to take a chance, expresses their ideas clearly, and can adapt to and grow from setbacks (Li, Cao & Jenatabadi, 2023).

Youth engagement entails taking an active role in identifying their strengths, abilities, and talents as well as contributing to the solution of social issues (Musiimenta, Arinaitwe & Irumba, 2024). Any time a young person establishes a long-lasting connection to the world around or within themselves, that is considered youth engagement (Foncha, Ngouafo, & Budi, 2024). Youth engagement was defined as a young person's prolonged and meaningful involvement in an activity that has a focus outside of themselves. Empowering young people entails developing and maintaining the conditions that allow young people to act on their own behalf and on their own terms, rather than being directed by others.

Youth empowerment is an attitudinal, structural, and cultural process in which young people gain the ability, authority, and action to make decisions and effect change in their own lives as well as the lives of others, including youth and adults (Odoh, & Eme, 2014). Youth disengagement has a wide-ranging impact on corporations, philanthropies, organizations, schools, and governments, as well as families, neighbourhoods, and communities (Keerthiga, 2025). Entrepreneurship education provides students with the additional knowledge, qualities, and capabilities needed to apply entrepreneurial skills in the context of starting a new endeavours or firm (Almahry *et al.*, 2020). All of these are necessary for entrepreneurial mindset. Entrepreneurship education refers to activities that attempt to create enterprising or entrepreneurial individuals by enhancing their understanding and expertise of entrepreneurship and enterprise (Burhanudin, Sojanah & Utama, (2025). Entrepreneurship education is a systematic training and instruction that imparts entrepreneurial knowledge and skill development to students. Entrepreneurship education therefore aims to influence entrepreneurial mindset in the desired way. As a result, it is a continuous development of relevant entrepreneurial skills and habits whose comprehension and application allows students to contribute meaningfully to the growth and development of the Nigerian economy (Osadebe *et al.*, 2025).

Theoretical Framework

Self-theories of Entrepreneurial Mindset

Dweck & Johnson (2009) created two self-theories of intelligence that provide insight into the psychological (motivational) processes required for success. They argued that people had either an entity theory of intelligence (fixed mindset) or an incremental theory of intelligence (growth mindset). Individuals with a fixed mindset believe that their intelligence, abilities, talents, and characteristics are permanent and immutable. They also imply that a person's capacity stems from their innate abilities rather than their gradual acquisition of new skills through education, and as a result, they give up or deteriorate when faced with obstacles. According to Dweck & Johnson (2009), people with a fixed mindset and poor self-esteem often establish low performance goals, which leads them to react to difficulties in a helpless way, which is a pattern of typical mindset, thoughts, and emotions.

On the other side, those who have a growth mindset prefer to adopt learning goals and feel that learning is the reason for one's ability and success. They also believe that intellect can alter and expand with effort, and they believe in trying other ways or asking for help when faced with challenges. These people, who are either highly or lowly confident, focus on learning new concepts and react with a typical pattern of thoughts, behaviours, and feelings in

whatever circumstance they encounter (Chapman, 2021). This is justified by the fact that the majority of successful great company executives possessed a growth mindset, which is necessary for creating and sustaining outstanding organizations in the face of ongoing change (Dweck, & Johnson, 2009).

Empirical Literature Review

In order to promote creativity in the present era, Singh and Himani's (2024) study examined the significance of cultivating an entrepreneurial mindset. It examined the ways in which individuals and institutions might leverage entrepreneurial concepts to surmount ambiguity, seize chances, and adapt to the swift advancement of technology. Using multidisciplinary perspectives from the domains of technology, psychology, and entrepreneurship, this study investigates the traits of an entrepreneurial mindset. It also discusses how to promote an entrepreneurial mindset in a range of contexts, including the workplace, the community, and educational institutions. This aims to clarify how an entrepreneurial mindset is necessary to promote innovation and provide tactics for people and businesses to thrive in the quickly evolving digital landscape.

Ullah & Bamber (2024) conducted a study by developing a survey instrument based on established models and scales, including Hofstede's cultural indices, Rotter's I-E scale, Jackson's personality assessment, entrepreneurship scales, ensuring the validity and reliability of the research methods. A varied sample of potential and existing entrepreneurs in the UK and Bangladesh received survey questionnaires in both offline and online formats. To establish sample uniformity across each nation, a combination of emic and etic approaches were used. A total of 388 useful survey responses were examined, with 171 from the United Kingdom and 217 from Bangladesh. The sample size proved acceptable, allowing for various statistical analysis procedures and producing statistically significant results.

The gathered data went thorough statistical studies, including regression and multivariate analysis, to uncover the important entrepreneurial traits, factors, motives, and barriers in each country. The findings revealed that culture, institutional aid, and personal strength all have a significant impact on practicing/active entrepreneurs, with work flexibility and administrative regulations predicting entrepreneurial abilities in an interesting way. According to the comparative analysis, the UK group scored better on perceived risk-taking, innovativeness, and accomplishment needs, but the Bangladesh group displayed a strong sense of control and self-confidence.

Investigating the cross-national drivers of an entrepreneurial mindset, with individual entrepreneurial traits analyzed in light of self-

perceived contextual factors relating to economic, institutional, and cultural contexts, yield findings that are consistent with known entrepreneurship theories. According to the results, risk-taking, self-confidence, accomplishments, and aggressiveness in competitive settings are all significantly impacted by knowledge, and experience, as well as by the economic climate, administrative expenses and regulations.

The goal of a study by Muhammad & Henry (2024) was to shed light on the significant connection between young people at Makerere University in Uganda's entrepreneurial mindset and their ability to recognize opportunities. With a high response rate of 95%, the study used a descriptive cross-sectional design to gather primary data from a sample of 400 students at Makerere University studying a variety of academic subjects. With a mean score of 4.3 out of 5, the quantitative data analysis showed that more than 65% of respondents thought they had an entrepreneurial mindset, as demonstrated by qualities like originality and invention. Additional statistical analysis revealed a somewhat favourable correlation of 0.56 between opportunity identification and entrepreneurial mindset, suggesting that people with more entrepreneurial tendencies were more likely to identify promising business opportunities. Entrepreneurial mindset qualities accounted for 48.2% of the variance in opportunity identification, with innovation ($\beta = 0.456$) and creativity ($\beta = 0.289$) being the most significant predictors. Logistic regression revealed that students who scored high on creativity were roughly three times more likely to find an opportunity than their less creative counterparts. Regarding educational influences, regression analysis indicated entrepreneurial training and education together accounted for 33.7% of the variance in entrepreneurial mindset scores, underscoring the vital role of university programs in shaping students' entrepreneurial tendencies.

An examination of demographic variables found that age had a substantial effect on mindset, with older students displaying slightly higher entrepreneurial characteristics. Furthermore, significant gender disparities were observed, with male youths scoring higher in mindset than females. Academic discipline was also important, with business-oriented individuals demonstrating stronger entrepreneurial impulses. The findings made concrete recommendations, highlighting the importance of experiential learning at Makerere University, prioritizing multidisciplinary entrepreneurial education, and implementing targeted gender initiatives to build a more equitable entrepreneurial culture. By strategically focusing on the development of their entrepreneurial attitude, the study provides important insights on how to foster opportunity identification skills in young people in higher education settings. Such findings can significantly aid initiatives to foster entrepreneurial skills and

combat unemployment in Uganda with additional development and scale.

The significance of cultivating an entrepreneurial mindset in the present day as a way to encourage creativity was examined in a study conducted by Himani (2024). It examines the ways in which individuals and institutions might leverage entrepreneurial concepts to surmount ambiguity, seize chances, and adapt to the swift advancement of technology. Using multidisciplinary perspectives

from the domains of technology, psychology, and entrepreneurship, the study investigates the traits of an entrepreneurial mindset. It also discusses how to promote an entrepreneurial mindset in a range of contexts, including the workplace, the community, and educational institutions. This aims to clarify how an entrepreneurial mindset is critical to creativity and provide tactics for people and businesses to thrive in the quickly evolving digital landscape.

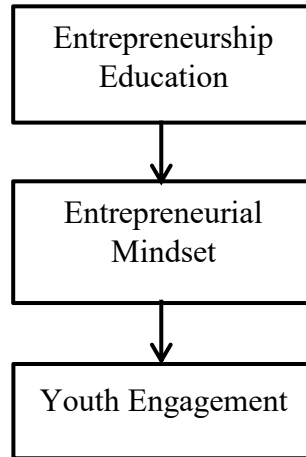


Figure 1: Conceptual Framework

This work is based on the above conceptual framework. As presented in figure 1, there is a significant relationship among entrepreneurship education, entrepreneurial mindset and youth engagement. Entrepreneurship education is a prerequisite for building entrepreneurial mindset for youth engagement.

Methodology

The survey study design was utilized to evaluate the relationship between entrepreneurial mindset and entrepreneurship education for youth engagement among University of Ibadan Basic Entrepreneurship and Innovation (ETR 301) graduates. Former students' email addresses were obtained from the University of Ibadan's Centre for Entrepreneurship and Innovation. The study used all of the email addresses that were submitted as a sample. A digital survey instrument with Likert scales was created using Google Forms. The questionnaire was sent to past students' email addresses, and 167 of them responded. The data were analysed using both

descriptive and inferential statistics. A basic frequency and percentage distribution table was used to assess the demographic data. To determine the effect of an entrepreneurial mindset on youth engagement, the first hypothesis was examined using multiple regression. To determine the relationship between entrepreneurship education and youth engagement, the second hypothesis was examined using Spearman's rank correlation.

Results and Discussion

This section is separated into two parts. The first section concentrates on the descriptive analysis of data collected using frequency counts and percentage weights. The second section focuses on hypothesis testing with Regression analysis and Spearman's Rank Correlation statistics. The majority of respondents, 99 (59.3%), are male, while 68 (40.7%) are female, as indicated in Table 1. The demographic profile depicts the expected respondents depending on graduation year and duration of the entrepreneurship course.

Table 1: Demographic Characteristics of Respondents

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	Frequency	Percentage	N=196
Gender			
Male	99		59.3%
Female	68		40.7%
Marital Status			
Single	105		62.9%
Married	62		37.7%
Age			
25	55		32.9%
36	74		44.3%
47	32		19.2%
& above 6		3.6%	
Education			
qualification			Undergraduate33
	19.8%	B.Sc.	97
	58.1%	M.Sc & above	37
	22.2%		

Source: Response from questionnaire survey, 2025.

Table 2: Frequency and Percentage of Entrepreneurial Mindset and youth engagement before Entrepreneurship Education QUESTIONS

	YES %	NO %
You had the thought of setting up your own business before entrepreneurship education class	39(23.4%)	128(76.6%)
You had started your business venture before Entrepreneurship Education class	61(35.5%)	106(63.5%)
You had knowledge of entrepreneurial skills before Entrepreneurship Education class	71(42.5%)	96(57.5%)
You had orientation about self -employment before Entrepreneurship Education class?	37(22.5%)	130(77.8%)

Source: Source: Response from questionnaire survey, 2025.

In Table 2, student's entrepreneurial mindset before taking the entrepreneurship course is presented.

Table 3: Frequency and Percentage of Entrepreneurial Mindset and youth engagement during Entrepreneurship Education

Questions			SD %	D %	N %	A %	SA %
Entrepreneurship Education introduces business startup ideas to youths.	5	4	18 3%	85 2.4%	55 10.8%		
Entrepreneurship Education helps in building positive entrepreneurial mindset of the youths.	4	11	17 2.4%	70 6.6%	65 10.2%		
Entrepreneurship Education plays significant role in developing entrepreneurial skills of youths.	3	8	16 1.8%	80 4.8%	60 9.6%		
Entrepreneurship education introduces opportunity identification process to youths.		2	11 1.2%	17 6.6%	76 10.2%	61	
Entrepreneurship education teaches youths. how to develop and implement business ideas	3	7	25 1.8%	79 4.2%	53 15%		
The teaching of entrepreneurship creates future and effective entrepreneurs	2	15	20 1.2%	75 9.0%	55 12%		

Source: Response from questionnaire survey, 2025.

Table 3 shows the youths perception of the entrepreneurship course and its potential impact

Table 4: Frequency and Percentage of Impact of Entrepreneurial Mindset and youth engagement after Entrepreneurship Education

Question		SD %	D %	N %	A %	SA %
Entrepreneurship classes have fully prepared me for entrepreneurship career.	7 4.2%	14 8.4%	31 18.6%	59 35.3%	56 33.5%	
I started my own business due to Entrepreneurship Courses attended.	25	29 15.0%	39 17.4%	36 23.4%	38 21.6%	22.8%
I was taught how to scan my environment, generate ideas and identify customers' needs in entrepreneurship education class	13 7.8%	24 14.4%	36 21.6%	44 26.3%	50 29.9%	
Entrepreneurship Education has built the confidence to be self-employed in me	3 1.8%	11 6.6%	28 16.8%	58 34.7%	67 40.1%	

Source: Response from questionnaire survey, 2025.

The impact of the entrepreneurship course on the youths is presented in Table 4.

Hypotheses Testing

H₀₁: Entrepreneurial mindset has no significant effect on youth engagement.

Table 5: Analysis of Variance showing effects of Entrepreneurial mindset has on youth engagement.

Model	Sum of Square	Degree of freedom	Mean Square	F	Sig.
Regression	20.829	1	20.829	186.737	0.017
Residual	18.404	165	0.112		
Total	39.234	166			

Decision rule: Reject **H₀**, if the p-value in the analysis of variance table is less than **5%** and accept if otherwise.

Decision: Since the P-value in the ANOVA Table (**0.017**) is less than **5%**, we reject **H₀**. Therefore, Entrepreneurial mindset has a significant effect on youth engagement.

H₀₂: There is no significant relationship between entrepreneurship education and youth engagement.

Table 6: Spearman's Rank Correlation Table

	Education	Entrepreneurship Youth engagement	
Spearman's rho	correlation coefficient	1.000	0.029
Entrepreneurship Education	Sig (2-tailed)		0.642
	Number of observation	167	
Youth Engagement	correlation coefficient	0.029	1.000
	Sig.(2-tailed)	0.642	
	Number of observation	167	

Decision rule: Reject H_0 , if p-value is less than **0.05** and accept if otherwise.

Decision: Since the p-value (**0.029**) of the spearman's rank correlation is less than **0.05**, we reject H_0 . Therefore, there is a statistically significant relationship between entrepreneurship education and youth engagement.

In terms of youth engagement, the estimated results indicated that 76.6% of the respondents had never considered starting a business, while 23.4% had considered doing so prior to taking an entrepreneurship education course. Given that 76.6% of students had never considered starting their own firm before taking an entrepreneurship class, this suggests that entrepreneurial education has had a favourable effect on young people's entrepreneurial mindset. Additionally, 36.5% of the respondents had launched their company prior to taking an entrepreneurship education course, whereas 63.5% had not established any business prior to the course. This suggests that a greater proportion of respondents launched their own businesses following their attendance at an entrepreneurship course.

According to the data, 83.8% of respondents agree that entrepreneurship education teaches and exposes students to business ideas and the process of identifying opportunities, while 5.3% disagree. This suggests a beneficial link between entrepreneurship education, entrepreneurial mindset, and youth engagement. This finding is consistent with past research, such as Muhammad & Henry (2024), who discovered that entrepreneurial education is positively connected to opportunity recognition. The findings also showed that while 13.2% of respondents disagreed with the statement, 77% of respondents agreed that teaching entrepreneurship education produces future and successful entrepreneurs. This suggests a positive relationship between entrepreneurship education and youth engagement with an entrepreneurial mindset, and it is corroborated by research of Roshanaei (2020) that shows a positive relationship between entrepreneurship education and business creation. According to the study's findings, entrepreneurship education is a continuous learning process that promotes the growth

of character traits and abilities that help learners thrive in the business environment.

According to the findings, 68.8% of respondents agree that entrepreneurship education has fully prepared them for their entrepreneurial careers, while 12.6% disagree; this suggests that entrepreneurship education has a positive impact on the development of entrepreneurial mindsets in youths. This is reinforced by Ullah & Bamber (2024) findings, which concluded that entrepreneurship can be taught and that educational programs can positively enhance entrepreneurial mindsets. According to the results, 74.8% of the respondents agreed with the statement that entrepreneurship education has given them the confidence to work for themselves, while 8.4% disagreed. This suggests that entrepreneurship education has helped young people change their mindset and become self-employed. This supports the empirical findings of Himani (2024) that students' entrepreneurial mindset is positively impacted by taking entrepreneurship education courses.

The results also show that 44% of respondents agree with the statement that they started their own business because of entrepreneurship courses they took at the University of Ibadan, while 32.4% disagree. This suggests that a higher proportion of respondents began their own business because of entrepreneurship courses they took. According to the estimated results, just 9.1% of respondents did not launch any business throughout the study period, whereas 90.1% of respondents launched their firm or entrepreneurial endeavours during that time. According to the findings, 27% of respondents obtained their business ideas and entrepreneurial skills from an entrepreneurship education class at the University of Ibadan and the ideas and skills helped in building positive entrepreneurial mindset.

Conclusion

The results of the empirical study show that entrepreneurship education significantly influences youth's entrepreneurial mindsets. Youth engagement, entrepreneurial mindset, and entrepreneurship education are statistically significantly correlated. The rise of youth-owned entrepreneurial ventures and

entrepreneurship education have a statistically significant link, suggesting a relationship between youth engagement and entrepreneurship education. These connections show how important entrepreneurship education is to entrepreneurship students' and young people's capacity for self-engagement. Entrepreneurship education for university students should continue. In order to prepare for future entrepreneurial activities and prospects, students should take advantage of the chances that entrepreneurship education offers.

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