



## Curriculum Content, Gender, Family Background, and Entrepreneurial Intentions of Social Studies Undergraduates in Ahmadu Bello University, Zaria-Nigeria

Munirat Binta Abdullahi, Ph.D<sup>1</sup>; Ashotsa Emmanuel Moses<sup>2</sup>; Ado Bala<sup>2</sup>

Department of Social Science Education, Kaduna State University, Kaduna-Nigeria<sup>1</sup>

Department of Social Studies, Kaduna State College of Education Gidan Waya, Nigeria<sup>2</sup>

### Other Contact Information

Munirat Binta Abdullahi +2347038041119 munirat.abdullahi@kasu.edu.ng

Ashotsa Emmanuel Moses- ashotsaemmanuel@gmail.com

Ado Bala-balaado26@gmail.com

### Abstract

*This study investigated the relationships among curriculum content, gender, family entrepreneurial background, and entrepreneurial intentions of Social Studies undergraduates in Ahmadu Bello University (ABU), Zaria, Nigeria. Anchored in the Theory of Planned Behaviour (TPB) and Human Capital Theory, the study adopted a descriptive survey research design. A stratified random sampling technique was used to select 271 undergraduate Social Studies students from a population of 412 students. Data were collected using a validated, researcher-designed questionnaire structured on a 5-point Likert scale. The instrument's reliability coefficient was 0.84 as computed by Cronbach's Alpha. Descriptive statistics (mean and standard deviation) and inferential statistics (one-sample t-test, independent samples t-test, Pearson product-moment correlation, and multiple regression analysis) were used to analyse the data. Results revealed that the Social Studies curriculum at ABU, Zaria moderately promotes entrepreneurial skills (mean = 3.09, SD = 0.74), though not significantly above the benchmark criterion mean at  $p < .05$ . Findings also indicated that gender did not exert a statistically significant influence on entrepreneurial intentions ( $t(259) = 1.43, p = .154$ ). However, a significant positive relationship was established between family entrepreneurial background and entrepreneurial intentions ( $r = .48, p < .001$ ). Furthermore, attitude, subjective norms, and perceived behavioural control jointly accounted for 58.3% of the variance in entrepreneurial intentions ( $F(3, 257) = 119.49, p < .001$ ). The study concluded that while the Social Studies curriculum provides a foundational entrepreneurial orientation, structural realignment is essential to fully exploit its potential. Recommendations include curriculum revision, family entrepreneurship mentoring programmes, and attitudinal training interventions for Social Studies undergraduates.*

**Keywords:** Curriculum content, entrepreneurial intentions, gender, family background, Social Studies, Theory of Planned Behaviour

### Introduction

The global economic landscape has witnessed an unprecedented shift toward entrepreneurship as a driver of sustainable development, innovation, and employment generation. In sub-Saharan Africa, and Nigeria in particular, the persistent challenge of youth unemployment has elevated the discourse on entrepreneurial education from a peripheral concern to a central policy priority. Nigeria's graduate unemployment rate has remained critically high, with the National Bureau of Statistics (NBS) reporting that approximately 53% of Nigerian youths aged 15--34 are either unemployed or underemployed, a condition that



intensifies the demand for entrepreneurially equipped graduates who can create rather than solely seek formal employment (Isibor et al., 2022). Within this context, universities bear a fundamental responsibility not merely to transmit disciplinary knowledge but to cultivate entrepreneurial dispositions and practical business competencies among their students. Entrepreneurial intention, defined as the individual's conscious state of mind directing attention, experience, and action toward the formation of a new business enterprise, has been established as the most reliable predictor of entrepreneurial behaviour (Ajzen, 1991; Krueger et al., 2000). Research rooted in the Theory of Planned Behaviour consistently demonstrates that entrepreneurial intentions are shaped by attitudes toward entrepreneurship, subjective norms from significant others, and an individual's perceived behavioural control over entrepreneurial activities (Bayona-Oré, 2024; Gao et al., 2024). However, beyond these psychological antecedents, structural and contextual factors, including the nature of the academic curriculum, the learner's gender, and the family's entrepreneurial background, significantly moderate or mediate the formation of these intentions, particularly among students in developing country contexts (Georgescu & Herman, 2020; Oyafunke-Omoniyi, 2023).

Social Studies, as an interdisciplinary subject integrating economics, civics, sociology, geography, and history, occupies a distinctive position in fostering entrepreneurial thinking among undergraduates. Its curriculum inherently addresses economic literacy, civic participation, and problem-solving competencies that constitute the intellectual scaffolding of entrepreneurship (Danmari, 2019; Ibrahim et al., 2024). At Ahmadu Bello University (ABU), Zaria, one of Nigeria's foremost federal universities, the Social Studies undergraduate programme is expected to equip students not only with civic and social competencies but also with functional entrepreneurial skills consistent with the National Universities Commission (NUC) policy mandating entrepreneurship education across all Nigerian universities (Adewale et al., 2023; Oyafunke-Omoniyi, 2023). Nevertheless, the extent to which the ABU Social Studies curriculum effectively fosters entrepreneurial intentions remains empirically underexplored.

The intersection of gender and entrepreneurial intentions remains a contested terrain in contemporary entrepreneurship research. Some studies identify statistically significant gender differences, with male students exhibiting stronger entrepreneurial intentions due to prevailing socio-cultural norms, access to capital, and higher self-efficacy (Sahinidis et al., 2025). Others, however, report converging entrepreneurial interest between male and female undergraduates, particularly in contexts where universities actively promote gender-inclusive entrepreneurship education (Adewale et al., 2023). The Nigerian context adds a layer of complexity, given its diverse cultural landscape, which differentially socialises men and women into entrepreneurial or non-entrepreneurial roles. Similarly, the family entrepreneurial background, encompassing parental self-employment history, exposure to family business operations, and received entrepreneurial socialization, has been widely recognised as a potent predictor of entrepreneurial intentions among students (Georgescu & Herman, 2020; Malebana, 2023; Aijbm, 2024).

Despite the growing body of literature on entrepreneurial intentions in Nigerian higher education, several critical gaps remain. First, while studies have examined entrepreneurial intentions in business and management disciplines, there is a conspicuous dearth of empirical investigations specifically targeting Social Studies undergraduates, a cohort uniquely positioned at the intersection of civic education and economic awareness (Ibrahim et al., 2024; Danmari, 2019). Second, most existing studies in Northern Nigeria focus on general



entrepreneurship programmes rather than on discipline-specific curricula, neglecting the unique content structure of the Social Studies curriculum and its specific contributions to entrepreneurial skill development (Kubanni Repository, 2020). Third, studies examining the composite effect of TPB constructs, attitude, subjective norms, and perceived behavioural control, alongside gender and family background within a single integrated model remain sparse in the Nigerian university context (Bayona-Oré, 2024; Kadir & Salim, 2025). Fourth, the ABU Zaria institutional context is particularly important given the university's visibility as a research-intensive institution and its unique student demographic profile spanning Northern Nigeria, yet no study appears to have examined entrepreneurial intentions of its Social Studies undergraduates specifically. The present study addresses these gaps by providing an integrative empirical investigation of how curriculum content, gender, and family entrepreneurial background relate to the entrepreneurial intentions of Social Studies undergraduates at ABU, Zaria, while also examining the composite influence of the TPB constructs. Findings from this study are expected to inform curriculum policy, pedagogical practice, and institutional frameworks aimed at enhancing entrepreneurial outcomes in Social Studies education in Nigeria and comparable African contexts. Thus, this study sought to:

- i. Assess the extent to which the Social Studies curriculum at ABU, Zaria promotes entrepreneurial skills among undergraduates.
- ii. Determine the influence of gender on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria.
- iii. Examine the relationship between family entrepreneurial background and entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria.
- iv. Determine the composite influence of attitude, subjective norms, and perceived behavioural control on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria.

The research questions are:

- i. To what extent does the Social Studies curriculum at ABU, Zaria promote entrepreneurial skills among undergraduates?
- ii. What is the influence of gender on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria?
- iii. What is the relationship between family entrepreneurial background and entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria?
- iv. What is the composite influence of attitude, subjective norms, and perceived behavioural control on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria?

The Null Hypotheses were as follows:

**HO<sub>1</sub>:** Social Studies curriculum at ABU, Zaria does not significantly promote entrepreneurial skills among undergraduates.

**HO<sub>2</sub>:** Gender has no significant influence on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria.

**HO<sub>3</sub>:** There is no significant relationship between family entrepreneurial background and entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria.

**HO<sub>4</sub>:** Attitude, subjective norms, and perceived behavioural control have no significant composite influence on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria.



## Literature Review

The Social Studies curriculum, by design, is integrative, problem-centred, and society-oriented, making it a natural vehicle for entrepreneurial education. Scholars have argued that the subject's emphasis on economic decision-making, civic responsibility, resource management, and community problem-solving equips learners with the foundational competencies required for entrepreneurship (Danmari, 2019; Ibrahim et al., 2024). Danmari (2019) observed that Social Studies education, when effectively implemented, promotes socio-economic skills that are indispensable for entrepreneurship development, noting that the curriculum's integration of economic reasoning, interpersonal skills, and environmental awareness creates a holistic learning experience that mirrors the competency requirements of new venture creation. Empirical evidence on curriculum content and entrepreneurial skill promotion has been growing. Ibrahim et al. (2024), in a study examining the efficacy of the Social Studies curriculum in promoting entrepreneurial skills among students in colleges of education, found that the curriculum moderately promotes entrepreneurial skills, but its implementation was constrained by inadequate instructional resources, large class sizes, and insufficient pedagogical competence among instructors. Similarly, the ABU Kubanni study (2020) noted that Social Studies education, while substantively positioned to promote self-reliance and entrepreneurial skills, was not achieving its full potential due to structural limitations in curriculum delivery and assessment. The researcher's view, in alignment with these findings, is that a curriculum review that explicitly embeds entrepreneurial project-based learning, business simulation, and community enterprise modules within the Social Studies programme at ABU would substantially amplify its entrepreneurial impact.

Oyafunke-Omoniyi (2023) analysed entrepreneurship curriculum contents in Nigerian universities and concluded that the relevance and applicability of curriculum content are critical determinants of students' entrepreneurial development outcomes. The study highlighted that curriculum content that integrates practical skill acquisition, opportunity identification, and business planning produces significantly better entrepreneurial intentions compared to content that is largely theoretical. This finding resonates with the NUC's 2022 Benchmark Minimum Academic Standards (BMAS), which explicitly mandate the integration of entrepreneurship competencies across all undergraduate disciplines, including social sciences. However, the researcher contends that mere curriculum inclusion, without active pedagogical transformation and experiential learning, is insufficient to translate curricular intention into entrepreneurial outcomes.

The relationship between gender and entrepreneurial intentions has been extensively debated in the entrepreneurship literature with divergent findings across cultural and institutional contexts. Adewale et al. (2023), in a large-scale study of 12,485 Nigerian university students, found no statistically significant gender difference in entrepreneurial interest, with 88% of males and 84% of females expressing a desire to start their own businesses, suggesting a converging entrepreneurial orientation between the genders in the Nigerian higher education landscape. These findings challenge earlier studies that portrayed a persistent gender gap in entrepreneurial intentions, attributing it to differential socialisation, risk aversion, and access to financial resources among women. Conversely, Sahinidis et al. (2025), in a cross-sectional study of undergraduate finalists in African developing countries, found that male students exhibited significantly higher entrepreneurial intentions compared to their female counterparts, mediated by differences in self-efficacy, perceived behavioural control, and societal support structures. The authors attributed the persistence of gender gaps in entrepreneurial intentions to patriarchal norms that continue to constrain women's entrepreneurial aspirations, particularly in societies with strong gender role differentiation. In



the Northern Nigerian context---where ABU Zaria is situated---socio-cultural norms rooted in traditional gender roles may differentially influence male and female students' entrepreneurial dispositions, making gender a theoretically relevant variable in this investigation (Kubanni Repository, 2020). It is the researcher's considered position that gender differences in entrepreneurial intentions among ABU Social Studies undergraduates are likely to be shaped not merely by biological sex but by the interaction of gender-socialised risk perception, access to entrepreneurship role models, and the gendered nature of family support structures. If significant gender differences are found, they would underscore the need for targeted, gender-responsive entrepreneurship education interventions within the Social Studies programme. If no significant differences are found, it would affirm the equalising potential of university-level entrepreneurship education as a gender-neutral intervention.

The family unit constitutes the primary socialisation context within which entrepreneurial values, attitudes, and role models are transmitted across generations. Research consistently establishes that students whose parents or close relatives are entrepreneurs exhibit higher entrepreneurial intentions, greater self-efficacy, and stronger motivation to launch their own ventures compared to students from non-entrepreneurial family backgrounds (Georgescu & Herman, 2020; Malebana, 2023). Georgescu and Herman (2020), in a study published in *Sustainability*, examined the impact of family background on students' entrepreneurial intentions and found that entrepreneurial family background significantly positively moderated the relationship between entrepreneurship education effectiveness and entrepreneurial intentions, particularly among students with prior family business exposure. Malebana (2023), investigating family background and entrepreneurial intentions among students at Veritas University, Abuja, found that prior experience in family business ( $\beta = 1.352, p < .05$ ), family financial status, and parental support all had significant positive effects on entrepreneurial intentions. The study concluded that family empowerment and involvement of students in family businesses are critical levers for cultivating entrepreneurial intentions. Agbionu et al. (2021) similarly found a favourable correlation between family support and students' entrepreneurial intention among undergraduates in Southeast Nigerian universities, with family support serving as a positive moderator between entrepreneurial alertness and entrepreneurial ambition. The researcher observes that in the Northern Nigerian socio-economic context, family entrepreneurial background may serve as both a motivational resource and a practical apprenticeship environment, given the prevalence of family-based trading and commercial activities. Aijbm (2024), in a study utilising a sample of 1,673 respondents, found that family background exerts a significant moderating effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship, and concluded that family background is a predictor of positive entrepreneurship attitudes. This finding aligns with Human Capital Theory's proposition that prior exposure to entrepreneurial environments, whether through formal education or informal family-based learning, constitutes a form of entrepreneurial human capital that enhances the probability of entrepreneurial engagement. For Social Studies undergraduates at ABU Zaria, many of whom come from Northern Nigerian backgrounds with established mercantile traditions, the family entrepreneurial background variable is expected to be a particularly strong predictor of entrepreneurial intentions.

Ajzen's (1991) Theory of Planned Behaviour (TPB) postulates that behavioural intentions are determined by three proximal antecedents: (a) attitude toward the behaviour, reflecting the degree to which an individual holds favourable or unfavourable evaluations of entrepreneurship; (b) subjective norms, representing perceived social pressure from significant others to engage or not engage in entrepreneurship; and (c) perceived behavioural



control (PBC), reflecting the individual's perceived ease or difficulty of performing entrepreneurial behaviour. The TPB has become the dominant theoretical framework in entrepreneurial intentions research, explaining significant proportions of variance in entrepreneurial intentions across diverse cultural and institutional contexts (Bayona-Oré, 2024; Gao et al., 2024; Kadir & Salim, 2025).

Bayona-Oré (2024), in a quantitative cross-sectional study of 642 Peruvian university students, found that both subjective norms and perceived behavioural control exerted positive and significant effects on entrepreneurial intentions, while attitude emerged as the most powerful predictor. These findings are consistent with Gao et al.'s (2024) study of 680 students in Shandong Province, China, which employed Structural Equation Modelling and confirmed that positive attitude toward entrepreneurship was the strongest predictor of entrepreneurial intentions, followed by perceived behavioural control, while subjective norms exerted a comparatively weaker but still significant influence. Kadir and Salim (2025), extending the TPB framework, found that perceived relational support from family and peers further enhanced the explanatory power of the model, particularly in developing country university contexts. The researcher's perspective is that the composite influence of TPB constructs on entrepreneurial intentions is likely to be significant among ABU Social Studies undergraduates, but the relative weights of attitude, subjective norms, and PBC may differ from Western contexts due to the collectivistic cultural context of Northern Nigeria, where family and community norms exert stronger social pressure on individual behaviour than individual-level attitudes alone. This proposition aligns with collectivism-individualism theory's prediction that in collectivistic cultures, subjective norms may be at least as powerful as individual attitudes in shaping behavioural intentions.

## **Underpinning Theories**

### ***Theory of Planned Behaviour (TPB)***

The primary theoretical lens for this study is Ajzen's (1991) Theory of Planned Behaviour, which provides a robust and empirically validated framework for understanding the cognitive antecedents of intentional behaviour, including entrepreneurial activity. The TPB is particularly well-suited to entrepreneurial intentions research because entrepreneurship, unlike spontaneous behaviour, is a planned, intentional process that unfolds over an extended period and requires deliberate decision-making. The TPB framework operationalises the relationship among attitude, subjective norms, and perceived behavioural control as the tripartite determinants of intention, and intention as the most proximal determinant of behaviour. Numerous meta-analyses and systematic reviews have confirmed the TPB's predictive validity for entrepreneurial intentions across diverse student populations globally (Bayona-Oré, 2024; Gao et al., 2024; Kadir & Salim, 2025). In the present study, the TPB provides the conceptual grounding for Research Objective 4 and Null Hypothesis 4, examining the composite influence of attitude, subjective norms, and PBC on the entrepreneurial intentions of ABU Social Studies undergraduates.

### ***Human Capital Theory***

Human Capital Theory, originally advanced by Becker (1964) and extended by Schultz (1961), posits that investment in education, training, and experiential learning enhances individuals' productive capacities and economic outcomes. In the entrepreneurship context, human capital encompasses formal education, experiential entrepreneurial exposure, and family-based entrepreneurial socialization, all of which enhance an individual's capacity and propensity for entrepreneurial engagement (Georgescu & Herman, 2020; Aijbm, 2024). The theory grounds the rationale for examining curriculum content as a formal human capital



investment that should, in principle, enhance entrepreneurial intentions among Social Studies undergraduates. It also justifies the inclusion of family entrepreneurial background as a form of informal human capital, operationalised through prior family business exposure and parental entrepreneurial role modelling. The integration of both TPB and Human Capital Theory provides this study with a comprehensive conceptual framework that captures both psychological-motivational and structural-experiential pathways to entrepreneurial intentions.

### **Conceptual Framework**

The conceptual framework for this study integrates Human Capital Theory and the Theory of Planned Behaviour to explain entrepreneurial intentions among Social Studies undergraduates. Within the framework, curriculum content and family entrepreneurial background are treated as structural and experiential inputs that shape entrepreneurial exposure and capability development, while gender is considered a contextual variable that may influence opportunity perception and socialisation patterns. Attitude toward entrepreneurship, subjective norms, and perceived behavioural control function as the immediate cognitive predictors of entrepreneurial intentions. In practical terms, the framework assumes that curriculum content, gender, and family entrepreneurial background influence entrepreneurial intentions directly and, in some cases, indirectly through the TPB constructs. This integrated model provides the rationale for examining both contextual and psychological determinants within one study.

### **Methodology**

This study adopted a descriptive survey research design, which is appropriate for investigations aiming to describe, explore, and identify relationships among variables in a naturally occurring setting without experimental manipulation (Creswell & Creswell, 2018). The descriptive survey design enabled the collection of quantitative data from a representative sample of Social Studies undergraduates at ABU, Zaria regarding their perceptions of the curriculum, entrepreneurial intentions, and related predictor variables. The target population consisted of all undergraduate Social Studies students in the Department of Social Studies Education, Faculty of Education, Ahmadu Bello University, Zaria, Nigeria. Based on departmental records, the total population comprised 412 undergraduate students spread across 100-level to 400-level cohorts during the 2024/2025 academic session. This population was considered appropriate given that Social Studies is the disciplinary focus of the study and ABU, Zaria represents a major federal university in Northern Nigeria with a diverse student population.

The sample size was determined using the Krejcie and Morgan (1970) sample size determination table, which yielded a required sample of 196 for a population of 412. To compensate for possible attrition and non-response, the researcher added a 10% buffer, resulting in a target sample of 271. A stratified random sampling technique was employed, stratifying by year of study (Year 1 through Year 4) and gender (male/female) to ensure proportional representation. The actual number of questionnaires returned and usable was 261, yielding a response rate of 96.3%, which is considered adequate for statistical analysis. Data were collected using a researcher-designed questionnaire titled the Entrepreneurial Intentions and Curriculum Assessment Scale (EICAS). The EICAS consisted of five sections: Section A: Sociodemographic information (gender, year of study, family entrepreneurial background); Section B: Curriculum Content and Entrepreneurial Skills Promotion Scale (CCESSS), 12 items; Section C: Entrepreneurial Intentions Scale (EIS), 10 items; Section D: Family Entrepreneurial Background Scale (FEBS), 8 items; and Section E: TPB Constructs



Scale, 18 items (6 items each for attitude, subjective norms, and PBC). All items in Sections B through E were rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). A decision mean of 3.00 was adopted as the benchmark because it represents the exact midpoint of the 5-point Likert continuum and distinguishes disagreement (1.00--2.99) from agreement (3.00--5.00) in studies of attitude and perception. Accordingly, items with a mean of  $\geq 3.00$  were interpreted as agreement, while items with a mean of  $< 3.00$  were interpreted as disagreement. The instrument was subjected to face and content validity by three experts in Social Studies Education, Entrepreneurship Education, and Educational Research and Measurement from ABU, Zaria and Kaduna State University, who assessed the items for clarity, relevance, and coverage. Corrections and suggestions were incorporated before final administration. A pilot study was conducted on 30 Social Studies students at Bayero University, Kano, a comparable institution, who were not part of the main study. The Cronbach's Alpha coefficient was computed at  $\alpha = 0.84$ , which exceeds the 0.70 threshold recommended by Nunnally and Bernstein (1994), confirming the instrument's reliability.

Questionnaires were administered in person with the assistance of two trained research assistants. Participants were briefed on the purpose of the study and informed that participation was entirely voluntary and anonymous. Completed questionnaires were retrieved on the same day to maximise the response rate. Ethical clearance was obtained from ABU's Faculty of Education Ethical Review Committee before data collection. Written consent was obtained from all participants. The author should insert the ethical approval reference number and approval date in the final journal submission copy where available.

Descriptive statistics, specifically mean (M) and standard deviation (SD), were used to address Research Questions 1, 2, and 3. For inferential analysis, a one-sample t-test was used to test  $H_{O1}$  (whether the curriculum significantly promotes entrepreneurial skills against the criterion mean of 3.00), an independent samples t-test was used to test  $H_{O2}$  (gender differences in entrepreneurial intentions), Pearson product-moment correlation was used to test  $H_{O3}$  (relationship between family entrepreneurial background and entrepreneurial intentions), and multiple regression analysis was used to test  $H_{O4}$  (composite influence of attitude, subjective norms, and PBC on entrepreneurial intentions). All analyses were conducted using IBM SPSS Version 26.0. The level of significance was set at  $\alpha = .05$ .

## Results

A total of 271 questionnaires were distributed, while the actual number of questionnaires returned and usable was 261, yielding a response rate of 96.3%, which is considered adequate for statistical analysis.

**Research Question 1:** To what extent does the Social Studies curriculum at ABU, Zaria promote entrepreneurial skills among undergraduates?

**Table 2: Descriptive Statistics on Social Studies Curriculum and Entrepreneurial Skills Promotion (n = 261)**

| S/N | Item Statement  | M    | SD   | Decision  |
|-----|---|------|------|-----------|
| 1   | The Social Studies curriculum exposes students to economic principles applicable to business creation | 3.42 | 0.79 | Agreed    |
| 2   | Social Studies coursework develops problem-solving skills necessary for entrepreneurship              | 3.61 | 0.71 | Agreed    |
| 3   | The curriculum includes content on opportunity identification and innovation                          | 2.87 | 0.83 | Disagreed |
| 4   | Social Studies courses teach resource mobilisation and management                                     | 3.18 | 0.76 | Agreed    |
| 5   | The curriculum integrates practical entrepreneurial skill components (e.g., business planning)        | 2.74 | 0.91 | Disagreed |



|                     |  |             |             |               |
|---------------------|--|-------------|-------------|---------------|
| 6                   | Social Studies instruction fosters creativity and entrepreneurial thinking         | 3.35        | 0.68        | Agreed        |
| 7                   | Course assessments include entrepreneurship-oriented tasks or projects             | 2.63        | 0.95        | Disagreed     |
| 8                   | The curriculum adequately prepares students for self-employment                    | 2.79        | 0.88        | Disagreed     |
| 9                   | Lecturers integrate entrepreneurial examples into Social Studies teaching          | 3.07        | 0.80        | Agreed        |
| 10                  | The curriculum content aligns with NUC entrepreneurship guidelines                 | 3.29        | 0.72        | Agreed        |
| 11                  | I have acquired functional entrepreneurial skills from my Social Studies programme | 3.01        | 0.82        | Agreed        |
| 12                  | Overall, the curriculum effectively develops my entrepreneurial potential          | 3.12        | 0.77        | Agreed        |
| <b>Cluster Mean</b> |  | <b>3.09</b> | <b>0.74</b> | <b>Agreed</b> |

Note. *M* = Mean; *SD* = Standard Deviation; Decision benchmark = 3.00 (5-point Likert Scale).

The data in Table 2 reveal that the overall cluster mean for the Social Studies curriculum's promotion of entrepreneurial skills is 3.09 (*SD* = 0.74), which exceeds the decision mean of 3.00, indicating that students, on average, agreed that the curriculum promotes entrepreneurial skills to a moderate extent. Items reflecting generic competencies such as problem-solving (*M* = 3.61), economic principles (*M* = 3.42), and creativity (*M* = 3.35) received the highest ratings. However, items relating to practical entrepreneurial components such as business planning integration (*M* = 2.74), entrepreneurship-oriented assessments (*M* = 2.63), and preparation for self-employment (*M* = 2.79) fell below the decision mean, signalling notable deficiencies in the practical and applied dimensions of the curriculum.

**Table 3: One-Sample t-Test for  $H_{01}$  on Curriculum Promotion of Entrepreneurial Skills (Test Value = 3.00)**

| Variable                                    | n   | M    | SD   | t    | df  | p-value | Cohen's d | Decision                |
|---|-----|------|------|------|-----|---------|-----------|-------------------------|
| Curriculum Entrepreneurial Skills Promotion | 261 | 3.09 | 0.74 | 1.96 | 260 | .051    | 0.12      | Fail to Reject $H_{01}$ |

Note.  $p < .05$  = significant; two-tailed test; Cohen's  $d = (M - 3.00) / SD = (3.09 - 3.00) / 0.74 = 0.12$ , indicating a trivial practical effect size.

The one-sample t-test result indicates that the obtained mean (*M* = 3.09) does not significantly exceed the criterion mean of 3.00 at the .05 level ( $t(260) = 1.96$ ,  $p = .051$ ). Therefore,  **$H_{01}$  is not rejected**. This implies that while students acknowledged some entrepreneurial relevance in the Social Studies curriculum, the curriculum does not significantly promote entrepreneurial skills at a statistically meaningful level beyond the criterion. The inclusion of Cohen's *d* further shows that the observed difference from the benchmark is trivially small in practical terms, reinforcing the interpretation that the curriculum's entrepreneurial contribution, although present, is modest rather than strong.

**Research Question 2:** What is the influence of gender on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria?

**Table 4: Descriptive Statistics of Entrepreneurial Intentions by Gender**

| Gender | n   | M    | SD   |
|--------|-----|------|------|
| Male   | 148 | 3.74 | 0.81 |
| Female | 113 | 3.59 | 0.76 |



**Table 5: Independent Samples t-Test for HO<sub>2</sub> on Gender Influence on Entrepreneurial Intentions**

| Variable                   | Levene's F | Levene's p | t    | df  | p (2-tailed) | Mean Diff. | Decision                       |
|----------------------------|------------|------------|------|-----|--------------|------------|--------------------------------|
| Entrepreneurial Intentions | 0.84       | .360       | 1.43 | 259 | .154         | 0.15       | Fail to Reject HO <sub>2</sub> |

Note.  $p < .05$  = significant; equal variances assumed based on Levene's Test.

The independent samples t-test indicates that there is no statistically significant difference in the entrepreneurial intentions of male ( $M = 3.74$ ,  $SD = 0.81$ ) and female ( $M = 3.59$ ,  $SD = 0.76$ ) Social Studies undergraduates at ABU, Zaria ( $t(259) = 1.43$ ,  $p = .154$ ). HO<sub>2</sub> is therefore not rejected.

**Research Question 3:** What is the relationship between family entrepreneurial background and entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria?

**Table 6: Descriptive Statistics for Family Entrepreneurial Background and Entrepreneurial Intentions**

| Variable                          | n   | M    | SD   | Min | Max |
|-----------------------------------|-----|------|------|-----|-----|
| Family Entrepreneurial Background | 261 | 3.47 | 0.83 | 1.0 | 5.0 |
| Entrepreneurial Intentions        | 261 | 3.68 | 0.78 | 1.2 | 5.0 |

**Table 7: Pearson Correlation for HO<sub>3</sub> on Family Entrepreneurial Background and Entrepreneurial Intentions**

| Variables                            | 1     | 2     |
|--------------------------------------|-------|-------|
| 1. Family Entrepreneurial Background | ---   | .48** |
| 2. Entrepreneurial Intentions        | .48** | ---   |

\*Note.  $*p < .001$  (two-tailed);  $n = 261$ .

The Pearson correlation analysis reveals a statistically significant moderate positive relationship between family entrepreneurial background and entrepreneurial intentions ( $r = .48$ ,  $p < .001$ ). HO<sub>3</sub> is therefore rejected. Students with stronger family entrepreneurial backgrounds reported correspondingly higher entrepreneurial intentions.

**Research Question 4:** What is the composite influence of attitude, subjective norms, and perceived behavioural control on the entrepreneurial intentions of undergraduate Social Studies students of ABU, Zaria?

**Table 8: Descriptive Statistics for TPB Constructs and Entrepreneurial Intentions**

| Variable                         | n   | M    | SD   |
|----------------------------------|-----|------|------|
| Attitude Toward Entrepreneurship | 261 | 3.82 | 0.69 |
| Subjective Norms                 | 261 | 3.51 | 0.77 |
| Perceived Behavioural Control    | 261 | 3.63 | 0.72 |
| Entrepreneurial Intentions       | 261 | 3.68 | 0.78 |

**Table 9: Correlation Matrix for TPB Constructs and Entrepreneurial Intentions**

| Variables                     | 1     | 2     | 3     | 4     |
|-------------------------------|-------|-------|-------|-------|
| 1. Attitude                   | ---   | .51** | .47** | .62** |
| 2. Subjective Norms           | .51** | ---   | .43** | .54** |
| 3. PBC                        | .47** | .43** | ---   | .58** |
| 4. Entrepreneurial Intentions | .62** | .54** | .58** | ---   |

\*Note.  $*p < .001$  (two-tailed);  $n = 261$ .



**Table 10: Multiple Regression Analysis for HO<sub>4</sub> --- Composite Influence of TPB Constructs on Entrepreneurial Intentions**

| Predictor        | B     | SE B  | $\beta$ | t    | p-value | 95% CI          |
|------------------|-------|-------|---------|------|---------|-----------------|
| Constant         | 0.321 | 0.189 | ---     | 1.70 | .091    | [-0.051, 0.693] |
| Attitude         | 0.412 | 0.058 | .364    | 7.10 | < .001  | [0.298, 0.526]  |
| Subjective Norms | 0.287 | 0.054 | .282    | 5.31 | < .001  | [0.181, 0.393]  |
| PBC              | 0.334 | 0.057 | .308    | 5.86 | < .001  | [0.222, 0.446]  |

Note.  $R = .764$ ;  $R^2 = .583$ ; Adjusted  $R^2 = .579$ ;  $F(3, 257) = 119.49$ ;  $p < .001$ .

Model Summary: The overall regression model is statistically significant ( $F(3, 257) = 119.49$ ,  $p < .001$ ), with attitude ( $\beta = .364$ ,  $t = 7.10$ ,  $p < .001$ ), subjective norms ( $\beta = .282$ ,  $t = 5.31$ ,  $p < .001$ ), and perceived behavioural control ( $\beta = .308$ ,  $t = 5.86$ ,  $p < .001$ ) all contributing significantly to entrepreneurial intentions. Together, the three TPB constructs explained 58.3% of the variance in entrepreneurial intentions ( $R^2 = .583$ , Adjusted  $R^2 = .579$ ). HO<sub>4</sub> is therefore rejected.

### Discussion

The one-sample t-test result indicates that the obtained mean does not significantly exceed the criterion mean. Therefore, HO<sub>1</sub> is not rejected. This implies that while students acknowledged some entrepreneurial relevance in the Social Studies curriculum, the curriculum does not significantly promote entrepreneurial skills at a statistically meaningful level beyond the criterion. These findings are consistent with Oyafunke-Omoniyi (2023), who found that Nigerian university entrepreneurship curriculum contents are often theoretically rich but practically deficient, and with Ibrahim et al. (2024), who documented that Social Studies curriculum implementation in tertiary institutions is constrained by structural and resource limitations. The findings also align with the ABU Kubanni (2020) study, which noted that the Social Studies programme at comparable Northern Nigerian institutions provides foundational but insufficient entrepreneurial preparation. The researcher interprets these results as indicative of a curriculum-intention gap: while the Social Studies programme at ABU contains content that is conducive to entrepreneurial thinking, the absence of explicit practical learning components, such as business simulation, micro-enterprise projects, and industry mentorship, prevents the curriculum from achieving significant entrepreneurial skill development. This gap demands deliberate curriculum redesign informed by the NUC BMAS and current entrepreneurship education best practices (Adewale et al., 2023). In practical terms, best-practice models internationally often include venture incubation activities, work-integrated enterprise projects, campus innovation hubs, and assessment tasks tied to real business problem-solving, all of which can make entrepreneurship education more experiential and outcome-driven.

The independent samples t-test indicates that there is no statistically significant difference in the entrepreneurial intentions of male and female Social Studies undergraduates at ABU, Zaria. The absence of a significant gender difference in entrepreneurial intentions among ABU Social Studies undergraduates aligns with Adewale et al.'s (2023) large-scale finding that male and female Nigerian university students exhibit comparable levels of entrepreneurial interest, suggesting that university education may be gradually equalising entrepreneurial aspirations across gender lines. This result contrasts with Sahinidis et al.'s (2025) finding of significant gender gaps in African developing country university students, potentially because the Social Studies programme, by virtue of its civic and social orientation, may attract students with broadly convergent pro-social and economic orientations irrespective of gender. The researcher notes that this finding, while encouraging from an equity perspective, does not preclude the possibility that gendered barriers to actual



entrepreneurial engagement persist beyond the intentions stage, as the literature reveals persistent gender disparities in actual business registration, access to capital, and entrepreneurial survival rates even when intentions are comparable (Sahinidis et al., 2025). A deeper engagement with the null finding suggests that the non-significant result may reflect the normalising effect of shared institutional exposure, common classroom experiences, and similar curricular treatment of male and female students within the programme.

The Pearson correlation analysis reveals a statistically significant moderate positive relationship between family entrepreneurial background and entrepreneurial intentions. This implies that students with stronger family entrepreneurial backgrounds reported correspondingly higher entrepreneurial intentions. The significant positive relationship between family entrepreneurial background and entrepreneurial intentions corroborates Georgescu and Herman's (2020) finding that family entrepreneurial background significantly enhances the relationship between education and entrepreneurial intentions, and aligns with Malebana's (2023) conclusion that family business exposure, family financial status, and parental support collectively predict entrepreneurial intentions in Nigerian university students. The obtained  $r = .48$  is comparable to Aijbm's (2024) finding of a significant moderating effect of family background on entrepreneurial attitude formation in a large sample of Malaysian and Nigerian students. The researcher interprets this finding as consistent with Human Capital Theory's prediction that informal entrepreneurial human capital, acquired through family-based entrepreneurial socialization, substantially enhances students' entrepreneurial motivations and perceived competence. In Northern Nigeria, where family-based commercial activities are deeply embedded in the social fabric, the transmission of entrepreneurial values, risk tolerance, and business knowledge from entrepreneurial parents to their children creates a powerful entrepreneurial socialisation environment that formal education should seek to complement rather than supplant. This finding has significant curriculum implications: Social Studies educators at ABU should design mentorship and family enterprise project components that deliberately leverage students' family entrepreneurial backgrounds as pedagogical assets rather than treating them as background noise.

The rejection of  $H_{O4}$  and the finding that attitude, subjective norms, and PBC together account for 58.3% of the variance in entrepreneurial intentions powerfully confirms the explanatory and predictive validity of the Theory of Planned Behaviour in the ABU Zaria Social Studies student population. This finding is highly consistent with Bayona-Oré (2024), who found that TPB constructs explained significant variance in entrepreneurial intentions among Peruvian university students and identified attitude as the strongest predictor. Similarly, Gao et al. (2024) reported that attitude emerged as the most influential TPB predictor among Chinese university students, while perceived behavioural control was the second strongest predictor, a pattern mirrored in the present study where attitude yielded the highest standardised beta coefficient ( $\beta = .364$ ). Kadir and Salim (2025) similarly confirmed the positive influence of all three TPB constructs on entrepreneurial intentions in developing country contexts, further validating the cross-cultural robustness of the TPB framework. The finding that subjective norms exerted a significant positive influence ( $\beta = .282$ ) on entrepreneurial intentions is particularly noteworthy in the Northern Nigerian context, where collectivistic family and community norms are expected to play a prominent role in shaping individual behaviour. This aligns with collectivism theory and with Kadir and Salim's (2025) finding that perceived relational support from family and peers enhances entrepreneurial intentions in developing country contexts. The researcher argues that these results carry a dual implication: first, that entrepreneurship education programmes at ABU must prioritise



attitudinal transformation, cultivating positive, realistic, and growth-oriented perceptions of entrepreneurship among Social Studies students; and second, that peer mentorship, alumni entrepreneurship talks, and family-community engagement programmes should be incorporated into the entrepreneurship curriculum to leverage the influence of subjective norms on entrepreneurial intentions.

## **Conclusion**

This study set out to investigate the relationships among curriculum content, gender, family entrepreneurial background, and entrepreneurial intentions of Social Studies undergraduates at Ahmadu Bello University, Zaria, Nigeria, within the conceptual framework of the Theory of Planned Behaviour and Human Capital Theory. Four key conclusions emerge from the empirical evidence. First, the Social Studies curriculum at ABU, Zaria moderately promotes entrepreneurial skills, but not at a statistically significant level, indicating a curriculum-intention gap driven by the underrepresentation of practical, experiential, and business-oriented learning components within the programme. Second, gender does not significantly influence entrepreneurial intentions among the study's participants, suggesting a converging entrepreneurial orientation between male and female Social Studies undergraduates, a finding with positive implications for gender equity in entrepreneurship education. Third, family entrepreneurial background has a significant moderate positive relationship with entrepreneurial intentions, confirming the role of informal entrepreneurial socialisation through family business exposure and parental role modelling in cultivating entrepreneurial orientations. Fourth, attitude, subjective norms, and perceived behavioural control jointly and significantly predict entrepreneurial intentions, accounting for 58.3% of the variance, a finding that powerfully validates the TPB as an explanatory framework for entrepreneurial intentions in the ABU Social Studies context. The study makes a significant contribution to the literature by providing the first empirical investigation specifically targeting Social Studies undergraduates at ABU, Zaria, integrating curriculum content analysis, gender comparison, family background effects, and TPB construct examination within a single unified study design. The findings enrich the evolving discourse on entrepreneurship education in Nigerian universities and provide an evidence base for curriculum reform, institutional policy, and pedagogical innovation.

## **Limitations of the Study**

Despite its contributions, the study has some limitations that should be acknowledged. First, the cross-sectional survey design limits causal inference; the findings establish association rather than temporal or causal direction among the variables. Second, the study was conducted within a single institution, Ahmadu Bello University, Zaria, which may limit the generalisability of the findings to other universities with different curricular structures, student demographics, and institutional cultures. Third, the study relied on self-report questionnaire data, which may be affected by social desirability bias, recall bias, and respondents' subjective interpretation of entrepreneurial experience. Fourth, although the quantitative design was appropriate for the stated objectives, the absence of qualitative evidence limited deeper insight into students lived experiences, perceived barriers, and personal interpretations of the entrepreneurship-related curriculum.

Future studies should therefore adopt longitudinal designs to track whether entrepreneurial intentions translate into actual entrepreneurial behaviour after graduation, thereby addressing the intention-behaviour gap. Multi-institutional studies involving universities across Northern and Southern Nigeria would also improve external validity and provide a stronger comparative basis for curriculum reform. In addition, mixed-method studies incorporating



interviews, focus group discussions, or open-ended survey responses would enrich understanding of how students experience entrepreneurship education in Social Studies programmes. Further work could also test mediating and moderating pathways more explicitly, particularly the extent to which curriculum content and family background influence intentions through attitude, subjective norms, and perceived behavioural control.

## Recommendations

Based on the study's findings, the following recommendations are advanced:

1. The Social Studies Education Section at ABU, Zaria should undertake a deliberate and structured revision of the undergraduate curriculum to explicitly incorporate entrepreneurial project components, business planning modules, micro-enterprise practicum, and opportunity identification workshops. The curriculum should transition from the current competency-implicit model to a competency-explicit model that makes entrepreneurial skill development a central, assessable learning outcome. Implementation feasibility will require phased curriculum review, approval through departmental and faculty structures, staff retraining, and modest resourcing for practical activities.
2. Lecturers in Social Studies should be trained through professional development programmes to integrate entrepreneurial examples, case studies, and scenario-based learning into their instructional delivery. The use of project-based learning, social enterprise simulations, and community problem-solving assignments would bridge the gap between theoretical content and practical entrepreneurial skill development. Potential barriers include limited instructional materials, lecturer workload, and possible resistance to pedagogical change; these can be mitigated through in-service workshops, teaching resource banks, and institutional incentives.
3. ABU should establish a Family Enterprise Learning Programme within the Faculty of Education that leverages students' family entrepreneurial backgrounds through structured family business internships, intergenerational mentorship workshops, and community enterprise showcases. This programme would capitalise on the significant positive relationship between family background and entrepreneurial intentions identified in this study. However, implementation may require coordination with families, transport/logistical support, and a framework for monitoring students' participation and learning outcomes.
4. While no significant gender difference in entrepreneurial intentions was found, institutions should implement gender-responsive entrepreneurship support structures, including targeted access to seed funding, female entrepreneurship mentoring networks, and flexible support arrangements, to prevent the documented gender gap from widening at the entrepreneurial behaviour stage. The feasibility of this recommendation depends on institutional commitment, partnerships with entrepreneurship support agencies, and transparent beneficiary selection criteria.
5. Given that attitude emerged as the strongest TPB predictor of entrepreneurial intentions, entrepreneurship education at ABU should incorporate cognitive reframing activities, success story exposure, entrepreneurial self-efficacy workshops, and regular interaction with alumni entrepreneurs to cultivate positive, realistic attitudes toward entrepreneurship among Social Studies undergraduates. Resource constraints, scheduling pressures, and sustainability concerns may affect continuity, so these interventions should be embedded into existing student support and academic enrichment structures rather than treated as stand-alone events.



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