

# Examining The Impact of Entrepreneurial Education on Student's Entrepreneurial Intention Formation: Empirical Study in Sudanese Universities

Dr. Sara Mohamed Awaad\*

<sup>a</sup> official email address: [dr.sara@bpcs.edu.sa](mailto:dr.sara@bpcs.edu.sa)  
 Al Baha Private College of Science

## Abstract

**Objective:** This research initiated to learn and understand the impact of entrepreneurial education on student's entrepreneurial intentions in Sudanese Universities, to understand this, some variables are selected through which relationship among the students and their entrepreneurial career are explained. The research focused on fundamental question as to why an individual prefer to be an entrepreneur and what factors motivates his intentions was considered an important question in the research.

**Method:** This study used a quantitative approach, the sampling technique used was non-probability sampling, the sample size was 60 students among several universities in Sudan, statistical technique used to study the variables was SPSS and Correlation.

**Results:** The results showed that entrepreneurial education with its sub variables (formal education, work experience, functional skills and self-confidence) positively influence student's entrepreneurial intention formation. The results suggested that the entrepreneurial education has a positive effect on student's entrepreneurial intentions formation in universities, they must offer such kind of entrepreneurial education courses for motivating the students for bringing new ideas of earning in the society as entrepreneurship education emphasis increasing antecedents of intentions and planned behaviour.

**Novelty:** With an entrepreneurial perspective, this study offers a theoretical addition to the development of the Theory of Planned Behaviour (TPB) in generating entrepreneurial intention formation among students in developing countries.

**Keywords:** Type your keywords here, separated by semicolons ; **Entrepreneurial education, Entrepreneurial intention formation, Sudanese universities, Formal education, Work experience, Functional skills, Self-confidence**

## 1. Main text

### 1.1 Introduction

With the increasingly fierce competition in the employment market, entrepreneurship has gradually become a crucial approach for college students to expand their employment channels. However, there are numerous factors influencing college students' entrepreneurial intentions (Fu & Zhang, 2026). Unemployment poses a significant challenge to the Sudanese populace, especially the younger generation. With 61% of Sudan's population under the age of 25, including 20% aged 15 to 24 and 41% under 15, the country's approximately 42 million people face limited employment prospects (World Population Review, 2019). Despite their potential to build a brighter future for themselves and Sudan, young Sudanese struggle to find meaningful work. Statista.com reported a 12.88% unemployment rate in Sudan in 2018, with a youth unemployment rate

of 26.71%, contributing to social and economic issues within Sudanese society.

In 2023, Sudan's unemployment rate rose to 20.80%, up from 17.60% in 2022. Historically, the average unemployment rate in Sudan from 1991 to 2023 was 16.02%. The highest recorded rate was 20.80% in 2023, while the lowest was 13.00% in 2009, according to the International Labor Organization (2024). Entrepreneurship as a strategic solution to reducing unemployment (Reffandi et al., 2026; Nguyen et al., 2025; Prayoga et al., 2023). Students face challenges such as low emotional motivation and a mindset that lacks orientation toward economic independence. According to Prayoga et al. (2023), it is essential to instill awareness of the importance of entrepreneurship from an early age, particularly within higher education

To become significant catalysts for economic growth and technological advancement in the twenty-first century, colleges must integrate entrepreneurship education into their curricula. Romanian universities have made great efforts to incorporate entrepreneurship education into their curriculum, including incorporating theoretical courses on the subject into the curricula of graduate and undergraduate students and hosting entrepreneurship-related events. Infrastructure for business hubs facilitates connectivity with the business community and student engagement (Al-Nashmi, 2017). For students to successfully launch a firm, attain efficiency, and sustain its existence and growth in the early stages, entrepreneurial knowledge is an essential resource that offers a sustainable competitive advantage (Zeng et al., 2023).

This study's primary theoretical foundation for understanding this phenomenon is the Theory of Planned Behavior (TPB). The TPB states that the intention to create behavior is predicted by attitude toward the behavior, subjective standards, and perceived behavioral control (Ajzen, 1991). Educational contexts, particularly perceptions of institutional support, may greatly influence these antecedents. This theory (Al-jubari et al., 2019; Ferreira & Smail., 2023; Duong et al., 2025;) explains why entrepreneurial intention is a predictor of entrepreneurial action (Correia, Marques & Silva, 2025; Mothibi et al., 2025; Reffandi et al., 2026). These characteristics could include those related to entrepreneurship that inspire a person to be innovative and engage in entrepreneurial endeavors. An indication of entrepreneurial activity is the ability to develop unique ideas and transform them into feasible plans and projects (Al-Nashmi, 2017). Numerous studies have demonstrated that an individual's traits have a major role in motivating people to engage in entrepreneurial activity. Thus, entrepreneurship is viewed as a way to address Sudan's unemployment problem. But in order to encourage college students to be job creators rather than job seekers, it is necessary to examine their entrepreneurial traits, which may or may not be beneficial to them in this respect.

## **1.2 Problem Statement**

Sudan's unemployment rate among university graduates has plummeted since the early 1990s, the high percentage of unemployment in Sudan necessitates the need for scientific research to gauge entrepreneurial

intentions. While existing studies have examined the role of entrepreneurship education in various countries, there is limited research specifically focused on Sudan (Sleiman et al. 2026). In an effort to encourage an entrepreneurial spirit in society, both practitioners and academics have stepped up their efforts. However, very few studies have examined students' entrepreneurial attitudes; even fewer have examined their entrepreneurial goals, and even fewer have been carried out in Sudan (Sleiman et al. 2026). This essay attempts to close this gap. This study specifically aims to investigate Sudanese students' attitudes and intentions to become future entrepreneurs, with a focus on gender differences in entrepreneurial attitudes and intentions towards starting new businesses in the future. This study will continue this study to cover more universities, expanding our research to better understand the impact, in Sudanese universities.

Sudanese youth have a number of obstacles in the areas of work, poverty, and education. The protracted conflicts and South Sudan's separation have had a significant impact on the economy (Elryah, 2016). This study proposes a conceptual solution to address unemployment and poverty among Sudanese youth, offering business model options for a Malaysian University of the Future to benefit Sudanese society.

### **1.3 Research Questions**

1. How does formal education influence students' entrepreneurial intentions formation?
2. What role does work experience play in shaping students' entrepreneurial intentions?
3. How do functional skills impact the formation of students' entrepreneurial intentions?
4. To what extent does self-confidence affect students' entrepreneurial intentions formation?
5. How do these four dimensions collectively contribute to students' entrepreneurial intentions formation?

### **1.4 Research Objectives:**

1. To examine the relationship between formal education and the formation of students' entrepreneurial intentions.
2. To investigate the role of work experience in shaping students' entrepreneurial intentions.
3. To analyze how functional skills impact the formation of students' entrepreneurial intentions.
4. To determine the extent to which self-confidence affects the formation of students' entrepreneurial intentions.
5. To explore how the dimensions of formal education, work experience, functional skills, and self-confidence collectively contribute to students' entrepreneurial intentions formation.

### **1.5 Development of hypotheses:**

Educational institutions may foster an entrepreneurial mindset and inspire students to see entrepreneurship as a feasible career option by exposing them to real-world entrepreneurial challenges, case studies, and practical experiences (Rohaetin, 2020).

Abdelrahim (2020) asserts that entrepreneurship is a crucial element of global competitiveness, which promotes economic advancement, innovation, and creativity. This has led to an increasing interest in developing educational programs that encourage and support entrepreneurship. The university's business entrepreneurship training and instruction give students the skills they need to both comprehend and overcome business process challenges. Since then, scholars have maintained that entrepreneurship education is essential for assisting students in discovering their own potential, changing their attitudes and mindsets, and becoming more motivated to pursue an entrepreneurial career (Karyaningsih, 2020; Mohamed et al., 2023).

*H1: There is a significant positive relationship between the level of formal education and the formation of entrepreneurial intentions among students.*

The combination of education and work experience improves the human capital portfolio of aspiring entrepreneurs. Despite being commonly recognized as a beneficial antecedent to entrepreneurial activity, work experience has a context-dependent influence (Bignotti & Roux, 2020, Santoso & Benardi, 2026). This supports the notion that formal education and hands-on training are complementary in fostering entrepreneurial readiness (Iversen, Malchow-Møller, & Sørensen, 2016; Cai & Winters, 2017). An entrepreneurial intention can be sparked by work experience. The likelihood of choosing an entrepreneurial career is favorably correlated with prior work experience, particularly in diverse functional roles or industries, according to a large body of research (Santoso & Benardi, 2026).

*H2: Work experience positively influences the formation of entrepreneurial intentions among students.*

Nasri (2025) evidenced that entrepreneurial skills and entrepreneurship education on students' entrepreneurial intentions using the theory of planned behavior in developing countries, particularly in Arab countries. The study by Kolade et al. (2023) clarifies the crucial role that functional skills play as a prerequisite for starting a business, particularly in tumultuous contexts linked to institutional difficulties, political instability, and policy volatility.

*H3: Functional skills positively impact the formation of entrepreneurial intentions among students.*

Al-Nashmi (2017) examines the influence of entrepreneurial qualities (locus of control, self-confidence, need for achievement, independence and responsibility, risk-taking, and creativity) on entrepreneurial aspirations among business students. Furthermore, Otache, et al., (2021) find a significant association between ESC and a propensity for entrepreneurship. Put another way, those with a high ESC are more likely to start their own company. Oviawe et al. (2025) discovered that among students at Edo State Vocational School, entrepreneurial enthusiasm, entrepreneurial self-confidence, and entrepreneurial self-identity predict entrepreneurial intention. Hoang et al. (2023) state that entrepreneurial education and training are helpful for ESE and for inspiring the desire to start a new company. According to Aji et al. (2019), entrepreneurs' self-

efficacy increases when they reflect on their experiences and learn from them. Therefore, in order to encourage entrepreneurial intention, training in entrepreneurship must prioritize both technical proficiency and increasing the self-confidence of potential entrepreneurs.

*H4: Self-confidence positively affects the formation of entrepreneurial intentions among students.*

### 1.6 Conceptual Framework

This study gave an overview of the independent and dependent variables that defined the research objective. The independent variable of this study is Entrepreneurial Education with its sub-variables (formal education, work experience, functional skills and self-confidence) has a positive influence on Student's Entrepreneurial Intention Formation, these correlations illustrated in the framework below:

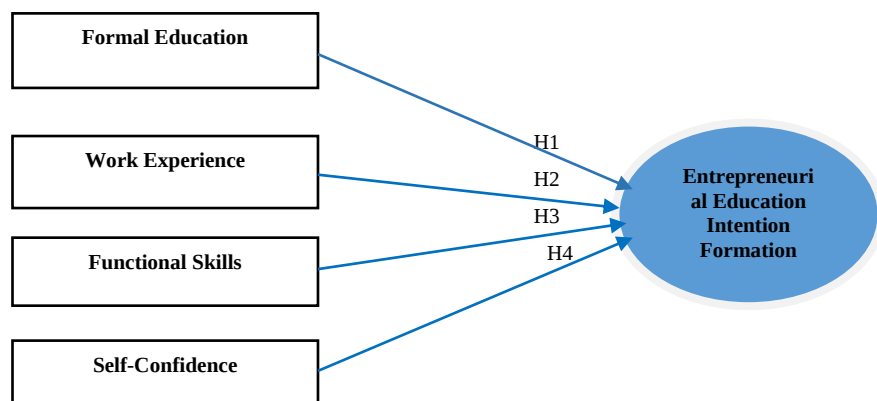


Figure 1: Research framework developed by Researchers, (2026)

## 2. Literature Review

### 2.1 Entrepreneurial Education

The field of entrepreneurship education has undergone and will continue to undergo a digital transformation. New digital technologies have made significant progress in education possible. (Spilbergs, Mavlutova & Lesinskis, 2026). The development of innovative thinking, entrepreneurial abilities, and a practice-oriented mindset are the objectives of entrepreneurship education (Anubhav et al., 2024). Most academics concur that innovation and entrepreneurship education have a big impact on college students' propensity for entrepreneurship. The impact of entrepreneurial education on students' aspirations to launch their own companies is multifaceted; students are a country's future and are mostly responsible for its economic growth. We can increase our students' confidence in starting their chosen careers and motivate them to participate with more zeal and passion by providing them with the best knowledge and entrepreneurial training available.

(Xiong, T., Zhang, J., & Huang, H et al., 2023; Ramadani et al., 2022).

## 2.2 Entrepreneurial Intention Formation

Due to a small labor market and an expanding population, Indonesia's unemployment rate is rising. According to Herdjiono et al. (2017), promoting entrepreneurship can reduce unemployment and offer alternative career pathways. For students to develop their entrepreneurial tendencies, they need support and encouragement. On the one hand, by encouraging creative thinking, cultivating entrepreneurial skills, and sparking entrepreneurial enthusiasm, innovation and entrepreneurship education can directly increase college students' intentions to engage in innovative and entrepreneurial activities (Li, et al., 2023). A theory states that an intention to attempt the behavior best explains a behavior, attitudes, perceived behavioral control, and subjective norms all influence intentions, beliefs that a particular behavior will produce positive results account for attitudes (Samuel, Ernest & Awuah, 2013). While cultivating an entrepreneurial spirit that can greatly influence entrepreneurial intention, entrepreneurial education equips students with critical technical and management abilities. Although entrepreneurship education has been adopted in Indonesia, Herdjiono et al. (2017) point out that further research is necessary to determine its efficacy, especially in Riau. Self-efficacy and motivation are important variables affecting entrepreneurial intentions.

## 2.3 Previous Studies

Numerous studies have examined the impact of entrepreneurial qualities on university students' entrepreneurial aspirations in various cultural contexts. For instance, the study by Lema (2025), The study examines how entrepreneurship education affects university students' aspirations to start their own businesses in a developing nation with a high prevalence of youth unemployment. The results show that entrepreneurship education, entrepreneurial role models, entrepreneurial passion, and socioeconomic factors interact to drive entrepreneurial intention, which is a complex process. By providing students with the necessary abilities and improving their perceived behavioral control, the study affirms that entrepreneurship education has a significant impact on entrepreneurial intention. Additionally, the influence of entrepreneurial role models constituted a huge paradox, with entrepreneurial passion being the best predictor of intention. Despite being recognized qualitatively as a source of inspiration, quantitative findings indicated that their direct influence on intention was statistically insignificant. Reffandi et al.'s (2026) study aimed to determine how university students' entrepreneurial attitude and entrepreneurial enthusiasm affected their intention to pursue entrepreneurship. Additionally, the entrepreneurial attitude is greatly influenced by entrepreneurial education and entrepreneurial desire. The entrepreneurial attitude can mitigate the impact of entrepreneurial passion, according to the mediation test results.

As stated by Anubhav et al., (2024) gender and pedagogy, innovation and technology transfer, entrepreneurial intention, entrepreneurial mindset, entrepreneurial learning, entrepreneurial ecosystem and self-efficacy, and the theory of planned behavior are the seven major themes in the study of entrepreneurship education. His report offers insightful conclusions and suggestions for further study in entrepreneurial education through a methodical approach. The impact of entrepreneurship education on students, the role of entrepreneurial intentions in start-up success, the impact of entrepreneurship education on entrepreneurial intentions and capabilities, the development of strategies for effective entrepreneurship education and entrepreneurial intentions, and the factors influencing entrepreneurial intentions in university students are all included in these recommendations. Prayoga et al.'s (2023) study intends to ascertain the impact of an entrepreneurial mindset and a love for business on entrepreneurial intentions through entrepreneurial attitudes in Sooko Mojokerto vocational students. The study's findings show that the entrepreneurial attitude is positively and significantly impacted by the entrepreneurial mindset. Similarly, it has been demonstrated that both the entrepreneurial mindset and the entrepreneurial passion significantly and favorably affect students' intentions to pursue entrepreneurship. Zeng et al.'s (2023) study used purposive sampling and the semi-structured interview method to choose eight students who were willing to start their own business in lower grades, eight students in upper grades of higher vocational art and design in the Guangzhou area, and eight students who had succeeded in entrepreneurship after graduation, for a total of twenty-four students. The study's findings demonstrated that art and design students at higher vocational schools must acquire professional knowledge, entrepreneurial courses, and entrepreneurial skills (competition, training, simulation, practice, etc.) in order to achieve the goal of entrepreneurship. In the meantime, students who had achieved success in entrepreneurship felt that in order to foster entrepreneurship learning and thereby improve innovation and entrepreneurship ability, it was necessary to enhance the entrepreneurship education curriculum system, pay attention to entrepreneurship practice teaching, and strengthen the connection between home, school, and enterprise. Whereas, Atiya et al., (2021) examined how students' aspirations to launch their own companies in Sudan and Oman are influenced by entrepreneurial attributes. This study employed a quantitative methodology, utilizing a standardized questionnaire to collect data from university students in both countries. The results revealed significant differences between Sudan and Oman in how entrepreneurial qualities affect students' aspirations to launch their own companies.

The findings of Abdelrahim's (2020) study demonstrated the Theory of Planned Behavior's (TPB) coherence and application in explaining Sudan's academic entrepreneurial ambition. The findings showed that 61.70% of the variance in entrepreneurial intention could be explained by attitude, subjective norms, and perceived control. The company environment and experience were the main factors influencing perceived control, and

perceived control was found to be the primary antecedent of entrepreneurial intention, accounting for 42.20% of the variance in EI. This outcome can help the authorities create policies that promote the entrepreneurial transformation of Sudanese universities. Al-Nashmi (2017) investigated how entrepreneurial traits (locus of control, self-confidence, need for achievement, independence and responsibility, risk-taking, and creativity) affected business students' aspirations to start their own businesses at Yemen's University of Science and Technology. The University of Science and Technology's business students' intents to launch new businesses were found to be significantly influenced by entrepreneurial traits. According to the study's regression analysis, students' locus of control and degree of creativity were found to have the most impact on their intents, while self-confidence seemed to have the least. Additionally,

### 3.1 Research Methodology

Given the nature of the study and the goals it sought to achieve, the researchers employed the analytical descriptive method, which is based on the study of the phenomenon as it exists and accurately and quantitatively describes it in order to explain the impact of the independent variables on the dependent variable in cross section time horizon. The research used both primary and secondary information from multiple sources. This method used for testing the Impact of Entrepreneurial Education on Students' Entrepreneurial Intentions formation, also used a questionnaire to obtain data from the respondents in the sample unit. The target audiences for exploration are students receiving entrepreneurial education in several selected universities. The sample data was collected from several universities in Sudan some of which are Al-Razi University, National University, Sudan University of Science and Technology and others. In this survey, we selected 60 respondents as the sample size by asking them whether entrepreneurial education has any effect on their entrepreneurial intentions? The survey collects required information and records individual responses to the test. Primary data collection is based on survey in which questionnaire is used to collect the primary data that is analyzed using SPSS. An effort was made to evaluate and analyze the data in order to arrive at conclusions that support the study's goals.

### 3.2 Sampling Technique:

The sampling technique we used in this research is purposive sampling technique. We have selected several universities, and the total target of our survey is 60 students receiving entrepreneurship education in different universities in Sudan.

## 4. Analysis, Results

Table 1: shows distribution of study group according to Age group

| Age group | Frequency | Percent |
|-----------|-----------|---------|
|-----------|-----------|---------|

|                    |    |        |
|--------------------|----|--------|
| 18 - 20 Years      | 12 | 20.3%  |
| 21 - 23 Years      | 25 | 42.4%  |
| 24 - 26 Years      | 17 | 28.8%  |
| 27 Years and above | 5  | 8.5%   |
| Total              | 59 | 100.0% |

Source: Our elaborations, (2026)

From the table above we show that the frequency and percentage of Age group 12 members with 20.3% in range (18 to 20 years old), 25 with 42.4% in range (21 to 23 years old), 17 with 28.8% in range (24 to 26 years old), while 5 with 8.5% their age above of 26 years old.

Table 2: shows distribution of study group according to: Formal education influences

| Phrases           | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 1         | 1.7%    |
| Disagree          | 6         | 10.2%   |
| Neutral           | 12        | 20.3%   |
| Agree             | 29        | 49.2%   |
| Strongly agree    | 11        | 18.6%   |
| Total             | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that one member with 1.7% he strongly disagrees, 6 members with 10.2% were disagree, 12 members with 20.3% were neutral, 29 members with 49.2% were agree, while 11 members with 18.6% were strongly agree.

Table 3: shows distribution of study group according to the level of formal education received by students positively affects their entrepreneurial success.

| Answer         | Frequency | Percent |
|----------------|-----------|---------|
| Disagree       | 7         | 11.9%   |
| Neutral        | 10        | 16.9%   |
| Agree          | 22        | 37.3%   |
| Strongly agree | 20        | 33.9%   |
| Total          | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that 7 members with 11.9% were disagree, 10 members with 16.9% were neutral, 22 members with 37.3% were agree, while 20 members with 33.9% were strongly agree.

Table 4: shows distribution of study group according to: Prior work experience shapes students' entrepreneurial intentions

| Answer            | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 2         | 3.4%    |
| Disagree          | 2         | 3.4%    |
| Neutral           | 11        | 18.6%   |
| Agree             | 22        | 37.3%   |
| Strongly agree    | 22        | 37.3%   |
| Total             | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that 4 members with 6.8% were disagree, 11 members with 18.6% were neutral, 44 members with 74.6% were agree.

Table 5: shows distribution of study group according to: Extensive work experience enhances the likelihood of entrepreneurial success among

| Answer         | Frequency | Percent |
|----------------|-----------|---------|
| Disagree       | 4         | 6.8%    |
| Neutral        | 11        | 18.6%   |
| Agree          | 30        | 50.8%   |
| Strongly agree | 14        | 23.7%   |
| Total          | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that: 4 members with 6.8% were disagree, 11 members with 18.6% were neutral, 30 members with 50.8% were agree and 14 members with 23.7% were strongly agree.

Table 6: shows distribution of study group according to: Functional skills acquired by students impact their intentions to pursue entrepreneurship?

| Answer            | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 2         | 3.4%    |
| Disagree          | 7         | 11.9%   |
| Neutral           | 11        | 18.6%   |
| Agree             | 23        | 39.0%   |
| Strongly agree    | 16        | 27.1%   |
| Total             | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that 9 members with 15.3% were disagree, 11 members with 18.6% were neutral,

39 members with 66.1% were agree.

Table 7: shows distribution of study group according to: Students with a diverse set of functional skills have a higher chance of entrepreneurial success

| Answer            | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 1         | 1.7%    |
| Disagree          | 5         | 8.5%    |
| Neutral           | 12        | 20.3%   |
| Agree             | 21        | 35.6%   |
| Strongly agree    | 20        | 33.9%   |
| Total             | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that 6 members with 10.2% were disagree, 12 members with 20.3% were neutral, 41 members with 69.5% were agree.

Table 8: shows distribution of study group according to self-confidence influences the formation of entrepreneurial intentions among students

| Answer            | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 1         | 1.7%    |
| Disagree          | 5         | 8.5%    |
| Neutral           | 13        | 22.0%   |
| Agree             | 26        | 44.1%   |
| Strongly agree    | 14        | 23.7%   |
| Total             | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that 6 members with 10.2% were disagree, 13 members with 22.0% were neutral. & 40 members with 67.8% were agree.

Table 9: shows distribution of study group according to self-confidence and the success of student entrepreneurs

| Answer            | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 2         | 3.4%    |
| Disagree          | 6         | 10.2%   |
| Neutral           | 11        | 18.6%   |
| Agree             | 18        | 30.5%   |
| Strongly agree    | 22        | 37.3%   |
| Total             | 59        | 100.0%  |

Source: Our elaborations, (2026)

From the table above shows that 8 members with 13.6% were disagree, 11 members with 18.6% were neutral and 40 members with 67.8% were agree.

Test of Hypotheses:

1. H0: There is no significant relationship between the level of formal education and the formation of entrepreneurial intentions among students.

H1: There is a significant positive relationship between the level of formal education and the formation of entrepreneurial intentions among students

Table 10: T- test shows the significance correlation

|                                                                                                                                           | Mean | Std. Deviation | Std. Error Mean | t    | df | Sig. |
|-------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|-----------------|------|----|------|
| There is no significant relationship between the level of formal education and the formation of entrepreneurial intentions among students | 3.93 | 0.99           | 0.13            | 7.17 | 58 | 0.00 |

Source: Our elaborations, (2026)

From the table above we show that the mean of phrases (strongly disagree .... to strongly agree is 3.93 more than statistical mean 3) with Standard deviation 0.99 and Std. Error mean 0.13. Value of T 7.17 for degree of freedom 58. The significant of 2 – tailed 0.00.

Result: p. value is 0.00 its less than 0.05, then we reject. H0: There is no significant relationship between the level of formal education and the formation of entrepreneurial intentions among students.

And accept the H1: There is a significant positive relationship between the level of formal education and the formation of entrepreneurial intentions among students.

2. H0: Work experience does not significantly influence the formation of entrepreneurial intentions among students.

H1: Work experience positively influences the formation of entrepreneurial intentions among students.

Table 11: T- test shows the significance correlation

|                                                                                                             | Mean | Std. Deviation | Std. Error Mean | T     | df | Sig.<br>(2-tailed) |
|-------------------------------------------------------------------------------------------------------------|------|----------------|-----------------|-------|----|--------------------|
| Work experience does not significantly influence the formation of entrepreneurial intentions among students | 4.02 | 1.01           | 0.13            | 7.746 | 58 | .000               |

Source: Our elaborations, (2026)

From the table above we show that the mean of phrases (strongly disagree to strongly agree is 4.01 more than statistical mean 3) with Standard deviation 1.01 and Std. Error mean 0.13. Value of T 7.746 for degree of freedom 58. The significant of 2 – tailed 0.00.

Result: p. value is 0.00 its less than 0.05, then we reject H0: Work experience does not significantly influence the formation of entrepreneurial intentions among students. And accept the alternative hypothesis H1: Work experience positively influences the formation of entrepreneurial intentions among students.

3. H0: Functional skills do not significantly impact the formation of entrepreneurial intentions among students.

H1: Functional skills positively impact the formation of entrepreneurial intentions among students.

Table 12: T- test shows the significance correlation

|                                                                                                          | Mean   | Std. Deviation | Std. Error Mean | t     | df | Sig.<br>(2-tailed) |
|----------------------------------------------------------------------------------------------------------|--------|----------------|-----------------|-------|----|--------------------|
| Functional skills do not significantly impact the formation of entrepreneurial intentions among students | 3.7458 | 1.09219        | .14219          | 5.245 | 58 | .000               |

Source: Our elaborations, (2026)

From the table above we show that the mean of phrases (strongly disagree .... to strongly agree is 3.7458 more than statistical mean 3) with Standard deviation 1.09219 and Std. Error mean 0.14219. Value of T 5.245 for degree of freedom 58. The significant of 2 – tailed 0.00.

Result: p. value is 0.00 its less than 0.05, then we reject H0: Functional skills do not significantly impact the formation of entrepreneurial intentions among students. And accept the alternative hypothesis H1: Functional skills positively impact the formation of entrepreneurial intentions among students.

4. H0: Self-confidence does not significantly affect the formation of entrepreneurial intentions among students.

H1: Self-confidence positively affects the formation of entrepreneurial intentions among students.

Table 13: T- test shows the significance correlation

|                                                                                                           | Mean   | Std. Deviation | Std. Error Mean | t     | df | Sig.<br>(2-tailed) |
|-----------------------------------------------------------------------------------------------------------|--------|----------------|-----------------|-------|----|--------------------|
| Self-confidence does not significantly affect the formation of entrepreneurial intentions among students. | 3.7966 | .96096         | .12511          | 6.367 | 58 | .000               |

Source: Our elaborations, (2026)

From the table above we show that the mean of phrases (strongly disagree .... to strongly agree is 3.7966 more than statistical mean 3) with Standard deviation 0.96096 and Std. Error mean 0.12511. Value of T 6.367

for degree of freedom 58. The significant of 2 – tailed 0.00.

Result: p. value is 0.00 its less than 0.05, then we reject H0: Self-confidence does not significantly affect the formation of entrepreneurial intentions among students. And accept the alternative hypothesis H1: Self-confidence positively affects the formation of entrepreneurial intentions among students.

H0: The combined effect of formal education, work experience, functional skills, and self-confidence does not significantly contribute to the formation of entrepreneurial intentions among students.

H1: The combined effect of these factors significantly contributes to the formation of entrepreneurial intentions among students.

**Table 14: T- test shows the significance correlation**

|                                                                                                                                                                                                  | Mean | Std. Deviation | Std. Error<br>Mean | t      | df | Sig.<br>(2-tailed) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|--------------------|--------|----|--------------------|
| The combined effect of formal education, work experience, functional skills, and self-confidence does not significantly contribute to the formation of entrepreneurial intentions among students | 3.90 | .548           | .071               | 12.601 | 58 | .000               |

Source: Our elaborations, (2026)

From the table above we show that the mean of phrases (strongly disagree .... to strongly agree is 3.90 more than statistical mean 3) with Standard deviation 0.548 and Std. Error mean 0.071. Value of T 12.601 for degree of freedom 58. The significant of 2 – tailed 0.00.

Result: P value is less than 0.05, then we reject H0: combined effect of formal education, work experience, functional skills, and self-confidence does not significantly contribute to the formation of entrepreneurial intentions among students. And accept the alternative hypothesis H1: The combined effect of these factors significantly contributes to the formation of entrepreneurial intentions among students.

## 5. Conclusion

This study is aimed to examine the impact of entrepreneurial education with its dimensions (format education, work experience functional skills and self-confidence) on student's entrepreneurial intention formation an empirical study on Sudanese universities, the result of the first hypothesis which was there is a significant positive relationship between the level of formal education and the formation of entrepreneurial intentions among students the results showed that p. value is 0.00 its less than 0.05, then we accept H1, there is a significant positive relationship between the level of formal education and the formation of entrepreneurial intentions among students. The second hypothesis which was there is a significant positive relationship

between work experience and the formation of entrepreneurial intentions among students the results showed that p. value is 0.00 its less than 0.05, then we accept H1, there is a significant positive relationship between the work experience and the formation of entrepreneurial intentions among students. The third hypothesis which was there is a significant positive relationship between functional skills and the formation of entrepreneurial intentions among students the results showed that p. value is 0.00 its less than 0.05, then we accept H1, there is a significant positive relationship between functional skills and the formation of entrepreneurial intentions among students. The fourth hypothesis which was there is a significant positive relationship between self-confidence and the formation of entrepreneurial intentions among students the results showed that p. value is 0.00 its less than 0.05, then we accept H1, there is a significant positive relationship between self-confidence and the formation of entrepreneurial intentions among students. The fifth hypothesis which was there is a significant positive relationship between combined effect of these factors and the formation of entrepreneurial intentions among students the results showed that p. value is 0.00 its less than 0.05, then we accept H1, there is a significant positive relationship between combined effect of these factors and the formation of entrepreneurial intentions among students.

## 6. Implications of the study

By offering empirical proof of the connection between education and entrepreneurial inclinations, the study adds to the body of knowledge on entrepreneurship. Scholars who study education entrepreneurship, as well as practitioners and governments who want to encourage entrepreneurship as a catalyst for innovation and economic progress, will find this evidence useful. Furthermore, society may benefit from a knowledge of how entrepreneurial education affects students' intentions. Increased competitiveness in the global market, economic growth, and the creation of jobs can result from encouraging more people to pursue entrepreneurial professions. In the end, studies in this field contribute to our understanding of how education can influence people's goals and actions, which has consequences for both individuals and society at large.

## References

- Abdelrahim, S. (2020). Academic entrepreneurship in Sudanese universities: Explaining entrepreneurial intention using the Theory of Planned Behavior (TPB). p.315.
- Aji, I. D. K., Karsidi, R., & Nurhaeni, I. D. A. (2025, June). Exploring the Interaction Objectives of Digital New Venture Groups in Entrepreneurial Education (Analysis of Multiple Goals Theory). In Jogjakarta Communication Conference (JCC) (Vol. 3, No. 1, pp. 270-281).
- Al-Jubari, I., Hassan, A., & Liñán, F. (2019). Entrepreneurial intention among University students in Malaysia: integrating self-determination theory and the theory of planned behavior. *International entrepreneurship and management journal*, 15(4), 1323-1342.

Al-Nashmi, M. M.M (2017), The Impact of Entrepreneurial Characteristics on the Intention of Administrative Sciences Students –University of Science and Technology – to Start New Ventures, The Arab Journal for Quality Assurance in Higher Education, Vol. 10 No. 31 (2017)

Anubhav K., Dwivedi A. K., Aashish K. (2024). Entrepreneurship education in higher education (2002–2022): A technology-empowered systematic literature review. The International Journal of Management Education, 22(3), Article 100993. <https://doi.org/10.1016/j.ijme.2024.100993>

Bignotti, A. & Roux, I. L., (2020) Which types of experience matter? The role of prior start-up experiences and work experience in fostering youth entrepreneurial intentions Available to Purchase, International Journal of Entrepreneurial Behavior & Research, Emerald Insight, <https://doi.org/10.1108/IJEBr-10-2019-0577>

Correia, M. P., Marques, C. S., & Silva, R. (2025, March). Advancing Mindset in Entrepreneurial. In Navigating Economic Uncertainty-Vol. 2: Proceedings of the 7th International Scientific Conference on Business and Economics (ISCBE), Portugal, June 2024 (p. 235). Springer Nature.

Duong, C. D., & Vu, T. N. (2025). Entrepreneurial education and higher education students' e-entrepreneurial intention: a moderated mediation model of generative AI incorporation and e-entrepreneurial self-efficacy. Higher Education, Skills and Work-Based Learning, 15(5), 1024-1048.

Elryah, Y. (2016). Misallocations of Human Capital in the Context of New Structural Economics Framework: Evidence from Sudan. Business and Economics Journal, 7, 4.

Ferreira, A. D. S. M., & Smail, L. (2024). Entrepreneurial intention and education among high school and technical students from federal institutes in Brazil. Journal of Education and Work, 37(5-6), 420-432.

Fu, W. & Zhang, H. (2026), Study on the Influencing Factors and Configurations of College Students' Entrepreneurial Intentions Based on fsQCA Method, Sage Journals, <https://doi.org/10.1177/21582440261425425>

Herdjiono, I., Puspa, Y. H., Maulany, G., & Aldy, B. E. (2017). The factors affecting entrepreneurship intention. International Journal of Entrepreneurial Knowledge, 5(2).

International Labour Organization (ILO). (2019). Guidance for labour statistics data collection. ILO Technical Note.

Karyaningsih, R. P. D., Wibowo, A., Saptono, A., & Narmaditya, B. S. (2020). Does entrepreneurial knowledge influence vocational students' intention? Lessons from indonesia. Entrepreneurial Business and Economics Review, 8(4), 138–155. <https://doi.org/10.15678/EBER.2020.080408>

Kolade, O., Jones, P., Amankwah-Amoah, J., Ogunsade, A., & Olanipekun, K. (2023). Entrepreneurship education and entrepreneurial intention in a turbulent environment: The mediating role of entrepreneurial skills. International Review of Entrepreneurship, 21(3), 399-430.

Lema, W. G. (2025), The Impact of Entrepreneurial Education on University Students' Entrepreneurial Intention, Research Institute, Centre, <https://shura.shu.ac.uk/id/eprint/36732>

Li, G., Long, Z., Jiang, Y., Huang, Y., Wang, P., & Huang, Z. (2023). Entrepreneurship education,

entrepreneurship policy and entrepreneurial competence: mediating effect of entrepreneurship competition in China. *Education+ training*, 65(4), 607-629.

Mohamed, M. E., Elshaer, I.A., Azazza, M. A. & Younis, N. S., (2023), Born Not Made: The Impact of Six Entrepreneurial Personality Dimensions on Entrepreneurial Intention: Evidence from Healthcare Higher Education Students, MDPI, Volume 15, Issue 3, 10.3390/su15032266

Nasri, W., (2025), Modelling the significance of entrepreneurial skills and entrepreneurial education for determining entrepreneurial intentions in university students: a structural equation modelling approach, *Management & Sustainability: An Arab Review* (2025) 4 (3): 453–472. <https://doi.org/10.1108/MSAR-03-2024-0011>

Nguyen, G., Nguyen, K., Nguyen, T. et al. Bridging the gender gap in entrepreneurship: the role of entrepreneurial education, passion, and mindset in enhancing female entrepreneurial intention. *Entrep Educ* 9, 1–20 (2026). <https://doi.org/10.1007/s41959-025-00150-z>

Otache, I., Umar, K., Audu, Y., & Onalo, U. (2021). The effects of entrepreneurship education on students' entrepreneurial intentions: A longitudinal approach. *Education+ Training*, 63(7-8), 967-991.

Oviawe, J. I., Edigbonya, K., & Dzulkanine, N. (2025). Entrepreneurial Passion, Entrepreneurial Self-Confidence and Entrepreneurial Self-Identity as Predictors of Vocational Education Students' Entrepreneurial Intention in Edo State. *CMU Academy Journal of Management and Business Education*, 4(1).

Prayoga, B. E.S, Soetjipto, B. E. & Sumarsono, S. H. (2023) The Relationship of Entrepreneurial Mindset And Entrepreneurial Passion To Entrepreneurial Intention Through Entrepreneurial Attitude As An Intervening Variable, *International Education Trend Issues*, PT. BATARI EDU CALYA, Vol. 1 No. 2 (2023)

Ramadani, V., Rahman, M. M., Salamzadeh, A., Rahaman, M. S., & Abazi-Alili, H. (2022). Entrepreneurship education and graduates' entrepreneurial intentions: Does gender matter? A multi-group analysis using AMOS. *Technological Forecasting and Social Change*, 180, 121693.

Reffandi, K. S., Subroto, W. T., Rakhmawati, D. Y. & Liu, S. W., (2026), The Effect of Entrepreneurial Passion and Entrepreneurial Education on Entrepreneurial Intention through Entrepreneurial Mindset among Students at Universitas Negeri Surabaya, *Jurnal Ekonomi Pendidikan dan Kewirausahaan*, Vol. 14, No. 1, April 2026

Rohaetin, S. (2020). Strategy of entrepreneurship education based on digital technology for students in the world working in Indonesia. *Jurnal Inovasi Ilmu Sosial Dan Politik (JISoP)*, 2(1), 31-41.

Samuel, Y. A., Ernest, K., & Awuah, J. B. (2013). An assessment of entrepreneurship intention among Sunyani Polytechnic Marketing students. *International Review of Management and Marketing*, 3(1), 37-49.

Santoso, S., & Benardi, B. (2026). The Interplay of Work Experience and Educational Diversity in Shaping Entrepreneurial Intentions: A Qualitative Synthesis. *International Journal of Business, Marketing, Economics & Leadership (IJB MEL)*, 3(1), 41-54.

Sleiman, K. A. A., Abushanab, E., Ali, M. S. Y., Suliman, M. A., & Juanli, L. (2026). Understanding the determinants of entrepreneurial intention among Sudanese university students. *Acta Psychologica*, 262,

106122.

Spilbergs A, Mavlutova I, Lesinskis K, (2026) Entrepreneurial intention of students: The role of digital tools and personal factors in entrepreneurship education. PLoS One 21(1): e0337826.  
<https://doi.org/10.1371/journal.pone.0337826>

Statista (2018). Youth unemployment rate in Sudan. Retrieved from  
<https://www.statista.com/statistics/813046/youth-unemployment-rate-in-sudan>

World Population Review, 2019, United Nation

Xiong, T., Zhang, J., & Huang, H. (2023). Entrepreneurship education for training the talent in China: exploring the influencing factors and their effects. Sustainability, 15(15), 11664.

Zeng, L., yE, L. H., Wang, N., Lee, Y.S., & Yuan J. The Learning Needs of Art and Design Students in Chinese Vocational Colleges for Entrepreneurship Education: From the Perspectives of Theory of