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Entrepreneurial Student-Centered Learning Ecosystems and Students' Entrepreneurial Intention in Rwanda A Case of Selected Private Universities in Rwanda

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Abstract
This study aims to investigate the effect of Entrepreneurial Student-Centered Learning Ecosystems on entrepreneurial intention in Rwanda, focusing on specific public and private universities. The inspiration for this research stemmed from commencement speeches urging graduates to utilize their acquired knowledge and skills to combat high unemployment rates by venturing into entrepreneurship. Reports of National Institute of Statistics of Rwanda shows an increase of unemployment. The researcher seeks to determine whether graduates of private universities in Rwanda possess an inclination towards entrepreneurship. The study evaluated various indicators, including policies, rules, and regulations facilitating student-centered learning and teaching, student-centered curriculum pedagogy, student-centered assessment, learner support, and learning technologies and infrastructure, with Students entrepreneurial intention as the dependent variable. The objectives of the research are to assess the impact of Entrepreneurial Student-Centered Learning Ecosystems on entrepreneurial intention and to examine the influence of each indicator of Entrepreneurial Student-Centered Learning Ecosystems on entrepreneurial intention. The researcher hypothesizes that Entrepreneurial Student-Centered Learning Ecosystems and its individual indicators do not significantly impact entrepreneurial intention in Rwanda. The study adopted a descriptive survey research design, with respondents being graduating students enrolled in bachelor's degree programs at business schools in Adventist University of Central Africa (AUCA), University of Technology and Arts of Byumba (UTAB) and East African University Rwanda (EAUR). Data was collected through questionnaires from a population consisting of 192 students from the business/management schools of the specified institutions and 35 academic staff from the business/management schools of the specified institutions. Utilizing universal sampling techniques, questionnaires was distributed to 192 students and 35 academic staff from the business/management schools of these institutions. Data analysis involved computing mean, standard deviation, and conducting multiple linear regression to test hypotheses. The study was ended by a conclusion with recommendations.

Key words*: Entrepreneurial Student-Centered Learning, Teaching Ecosystems, Entrepreneurial Intention*

Introduction

This study aims to investigate the effect of Entrepreneurial Student-Centered Learning Ecosystems on entrepreneurial intention in Rwanda, focusing on specific public and private universities. Independent Indicators are: Advancing Entrepreneurial Education: Student-Centered Policies and Regulations, Empowering Future Entrepreneurs: Student-Centered Curriculum, Enhancing Entrepreneurial Preparedness: Student-Centered Assessment, Nurturing Future Entrepreneurs: Comprehensive Student Support, Empowering Future Entrepreneurs: Effective Teaching Support and Students Entrepreneurial Intension

Advancing Entrepreneurial Education: Student-Centered Policies and Regulations

Policies, rules, and regulations facilitating student-centered learning and teaching are pivotal in nurturing entrepreneurial skills and mindsets among students in academia. These policies play a crucial role in shaping the educational environment and promoting innovative approaches to learning.

Inclusive policies ensure that diverse student needs and backgrounds are addressed, fostering an environment of equity and accessibility. Thomas and Thomas (2016) explore inclusive teaching practices in "Inclusive Classroom: Strategies for Effective Instruction," offering strategies for accommodating diverse learning styles and abilities.

Supportive policies provide students with resources and opportunities for self-directed learning and exploration. Garrison and Vaughan (2008) discuss the concept of blended learning in "Blended Learning in Higher Education," highlighting how technology can facilitate personalized and self-paced learning experiences.

Collaborative learning policies promote teamwork, communication, and problem-solving skills among students. Johnson, Johnson, and Smith (2014) explore cooperative learning strategies in "Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory," offering insights into fostering collaboration and peer learning in academic settings.

Thus, policies, rules, and regulations enabling student-centered learning and teaching are essential for fostering entrepreneurial skills and mindsets among students. By prioritizing active learning, flexibility, inclusivity, support, empowerment, collaboration, and institutional support, educational institutions can create an environment conducive to entrepreneurial education and innovation.

Empowering Future Entrepreneurs: Student-Centered Curriculum

Student-centered curriculum pedagogy plays a vital role in preparing students for entrepreneurial success by fostering autonomy, critical thinking, and innovation in academic settings.

Incorporating real-world applications and problem-solving activities into the curriculum empowers students to apply their knowledge and skills in entrepreneurial contexts. Lopiano-Misdom and Williams (2016) explore experiential learning in "Experiential Learning in Higher Education," offering insights into integrating practical experiences into academic learning.

Promoting interdisciplinary learning encourages students to explore diverse perspectives and approaches, fostering creativity and innovation. Fink (2013) discusses the concept of integrated course design in "Creating Significant Learning Experiences," emphasizing the value of interdisciplinary connections in enhancing student learning.

Providing opportunities for collaborative learning cultivates teamwork, communication, and leadership skills essential for entrepreneurship. Johnson, Johnson, and Smith (2014) delve into cooperative learning strategies in "Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory," offering practical guidance on fostering collaborative learning environments.

Emphasizing critical thinking and problem-solving skills equips students with the analytical abilities necessary to navigate complex challenges in entrepreneurship. Halpern (2014) discusses critical thinking in "Thought and Knowledge: An Introduction to Critical Thinking," providing frameworks for developing critical thinking skills in academic contexts.

Creating a supportive learning environment where students feel valued, respected, and encouraged to take risks fosters a culture of innovation and entrepreneurship. Brookfield and Preskill (2016) explore the concept of transformative learning in "The Discussion Book: Fifty Great Ways to Get People Talking," offering strategies for creating inclusive and empowering learning environments.

Enhancing Entrepreneurial Preparedness: Student-Centered Assessment

Student-centered assessment practices are integral to preparing future entrepreneurs by fostering a holistic understanding of their knowledge, skills, and competencies.

Authentic assessment methods allow students to demonstrate their entrepreneurial capabilities in real-world contexts. Performance-based assessments assess students' ability to apply knowledge and skills in practical scenarios, aligning with the demands of entrepreneurship. Stiggins (2002) discusses performance assessment in "Assessment Crisis: The Absence of Assessment for Learning," advocating for authentic and meaningful performance tasks.

Formative assessment practices provide ongoing feedback and opportunities for reflection, enabling students to track their progress and identify areas for growth. Black and Wiliam (1998) explore formative assessment strategies in "Inside the Black Box: Raising Standards Through Classroom Assessment," emphasizing the role of feedback in enhancing learning outcomes.

Nurturing Future Entrepreneurs: Comprehensive Student Support

Student support services are essential components of academic institutions that play a critical role in fostering the development and success of future entrepreneurs.

Providing academic advising and mentoring offers students guidance and support in navigating their academic journey and career aspirations. Crockett and White (2015) discuss the importance of academic advising in "The Handbook of Student Affairs Administration," highlighting its role in promoting student success.

Offering counseling and wellness services helps students manage stress, cope with challenges, and maintain overall well-being. Eisenberg, Hunt, and Speer (2013) explore student mental health in "Mental Health and Academic Success in College," emphasizing the importance of providing accessible and effective counseling services.

Creating supportive learning environments, such as peer support groups and study spaces, fosters collaboration, community, and engagement among students. Tinto (2016) discusses the role of

supportive environments in "Completing College: Rethinking Institutional Action," highlighting their impact on student retention and success.

Empowering Future Entrepreneurs: Effective Teaching Support

Teaching support services play a crucial role in preparing students for entrepreneurial success by equipping them with the knowledge, skills, and competencies needed to navigate the challenges of entrepreneurship.

Professional development programs for faculty enhance teaching effectiveness and innovation, ensuring that educators are equipped with the pedagogical tools and strategies to engage and inspire students (Grossman & McDonald, 2008).

Access to instructional resources and technology platforms facilitates the delivery of dynamic and interactive learning experiences, enhancing student engagement and comprehension (Bates, 2015).

Creating inclusive and culturally responsive teaching environments ensures that all students feel valued, respected, and supported in their academic journey, promoting diversity and equity in education (Gay, 2010).

Students Entrepreneurial Intension

Students' entrepreneurial intention is a critical aspect of their academic journey towards becoming future entrepreneurs. To foster this intention, students must develop a clear vision of the type of business they aspire to establish. Having a well-defined vision provides direction and motivation, guiding students through the complexities of entrepreneurship (Morris, Kuratko, & Covin, 2011).

Students' entrepreneurial intention is a pivotal aspect of their academic journey towards future entrepreneurship. It is crucial to have students who translate their entrepreneurial intentions into concrete business ventures. This practical application not only validates their intentions but also provides invaluable experiential learning opportunities (Kuratko, Hornsby, & Covin, 2014).

Furthermore, students need to believe in the greater career satisfaction offered by entrepreneurship compared to traditional employment. This belief not only fuels their passion but also instills resilience in the face of challenges (Fayolle & Gailly, 2015).

Moreover, commitment to continuous learning and improvement is indispensable. Entrepreneurship demands adaptability and agility in response to changing market dynamics (Shane, 2012).

Furthermore, navigating challenges and seizing opportunities are essential skills for entrepreneurial success. Students must develop resilience and resourcefulness to overcome obstacles and capitalize on emerging trends (Baron, 2008).

Moreover, having a comprehensive understanding of market dynamics and the competitive landscape is imperative. This knowledge empowers students to make informed decisions and adapt their strategies to the ever-evolving business environment (Zahra, 2007).

Additionally, students who have prior experience in preparing and running businesses are better equipped to navigate the intricacies of entrepreneurship. Practical experience enhances their entrepreneurial acumen and confidence (Katz, 2003).

Furthermore, students need to believe in the greater career satisfaction offered by entrepreneurship compared to traditional employment. This belief not only fuels their passion but also instills resilience in the face of challenges (Fayolle & Gailly, 2015).

Moreover, students who exhibit a high level of innovation and market relevance are better positioned for entrepreneurial success. Innovation drives differentiation and competitiveness, enabling students to carve out a niche in dynamic markets (Barringer & Ireland, 2016).

Furthermore, it is essential for students to have effectively applied their academic knowledge in their entrepreneurial pursuits. Bridging the gap between theory and practice equips students with the requisite skills and competencies to navigate the complexities of entrepreneurship (Kickul & Lyons, 2012).

Additionally, evidence of sustainable growth and viability in businesses launched by graduating students underscores the efficacy of entrepreneurial education. Sustainable ventures not only contribute to economic development but also serve as inspirational models for future cohorts (Morris, Kuratko, & Covin, 2011).

Lastly, students must exhibit resilience and adaptability in navigating challenges and seizing opportunities in their entrepreneurial journey. The ability to persevere in the face of setbacks and pivot in response to changing circumstances is integral to entrepreneurial success (Shane, 2012).

Problem Statement

According to the National Institute of Statistics of Rwanda (2023), the unemployment rate in Rwanda increased to 18 percent in the third quarter of 2023 from 16.80 percent in the second quarter of 2023. The unemployment rate in Rwanda averaged 16.06 percent from 2001 until 2023, reaching an all-time high of 24.30 percent in the fourth quarter of 2022 and a record low of 1.00 percent in the fourth quarter of 2001" (National Institute of Statistics of Rwanda, 2023)

In Rwanda, university graduates face daunting challenges of high unemployment rates upon completing their education. Despite acquiring knowledge and skills through rigorous academic programs, many find themselves unable to secure employment in the competitive job market. However, commencement speeches delivered to these graduates offer a beacon of inspiration, urging them to harness their acquired expertise towards combating this pervasive issue. These speeches advocate for a paradigm shift towards entrepreneurship, emphasizing the transformative potential of innovative ventures in addressing unemployment. Graduates are encouraged to leverage their education to create opportunities for themselves and others, thereby contributing to the socioeconomic development of Rwanda.

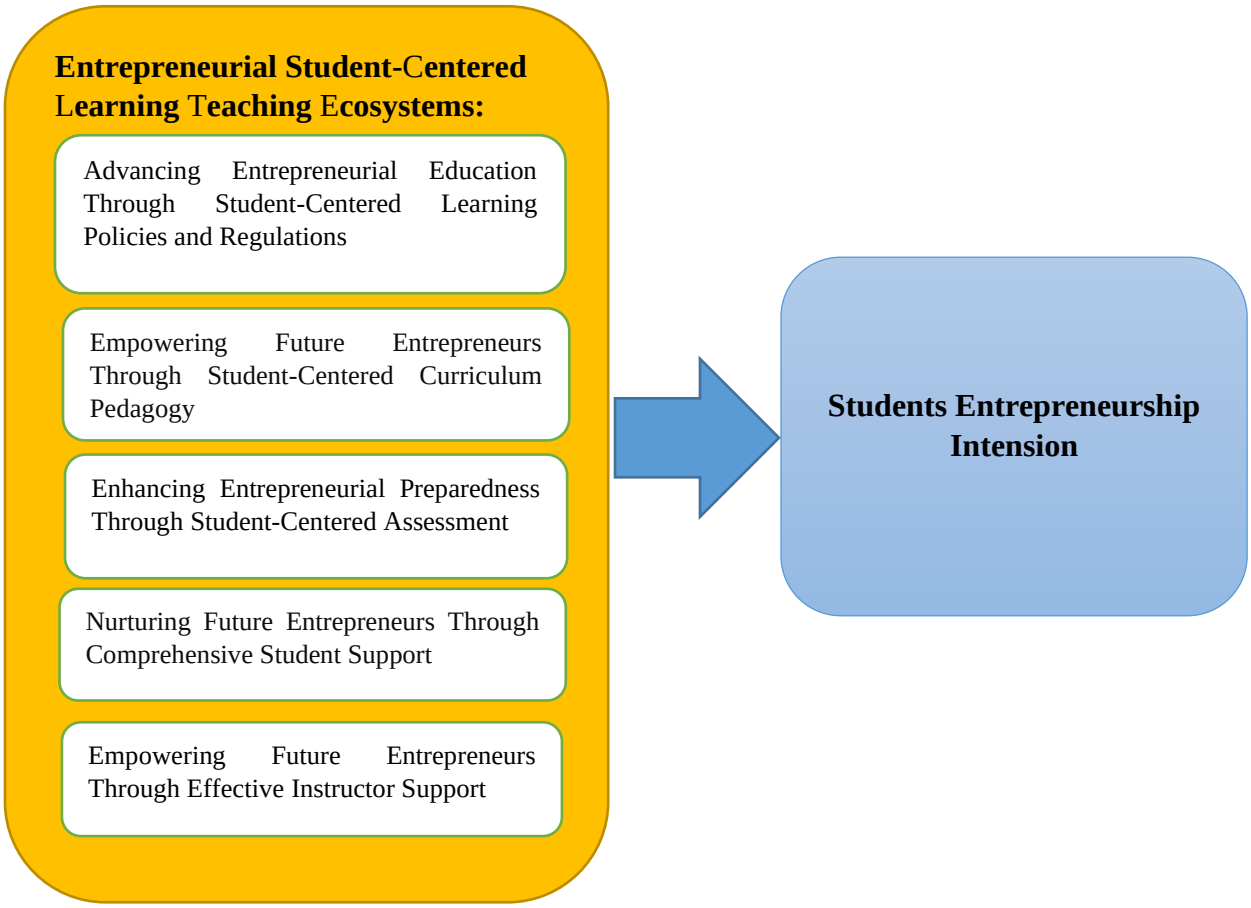
Theoretical Framework

This study is based on Self-Determination Theory (SDT) in Entrepreneurship Education of Deci, E. L., & Ryan, R. M. (2000). Self-Determination Theory (SDT) posits that individuals have three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the desire to have control over one's actions and experiences, competence involves the need to feel effective in one's interactions with the environment, and relatedness pertains to the need to feel connected to others and experience meaningful relationships. According to SDT, fulfilling these needs

promotes intrinsic motivation, personal growth, and well-being. In the context of entrepreneurship education, providing students with opportunities for autonomy, competence, and relatedness fosters their intrinsic motivation to engage in entrepreneurial activities, enhances their learning experiences, and ultimately influences their entrepreneurial intentions (Deci, E. L., & Ryan, R. M., 2000).

This theory contributes to the study by emphasizing the importance of creating entrepreneurial student-centered learning ecosystems that cater to students' fundamental psychological needs for autonomy, competence, and relatedness. By aligning educational practices with the principles of SDT, such as promoting self-directed learning, offering challenging tasks that enhance competence, and fostering supportive relationships within the learning environment, educators can effectively influence students' entrepreneurial intention. Integrating SDT into entrepreneurship education can enhance the effectiveness of student-centered learning ecosystems in nurturing students' motivation, engagement, and readiness for entrepreneurship.

Conceptual Framework



Objective and Hypothesis

The objective of this study is to explore the influence Entrepreneurial Student-Centered Learning Ecosystems on Students' Entrepreneurial Intention in Rwanda with a case of Selected Private Universities in Rwanda. The researcher assumes that there is no significant effect of Entrepreneurial Student-Centered Learning Ecosystems on Students' Entrepreneurial Intention in Rwanda

Methodology

Based on the abstract provided, the appropriate research methodology for the study titled "Students' Entrepreneurship Skills and Entrepreneurial Intention" is a combination of descriptive survey research design and quantitative analysis methods. The study used descriptive survey research design. The study used only quantitative data collected through questionnaires to analyze the effect of Entrepreneurial Student-Centered Learning Ecosystems on entrepreneurial intention. Quantitative analysis methods, such as mean, standard deviation, and multiple linear regression, are appropriate for examining the associations between variables and testing hypotheses derived from the research objectives. These statistical techniques helped determine whether Entrepreneurial Student-Centered Learning Ecosystems and its individual indicators significantly impact entrepreneurial intention in Rwanda. It used random sampling techniques to select respondents from graduating students and academic staff ensures that the sample is representative of the target population. By distributing questionnaires to a subset of students and academic staff from business schools Adventist University of Central Africa (AUCA), University of Technology and Arts of Byumba (UTAB) and East African University Rwanda, the researcher gathered diverse perspectives and insights into the research topic. Questionnaires were used for capturing quantitative information related to entrepreneurship skills, entrepreneurial intention, and perceptions of Entrepreneurial Student-Centered Learning Ecosystems. Thus the descriptive survey research design, combined with quantitative analysis methods and random sampling techniques, offered a robust approach to investigating the effect of Entrepreneurial Student-Centered Learning Ecosystems on entrepreneurial intention among students in Rwanda's private universities. The researcher computed mean, standard deviation, and conduct multiple linear regression analysis to test hypotheses through multiple regression.

Findings

Advancing Entrepreneurial Education through Student-Centered Learning Policies and Regulations

The first item was to assess the level of advancing entrepreneurial education through student-centered learning policies and regulations.

The level of advancing entrepreneurial education through student-centered learning policies and regulations, was assessed moderately by graduating students with a $Mean = 3.43$.

The following nine assessment items (having academic policies that encourage enough students to take ownership of their learning process and decision-making; having effective mechanisms to ensure that students have a voice in shaping policies that affect their learning experience; having rules and regulations that accommodate enough diverse learning needs and preferences of students,

having rules and regulations that facilitate flexible scheduling, self-paced learning, or alternative assessment methods; having policies that support the accommodation of students with diverse learning abilities, disabilities, or cultural backgrounds; having regulations that facilitate collaborative learning experiences among students, educators, and external stakeholders; having guidelines for fostering interdisciplinary collaboration and knowledge exchange within the learning ecosystem), were all perceived moderately by respondents $(2.49 < Mean > 3.50)$. Though respondents have different perceptions around their corresponding moderate means, as it is indicated by their standard deviations $(SD > 0.5)$, having moderate mean is an indicator of the need for improvement.

Having rules and regulations that are adapted to accommodate changes in educational technologies and pedagogical approaches and having appropriate measures that ensure the equal opportunities for students to thrive within the learning ecosystem, were all perceived as strong $(Mean > 3.50)$. But this strength, is not perceived by all respondents as it is indicated by its standard deviation $(SD > 0.5)$. Though these two items are perceived strongly by respondents, the fact of having a different perception around the mean, is a relevant proof for the need of improvement.

Empowering Future Entrepreneurs through Student-Centered Curriculum Pedagogy

The second indicator assessed was empowering future entrepreneurs through Student-Centered curriculum pedagogy.

The level of empowering future entrepreneurs through Student-Centered curriculum pedagogy, was strongly assessed by respondents with a $Mean = 3.71$.

All items asked under Student-Centered Curriculum Pedagogy (having lessons framed in terms of students interests. Giving many activities individually or in small groups; having academic staff who open more discussions in classroom; using teaching methodologies that inspire students to set their own goals, assess and determine how to achieve them; having curriculum that encourages active participation and engagement in learning; having curriculum that encourages students to be free and have autonomous in choosing topics or projects related to their interests; having curriculum that fosters collaboration and teamwork among students; having curriculum that allows students to take responsibility for their own learning; having curriculum that encourages students critical thinking, problem-solving, and creativity; having curriculum that values and incorporates prior knowledge and experiences of students), were all ranked with a strong Mean $(Mean > 3.50)$. But this strength was not confirmed by all respondents as it is viewed by standard deviations that are greater than 0.5. Thus, there is still a need of improving Student-Centered Curriculum Pedagogy.

Having enough opportunity to provide input into the design and direction of students learning experiences within this curriculum was perceived by respondents as weak with a $Mean = 3.17$, which conforms still the need for improvement in Student-Centered Curriculum Pedagogy.

Enhancing Entrepreneurial Preparedness through Student-Centered Assessment

The third indicator assessed was enhancing entrepreneurial preparedness through student-centered assessment.

The overall mean of student Centered Assessment was ranked by graduating students with a moderate mean (Mean = 3.43). Having assessments that focus primarily on memorization, which require retrieving relevant knowledge from memory; having learning assessments that focus sufficiently on skill development and application, which require students to utilize procedures in given situations; having learning assessments that focus adequately on creation, which require students to produce new or original works; and having student-centered assessments that allow for a more comprehensive understanding of individual student learning needs were all perceived by graduating students as moderate $(2.49 < Mean > 3.50)$. Thus, all these items should improve.

Learning assessments that focus adequately on analysis, which require students to break down materials into components and determine how they work together, were perceived by respondents with strong means (Mean > 3.50). Similarly, learning assessments that sufficiently evaluate class participation and engagement, where students are required to make judgments based on criteria and standards, were also perceived strongly. Additionally, having student-centered assessments that foster deeper engagement with course material and promote active learning among students were perceived positively by respondents.

However, these strengths are not perceived uniformly by all respondents, as indicated by the standard deviation (SD > 0.5). Although these three items are perceived strongly, the variation in perceptions around the mean is a relevant indicator of the need for improvement.

Nurturing Future Entrepreneurs through Comprehensive Student Support

The fourth independent indicator assessed was nurturing future entrepreneurs through comprehensive student support.

The overall mean of student support as perceived by graduating class is strong (Mean = 3.50). But There is a need of strengthen it more. Having sufficient face to face contact sessions that ensure that the learners are able to achieve the outcomes of the course; having access to facilities (for example, libraries) and equipment that are necessary for their successful learning; having tutors who perform better and attend regularly and having contact sessions that are monitored regularly; having feedback from tutors/ mentors as well as from learners for the review of courses and programs; having a good representation in the councils and faculty associations in order to empower institutional governance; managing well student study schedule and workload and having learning environment that fosters collaboration and interaction among learners, have all strong means $(Mean > 3.50)$. But respondents have different perception around these Means $(SD > 0.5)$. Thus improvement on these elements is needed.

The following two assessment pattern: Learners who have access to counseling for personal difficulties and advice related to their studies before, during, and after their course or program completion and having a fair career advisory service which provides career advice and guidance to students and ensuring they are aware of all the options available to them upon leaving university, were all perceived with moderate mean $(2.49 < Mean > 3.50)$. Thus, this is an evidence of the need for improvement.

Empowering Future Entrepreneurs through Effective Instructor Support

The fifth indicator assessed, was empowering future entrepreneurs through effective instructor Support.

The overall mean of empowering future entrepreneurs through effective instructor Support was perceived by respondents as moderate (Mean = 3.40). Thus, instructors support needs to be improved. Specifically, the following assessment pattern presented a moderate mean $(2.49 < Mean > 3.50)$ of perceptions of respondents: Having instructor who receive well ongoing professional development opportunities and training to improve their teaching skills and stay updated with pedagogical advancements; having universities that offer well opportunities for collaboration and interdisciplinary work among faculty members to enrich teaching practices; having universities that support teachers' effort in creating diverse and inclusive learning environments that cater to the needs of all students; having feedback and suggestions from faculty members regarding teaching resources, support services and institutional policies and having universities that foster well a culture of academic freedom and support faculty members in pursuing innovative teaching methods and approaches.

Having administrative support in managing effectively courses logistics, schedule and classroom resources, was perceived with a strong mean $(Mean > 3.50)$ but with different perception of respondents around that mean (SD>0.5). Thus, improvement on this element is also needed.

Students' Entrepreneurial Intension

The six item assessed was students' entrepreneurial intention gained throughout their academic journey.

The overall mean of Students Entrepreneurial Intension was perceived by graduating students as moderate strong (Mean = 3.28).

All elements assessed under Students' Entrepreneurial Intention (starting their own business in the future; students' ability to succeed as entrepreneurs; students' belief that entrepreneurship offers greater career satisfaction compared to traditional employment; students' belief that their skills and knowledge are well-suited for entrepreneurial endeavors; students' comfort with taking risks associated with entrepreneurship; having a clear vision of the type of business to start; the importance of mentorship and guidance from experienced entrepreneurs and having entrepreneurship as the primary career path after the completion of a bachelor's degree) were all moderately perceived by graduating students (2.5 < Mean < 3.49).

While interest in learning about entrepreneurship was strongly perceived by respondents, the standard deviation shows a varied perception around each individual mean (SD > 0.5). Thus, every item assessed under Students' Entrepreneurial Intention needs improvement. The researcher hopes that if students' entrepreneurship skills are improved, their entrepreneurial intention will also improve.

Test of Hypothesis

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557[a]	.310	.218	.32054
a. Predictors: (Constant), Instructors Support , Policies and Regulations of SCLT, Students-Centered Curriculum Pedagogy, Student -Centered Assessment				

Source: Primary Data, 2024

Results of table 1 indicate that the adjusted R^2 is 0.218, which represents 21.8%. This indicates that Entrepreneurial Student-Centered Learning Ecosystem indicators contribute 21.8% to students' entrepreneurial intention in Rwanda, while 0.782, which represents 78.2%, comes from other variables that are not included in this model.

Table 2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	**Regression**	1.387	4	.347	3.374	.021[b]
	Residual	3.082	30	.103		
	Total	4.469	34			
a. Dependent Variable: Student Entrepreneurial Intention						
b. Predictors: (Constant), Instructors Support , Policies and Regulations of SCLT, Students-Centered Curriculum Pedagogy, Student -Centered Assessment						

Source: Primary Data, 2024

Results of table 2 indicate that F-Test is 3.347 and has a ρ-Value = 0.021. This implies that all Entrepreneurial Student-Centered Learning Ecosystems indicators jointly have a positive and significant effect on Students' Entrepreneurial Intention in Rwanda. Therefor H0, which states that Entrepreneurial Student-Centered Learning Ecosystems do not affect Students' Entrepreneurial Intention in Rwanda is rejected at all levels of significance. Thus, there is significant of Entrepreneurial Student-Centered Learning Ecosystems on Students' Entrepreneurial Intention in Rwanda

Table 3: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	**(Constant)**	2.487	.359		6.919	.000
	Policies and Regulations of SCLT	.309	.176	.566	1.760	.089
	Students-Centered Curriculum Pedagogy	-.403	.232	-.669	-1.736	.093
	Student -Centered Assessment	.724	.261	1.134	2.780	.009
	Instructors Support	-.354	.192	-.654	-1.845	.075
a. Dependent Variable: Student Entrepreneurial Intention						

Source: Primary Data, 2024

The results of table 3 indicate that Policies, Rules and Regulations of SC has as a positive and little significant role on Students' Entrepreneurial Intension (ß= 0.566; t = 1.760; sig = 0.089). Students-Centered Curriculum Pedagogy has negative and insignificant role on Students' Entrepreneurial Intension (ß= -.669; t = -1.736; sig = 093) and Student -Centered Assessment has as a positive and little significant role on Students' Entrepreneurial Intension (ß= 0.1 .134; t = 2.780; sig = 0.009). While Instructors Support has negative and insignificant role on Students' Entrepreneurial Intension (ß= -.654; t = -1.845; sig = 0.075).

From the ANOVA in table 2, we observe that Sig. is .021 < .05, which implies that the model estimation is significant at a significance level of 0.05. The Sig values (table 3) for the estimated coefficients of the Student Centered Assessment is 0.009, indicating that it is significantly related to the predictive variable (Student Entrepreneurial Intention) (ß= 0.1 .134; t = 2.780; sig = 0.009). However, the Sig. of Instructor Support, SCLT Policies and Regulations, and Student-Centered Curriculum Pedagogy, we observe that the Sig. are between 0.075 and 0.093 respectively, which indicates that these predictors are significant at the 10% level, which indicates that these predictors are probably not strongly related to the student's entrepreneurial intention.

Conclusion and Recommendation

The following independent indicators: Advancing Entrepreneurial Education Through Student-Centered Learning Policiesand Regulations, Enhancing Entrepreneurial Preparedness through Student-Centered Assessment and Nurturing Future Entrepreneurs through Comprehensive Student Support, were all ranked with a moderate mean Which means that there is a need of improving them.

Empowering Future Entrepreneurs through Student-Centered Curriculum Pedagogy was ranked with a strong general mean. However, some questions asked within this indicator were perceived by a moderate mean.

Recommendations

Private Universities in Rwanda should:

1. **Advance entrepreneurial education Through Student-Centered Learning Policies and Regulations**: Private Universities in Rwanda should prioritize flexible and personalized learning pathways that cater to individual interests and strengths. Private Universities should have and implement policies that encourage experiential learning, such as project-based courses, internships, and co-op programs, which provide practical, real-world experience. Additionally, private universities should foster an inclusive and supportive environment that values student feedback and participation in decision-making processes which will enhance engagement and motivation. By promoting well, a learner-centric approach, universities will better equip students with the skills and mindset needed for entrepreneurial success.
2. **Enhancing entrepreneurial preparedness through Student-Centered Assessment**: Institutions should implement evaluation methods that prioritize more individual growth and real-world application. Universities should adopt formative assessments, such as reflective journals, peer reviews, and project-based evaluations, that focus on continuous feedback and improvement. Encouraging self-assessment and goal setting allows students to take ownership of their learning journey. By emphasizing practical skills and personal development over traditional exams, institutions can better prepare students for the dynamic challenges of entrepreneurship.
3. **Nurture future entrepreneurs through comprehensive student support**: Private Universities in Rwanda should provide more robust network of resources and services tailored to the needs of students. Universities should offer dedicated entrepreneurship centers, access to mentors, and financial support through grants and scholarships. Additionally, create a supportive community through student clubs, networking events, and mental health services ensures a well-rounded approach to personal and professional development. By fostering an environment that encourages risk-taking, resilience, and innovation, institutions can effectively support students in their entrepreneurial pursuits.

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