

Assessment of Entrepreneurial Skills Acquired by University STEM Education Graduands for Sustainable Development in Nigeria

Izunna S. NWUBA ^{a*}, Sussan O. EGWU ^a, Maxwell C. OBIKEZIE ^a, Chisom P. ANYIGOR ^b, Joy A. EKE ^a, Stella O. ANAZODO ^a

Abstract

The drive to produce graduates who can adapt and thrive in an economy dwindling society necessitated the investigation on entrepreneurial skills (ES) acquired by STEM education graduands for sustainable development in Anambra State, adopting a descriptive survey research design. 245 graduating students of the Department of Science Education, Nnamdi Azikiwe University, Awka enrolled in the 2024/2025 academic session, constituted the population. Taro Yamane's formula was employed to estimate a sample of 152 respondents, drawn using simple random sampling technique. An adapted instrument titled "Entrepreneurial Skills Questionnaire for Sustainable Development (ESQSD)" was employed to collect data. The questionnaire face validated by three experts and subjected to pilot testing, yielded a reliability coefficient of 0.74 by Cronbach Alpha estimation. Frequency counts, percentages, mean and standard deviation were employed to answer the research questions and ANOVA for the null hypotheses. The findings revealed that the respondents agreed that, out of the 25 identified ES, 24 of them are needed by them. Sadly, out of the 24 agreed needed skills, they possessed only 17, identifying rigid curriculum, poor learning environment among others as some major challenges hindering the acquisition of ES in the university. The hypotheses tested further confirms that no significant difference existed between the skills identified as needed by STEM graduands as well those agreed as possessed by them. Considering the findings, it was recommended among others that education stakeholders of higher institutions should restructure the university STEM curricula to incorporate activities that will foster students' acquisition of ES, while in school.

Keywords: Entrepreneurial Skills, Sustainable Development, STEM Education Graduands.

Author Affiliation: ^a Department of Science Education, Nnamdi Azikiwe University, Awka, Nigeria.

^b Department of Science Education, Alex Ekwueme Federal University, Ndifu-Alike, Nigeria.

Corresponding Author: Izunna S. NWUBA, Department of Science Education, Nnamdi Azikiwe University, Awka, Nigeria.

Email: is.nwuba@unizik.edu.ng

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1. INTRODUCTION

Education, in today modern world, has been recognized as the most valuable tool for capacity building and development, as it equips individuals with the knowledge, skills, and techniques needed for one to know one's rights and duties toward family, society and the nation (Prasad & Gupta, 2020). As a tool which helps to foster economic development as well as develop in individuals the

capability to fight against society vices, Sharma and Ankit (2023) reiterated that the importance of education to sustainable development cannot be emphasized enough. This significant importance placed on education, due to its contributions to national development, may be likened to why developing countries like Nigeria, in efforts to boost human capital, has introduced and subsidized education for its citizens at the basic, secondary and

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tertiary levels. At the tertiary education level, [Ekpoh et al. \(2024\)](#) affirmed that education is introduced with the notion to produce individuals with specialized middle and high-level manpower, skills, scholarship, and entrepreneurship needed to effect positive changes in any society to facilitate national development. Entrepreneurship simply refers to the ability to create and build something useful despite the risks and failures involved. [Njoku and Shaibu \(2023\)](#) defined it as the process of bringing together creative and innovative ideas and coupling them with management and organizational skills in order to combine resources, money and people to meet an identified need and create wealth. The core of entrepreneurship is to create new values, which enhances different creative thinking and innovative actions as well as create opportunities needed in the society ([Akeke et al., 2022](#)). Summarizing the premise, [Mujtaba et al. \(2025\)](#), in their study, concluded that entrepreneurship is the spark that ignites economic growth, poverty reduction, and unemployment elimination, recommending entrepreneurship education as an indispensable tool for sustainable development.

Entrepreneurship education involves the teaching and learning of skills and knowledge needed for one to be self-reliant. It is the process of passing entrepreneurial skills and concepts to individuals to help them identify new business opportunities and reach a high level of self-confidence to benefit from such opportunities ([Almahry & Sarea, 2018](#)). [Loan et al. \(2021\)](#), in their study, noted that entrepreneurial education provides a platform for the younger generation to start new businesses, enhancing their entrepreneurial knowledge, skills, and awareness. Entrepreneurial skills (ES) refer to activities or practices of know-how and know-who, which is required by entrepreneur to run a business successfully ([Mohamad, 2023](#)). They are the attitudes, knowledge, and skills that enable someone to be successful in developing original and valuable projects, products or services, based on the needs of the organization ([Uwameiye, 2019](#)). According to [Mei et al. \(2020\)](#), entrepreneurial skills include everything from budgeting to public speaking, as they play vital role in driving business success, helping one solve problems and potential positioning of one's business for long term growth. Summarizing, [Akeke et al. \(2022\)](#) noted that entrepreneurial skills are often regarded as employability skills because there are those demonstrable and technical know-how skills that an employer want to see in the employees.

Entrepreneurial skills (ES), in the 21st century, are vast and diverse. [Martin \(2015\)](#) stated that

according to the OECD 2014 annual report, there are three sets of entrepreneurial skills: Technical skills, business management skills and personal entrepreneurial skills. Technical skills, according to [Martin \(2015\)](#), refer to skills needed by individuals to launch, develop or start-up an establishment, and includes the skills of communication, technical implementation, organization, environment monitoring, problem-solving and interpersonal relationship. Business management skills which include skills of decision-making, setting goals, human resources management, finance, accounting, marketing, customer relations, negotiating, growth management and compliance with regulations, according to [Martin \(2015\)](#), refers to abilities that help entrepreneurs plan, organize, lead and control an organization resources and operations to achieve its goals. Finally, the skills of perseverance, confidence, enthusiasm, vision, flexibility, creativity, commitment and risk taking, categorized as personal skills of entrepreneurship that illustrates an individual's ability to successfully start, navigate challenges, manage and grow their own establishment to fruition ([Almahry & Sarea, 2018](#)). In a more condensed form, [Mohamad \(2023\)](#), from his meta-analytic reviews on works on entrepreneurial skills, classified these skills into two categories: know-how and know-who skills. According to Mohamad, the skills of know-how (abilities that make individuals excellent managers) include management skills, production and technical skills, financial skills, marketing skills, human resource management and organizational management skills and start-up business skills, while the skills of the know-who (an individual's ability to exchange ideas and information in one's daily lives in order to obtain certain benefits) are more focused on the aspect of networking skills.

A glance through the skills of entrepreneurship informs one that these skills are key to bridging the gap between the school and labor market, where the learner will work after graduation, so as to be self-reliant in the society. [Othman et al. \(2020\)](#) highlighted that entrepreneurial skills, such as planning, risk-taking, and goal-setting, are critical for organizational effectiveness as they are integral to establishing, maintaining, and achieving business goals, thereby enhancing operational efficiency. Supporting the premise, [Mohamad \(2023\)](#) opined that entrepreneurial skills are important for student entrepreneurs to succeed as on-campus entrepreneurs, and as graduate entrepreneurs after graduation, since these skills help entrepreneurs to establish and operate enterprise successfully. Acknowledging the roles of entrepreneurial skills

in sustainable development and economic growth, researchers in the present have embarked on studies to determine entrepreneurial skills acquired by individuals. [Mbanefo and Eboka \(2017\)](#), in their study, identified skills of innovation, creativity, critical thinking, collaboration, financial accounting, research, networking, business management and technical implementation as the entrepreneurial skills needed by basic science educators for job creation. In a similar study, conducted by [Mohamad \(2023\)](#), using university students, revealed that the entrepreneurial skills of networking, team work, communication, marketing and customer service were mostly possessed by students while the skills of problem-solving and time management were not possessed by a few. This scanty literature on entrepreneurial skills calls for more attention, especially for STEM Education university graduands (Biology, Chemistry, Physics, Mathematics, Computer Science and Integrated Science) since the goal of STEM education in the 21st century has gone beyond just producing a scientific literate community, but also individuals who can apply the necessary and needed skills in contributing significantly to sustainable development for economic growth and advancements. The rationale for the study.

The following research questions guided the study:

1. What entrepreneurial skills are needed by university STEM education graduands for sustainable development?
2. What entrepreneurial skills are possessed by university STEM education graduands for sustainable development?
3. What factors mitigate against university STEM education graduands acquisition of entrepreneurial skills for sustainable development?
4. What strategies can be employed to foster the acquisition of entrepreneurial skills among university STEM education students?

Null hypotheses tested at 0.05 alpha levels:

1. There is no significant difference between the responses of university STEM education (Biology, Chemistry, Physics, Mathematics, Computer Science and Integrated Science) graduands on entrepreneurial skills needed by them for sustainable development
2. No significant difference exists between the responses of university STEM education (Biology, Chemistry, Physics, Mathematics, Computer Science and Integrated Science) graduands on entrepreneurial skills possessed by them for sustainable development

Methods

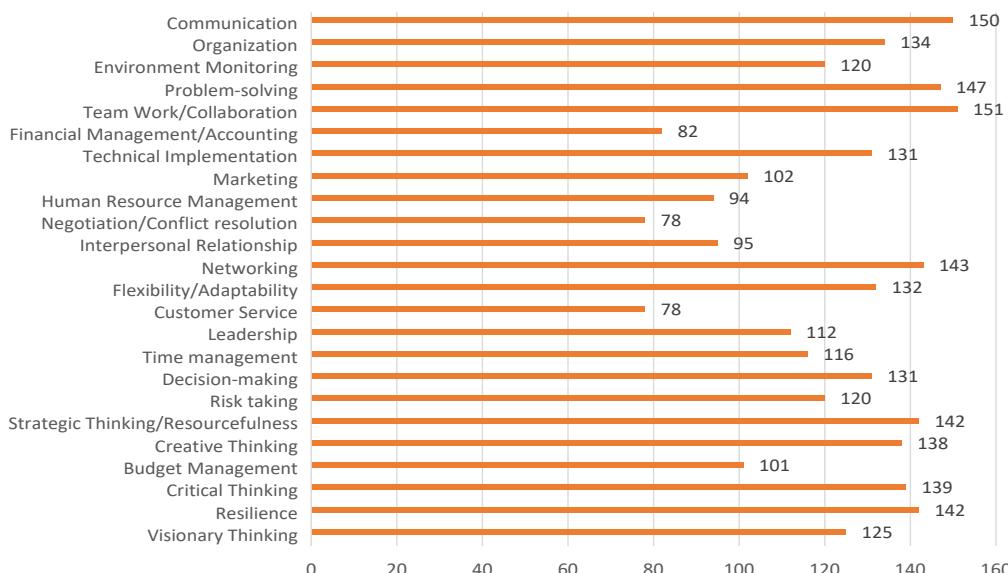
A descriptive survey research design was employed. The 245 graduating students (400L) of the Department of Science Education (Biology, Chemistry, Physics, Mathematics, Computer Science and Integrated Science), Nnamdi Azikiwe University, Awka enrolled in the 2024/2025 academic session, were the respondents. Taro Yamane's formula was employed to estimate a sample size of 152 400L students, whom were drawn from the population using simple random sampling technique. A structured questionnaire titled "Entrepreneurial Skills Questionnaire for Sustainable Development (ESQSD)" adapted from [Mbanefo and Eboka \(2017\)](#) and piecemeal from literature reviewed was employed to collect data. ESQSD is a 66-item scale consisting of sections A and B. Section A sought information on the demographic data of the respondents while section B comprised of the research questions and their items. Research questions 1 and 2, comprised of a 25-item checklist, each, with two response options of Needed (N) and Not Needed (NN) for research question one and Possessed (P) and Not Possessed (NP) for research question 2. Research questions 3 and 4, both consists of 5-question items with Likert response option of Strong Agree (SA), Agree (A), Undecided (UN), Disagree (D) and Strongly Disagree (SD). ESQSD face validated by three experts and subjected to pilot testing, yielded a reliability coefficient of 0.74 by Cronbach Alpha estimation. Data collected, from respondents, using a google form were analyzed using frequency counts, percentages, mean and standard deviation to answer the research questions. For research questions 1 and 2, a response rate of 50% and above was categorized as "Needed (N)" or "Possessed (P)," while responses below 50% were categorized as "Not Needed (NN)" or "Not Possessed (NP)". For research questions 3 and 4, a mean score of 2.50 and above was considered "Agreed (A)" by respondents, while a mean score below 2.50 was considered "Disagreed (D)." The null hypotheses were tested at 0.05 level of significance using Analysis of variance (ANOVA). In taking decision on the null hypothesis, reject the null hypotheses if the p-value is $< (0.05)$ alpha level but if otherwise, do not reject.

Results

Research Question 1: What entrepreneurial skills (ES) are needed by university STEM education graduands for sustainable development?

Table 1: Frequencies and percentages of ES needed by university STEM education graduands

S/N	ES needed by STEM Education Graduands	Needed		Not Needed		Decision
		Item	F	%	F	
Skill of:						
1	Communication	150	98.7	2	1.3	Needed
2	Organization	134	88.2	18	11.8	Needed
3	Environment Monitoring	120	78.9	32	21.1	Needed
4	Problem-solving	147	96.7	5	3.3	Needed
5	Team Work/Collaboration	151	99.3	1	0.7	Needed
6	Financial Management/Accounting	82	53.9	70	46.1	Needed
7	Technical Implementation	131	86.2	21	13.8	Needed
8	Marketing	102	67.1	50	32.9	Needed
9	Human Resource Management	94	61.8	58	38.2	Needed
10	Negotiation/Conflict resolution	78	51.3	74	48.7	Needed
11	Interpersonal Relationship	95	62.5	57	37.5	Needed
12	Networking	143	94.1	9	5.9	Needed
13	Flexibility/Adaptability	132	86.8	20	13.2	Needed
14	Customer Service	78	51.3	74	48.7	Needed
15	Leadership	112	73.7	40	26.3	Needed
16	Time management	116	76.3	36	23.7	Needed
17	Decision-making	131	86.2	21	13.8	Needed
18	Risk taking	120	78.9	32	21.1	Needed
19	Strategic Thinking/Resourcefulness	142	93.4	10	6.6	Needed
20	Creative Thinking	138	90.8	14	9.2	Needed
21	Self and Emotional Control	68	44.7	84	55.3	Not Needed
22	Budget Management	101	66.4	51	33.6	Needed
23	Critical Thinking	139	91.4	13	8.6	Needed
24	Resilience	142	93.4	10	6.6	Needed
25	Visionary Thinking	125	82.2	27	17.8	Needed

Source: Field Work, 2025**Figure 1: STEM education graduands responses on needed entrepreneurial skills**

Data from table 1 reveals that STEM education graduands agreed that all the identified entrepreneurial skills are needed by them to effectively contribute to the society, on graduation, except the skill of self and emotional control. From the bar chart representing the responses, the order of the needed skills from highest to lowest as agreed by the respondents are; Team work, communication, problem-solving, networking, resilience, strategic thinking/resourcefulness, critical thinking, creativity, organization, flexibility/adaptability, decision-

making, technical implementation, visionary thinking, risk taking, environment monitoring, time management, leadership, marketing, budget management, interpersonal relationship, human resource management, financial management/accounting, negotiation/conflict resolution, and lastly, customer service

Research Question 2: What entrepreneurial skills are possessed by university STEM education graduands for sustainable development?

Table 2: Frequencies and percentages of ES Possessed by university STEM education graduands

S/N	ES Possessed by STEM Education Graduands	Possessed		Not Possessed		Decision
		F	%	F	%	
	Item					
	Skill of:					
1	Communication	148	97.4	4	2.6	Possessed
2	Organization	98	64.5	54	35.5	Possessed
3	Environment Monitoring	69	45.4	83	54.6	Not Possessed
4	Problem-solving	102	67.1	50	32.9	Possessed
5	Team Work/Collaboration	111	73	41	27	Possessed
6	Financial Management/Accounting	50	32.9	102	67.1	Not Possessed
7	Technical Implementation	57	37.5	95	62.5	Not Possessed
8	Marketing	82	53.9	70	46.1	Possessed
9	Human Resource Management	58	38.2	94	61.8	Not Possessed
10	Negotiation/Conflict resolution	71	46.7	81	53.3	Not Possessed
11	Interpersonal Relationship	79	52	73	48	Possessed
12	Networking	82	53.9	70	46.1	Possessed
13	Flexibility/Adaptability	86	56.6	66	43.4	Possessed
14	Customer Service	64	42.1	88	57.9	Not Possessed
15	Leadership	78	51.3	74	48.7	Possessed
16	Time management	107	70.4	45	29.6	Possessed
17	Decision-making	93	61.2	59	38.8	Possessed
18	Risk taking	98	64.5	54	35.5	Possessed
19	Strategic Thinking/Resourcefulness	101	66.4	51	33.6	Possessed
20	Creative Thinking	84	55.3	68	44.7	Possessed
21	Self and Emotional Control	54	35.5	98	64.5	Not Possessed
22	Budget Management	63	41.4	89	58.6	Not Possessed
23	Critical Thinking	82	53.9	70	46.1	Possessed
24	Resilience	84	55.3	68	44.7	Possessed
25	Visionary Thinking	90	59.2	62	40.8	Possessed

Source: Field Work, 2025

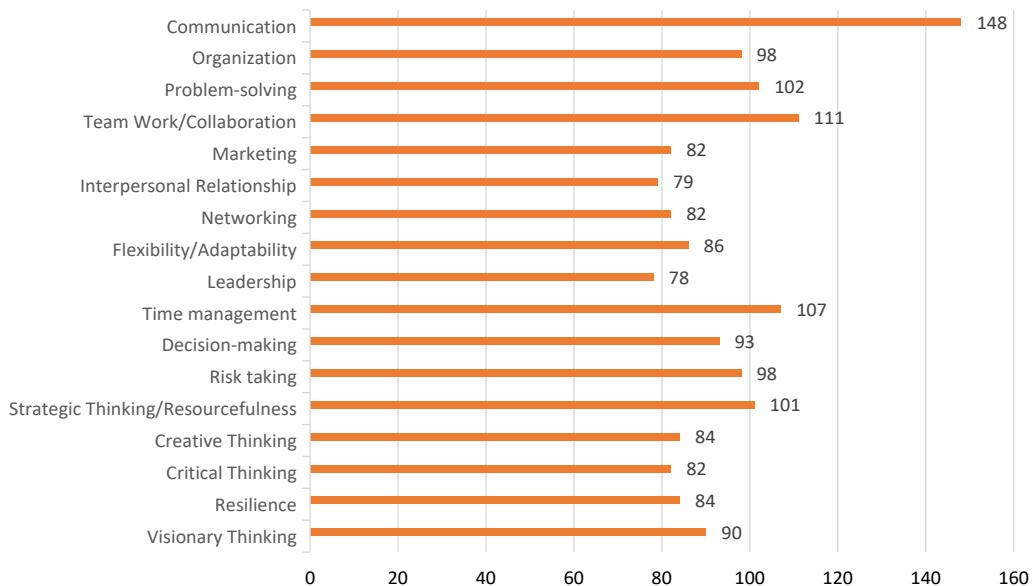


Figure 2: STEM education graduands responses on possessed entrepreneurial skills

Data from table two reveals that STEM education graduands agreed that they possessed 17 out of the 24 entrepreneurial skills identified as needed by them. The bar chart below reveals that the entrepreneurial skills possessed by STEM education graduands in order of magnitude are, Skill of; communication, team work, time management, problem-solving, strategic thinking, risk taking, organization, decision-making,

visionary thinking, flexibility/adaptability, creativity, resilience, critical thinking, networking, marketing, interpersonal relationship, and lastly, leadership,

Research Question 3: What factors mitigate against university STEM education graduands acquisition of entrepreneurial skills for sustainable development?

Table 3: Mean and standard deviation scores of the factors mitigate against university STEM education graduands acquisition of entrepreneurial skills for sustainable development

S/N	Factors mitigating against STEM graduands acquisition of ES Item	Mean	SD	Decision
1	STEM curriculum is too bulky and rigid that it does not permit time for other activities	3.32	1.21	Agreed
2	Qualified resource personnel with suitable professional experience for mentorship are not available	3.12	0.54	Agreed
3	Dearth mindset and lack of interest by STEM graduands in acquiring Entrepreneurial skills	2.21	1.51	Disagreed
4	School management does not provide opportunities for training programmes/mentorship on entrepreneurial skill acquisition	3.21	1.64	Agreed
6	Lack of funds and support from the government to start up an establishment on graduation	3.15	1.61	Agreed
7.	Lack of awareness by STEM graduands of the benefits of entrepreneurial skills	1.89	0.21	Disagreed
8.	There is no school-industry linkage to show and practice how these skills are applied	2.11	1.02	Agreed

SD = Standard Deviation

Data in table 3 reveals that STEM education graduands agreed that rigid STEM curriculum, lack of professionals for mentorship, lack of funding and mentorship opportunities as well as no school-industry linkage are the major challenges that limit their acquisition of entrepreneurial skills, while in the

university. The respondents however disagreed that they are not aware of these skills, neither are they not interested in acquiring them.

Research Question 4: What strategies can be employed to foster the acquisition of entrepreneurial skills among university STEM education students?

Table 4: Mean and standard deviation scores of the strategies can be employed to foster the acquisition of entrepreneurial skills among university STEM education students

S/N	Strategies to remedy challenges to acquisition of ES Item	Mean	SD	Decision
1	Universities should employ qualified resource personnel with suitable professional experience	2.75	0.64	Agreed
2	Government should provide motivation through funding schemes to support students in starting up their establishment, on graduation	3.52	0.16	Agreed
3	Entrepreneurship mentorship programmes should be incorporated into the university curriculum to inculcate entrepreneurship skills in students	2.83	0.73	Agreed
4	Adequate facilities and modern equipment should be provided by stakeholders to enhance entrepreneurial skill acquisition	3.42	0.34	Agreed
5	University STEM education curricula should be revised and restructured by concerned bodies to incorporate scenarios for entrepreneurial skills exhibitions	2.91	1.01	Agreed
6	Practical school-industry linkage opportunities through internship should be provided and strengthened to expose students to these entrepreneurial skills and observe them apply the skills	2.93	1.02	Agreed
7	Regular workshops, trainings, seminars and conferences should be organized for both staff and students to educate them on these entrepreneurial skills and how to implement them	2.11	1.02	Agreed

SD = Standard Deviation

Table 4 shows that STEM education graduands all agreed on all the identified prospects for maximizing acquisition of entrepreneurial skills among university students, ranging from restructuring of the university STEM education curricula, provision of support and funding, organization of mentorship programmes to provision of human and material resources.

Hypothesis 1: There is no significant difference between the responses of university STEM education (Biology, Chemistry, Physics, Mathematics, Computer Science and Integrated Science) graduands on entrepreneurial skills needed by them for sustainable development

Table 5: ANOVA Test of significant difference on STEM graduands responses on needed Entrepreneurial Skills

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	86.076	5	17.215	1.887	0.100	Not. Sig
Within Groups	1331.760	146	9.122			
Total	1417.836	151				

ANOVA test in table 5 reveals that at an F-value (df 5 and 146) of 1.887, the P-value is 0.10. Since the P-value > 0.05 alpha level, the null hypothesis is not rejected, showing that no significant difference exists among the responses of STEM education graduands (Biology, Chemistry, Physics, Computer Science, Mathematics, Integrated Science) on entrepreneurial skills needed by them for sustainable development. This by implication indicates that STEM education

graduands, irrespective of their area of specialization, agreed that the 24 identified entrepreneurial skills are needed by them.

Hypothesis 2: No significant difference exists between the responses of university STEM education (Biology, Chemistry, Physics, Mathematics, Computer Science and Integrated Science) graduands on entrepreneurial skills possessed by them for sustainable development.

Table 6: ANOVA Test of significant difference on STEM graduands responses on Possessed Entrepreneurial Skills

	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	56.574	5	11.315	1.927	.093	Not. Sig.
Within Groups	857.189	146	5.871			
Total	913.763	151				

Test of significant difference in table 6 reveals that no significant difference exists among the responses of STEM education graduands on entrepreneurial skills possessed by them, since P-value (0.093) is > 0.05 alpha level, at F-value (df 5 and 146) of 1.927. This by implication confirms that STEM graduands agreed that all the identified 17 entrepreneurial skills are possessed by them, irrespective of their field of specialization (Biology, Chemistry, Physics, Computer Science, Mathematics, Integrated Science).

Discussion

Table I data revealed that STEM education graduands agreed that they needed entrepreneurial skills of; Team work, communication, problem-solving, networking, resilience, strategic thinking, critical thinking, creativity, organization, flexibility/adaptability, decision-making, technical implementation, visionary thinking, risk taking, environment monitoring, time management, leadership, marketing, budget management, interpersonal relationship, human resource management, financial management/accounting, negotiation/conflict resolution, and customer service to effectively contribute to the society. Further hypothesis testing in table 5 revealed that the respondents, irrespective of their field of specialization, all agreed that the identified entrepreneurial skills are needed by them. STEM education graduands justification of these skills as needed could be explained by the respondents' awareness of the importance of entrepreneurial skills to employment creation, self-employment, diverse Job opportunities, crime reduction, effective function, and most importantly, stimulating industrial and

economic growth. Supporting the premise, [Mbanefo and Eboka \(2017\)](#) posited that entrepreneurial skills gives the youths more opportunities to exercise creative freedom, higher self-esteem, and a greater sense of control over their own lives, making them to become self-reliant and overcome the dynamic challenges posed by the hash economy of the nation. The findings of the study concede to the findings of [Mbanefo and Eboka \(2017\)](#), [Njoku and Shaibu \(2023\)](#) and [Mohammad \(2023\)](#) who revealed in their respective studies that entrepreneurial skills are needed by students as they inculcate in them the capacity to start a new venture of their own; develop the recipients the general understanding of business as well as foster their personal enterprising capacity.

Data in table 2 revealed that the respondents agreed that they possessed entrepreneurial skills of communication, team work, time management, problem-solving, strategic thinking, risk taking, organization, decision-making, visionary thinking, flexibility/adaptability, creativity, resilience, critical thinking, networking, marketing, interpersonal relationship, and leadership. These possessed skills as identified by STEM graduands could be linked to the STEM curricula, which focuses more on equipping students with science-related hands-on minds-on problem solving skills needed for one to excel in the field of science, relegating the business/practical oriented entrepreneurial skills of technical implementation, environment monitoring, human resource management, financial management/accounting, negotiation/conflict resolution, customer service, budget management, and Self and Emotional Control to the background since the STEM curricula does not create opportunities for STEM students to manifest these skills. Further

testing of the null hypothesis in table 6 confirms that, irrespective of their area of specialization, STEM education graduands agreed that they all possessed the same type of entrepreneurial skills. The findings of the study lend credence to the findings of findings of [Mbanefo and Eboka \(2017\)](#) and [Mohamad \(2023\)](#) who revealed in their respective studies that students possess a number of entrepreneurial skills.

Data in table 3 and 4 revealed information on challenges and prospects to factors mitigating against STEM education students' acquisition of entrepreneurial skills. On challenges, STEM graduands agreed that bulky science curriculum, lack of professionals for mentorship, inadequate funding for startup, lack of mentorship opportunities as well as no school-industry linkage are the major challenges that limit their acquisition of entrepreneurial skills while in the university. These challenges correspond with the findings of [Mbanefo and Eboka \(2017\)](#), [Njoku and Shaibu \(2023\)](#), [Ekpali et al. \(2024\)](#), [Usman and Zakariya \(2019\)](#) who in their respective studies identified similar factors as challenges limiting students' acquisition of entrepreneurial skills. On prospects, data in table 4 revealed that to maximize STEM education students' acquisition of entrepreneurial skills, while in the school, the respondents agreed that the STEM education curricula should be restructured to provide opportunities for hands-on minds-on practical activities, government should provide support and funding for young entrepreneurs for startup, schools should incorporate and organize mentorship programmes for their students, provide human and material resources as well as provide school-industry linkage opportunities for students to display the acquired skills. The findings concur with that of [Mbanefo and Eboka \(2017\)](#), [Uwameiye \(2019\)](#) and [Njoku and Shaibu \(2023\)](#), who reported similar prospects in their respective studies.

Conclusion

The study investigated entrepreneurial skills acquired by STEM education university graduands for sustainable development in Anambra State. Based on the findings the study concluded that University STEM education students possessed a few of the identified needed entrepreneurial skills, citing bulky curriculum, lack of mentorship and resources as the major challenges limiting the acquisition of entrepreneurial skills.

Recommendations

Considering the findings, the following recommendations were made in concordance with the prospects agreed on by the respondents.

1. Government should develop policy

frameworks that will encourage network associations, banks, incubators, and professional services to support young science entrepreneurs with capitals for startup.

2. The University STEM curricula should be restructured by curriculum planners to contain scenarios and opportunities where students are allowed to exhibit these acquired skills.
3. Schools, through mentorship, internship and teaching practice programmes, should expose students to real business experience, promoting school-industry linkage, that allows students to gain first-hand knowledge of pros and cons of the economy, grooming them to become successful entrepreneurs.
4. Government should provide an enabling learning environment (facilities and equipment) that are necessary for creativity and innovation, helping the university in producing graduate entrepreneurs and reducing unemployed graduates for the country

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