



ENTREPRENEURIAL SKILL ACQUISITION AND ATTAINMENT OF SUSTAINABLE
DEVELOPMENT: A CASE STUDY OF BUSINESS EDUCATION STUDENTS IN UYO
METROPOLIS

By

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ABSTRACT

This study examined the relationship between entrepreneurship skill acquisition and the attainment of sustainable development among Business Education students in Uyo Metropolis. In carrying out the study, Expost-Facto design was adopted. The study was carried out in Uyo Metropolis. The targeted population for the study comprised all business education student in Uyo Metropolis. A simple random sampling technique was used to select 70 business education students each from both University of Uyo and Uyo City Polytechnic and this gave a total of 140 respondents used for the study. The instrument used for data collection was a structured questionnaire entitled. "Entrepreneurship Skill Acquisition and Attainment of Sustainable Development Questionnaire (ESAASDQ)". Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.85, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions. From the result of the data analysis, it was observed that the highest percentage of the respondents affirmed that the extent to which entrepreneurial skills acquired by business education students in Uyo Metropolis is VERY HIGH (VHE). It was also observed that the highest percentage of the respondents stated that "Opportunity Recognition and Evaluation is the entrepreneurial skills most acquired by business education students in Uyo Metropolis. Finally, it was observed that the highest percentage of the respondents affirmed that the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis is "Creation of sustained jobs and the decrease of poverty". The study concludes that entrepreneurship skill acquisition also contributes to environmental and social sustainability by promoting responsible production and ethical business practices. The study also recommended that higher institutions, particularly those offering Business Education, should continuously review and strengthen their entrepreneurship curricula to include more practical and experiential learning opportunities in order to help in immense contribution to sustainable development of Nigeria.

Keywords: Entrepreneurial Skill Acquisition, Sustainable Development, Business Education Students, Uyo Metropolis



INTRODUCTION

Entrepreneurship skill acquisition has become a central focus in the global drive toward achieving sustainable development, particularly in developing economies like Nigeria. It serves as a catalyst for economic transformation by empowering individuals with the skills and mindset required to create, innovate, and sustain business ventures. The need for entrepreneurship skill acquisition has become more urgent due to Nigeria's current economic challenges, including unemployment, inflation, and dependency on white-collar jobs. The inclusion of entrepreneurship in the Business Education curriculum thus enhances not only employability but also the capacity for job creation, thereby promoting sustainable development in Akwa Ibom State and beyond. Among university students, especially those studying Business Education, the acquisition of entrepreneurial skills plays a vital role in bridging the gap between theoretical knowledge and practical application in the labor market (Okon & Eze, 2023). This focus has become increasingly relevant in the context of Uyo Metropolis, where the rate of unemployment among graduates calls for a re-examination of how educational programs contribute to job creation and self-reliance. Entrepreneurship education equips students with essential skills such as business planning, financial management, innovation, and leadership — tools necessary to develop sustainable enterprises. As Nwachukwu (2021) noted, students who undergo entrepreneurship training are better positioned to identify opportunities, manage risks, and contribute meaningfully to the socio-economic development of their communities. In the case of Business Education students in Uyo Metropolis, skill acquisition serves as both an academic requirement and a strategic approach to fostering economic independence.

Akpan and Udoh (2023) emphasize that one of the most effective ways to achieve sustainable development is through human capital development, particularly by equipping young graduates with practical entrepreneurial competencies. Business Education students, as future educators and entrepreneurs, are therefore key actors in promoting an entrepreneurial culture capable of sustaining the nation's economy. Their ability to innovate and create job opportunities can reduce youth unemployment and contribute to the stability of local communities. Moreover, the relationship between entrepreneurship and sustainable development cannot be overstated. Sustainable development emphasizes the need for economic progress that aligns with environmental protection and social inclusion (Oluwole & Ibrahim, 2022). By developing entrepreneurship skills, Business Education students are empowered to establish ventures that contribute to local economies while adhering to sustainable practices. This approach aligns with the United Nations Sustainable Development Goals (SDGs), particularly those aimed at eradicating poverty, promoting decent work, and fostering innovation. Consequently, entrepreneurship education functions as a driver of long-term economic resilience and social progress in Uyo Metropolis.

Statement of problem

Over the years, business education students have been lacking behind with respect to creation of employment to themselves, let alone extending employment opportunities to others. The reason for this is not far-fetched as they have been denied exposure to main ingredients of employable status, the entrepreneurial skills such as opportunity recognition and education; vision and strategic thinking, resourcefulness and problem solving just to mention but a few. It is very sad and devastating that this back of entrepreneurial skills has contributed immensely to failure in sustainable development in Uyo Metropolis and this has



brought unforgotten setback in the area. It is quite apparent that with massive exposure of business education students to entrepreneurial skills, there is bound to be swift and tremendous sustainable development in many business ventures and by extension to Uyo Metropolis, hence, this necessary.

Research Objectives

1. To find out the extent of entrepreneurial skills acquired by business education students in Uyo Metropolis.
2. To examine the types of entrepreneurial skills acquired by business education students in Uyo Metropolis.
3. To determine the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis.

Research questions

1. What is the extent of entrepreneurial skills acquired by business education students in Uyo Metropolis?
2. What are the types of entrepreneurial skills acquired by business education students in Uyo Metropolis?
3. What are the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis?

LITERATURE REVIEW

CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship is the process of identifying, evaluating, and exploiting opportunities to create value through the development of new products, services, or ventures. It involves innovative thinking, resource mobilization, and the willingness to take calculated risks in uncertain environments. Entrepreneurs often challenge the status quo and strive to solve real-world problems through creative solutions. This dynamic process is considered essential for driving innovation and promoting economic growth (Neck, 2023). Entrepreneurship also plays a vital role in shaping modern economies and societies. Entrepreneurs contribute to job creation, competition, and the introduction of new technologies or services. Their ventures can transform industries and uplift communities, particularly when focused on sustainable or inclusive growth. Policymakers and educators have begun to emphasize entrepreneurial education and support structures to nurture these outcomes (Priyadi & Mulyani, 2024).

In today's evolving business landscape, entrepreneurship is increasingly recognized not only as a career path but also as a mindset. This mindset emphasizes resilience, adaptability, and the pursuit of opportunity beyond the resources currently available. It involves being proactive, recognizing change, and taking initiative to create impact. Entrepreneurial thinking is now encouraged across disciplines and sectors as a means to address both commercial and social challenges (Stevenson, 2024). Moreover, entrepreneurship is increasingly influenced by digital technology and artificial intelligence, which lower traditional barriers to entry and expand access to resources. These tools allow individuals to start and scale businesses more efficiently, even with limited capital or infrastructure. As technology continues to evolve, it empowers a new generation of digital entrepreneurs who operate across borders and platforms, reshaping traditional business models (Ganuthula, 2025).

CONCEPT OF ENTREPRENEURIAL SKILL ACQUISITION

Entrepreneurial skill acquisition is the ability of an individual to exploit an idea and create an enterprise, not only for personal gain but also for social and developmental gain. It



is the necessary set of skills required to be an entrepreneur. Entrepreneurial skill acquisition is not just about acquiring skills but also about acquiring knowledge and driving towards enterprises in skills that enhance personal livelihoods through entrepreneurial business startups, enhancing employment opportunities, and promoting economic development growth (Project Hint 2024). The ability to create something new and valuable by investing the required time and effort, taking on the associated financial, psychological, and social risks, and reaping the rewards of independence, personal fulfilment, and financial success can also be referred to as developing entrepreneurial skills. Ekpe & Razak (2016) stated that entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education.

According to Adeyemi and Olabosinde (2022), entrepreneurial skill acquisition is a strong force in pushing enterprise creation, and it has become a part of the policy thrust in the country to promote job creation and reduce the high rate of unemployment among graduates. In other words, entrepreneurial skills acquisition are those necessary skills an entrepreneur needs to successfully run a business or add value to work (Obisanya 2022). Entrepreneurial skills acquisition is a force for wealth creation and innovation. However, it is considered a way to tackle some of the socioeconomic problems that bedeviled some countries, especially high poverty and unemployment. Furthermore, Harrison (2023) proposed that entrepreneurial skills acquisition requires the use of an active learning method that places the entrepreneur at the center of the educational process and enables them to take responsibility for their own learning to experiment and learn about themselves. Because it gives graduates the ability to see business prospects as chances to be taken advantage of and because it gives them the ability to manage their companies successfully, acquiring entrepreneurial skills boosts the creation of jobs. It further helps entrepreneurial ventures develop, become profitable, and expand. The process of developing the aptitude and resolve to effectively grow and develop their firms is known as entrepreneurial skill acquisition. Wuliya (2022) explained that entrepreneurial skills acquisition plays a vital role in economic development through the creation of utilities and the generation of employment within a short period of time. Moreover, entrepreneurship skill acquisition is the type of education that has the ability to impact the growth and development of an enterprise through technical and vocational training, as it has its own peculiar learning and teaching approaches (Undiyaundeye, 2015). Additionally, entrepreneurial skill acquisition provides the young graduates with adequate training that enables them to be creative and innovative in identifying great business opportunities, well-empowered, and self-reliant.

CONCEPT OF SUSTAINABLE DEVELOPMENT

Sustainable development is an organizing principle for meeting human development goals while also sustaining the ability of natural systems to provide the natural resources and ecosystem services on which the economy and society depend. The desired result is a state of society where living conditions and resources are used to continue to meet human needs without undermining the integrity and stability of the natural system. Sustainable development can be defined as development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs (UNESCO, 2015). Sustainable Development (SD) has become a ubiquitous development paradigm; it has become the catchphrase for international aid agencies, the jargon of development planners, the theme of conferences and academic papers, as well as the slogan of development and environmental activists (Ukaga, Maser, & Reichenbach, 2011). Sustainable Development is a



revolutionary concept that is, unfortunately, extremely difficult to define pragmatically. The concept of sustainable development is one that is arguably multi-disciplinary, complex, and systematic, yet defining the concept is without a doubt a great task. Sustainable development was a term first coined in 1980, when the intent of the concept was merely basic (ANON, 2011). It was in the World Conservation Strategy, a union between three prominent environmental non-governmental organizations (IUCN, WWF, and UNEP), that sustainable development took on the meaning of "conserving the earth's natural

Sustainable development is the idea that human societies must live and meet their needs without compromising the ability of future generations to meet their own needs. The "official" definition of sustainable development was developed for the first time in the Brundtland Report in 1987. Specifically, sustainable development is a way of organizing society so that it can exist in the long term (You Matter, 2020). This means taking into account both the imperatives of the present and those of the future, such as the preservation of the environment and natural resources or social and economic equity. The concept of sustainable development is rooted in three main pillars that aim to achieve inclusive growth as well as create shared prosperity for the current generation and to continue to meet the needs of future generations (Team Leverage Edu, 2020). These three pillars are economic, social, and environmental development. They are interconnected and reflect the goals of community development and social and environmental stability. According to Klarin (2018), the concept of sustainable development is based on the concept of development (socio-economic development in line with ecological constraints), the concept of needs (redistribution of resources to ensure the quality of life for all) and the concept of future generations (the possibility of long-term usage of resources to ensure the necessary quality of life for future generations). However, the overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision-making process.

CONCEPT OF BUSINESS EDUCATION

Business education is a discipline that focuses on skills acquisition in different areas. According to Sam-Eleyi, Baridoma (2024) and Bassey (2019), business education is defined as those business programs and courses taught ordinarily at the secondary school level. Business education is an essential part of the preparation of youths for life and living. Business education is an aspect of educational programs that prepares students for careers in business. It is education needed to teach people business, education needed to handle personal affairs, and education needed about business in order to be good citizens of society (Sam-Eleyi and Ukap, 2024).

Business education is about building students with the requisite skills to meet the needs of buyers, as defined by Ogwuogo (2013), cited in Adizu and Igwe (2023), is a branch of vocational and technical education that provides students with the information, skills, and values necessary for a secure financial future and positive social and economic outcomes. One subfield of academia, business education focuses on imparting knowledge of the business world and its practices. One may find programs in this area of study at a wide range of educational establishments, from high schools to universities. For successful businesses, there must be critical success factors that will ensure business success (Amuzat and Eno, 2024). Udo and Umoudo (2024) defined business education as a designed field of study for the development of



skills, attitudes, appreciation, creativity, as well as awareness and competencies in the office and business world. Lawal and Agwazie (2024) mentioned that the focus of business education is on teaching the competencies and workings of the corporate world. Arisekola (2023) mentioned that business is about demand and supply and meeting the needs of customers.

TYPES OF ENTREPREURSHIP SKILLS FOR BUSINESS EDUCATION STUDENTS

The path to entrepreneurial success is paved with a unique set of skills. While technical knowledge specific to the chosen industry is important, it's the entrepreneurial skillset that truly sets venture founders apart. These skills empower individuals to identify opportunities, navigate challenges, and build a thriving business (Kuratko & Covin, 2018). The following lists some essential categories of entrepreneurial skills:

➤ **Opportunity Recognition and Evaluation:**

Entrepreneurs possess a keen eye for spotting unmet needs or gaps in the market. It is essential for entrepreneurs to effectively plan, organize, direct, and control the resources of an organization. This skill involves identifying potential business ideas, analyzing their feasibility, and assessing their market potential (Cope, 2020).

➤ **Vision and Strategic Thinking:**

Successful entrepreneurs are driven by a clear vision for their business. They can translate this vision into a well-defined strategy outlining long-term goals, competitive advantage, and the roadmap for achieving success (Carter, 2020). A business vision is the ability to see the situation, its context, and how all the parts fit together to achieve a specific objective. In addition, this ability often inspires and motivates the rest of the team members, which means greater productivity and overall success.

➤ **Resourcefulness and Problem-Solving:**

The entrepreneurial journey is rarely smooth sailing. Entrepreneurs need to be resourceful in finding solutions to unexpected challenges, often with limited time and resources (Gaglio & Katz, 2018). Strong critical thinking skills are essential for entrepreneurs to build and expand their businesses. Critical thinking allows an entrepreneur to objectively analyze information using evidence to make informed decisions and solve problems.

➤ **Financial Management and Budgeting:**

Understanding financial fundamentals is crucial. Entrepreneurs need to be adept at budgeting, forecasting, and managing cash flow to ensure the financial viability of their venture (Byrne,). Finance skills, such as budgeting and financial statement analysis, are necessary for running business. Creating a reasonable budget and sticking to it can be the difference between the venture's success and failure. By learning this essential financial skill, entrepreneurs can avoid overspending and appropriately allocate company resources.

➤ **Marketing and Sales Skills:**

Entrepreneurs need effective marketing and sales skills to generate awareness, build a customer base, and drive sales (Hills, 2021). The soft skill of sales goes hand-in-hand with the communication necessary to be successful. An entrepreneur needs to sell the business idea to potential investors, the product or service to customers, and themselves to employees.

➤ **Communication and Negotiation:**

Communication skills allow individuals to express thoughts, ideas, and feelings clearly through speaking, writing, and other forms of expression. Morris (2017) mentioned that the ability to communicate effectively with investors, partners, and customers is essential. Negotiation skills also play a crucial role in securing funding, attracting talent, and closing



deals. Both communication and negotiation are essential entrepreneurship skills that can make a difference in, how the business is run.

➤ **Leadership and Team Building:**

Building a strong team is vital for scaling a business. Entrepreneurs need leadership skills to inspire, motivate, and delegate tasks effectively (Clouse, 2019). Teamwork and leadership are highly critical entrepreneurial skills that foster a positive and collaborative organizational culture, leading to increased employee satisfaction and improved performance. These qualities can enable leaders to effectively inspire, motivate, work in teams, and lead the company towards success.

➤ **Resilience and adaptability:**

The entrepreneurial journey is full of ups and downs. Entrepreneurs need resilience to persevere through setbacks and the flexibility to adapt to changing market conditions (Lee & Fayolle, 2013). The business environment can change rapidly, and entrepreneurs must be able to adapt to new situations and make changes to their business model as necessary. Adaptability is one of the most important entrepreneurial skills since it allows you to act quickly in the face of changes and unforeseen circumstances in an increasingly volatile and changing market. Adaptability is also crucial for long-term growth and success.

EFFECT OF ENTREPRENEURSHIP SKILL ACQUISITION ON SUSTAINABLE DEVELOPMENT

By connecting human capital formation to inclusive economic growth, innovation, and community resilience, entrepreneurship skill acquisition—through formal courses, apprenticeships, incubators, and practical training—plays a critical role in advancing sustainable development. According to Apostu (2023), entrepreneurship and sustainable development are mutually reinforcing: well-designed entrepreneurship programmes increase livelihoods while creating opportunities for environmentally and socially responsible enterprises. Training that goes beyond basic business know-how to include digital, financial and sustainability competencies is particularly potent in aligning new ventures with Sustainable Development Goals (Apostu, 2023).

The creation of jobs and the decrease of poverty are two main ways that skills impact sustainable development. According to empirical research, individuals who receive entrepreneurship training are more likely to launch microbusinesses or enhance already-existing small businesses, which increases household incomes and lessens vulnerability. As explained by Adeyanju (2023), entrepreneurship interventions that combine practical skill training with mentorship and market linkages increase the probability of sustained income gains among youth in low-income settings. However, the author notes that short, classroom-only interventions without follow-up support often produce limited and short-lived results (Adeyanju, 2023).

Innovation for localized problem solving and resource efficiency is a second mechanism. Trainees are more likely to create companies with smaller environmental footprints when entrepreneurship curricula specifically include environmental understanding, such as resource-efficient production, circular economy concepts, or green product design. Rauf (2021) argues that entrepreneurship education which integrates environmental awareness results in ventures that pursue both profit and ecological stewardship; this orientation helps reconcile economic growth with environmental objectives central to sustainable development (Rauf, 2021). Recent reviews emphasise that embedding sustainability content into



entrepreneurship programmes increases the chance that startups contribute to SDG-relevant outcomes (de Sousa et al., 2022).

Third, developing entrepreneurial skills promotes local economic resilience and social capital. Mentorship, peer networks, and linkages to microfinance or incubators are common components of training that help turn knowledge into profitable ventures. As Ratten and Jones (2021) highlight in the COVID-19 context, entrepreneurship education that supports networking and digital adaptation strengthened small business resilience during economic shocks, demonstrating how skill programmes can build adaptive capacity at the community level (Ratten & Jones, 2021). De Sousa et al.'s systematic review (2022) further notes that multi-component programmes (training + mentoring + finance access) consistently outperform single-component interventions in terms of sustained enterprise performance (de Sousa et al., 2022).

Despite these positive pathways, outcomes vary widely and depend on programme design and enabling conditions. According to de Sousa et al. (2022), interventions that are context-adapted, prolonged, and linked to markets and finance show larger and more durable impacts than short stand-alone courses. The evidence also points to equity considerations: women and marginalised groups benefit when programmes intentionally address barriers—such as access to credit, time constraints, and social norms—through tailored modules and support (Adeyanju, 2023; de Sousa et al., 2022). In short, skills alone are insufficient unless accompanied by an ecosystem that includes finance, mentorship, and favourable policy environments.

Gaps in measurement continue to be a problem for policy. Instead of measuring long-term development indicators (income growth over several years, employment quality, environmental effect), many studies target proximate outcomes (knowledge gain, start-up rates). As Apostu (2023) and other scholars recommend, more longitudinal and impact-evaluation research is needed to quantify how entrepreneurship skill acquisition contributes to SDG targets such as decent work (SDG 8) and sustainable industrialisation (SDG 9) over time (Apostu, 2023; de Sousa et al., 2022).

METHODOLOGY

In carrying out the study, Expost-Facto design was adopted. The study was carried out in Uyo Metropolis. The targeted population for the study comprised all business education student in Uyo Metropolis. A simple random sampling technique was used to select 70 business education students each from both University of Uyo and Uyo City Polytechnic and this gave a total of 140 respondents used for the study. The instrument used for data collection was a structured questionnaire entitled. “Entrepreneurship Skill Acquisition and Attainment of Sustainable Development Questionnaire (ESAASDQ)”. Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.85, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical technique such descriptive statistics to answer research questions.

Research Questions 1: The research question sought to find out the extent of entrepreneurial skills acquired by business education students in Uyo Metropolis. To answer the research question percentage analysis was performed on the data, (see table 1).

Table 1:



Percentage analysis of the extent to entrepreneurial skills acquired by business education students in Uyo Metropolis.

EXTENT	FREQ	%
VHE	69	49.28**
HE	48	34.28
LE	19	12.85
VLE	5	3.57*
TOTAL	140	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field survey

The above table 1 presents the percentage analysis of the extent of entrepreneurial skills acquired by business education students in Uyo Metropolis. From the result of the data analysis, it was observed that the highest percentage (49.28%) of the respondents affirmed that the extent to which entrepreneurial skills acquired by business education students in Uyo Metropolis is VERY HIGH (VHE), while the least percentage (3.57%) of the respondents affirmed that the extent is VERY LOW (VLE). This finding agrees with the opinion of Adeyemi and Olabosinde (2022), who stated that entrepreneurial skill acquisition is a strong force in pushing enterprise creation, and it has become a part of the policy thrust in the country to promote job creation and reduce the high rate of unemployment among graduates. It was also confirmed by Nwachukwu (2021), who proved that students who undergo entrepreneurship training are better positioned to identify opportunities, manage risks, and contribute meaningfully to the socio-economic development of their communities.

Research Questions 2: The research question sought to examine the types of entrepreneurial skills acquired by business education students in Uyo Metropolis. To answer the research percentage analysis was performed on the data, (see table 2).

Table 2: Percentage analysis of the types of entrepreneurial skills acquired by business education students in Uyo Metropolis

TYPES	FREQUENCY	PERCENTAGE
Opportunity Recognition and Evaluation	40	28.57**
Vision and Strategic Thinking	28	20.00
Resourcefulness and Problem-Solving	23	16.43
Financial Management and Budgeting	11	7.86
Marketing and Sales Skills	4	2.86
Communication and Negotiation	21	15.00
Leadership and Team Building	11	7.86
Resilience and adaptability	2	1.43*
TOTAL	80	100%

** The highest percentage frequency



* The least percentage frequency

SOURCE: Field survey

The above table 2 presents the result of the descriptive analysis of types of entrepreneurial skills acquired by business education students in Uyo Metropolis. From the result of the data analysis, it was observed that the highest percentage of the respondents (28.57%) stated that “Opportunity Recognition and Evaluation is the entrepreneurial skills most acquired by business education students in Uyo Metropolis, while the least percentage (1.43%) of the respondents affirmed “Resilience and adaptability”. This finding agrees with the opinion of Kuratko & Covin, (2018) who stated that the entrepreneurial skillset that truly sets venture founders apart empower individuals to identify opportunities, navigate challenges, and build a thriving business, according to them these skills are: Opportunity Recognition and Evaluation, vision and Strategic Thinking, resourcefulness and Problem-Solving, financial Management and Budgeting, marketing and Sales Skills, communication and Negotiation, leadership and Team Building, as well as resilience and adaptability.

Research Questions 3: The research question sought to find out the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis. To answer the research question percentage analysis was performed on the data, (see table 3).

Table 3:

Percentage analysis of the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis.

EFFECTS	FREQ	%
Creation of sustained jobs and the decrease of poverty	63	45**
creation of Innovation for localized problem solving and resource efficiency	46	32.86
Promotion of local economic resilience and social capital	31	22.14*
TOTAL	140	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field survey

The above table 3 presents the percentage analysis of the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis. From the result of the data analysis, it was observed that the highest percentage (45%) of the respondents affirmed that the effects of entrepreneurial skill acquired by business education students on attainment of sustainable development in Uyo Metropolis is “Creation of sustained jobs and the decrease of poverty” while the least percentage (22.14%) of the respondents affirmed that the effect is “promotion of local economic resilience and social capital”. This finding agrees with the opinion of Adeyanju (2023), who stated that entrepreneurship interventions that combine practical skill training with mentorship and



market linkages increase the probability of sustained income gains among youth in low-income settings.

CONCLUSION

In conclusion, entrepreneurship skill acquisition plays a vital role in achieving sustainable development, particularly among Business Education students in Uyo Metropolis. The study reveals that through structured entrepreneurial training, students develop the competencies needed to identify opportunities, create innovative ventures, and sustain business growth in a competitive economy. Such skills empower young graduates to become job creators rather than job seekers, thus addressing unemployment and poverty — two major barriers to sustainable development in Nigeria. Moreover, entrepreneurship education fosters creativity, resilience, and self-reliance, which are essential attributes for long-term socio-economic transformation. It also contributes to environmental and social sustainability by promoting responsible production and ethical business practices. Therefore, to fully realize the potential of entrepreneurship in driving sustainable development, higher institutions must strengthen their entrepreneurship curricula, ensure practical exposure, and encourage innovation-driven learning.

RECOMMENDATIONS

1. Higher institutions, particularly those offering Business Education, should continuously review and strengthen their entrepreneurship curricula to include more practical and experiential learning opportunities in order to help in immense contribution to sustainable development of Nigeria.
2. Strong partnerships between universities and industries should be promoted to expose students to modern business practices. Such collaborations can provide internship opportunities, training workshops, and mentorship programs that link theory with practical entrepreneurial experiences.
3. The government and private investors should provide grants, soft loans, and startup capital to young entrepreneurs who complete entrepreneurship programs. Financial empowerment will encourage Business Education graduates to establish sustainable ventures that create employment and drive economic growth.



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