



INSTITUTIONAL POLICY AND SCIENCE EDUCATION STUDENTS' ATTITUDES TOWARD ENTREPRENEURSHIP SKILLS ACQUISITION FOR SOCIAL IMPACT IN EKITI STATE UNIVERSITY

BY

ODUNYEMI Morayo Janet

Department of Science Education, Faculty of Education
Ekiti State University, Ado Ekiti, Nigeria.
morayo.odunyemi@eksu.edu.ng

Ajoke D. Oyeniyi Ph.D)

Department of Science Education,
Bamidele Olumilua University of Education, Ikere-Ekiti, Nigeria.
oyeniyi.ajoke@bouesti.edu.ng

OKUNADE, Helen Funmilola

Department of Social Science Education, Faculty of Education.
Ekiti State University, Ado Ekiti, Nigeria.
helen.okunade@eksu.edu.ng

&

ROMINIYI, Oluwapelumi Mercy

Department of Science Education, Faculty of Education,
Ekiti State University, Ado Ekiti, Nigeria.
rominiyioluwapeluni@gmail.com

Abstract

This study investigated the influence of Institutional Policy on Undergraduates' Attitudes toward Entrepreneurship Skills Acquisition in Ekiti State University (EKSU). The study specifically examined how the University's policy on Entrepreneurship Skills Acquisition could shape students' perceived value and their attitudes toward skills acquisition. It also identified the challenges that Science Education undergraduates face in acquiring entrepreneurship skills. It equally study policy improvements capable of enhancing skills acquisition among students for social impact thereby addressing Sustainable Development Goal (SDG 4). The study adopted descriptive research design of the survey type. The sample selected for the study was 100 respondents from the department of Science Education during 2023/2024 academic session. The instrument tagged Institutional Policy and Science Education Students' Attitudes toward Entrepreneurship Skills Acquisition for Social Impact in Ekiti State University Questionnaire with the reliability coefficient of 0.81 was used for the study. The data were analyzed using descriptive and inferential statistics. The study revealed that Institutional Policy including the integration of artificial intelligence among others into Entrepreneurship Skills Acquisition programme will positively influence students' attitudes towards skills acquisition. Findings also showed that the other challenges faced by students in acquiring entrepreneurship skills in Ekiti State University are overcrowded classroom and lack of collaboration for problem-solving in science-based skills acquisition among the others. It was recommended among the others that the University Management should come up with Institutional Policy strategies reform fostering students' attitudes towards Entrepreneurship Skills Acquisition.

Keywords: Entrepreneurship Skills Acquisition, Institutional Policy, Challenges, Students' Attitudes, Social Impact.

Introduction

Entrepreneurship is popularly recognized as a vital tool for economic growth and development and innovation, including employment generation across the globe. Universities, particularly in developing countries such as Nigeria, are now focusing on much more than theoretical learning and are now considering entrepreneurial ecosystems that are capable of nurturing innovative mind-sets targeting real-life problem solving. Particularly, the Science Education students who are potentially products and services providers in scientific solutions based on their exposure to scientific knowledge. This knowledge have equipped them with analytical and problem-solving skills to mention but few, which can be leveraged to develop innovations and research-based scientific solutions for entrepreneurial ventures creation. However, the translation of the knowledge into entrepreneurial action often depends on the policy environment of the university, which can either facilitate or inhibit skill acquisition and entrepreneurial engagement (Batista et al., (2024). Nigerian Universities has implemented ESA through entrepreneurship education programs as a matter of compulsion. The National Universities Commission (NUC) requires all universities to incorporate entrepreneurship courses into undergraduate curricula (National Universities Commission, (2018). Entrepreneurship Skills Acquisition (ESA) refers to the structured process through which students acquire the knowledge, skills, attitudes, and competencies necessary to identify, create, and manage business opportunities successfully (Akanbi, Akinbode, and Adebayo, (2020). In Nigerian Universities, ESA is aimed at fostering self-employment, encouraging innovation, and promoting economic development (Oyelaran-Oyeyinka and Adeoti, (2021). The skills typically acquired include financial management, marketing, business planning, leadership, problem-solving, communication, and technical skills relevant to specific

industries (Olatunji, Adebisi, and Ajayi, (2019). these are capable of enhancing the quality of university education and address the SDG 4: quality education. Acquisition of these skills are aimed at fostering services and products in scientific solutions for social impact.

Despite the concerted efforts by the Nigerian government and educational institutions to promote entrepreneurship through various initiatives, many students are not enthusiastic towards ESA. In Ekiti State University (EKSU), there is limited empirical evidence on how Institutional Policy structures on entrepreneurship education influence undergraduates' attitudes towards ESA. Without a clear understanding of students' challenges in skills acquisition, their attitudes and policy structures, the university may continuously struggle in the achievement of her vision statement on entrepreneurship 'to producing graduates adequately equipped to handle cotemporary socio-economic and environmental challenges through cutting edge research in science, technology and humanities, driven by information and communication technology". The Institutional Policy may not have been well aligned to fostering a favorable entrepreneurship attitudes among students. Asides, several factors, such as inadequate funding, lack of infrastructure, mentorship and counselling programs, overcrowded classroom, insufficient training, and weak support systems, may negatively influence the willingness of students and their ability to acquire entrepreneurship skills in spite of being well-positioned to drive innovation to address social needs.

Institutional policy on entrepreneurship could be referred to as the way and tradition in which institution run entrepreneurship education which include the classroom and outdoor activities in fostering entrepreneurship spirit and motivation among students. It may include entrepreneurship curricula and extracurricular activities, innovation laboratories, funding initiatives and other institutional supports. According to (Li,

(2024), Ying and Yaakob, (2025), effective policy must provide practical experiences, mentorship, and access to resources that build entrepreneurial self-efficacy. Institutional policy structures on entrepreneurship education targeting, infrastructure, mentorship initiatives, funding mechanisms, and cultural norms, plays a central role in shaping students' entrepreneurial attitudes (Wright, Stewart & Abernathy, (2025). Even though emphasizing theory and practices, the policy will be more vibrant by adequately attending to hands-on skills acquisition particularly in science-oriented entrepreneurship fostering projects on real-world problem-solving for social impact. Without the aforementioned, even highly capable science undergraduates may not be opportune to fully translate their technical knowledge into entrepreneurial ventures (Amaral, Nieuwenhuizen, & Schachtebeck, (2024)). Policy strategies that are not adequately developed may lack the ability to forestall various huddles in ESA. Therefore, besides the Institutional Policy practices on ESA, students' attitudes towards skills acquisition could also be shaped by the challenges they face in skills acquisition.

According to Huang, Cai and Yang (2021), institutional entrepreneurship policy including funding support, entrepreneurship services, and policy-driven opportunities strengthens students' attitudes towards entrepreneurship by enhancing their exposure to entrepreneurial practices and promoting an internal entrepreneurial spirit. Huang et al. reported that a supportive policy climate encourages students' entrepreneurial spirit like; motivation, confidence and proactive mindset which further enhances skill acquisition and attitudes towards entrepreneurship. Fan et al. (2024) assert that institutional entrepreneurship education policies which include course design, compulsory entrepreneurship modules and structured practical training shaped students' psychological determinants such as attitude. The

findings of Fan et al. showed that institutions with stronger entrepreneurship-supportive policies encapsulating practical laboratories, mentorship and competitions enhance higher students' engagement and skills development. Montes et al. (2023) assert that the effectiveness of entrepreneurship education determined by institutional structures and policies directly influences students' acquisition of knowledge, skills, and their attitudes towards entrepreneurship. Study conducted by Montes et al. showed that students exposed to more structured institutional programmes including competitions, incubation support and project-based learning demonstrated favourable attitudes towards entrepreneurship. The policy structures could either enhance students' mind-sets or lead to attitudinal barriers in skills acquisition.

Inadequacies of institutional policy structures may give room for different barriers in skills acquisition. According to Lufsten (2020), weak mentorship structures within Universities hinder students' development of entrepreneurial competencies and reduce their likelihood of entrepreneurial engagement. According to Haung et. al.(2021), a supportive policy climate encourages students' entrepreneurial spirit in relation to motivation, confidence and proactive mindset which further enhances skills acquisition. The absence of robust experiential learning opportunities, such as real-world projects, internships, and innovation laboratories, limits the practical skills development necessary for entrepreneurial success. Mukorera and Mwangi, (2022) emphasize that experiential learning is central to students' entrepreneurial capability building, particularly in African contexts where practical exposure is often limited. These challenges interconnected and may shape students' attitude for ESA. Sirelkhatim and Gangi (2015) argue that

gaps in funding, mentorship, and experiential learning are persistent systemic issues in entrepreneurship education globally while Al-Fattal, (2024) asserts that students' ability to acquire entrepreneurship skills is strongly constrained by structural, financial, and psychosocial factors within the university environment.

Moreover, in a study conducted by Al-Fattal, it was reported that students perceived insufficient institutional support, such as weak incubation services, limited access to start-up capital, lack of mentorship and entrepreneurial networks, fear of failure and low self-confidence as major barriers that hinder active participation in skill-building activities. Relatedly, Pham, Do and Nguyen, (2023) assert that acquiring digital and traditional entrepreneurship skills require adequate institutional digital resources, updated curricula, and hands-on training, which are often lacking. Pham et al. reported that lack of technology-driven training, insufficient digital laboratories and tools, and weak integration of digital entrepreneurship into the curriculum are part of challenges faced by students and that institutional supports especially technology-oriented facilities boost entrepreneurial self-efficacy, which in turn improves attitudes toward skill acquisition. According to Silveyra-Leyn, (2023), curricular design and cognitive readiness significantly influence students' ability to acquire entrepreneurship skills. Silveyra-Leyn reported that mismatch between curriculum content and real-world entrepreneurial demands, students' low entrepreneurial cognition which include creativity and opportunity recognition partly due to insufficient exposure to practical challenges and inadequate transition from classroom training to incubation and market environments weakens skill development.

Meanwhile, Onwubuya, (2024) posit that institutional capacity and policy shortcomings are major obstacles to effective entrepreneurship skills development in Nigerian universities. Onwubuya reported that students face

poor access to practical training such as workshops, tools, and incubators and that many universities lack qualified entrepreneurship educators, resulting in theory-heavy and practice-deficient delivery. The study also showed that funding constraints limit the ability of students to develop prototypes or participate in entrepreneurial projects while gender disparities and socio-cultural expectations create unequal access to opportunities and support services. Thus, Ogunlela and Enyekit, (2023) submit that addressing these challenges in Nigerian Universities is essential for strengthening entrepreneurial spirit among students.

Meanwhile, students' attitudes towards skills acquisition may simply be explained as the positive or negative evaluation of ESA expressed through their mind-sets, perception and grit to mention but few. Attitude towards entrepreneurship skills acquisition refers to an individual's evaluation of the skills acquisition as a desirable and feasible career path capable of predicting entrepreneurial intention (Li (2024)). These may be influenced by feelings of the ease or difficulty of becoming entrepreneurs based on their self-efficacy, perceived feasibility, risk tolerance, and students' willingness to engage in venture creation (Aditya, (2020). Several studies have examined the influence of institutional policy on students' attitudes toward entrepreneurship. Li (2024) found that formal policies, including curriculum design and mentorship programs, significantly influence entrepreneurial self-efficacy and perceived behavioral control among fourth-year undergraduates in China. Similarly, Ying and Yaakob, (2025) reported that institutional support mediates the effect of entrepreneurship education on attitude, highlighting the importance of policy that is actionable rather than merely symbolic. In the Nigerian context, Adeoye and Olubiye (2024) reported that technical ability, parental background, and institutional support were significant predictors of attitudes towards entrepreneurship among final-year undergraduates. Their study highlighted that policy gaps such as lack of mentorship and limited funding constrain the positive influence of

institutional initiatives on students' attitudes. Science students may have high technical competence but may perceive entrepreneurship as risky or unsupported without strong institutional backing, which can limit skill acquisition and entrepreneurial engagement (Adeoye & Oluibi, (2024)).

Importantly too, other factors like age and gender may interact with policy structures and influence students' attitudes towards skills acquisition. Nwaordu, (2024) reported that strong institutional policy frameworks including funding mechanisms, compulsory skill-based courses, and teacher capacity development motivate students across age groups but are particularly impactful for older learners, who tend to align their entrepreneurial attitudes with perceived institutional seriousness and opportunity structures. Similarly, Adetayo and Oloruntoba, (2024) also reported that when Institutional Policy clearly outlines skill-based outcomes and ensures consistent delivery, students show significantly improved entrepreneurial attitudes regardless of age, though older students still show higher levels of intention. The study showed that gender both moderates and mediates the effect of entrepreneurship education on attitudes and skills acquisition. Females typically reported lower initial entrepreneurial self-efficacy and higher perceived risk. Studies also showed high interest across genders but different enabling factors such as networks/relational support, university ecosystem and social norms to mention but few (Tsaknis et al., 2025) & Adelowo & Akinwale, (2023)).

Interestingly, the social impact of institutional arrangements and students' attitudes on skills acquisition are multi-layered. At the individual level, graduates acquire capacities for self-employment, income generation, and resilience in contexts of unstable labour markets (Olu-Alonge, (2025)). At the community level, student-led innovations often target locally specific challenges such as water purification, agricultural processing, renewable energy solutions, and health-

related technologies thereby contributing to improved welfare, environmental sustainability, and local economic diversification (Adekunle et al., (2025) and Abraham, (2024)). At the macro level, Universities operating under robust entrepreneurship-supportive policy structures contribute to regional innovation ecosystems by stimulating start-up creation, fostering academic-industry linkages, and supporting value-chain development in science-related sectors (Ofor-Douglas, (2024)). Institutional supports fostering students' attitudes on skills potentially enhance the achievement of Sustainable Development Goal (SDG) 4. According to United Nations. UN, (2024a), Sustainable Development Goal 4: Quality Education aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". This means not just getting children into school but making sure the education they receive is high quality, inclusive, equitable, and empowers learners with relevant knowledge and skills throughout life. The SDG 4 includes several specific targets that countries work towards achieving by 2030 for instance; increased youth and adult skills for employment and decent work, and equal access to affordable technical, vocational and tertiary education (including universities). In furtherance, quality education is widely recognized as a foundation for individual and societal development which breaks cycles of poverty by enhancing knowledge and earning potential, reduces inequalities and promotes social inclusion and also builds skills essential for sustainable livelihoods, economic productivity, health, and civic engagement, contributing to the achievement of other SDGs.

Statement of the Problem

In spite of the various laudable initiatives by the Nigerian government and educational institutions to enhance employability and self-reliance through various policy structures fostering entrepreneurship education, there exist conspicuous display of indifferent attitudes among students towards entrepreneurship skills acquisition in Ekiti State University. The policy

structures guiding the content and delivery of the skills acquisition programme may not have been adequate enough to enhance students' attitudes, particularly in science education for skills acquisition. Several factors, such as inadequate funding, lack of infrastructure, mentorship and counselling programs, insufficient training, and weak support systems, may not arouse students' interests and thus, inhibiting their attitudes towards entrepreneurship skills acquisition. Non prioritizing support services such as provision of incubation centers, loans and grants, organizing workshops and seminars or guest lectures and counselling to guide students' in entrepreneurship skills acquisition may have unfavorable influence on students' attitudes in respect of skills acquisition. Policy structures that do not cater for funding, collaborative problem-solving skills acquisition, trainers-students ratio, University-Industry collaboration and creating lecture free day(s) to allow students' adequate participation in skills acquisition, entrepreneurship fare, exhibition, drama and other extra curricula activities may find it difficult to enhance students' attitudes towards skills acquisition.

Research Objectives

The objectives of this study are to:

1. examine the influence of institutional policy on students' attitudes towards entrepreneurship skills acquisition.
2. find out the extent to which institutional support services influence students' interest in entrepreneurship.
3. identify the challenges faced by Science Education undergraduates in acquiring entrepreneurial skills.
4. propose policy improvements that can enhance entrepreneurship skills acquisition and social impact among students

Research Questions

This study was guided by the following research questions:

1. How could institutional policy influence students' attitudes towards entrepreneurship skill acquisition?
2. To what extent could institutional support services influence students' interests in entrepreneurship skills acquisition?
3. What are the challenges students face in acquiring entrepreneurship skills?
4. What policy improvements can be made to enhance entrepreneurship skills acquisition among students for social impact?

Research Hypotheses

The following research hypotheses were formulated:

1. There is no significant difference in the attitudes towards entrepreneurship skills acquisition between male and female undergraduates.
2. There is no significant relationship in the undergraduate's age and their attitudes towards entrepreneurship skills acquisition.
3. There is no significant difference in the undergraduates attitudes towards entrepreneurship skills acquisition at different academic levels

Methodology

This study adopted a descriptive research design of the survey type to examine the influence of Institutional Policy on entrepreneurship education on Science Education undergraduates' attitudes towards skills acquisition. The target population comprised of all undergraduate students in the department of Science Education in Ekiti State University, Ado-Ekiti, Nigeria during 2023/2024 academic session, who were currently enrolled in entrepreneurship education programs or have completed the programme as part of their curriculum. The sample size for the study was 100 students. A structured questionnaire titled Institutional Policy and Science Education Students' Attitudes toward Entrepreneurship Skills Acquisition for Social Impact in Ekiti State University Questionnaire with the reliability coefficient of 0.81 was used for the study to collect data. Data collected was

analyzed using descriptive statistics (mean, frequency, and percentage) for the research questions while the hypotheses were tested at 0.05 level of significance.

Results

Descriptive Analysis

Table 1: Socio-demographic Characteristics of the Study Participants

Variable	Grouping	Frequency	Percentage
Gender	Male	49	49.0
	Female	51	51.0
Age	Under 20	23	23.0
	21-25yrs	54	54.0
	26-30yrs	22	22.0
	Above 30	1	1.0
Level	100l	28	28.0
	200l	26	26.0
	300l	14	14.0
	400l	32	32.0

Table 1 presents the socio-demographic characteristics of the respondents. The result shows that 49% of the study participants were male while 51%; representing the majority constituted the female sample. Distribution of the respondents according to age reveals that 23% were under 20years, 54% respondents; representing the majority were within 21-25years age range, 22% were aged 26-30years while 1% was above 30 years. Regarding the

respondents' academic level, less than one-third of the study participants (32%) were 400 level students, 28% indicated 100 level while 26% and 14% represented 200 level and 300 level respectively.

Question 1: How could Institutional Policy on entrepreneurship influence students' attitudes towards entrepreneurship skills acquisition?

Table 2: Descriptive statistics on the Influence of Institutional Policy on Students' Attitudes towards Entrepreneurship Skill Acquisition

S/N	ITEMS	SA	A	D	SD	MEAN
1	Friendly institutional policy will enhance my dedication in entrepreneurship skill acquisition.	75 (75.0)	22 (22.0)	2 (2.0)	1 (1.0)	3.71
2	Integration of advance technology such as Artificial intelligence will enhance my passive value and interest in entrepreneurship skills acquisition	36 (36.0)	61 (61.0)	3 (3.0)		3.33
3	Introduction of online and international marketing skills into skill acquisition will arouse my interest	34 (34.0)	49 (49.0)	16 (16.0)	1 (1.0)	3.16
4	The institutional policy structures are not clear to me regarding entrepreneurship skill acquisition	26 (26.0)	55 (55.0)	17 (17.0)	2 (2.0)	3.05
5	I am not satisfied with the operational policy on entrepreneurship in the University	28 (28.0)	50 (50.0)	14 (14.0)	8 (8.0)	2.98

Criterion mean= 2.50

Table 2 presents the influence of Institutional Policy on students' attitudes towards entrepreneurship skills acquisition. The result shows that using a cut-off mean score of 2.50 for the

rating scale, all the items had mean scores above the cut-off point. This implies that; Institutional Policy including the integration of artificial intelligence, introduction of online and international

marketing skills among others into Entrepreneurship Skills Acquisition programme will positively influence students' attitudes towards the skills acquisition

Question 2: To what extent do institutional support services affect students' interests in entrepreneurship?

Table 3: Descriptive Statistic on the Influence of Institutional Support Initiatives on Students' Interest In Entrepreneurship Skill Acquisition

S/N	ITEMS	SA	A	D	SD	MEAN
11	Availability of incubation centers in the University will arouse my interest in entrepreneurship.	54 (54.0)	38 (38.0)	7 (7.0)	1 (1.0)	3.45
12	There are no loans and grants to support my vision and enhance my interest in entrepreneurial skills and start up	46 (46.0)	41 (41.0)	9 (9.0)	4 (4.0)	3.29
13	Workshops, seminars, or guest lectures are not provided by the university to inspire my interest in entrepreneurship	45 (45.0)	31 (31.0)	19 (19.0)	5 (5.0)	3.16
14	The University does not provide entrepreneurship counsellor to guild my interest in entrepreneurial skills	26 (26.0)	57 (57.0)	12 (12.0)	5 (5.0)	3.04
15	Institutional support services are not tailored to address the specific needs of students interested in entrepreneurship	30 (30.0)	43 (43.0)	17 (17.0)	10 (10.0)	2.93

Criterion mean= 2.50

Table 3 presents the influence of institutional support services on students' interest in entrepreneurship. The result shows that, using a cut-off mean score of 2.50 for the rating scale, all the items had mean scores above the cut-off point. This implies that the effect of institutional

support services on students' interest in entrepreneurship is positive.

Question 3: What are the challenges faced by students in acquiring entrepreneurship skills?

Table 4: Descriptive Statistics on Challenges Faced by Students in Acquiring Entrepreneurship Skills

S/N		SA	A	D	SD	MEAN
6	Overcrowded classroom is one of the main challenges in accessing entrepreneurship training	77 (77.0)	21 (21.0)	2 (2.0)		3.75
7	There is no collaboration for problem-solving in science based skills acquisition	46 (46.0)	43 (43.0)	10 (10.0)	1 (1.0)	3.34
8	There are no adequate man power to operate facilities and resources provided by the university.	60 (60.0)	30 (30.0)	9 (9.0)	1 (1.0)	3.49
9	Academic workload and schedules affect my ability to pursue entrepreneurship skills	27 (27.0)	52 (52.0)	17 (17.0)	4 (4.0)	3.02
10	There is no mentorship opportunities to facilitate entrepreneurship skill acquisition	41 (41.0)	36 (36.0)	21 (21.0)	2 (2.0)	3.16

Criterion mean= 2.50

Table 4 presents the challenges students face in acquiring entrepreneurship skills.

The result shows that, using a cut-off mean score of 2.50 for the rating scale,

all the items had mean scores above the cut-off point. This implies that overcrowded classrooms, lack of collaboration for problem-solving in science-based skills acquisition, inadequate man power to operate facilities and resources, academic workload and schedules as well as lack of mentorship

opportunities are the challenges faced by students in acquiring entrepreneurship skills.

Question 4: What policy improvements can be made to enhance entrepreneurship skills acquisition among students foe social impact?

Table 5: Descriptive Statistics on Policy Improvements to Enhance Entrepreneurship Skills Acquisition among Students for Social Impact

S/N	ITEMS	SA	A	D	SD	MEAN
16	There is need for policy improvement in entrepreneurship skills acquisition in the university to enhance social impact.	72 (72.0)	21 (21.0)	4 (4.0)	3 (3.0)	3.62
17	Funding towards entrepreneurship programs should be prioritized to enhance students' participation in socio-economic development,	57 (57.0)	40 (40.0)	3 (3.0)		3.54
18	The university should support collaboration and problem-solving in science-based skills acquisition among students to promote scientific solutions.	68 (68.0)	25 (25.0)	4 (4.0)	3 (3.0)	3.58
19	University/Industry collaboration to train students for local and regional economic development should be included in the Institutional Policy	58 (58.0)	34 (34.0)	7 (7.0)	1 (1.0)	3.49
20	The university should create lecture free day(s) to allow full participation in entrepreneurship skills acquisition and impacting the local community.	55 (55.0)	36 (36.0)	4 (4.0)	5 (5.0)	3.41

Criterion mean= 2.50

Table 5 presents the policy improvements that can be made to enhance entrepreneurship skills acquisition among students for social impact. The result shows that, using a cut-off mean score of 2.50 for the rating scale, all the items had mean scores above the cut-off point. This implies that increased funding towards entrepreneurship programs, adoption of collaboration and problem-solving in science-based skills acquisition among students, University/Industry collaboration to train students for local and regional economic growth, and creating lecture free day(s) to allow full participation in entrepreneurship skills

acquisition capable of impacting the local community, are areas of policy improvements that can be made to enhance skills acquisition among students for social impact.

Testing of Hypotheses

The research hypotheses formulated in the study were tested using Pearson's Product moment correlation and multiple regression statistics.

Hypothesis 1: There is no significant difference in the attitudes towards entrepreneurship skills acquisition between male and female undergraduates.

Table 6: t-test analysis on students' Attitude towards Entrepreneurship Skills Acquisition by considering their Gender

Gender	N	Mean	SD	df	t	p
Male	49	66.90	6.18	98	0.620	0.537
Female	51	66.12	6.40			

p>0.05

The result in Table 6 shows that computed t-value (0.620) with degree of freedom 98 was not statistically significant at $p > 0.05$ level of significance for the groups. The null hypothesis was not rejected. This implies that there is no significant difference in the attitudes towards entrepreneurship skills acquisition between male and female undergraduates.

Hypothesis 2: There is no significant difference in the undergraduates age and their attitudes towards entrepreneurship skills acquisition.

Table 7: ANOVA summary on the Age of Undergraduates and their Attitudes towards Entrepreneurship Skills Acquisition

Source	SS
Between Groups	172.510
Within Groups	3722.490
Total	3895.000

$p > 0.05$

The result in Table 7 indicates that the computed F-value (1.483) obtained at 3 and 96 degrees of freedom for the groups with a p-value > 0.05 was not significant at 0.05 level. The null hypothesis was not rejected; implying that there is no significant relationship between the age of undergraduates and their attitudes towards entrepreneurship skills acquisition.

Hypothesis 3: There is no significant difference in the undergraduate's attitudes toward entrepreneurship skills acquisition at different academic levels (100-400)

Table 8: ANOVA Summary of Undergraduates' Attitudes towards Entrepreneurship Skills Acquisition by Academic Levels

Source	SS	df	MS	F	p
Between Groups	94.809	3	31.603	0.798	0.498
Within Groups	3800.191	96	39.585		
Total	3895.000	99			

$p > 0.05$

Table 8 shows that the computed F-value (0.798) obtained at 3 and 96 degrees of freedom for the groups with a p-value > 0.05 was not significant at 0.05 level. The null hypothesis was not rejected. This implies that there is no significant difference in the attitudes towards entrepreneurship skills acquisition between undergraduates at different academic levels (100-400).

Discussion

The study showed that; Institutional Policy including the integration of advance technology such as artificial intelligence as well as the introduction of online and international marketing skills into Entrepreneurship Skills Acquisition programme will positively influence students' attitudes towards the MS skills acquisition. The finding aligns with the study of Ahmed and Musa, (2022) which asserted that Institutional Support plays a crucial role in shaping students' entrepreneurial attitudes. The study as well conform to the work of Oloruntoba, Oludipe, and Adetayo, (2024) which reported that proper delivery of entrepreneurship education degree programme was a strong factor that enhanced attitude and motivation of students towards entrepreneurship. The findings of the study also showed that institutional support services such as provision of incubation centers, loans and grants, organizing workshops, seminars or guest lectures, and counselling to guide students' in entrepreneurship skills acquisition would have positive influence on students' interests in entrepreneurship which is in agreement with the assertion of Cai, and Yang, (2021) that policy measures such as support, funding and start-up services indirectly shape students' attitudes by enabling practical experience and role model. The finding also align

with the study of Eze, and Obiora,

(2021) which asserted that strong and well-coordinated policies that prioritize funding, curriculum development, and the provision of practical learning opportunities directly contribute to the effectiveness of entrepreneurship programs..

The study also showed that overcrowded classrooms, lack of collaboration for problem-solving in science-based skills acquisition, inadequate man power to operate facilities and resources, academic workloads and schedules, and lack of mentorship opportunities are the challenges faced by students in acquiring entrepreneurship skills. This finding is in agreement with the study of Amadi, (2019) which revealed that challenges like insufficient funding, lack of training facilities, and inconsistent policy application hinder effective implementation of entrepreneurship programme. The finding also agrees with the report of Onwubuya, (2024) that students face poor access to practical training such as workshops, tools, and incubators and that many universities lack qualified entrepreneurship educators, resulting in theory-heavy and practice-deficient delivery. Findings as well revealed that increased funding towards entrepreneurship programs, adoption of collaboration and problem-solving in science-based skills acquisition among students, collaboration with external organizations to provide entrepreneurship training opportunities, and creating lecture free day(s) to allow full participation in skills acquisition are areas of policy improvements that can be made to enhance students' attitudes towards entrepreneurship skills acquisition. The findings agree with the assertion of Fan, Li, Chen, and Zhang, (2024) that institutional entrepreneurship education policies such as course design, compulsory entrepreneurship modules and structured practical training shape students' entrepreneurial attitudes. Similarly, the result is at par with the work of Wardana, et al. (2020) which reported that students' entrepreneurial mindset was influenced by the quality and structure of institutional programs such as emphasizing experiential learning and strengthening their willingness to acquire entrepreneurship skills.

The study revealed that there was no significant difference in the attitudes towards entrepreneurship skills acquisition between male and female undergraduates which is in contrast to the finding of Adelowo and Akinwale, (2023) which reported 12,485 Nigerian undergraduates' entrepreneurial interests across genders as 88% males and 84% females, also relational support and ecosystem effects varied by gender. Meanwhile, Tsaknis, Sahinidis, Kiriakidis, and Kavoura, (2025) reported that female students showed higher positive changes in entrepreneurial intention after exposure to an entrepreneurship programme, and asserted that gender moderates students' psychological response to entrepreneurship education. It was shown in the study that there was no significant relationship between the age of undergraduates and their attitudes towards entrepreneurship skills acquisition. The finding agrees with the study of Ahmad, (2024) which reported that demographic factors and behavioural traits shape students' entrepreneurial attitude but age did not have a significant effect on the students' attitudes. Whereas, Shahzad, and Xu, (2023) reported that age played a background role in entrepreneurial attitude among university students, which was shown in younger students responsiveness to entrepreneurship programs. The study further showed that there was no significant difference in the attitudes towards entrepreneurship skills acquisition between undergraduates at different academic levels. The finding supports the work of Oloruntoba, Oludipe, and Adetayo. (2024) which reported that there was no significant difference in the attitudes towards entrepreneurship skills acquisition between undergraduates at different academic levels. Whereas, Ying and Yaakob (2025) reported a study on vocational higher education institutions students' entrepreneurial attitude and asserted that academic level matters because the context influences how education converts to attitude.

Conclusion

Based on the findings of the study, it was concluded that Institutional Policy significantly influences science

undergraduates' attitudes towards Entrepreneurship Skills Acquisition in Ekiti State University resulting in structural and resource barriers, suggesting the need for comprehensive policy reforms that integrate curriculum, infrastructure, mentorship, and funding mechanisms, potentially enhancing social impact and also aligning with SDG 4: (Quality Education)

Recommendations

Based on the findings of the study, it was recommended that the University Management should;

1. come up with policy structures reforms fostering students' attitudes towards entrepreneurship skills acquisition.
2. initiate supports services such as provision of incubation centers, loans and grants, organizing workshops and seminars or guest lectures and counselling to guide students' in entrepreneurship skills acquisition
3. address the challenges faced by students such as; overcrowded classrooms, lack of collaboration for problem-solving in science-based skills acquisition, inadequate man power to operate facilities and resources, academic workloads and schedules, and lack of mentorship opportunities in acquiring entrepreneurship skills,
4. ensure policy improvements on; funding, collaborative problem-solving skills acquisition, trainers-students ratio, University-Industry collaboration and creating lecture free day(s) to allow students' adequate participation in skills acquisition, as well as entrepreneurship fare, exhibition, drama and other extra curricula activities to enhance students' attitudes towards Entrepreneurship Skills Acquisition.

References

Adekunle, T., Adebayo, M., & Salami, R. (2025). Student-Led Innovation and Community Development in Nigerian Universities. *Journal of Sustainable*

Development in Africa, 27(1), 101–118.

Adelowo, C., & Akinwale, Y. (2023). Gender Differences In Entrepreneurial Interest And Practice among Undergraduate Students in Nigeria. *Revista Perspectivas / Business Perspectives*, 21(2), 482–492.

Adeoye, O. O., & Olubiyi, T. O. (2024). Influence of Student Factors on Entrepreneurial Intentions: Evidence from Nigeria. *Asian Journal of Islamic Management*, 6(1), 1–11.

Adetayo, J. O., & Oloruntoba, O. A. (2024). Assessing the Impact of Entrepreneurship Education Degree Programme on Students' Entrepreneurial Attitude and Intention. *International Journal of Research and Innovation in Social Science*, 8(IIIS), 1891–1901.
<https://dx.doi.org/10.47772/IJRIS.2024.803136S>

Aditya, R. (2020). Determinants of Entrepreneurial Intention among University Students: The Role of Perceived Behavioral Control and Self-Efficacy. *Journal of Entrepreneurship Education*, 23(4), 1–12.

Ahmad, S. (2024). From Learners To Entrepreneurs: A Study On The Factors Affecting Students' Entrepreneurial Intention. *Journal of Education and Social Studies*, 5(3), 262–273.

Al-Fattal, A. (2024). Entrepreneurial Aspirations and Challenges among Business Students: A Qualitative Study. *Administrative Sciences*, 14(5), 101.

Alkaabi, K., & Senghore, S. (2024). Student Entrepreneurship Competency and Mindset: Examining the Influence of Education, Role Models, and Gender. *Journal of Innovation and Entrepreneurship*, 13, Article 36.

Amadi, E. C. (2019). Challenges of Entrepreneurship Education in Nigerian Tertiary Institutions. *International Journal of Education and Research*, 7(5), 87–98.

Amaral, D. T., Nieuwenhuizen, C., & Schachtebeck, C. (2024). Assessing the Influence of

- Entrepreneurial Education on Individual Entrepreneurial Orientation of University Students. *Journal of Innovation and Entrepreneurship*, 13, Article 70. <https://doi.org/10.1186/s13731-024-00432-1>
- Batista, P., et al. (2024). The Impact of Entrepreneurship Education on Students' Desirability and Intentions to Pursue an Entrepreneurial Career: Evidence from General and Vocational Secondary Schools. *Journal of Innovation & Entrepreneurship*. <https://doi.org/10.1186/s13731-024-00382-8>
- Cai, J., & Yang, Z. (2021). Entrepreneurship Policy Support And Students' Entrepreneurial Intention: The Mediating Role Of Entrepreneurial Practice. *Frontiers in Psychology*, 12, Article 585698. <https://doi.org/10.3389/fpsyg.2021.585698>
- Eze, T. I., & Obiora, C. A. (2021). Institutional Policy and Entrepreneurship Education Implementation in Nigerian Universities. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 112–124.
- Fan, J., Li, Y., Chen, M., J, and Zhang, W., (2024). *How Entrepreneurship Education Affects College Students' Entrepreneurial Intention: Evidence From A Multi-University Study*. *Heliyon*, 10 (10) <https://doi.org/10.1016>. Accessed 18th November, 2025. Development. United Nations.
- Huang, Y., Cai, J., & Yang, Z. (2021). The Role of Entrepreneurship Policy, Entrepreneurial Practice and Entrepreneurial Spirit on College Students' Entrepreneurial Intention: A Structural Equation Modelling Approach. *Frontiers in Psychology*, 12, Article 585698.
- Li, H. (2024). *A Research on The Influencing Factors Of Fourth Year College Students' Entrepreneurship Intention And Behavior in Chengdu, China*. *Scholar: Human Sciences*, 16(3), 172–181
- Lufsten, H. (2020). The Role of University Support in Fostering Student Entrepreneurship. *Industry and Higher Education*, 34(1), 23–35. <https://doi.org/10.1177/0950422219873944>
- Montes, J., Bvila, L., Hernández, D., Apodaca, L., Zamora-Bosa, S., & Cordova-Buiza, F. (2023). Impact of Entrepreneurship Education on the Entrepreneurial Intention of University Students in Latin America. *Cogent Business and Management*, 10(3), Article 2282793.
- Mukorera, S., & Mwangi, M. (2022). Experiential Learning and Entrepreneurial Capability Development among University Students in Africa. *Journal of Entrepreneurship in Emerging Economies*, 14(3), 402–421. <https://doi.org/10.1108/JEEE-09-2020-0312>
- Nwaordu, S. N. (2024). Refocusing the Educational System towards Entrepreneurship Education In Nigeria. *International Journal of Educational and Economic Development Studies*, 5(2), 167–179.
- Ofor-Douglas, E. (2024). Universities and Regional Innovation Ecosystems in Nigeria: Policy Implications for Entrepreneurship Development. *African Journal of Innovation and Entrepreneurship*, 6(1), 55–72.
- Ogunlela, Y. I., & Enyekit, E. O. (2023). Strengthening Entrepreneurial Spirit among Nigerian University Students: Policy and Practice Implications. *Nigerian Journal of Educational Research*, 21(2), 134–148.
- Olatunji, S. O., Adebisi, A. O., & Ajayi, O. O. (2019). Entrepreneurship Skills Acquisition and Youth Empowerment in Nigerian Universities. *Journal of Educational Policy and Entrepreneurial Studies*, 6(2), 23–35.
- Oloruntoba, A., Oludipe, D., & Adetayo, O. (2024). Delivery Quality of Entrepreneurship Degree Programmes and Students' Entrepreneurial Attitudes in Southwest Nigeria.



- Journal of Education and Entrepreneurship Development, 8(1), 75–92.
- Olu-Alonge, B. (2025). Graduate Entrepreneurship and Labour Market Resilience in Nigeria. *African Development Review*, 37(1), 88–102.
- Onwubuya, U. N. (2024). *Measures for Improving the Entrepreneurial Skills Development of University Students in Nigeria*. *World Journal of Education and Development Studies*, 9(7), 30–46.
- Pham, M., Do, Q., & Nguyen, T. (2023). *The Impact of Entrepreneurship Knowledge On Practice and Entrepreneurial Spirit on College Students' Entrepreneurial Intention: A Structural Equation Modelling Approach*. *Frontiers in Psychology*, 12, Article 585698
- Shahzad, M. F., & Xu, S. (2023). Factors Influencing Entrepreneurial Intention to Initiate New Ventures: Evidence from University Students. *Journal of Innovation and Entrepreneurship*, 12, Article 63.
- Silveyra-Leyn, G. (2023). *Do Entrepreneurship Challenges Raise Students' Skill Gaps?* *Frontiers in Education*. <https://doi.org/insert>
- Sirelkhatim, F., & Gangi, Y. (2015). Entrepreneurship Education: A Systematic Literature Review of Curricula and Impacts. *International Journal of Management Education*, 13(3), 281–293. <https://doi.org/10.1016/j.ijme.2015.07.005>
- Tsaknis, P. A., Sahinidis, A. G., Kiriakidis, S., & Kavoura, A. (2025). Gender and Entrepreneurship Education Effectiveness: A Comparative Study. In A. Kavoura, V.-A. Briciu, & A. Briciu (Eds.), *Strategic Innovative Marketing and Tourism: ICSIMAT 2024*, 657–662. Springer.
- United Nations. (2024a), Sustainable Development Goal 4: Quality Education – Targets and Importance. <https://www.un.org/sustainabledevelopment/education/> (United Nations)
- Wardana, L. W., Narmaditya, B. S., Wibowo, A., Mahendra, A. M., N. A. Wibowo, Harwida, G., & Rohman, A. N. (2020). The Impact of Entrepreneurship Education and Students' Entrepreneurial Mindset: The Mediating Role Of Attitude And Self-Efficacy. *Heliyon*, 6(9), e04922. <https://doi.org/10.1016/j.heliyon.2020.e04922>
- Wright, G., Stewart, C., & Abernathy, K. (2025). Curriculum Preferences and Engagement of Online Entrepreneurship Students: The Influence of Age and Gender. *Technology, Knowledge and Learning*. <https://doi.org/10.1007/s10758-025-09828-8>
- Ying, L., & Yaakob, M. F. M. (2025). Mediation Effect of Entrepreneurial Attitude between Entrepreneurship Education and Entrepreneurial Self-Efficacy on Entrepreneurial Intention: Evidence from Chinese Higher Vocational Education Institutions. *Discover Sustainability*, 6, Article 554. <https://doi.org/10.1007/s43621-025-01452-x>
- Ying, L., & Yaakob, M. F. M. (2025). Mediation Effect of Entrepreneurial Attitude between Entrepreneurship Education and Entrepreneurial Self-Efficacy on Entrepreneurial Intention. *Discover Sustainability*, 6, Article 554. <https://doi.org/10.1007/s43621-025-01452-x>