

**ENTREPRENEURIAL SKILLS AND BUSINESS INTENTIONS OF VOCATIONAL STUDIES
UNDERGRADUATES IN NIGERIA: IMPLICATIONS FOR YOUTH EMPOWERMENT AND JOB
CREATION**

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ABSTRACT

Entrepreneurship education is a vital factor in enhancing entrepreneurial competencies and boosting the entrepreneurial intentions of the younger generation. Key skills, particularly managerial competencies, are essential for successfully running of a business and adding value in the workplace. This study investigates how entrepreneurial skills influence the business intentions of undergraduate students in vocational studies. It specifically examines the impact of skills, such as managerial, customer care, and interpersonal skills, on students' entrepreneurial intent. The study employs a descriptive survey design, targeting a population of 6,400 academic staff and a sample size of 400 respondents. Based on existing literature and empirical analyses, the findings confirm that entrepreneurial skills significantly shape undergraduates' business intentions, providing them with the knowledge, attitudes, and competencies necessary for sustainable economic self-reliance. The results also demonstrate a positive and significant relationship between entrepreneurial skills and business intentions, underscoring the crucial role of entrepreneurship in job creation and employment opportunities. The study emphasises the necessity of developing entrepreneurial skills to prepare undergraduates for meaningful contributions to socioeconomic development. It recommends that governments and policymakers establish a more conducive, supportive, and business-friendly environment, particularly for youth and university students, to enhance entrepreneurial engagement and innovation.

Key Words: *Entrepreneurial skills, Business intention, Undergraduates, Vocational Studies, Youth Empowerment and Job Creation.*

INTRODUCTION

Entrepreneurship skills and business intentions are often viewed as distinct business activities (Hamali et al., 2016). However, Schmid et al. (2016) argue that business intention is a crucial element of business operations, serving to inform customers about the company and its products. On the other hand, entrepreneurship skills have traditionally been linked solely to individuals striving to establish their own enterprises. Successful entrepreneurship seeks to merge these two concepts into a unified approach known as entrepreneurial marketing (Hamali et al., 2016). This involves marketing small start-up businesses through entrepreneurial behaviour (Hacioglu et al., 2022). Entrepreneurial skills encompass several dimensions, and entrepreneurs typically exhibit certain traits, including proactiveness, a focus on opportunities, calculated risk-taking, innovativeness, customer orientation, resource leveraging, and value creation (Hacioglu et al., 2022). An understanding and assessment of the nature and degree of entrepreneurial intention existing in an individual aspiring entrepreneur is vital if researchers, economic policy makers or marketing organisations want to determine whether individuals or groups are likely to become successful entrepreneurs and contribute positively to the national economy (Yurtkoru et al., 2019). Ambad & Ag Damit (2015) stress the importance of the existence of entrepreneurial skills amongst young undergraduates to encourage entrepreneurial skills activities, which in turn have the potential to motivate future economic development and growth efforts. Therefore, based on the literature cited so far, it can be argued that it is essential to begin to identify and understand the specific factors that influence entrepreneurial intentions amongst students: a clearer understanding of these can help uncover important drivers of these intentions amongst those undergraduates who are considering entrepreneurship skills as a career.

The economic challenges faced by many nations, especially those experiencing hardship, unemployment, and poverty, have led to a greater recognition of the importance of entrepreneurial skills. The need for entrepreneurship development has become particularly emphasised in developing countries (Abubakar, 2020). Entrepreneurial skills are increasingly seen as crucial drivers of economic growth, productivity, innovation, and employment, and are widely regarded as essential for economic vitality. The ability to transform ideas into economic opportunities is a key aspect of these entrepreneurial skills.

Entrepreneurship is therefore a process of bringing together creative and innovative ideas, combining them with management and entrepreneurial skills to combine people, money and resources to meet an identified need and thereby create wealth (Drucker, 2017). Entrepreneurship skills are thus the process of learning the skills needed to assume the risk of establishing a business (Mueller and Thomas, 2020).

Evidence has shown that for any small-scale enterprise to be successful, the owner (manager) must possess appropriate skills and abilities to run the business (Roomi & Harrison, 2018). Graduate entrepreneurs make a

substantial contribution to national economies through their participation in start-ups and their growth in small and medium-scale businesses (Ayuo & Kubasu, 2019). Their contributions to economic development have been predominantly in the area of job creation, poverty alleviation, environmental vitality, wealth creation and human capital (Ojo, 2016). To thrive as an entrepreneur in today's competitive market, one must possess a wide range of entrepreneurial skills. According to Ezeani (2022), business owners, regardless of gender, need to have the essential skills required to start, develop, finance, and market their businesses effectively. Entrepreneurial skills are required for starting, developing, financing and marketing a business enterprise, as opined by Leonier & Guerin (2021). Furthermore, Akande (2021) described entrepreneurial skills as qualities or attributes required for an entrepreneur to start and successfully manage a business in a competitive environment.

In schools, graduate entrepreneurs have recently become an important pool of resources for Benue State economic growth and personal prosperity. Mohammed & Obeleagu-Nzelibe (2019) observed that despite their knowledge, many graduates have low entrepreneurial intention and attribute their challenges to poor entrepreneurial skills, such as innovation skills, management skills, proper accounting skills and personal skills. From the foregoing, it is envisaged that entrepreneurial skills such as management, accounting, marketing and sales skills seem to be inevitable in developing entrepreneurial intentions of undergraduates (Kerosi & Kayisime, 2013; Ayuo & Kubasu, 2014; Khuong & Anhe, 2016).

Entrepreneurship skills are simply business skills which individuals acquire to enable them to effectively function in the turbulent business environment as an entrepreneur or self-employed. It takes special skills to succeed as an entrepreneur, but most entrepreneurial skills come by learning and practising (Ezeanyi Osita & Ezemoyih, 2022). According to Kuratko & Hodgetts (2018), entrepreneurship skills are the skills that complement the ability of the entrepreneur to analyse situations, opportunities and environments and assist the entrepreneur/manager to organise, manage and assume the risks and rewards of a business or enterprise. Entrepreneurship skills are the basic skills required for starting, developing, financing and marketing a business enterprise (Shaw, 2022).

The skills associated with entrepreneurship include technical skills, specific operation technology, communication, interpersonal relations, presentation and assertiveness (Egbe-Okpenge & Orhungur, 2022). According to Msoka (2018), successful entrepreneurs possess special skills ranging from accounting skills, customer relations skills, management skills, interpersonal skills and marketing skills. This study, however, is focusing on managerial skills, customer care skills and interpersonal skills.

Managerial skills can be defined as those skills that an individual should possess for a successful virtual learning environment. This includes: decision-making skill; problem-solving skills; planning and organizing

skills; risk management skills; self-management skills; teamwork skill; learning skills; initiative skills; enterprise skills; financial skills; managerial skills, marketing/saleable skills; integrity skills; practical skills; assertiveness skills; leadership skills; listening skills; openness to change and business identification skills (Oliveira, 2018).

Another necessary skill is customer-relations skills and interpersonal skills. According to Msoka (2018) entrepreneurs have very special customer-relations skills which help in running their enterprises effectively. Interpersonal skills are a set of skills that people use when interacting and communicating with one another. According to Gakure, Ngugu, Waititu & Keraro (2018), interpersonal skills are critical in any business as they enable entrepreneurs to build great relationships with team, customers, suppliers, shareholders, investors, and more. They further explained that the types of interpersonal skills necessary for an entrepreneur include: leadership and motivation, communication skills, listening skills, personal relations and negotiation skills.

However, students' business intention refers to their desire to become entrepreneurs. Peng, Lu & Kang (2022) describe business intention as a mental orientation such as desire, wish, and hope that influences their decision to pursue entrepreneurship. Li, Wu, & Wu (2018) define it as the mental state of individuals that encourages them to create a new business or a novel value proposition within existing organisations. Business intention can be assessed based on their attitudes towards start-ups and their perceived behavioural control (Ajzen, 2021; Autio, Keeley, Klofsten, Parker & Hay, 2021; Kolvereid & Isaksen, 2016). Furthermore, perceived behavioural control regarding entrepreneurship refers to a sense of self-efficacy or ability to perform entrepreneurial activities, indicating how easy or difficult they perceive performing these activities to be.

In addition to this, entrepreneurial intention is the willingness of individuals to engage in entrepreneurial actions, display entrepreneurial attitudes and behaviour which could lead to proactively expanding an existing business or being self-employed (Krueger and Brazeal 2019). An individual may possess the potential to become an entrepreneur, but may not make this transition unless such intentions are intentionally conceptualized and pursued (Krueger, 2017). This indicates that future entrepreneurial behavior depends on an individual's intentions.

Intentionality thus presents a state of mind that influences a person's actions towards something (Bird, 2018). Intentions are usually used to understand why a person engages in a particular behaviour, and they are influenced by three factors: The concepts of perceived desirability, propensity to act, and perceived feasibility are discussed in the works of Shapero (2015) and Shapero & Sokol (2022). This study utilizes Shapero's Model of the Entrepreneurial Event (SEE) to explain entrepreneurial intention. SEE is one of the oldest and most widely used theoretical models in the literature on entrepreneurship education to elucidate entrepreneurial intention.. The model focuses on what makes an entrepreneurial event occur. Shapero proposes

both situational and socio-cultural factors as being precipitating factors for people's intention towards an entrepreneurial event by using three variables: the perception of feasibility, the perception of desirability, and the propensity to act. The choice of this model for this study is based on its use of both endogenous and exogenous factors to explain people's intention towards entrepreneurship.

Scholars have established the effects of entrepreneurial skills on business intention; Frank, Korunka, Leuger & Mugler (2015) stated that business success is associated with behavior that involved innovative management skills such as producing new ideas, willingness to try new ventures and reaching out to others who have the same values, as such, individuals who possess these skills have perceived behavioural control in terms of entrepreneurship. Dhiliwayo (2018) found a significant relationship between management skills and entrepreneurial intent among youth. The study emphasises that acquiring education and developing management skills are essential for students to confront challenges effectively and succeed in their endeavours.

Demirguc-Kunt, Maksimovic, Beck, and Laeven (2017) discovered that individuals who are self-reliant and practice prudent financial management without seeking assistance from others can be considered successful entrepreneurs. This independence allows them to tackle various challenges, including environmental changes, and fosters a stronger entrepreneurial intention (Timmons and Spinelli, 2020; Hisrich, Peters, and Shepherd, 2022).

Theoretical Framework

The theory of planned behaviour and skill acquisition theory are considered relevant to this study. The Theory of Planned Behaviour (TPB) aims to explain how intentions can predict actual behaviour. The TPB was postulated by Ajzen (2021) and adopted by Krueger & Carsrud (2018). According to TPB, entrepreneurial behaviour (EB) is a function of entrepreneurial intentions (Krueger and Carsrud, 2010). The TPB proposes three main reasons for intention. The first is the appraisal of the behaviour, which is the extent to which a person has a favourable or unfavourable attitude towards behaviour. This is referred to as attitude toward behaviour (ATB). The second determinant is the subjective norm (SN), which is the social pressure to perform the behaviour. The third element is the perceived difficulty to perform the behaviour, which is also called perceived behaviour control (PBC) (Ajzen, 2021).

The TPB stipulates that to increase a person's intention to perform a behaviour, the attitude and subjective norm towards that behaviour have to be more favourable and perceived behaviour control has to be greater (Kolvereid & Isaksen, 2016). This means that the more favourable the attitude and subjective norm and the greater the perceived behaviour control is, the stronger should be the intention of an individual to perform the behavior under consideration (Ajzen, 2021). However, it might be found that the significance of attitude,

subjective norm, and perceived behavioural control varies depending on the different behaviours. Hence, it may be possible that only the attitude has a significant impact on entrepreneurial intention or that attitude and perceived behavioural control are significant or still all three predictors are sufficient to account for entrepreneurial intentions (Armitage & Conner, 2021).

Additionally, the skills acquisition theory was developed by Dekeyser (2017). The theory postulates that development in knowledge has three stages: declarative, procedural and automatic. Declarative knowledge refers to explicit knowledge about a topic; procedural knowledge is implicit knowledge that refers to behaviour and automaticity occurs towards the endpoint of extensive practice, towards the point at which one has become completely expert in performing a task.

From the perspective of skill acquisition theory, the sequence of these stages is crucial, as is the appropriate combination of abstract rules and concrete examples at the declarative stage. The theory relates to this study in the sense that skill acquisition is task-oriented and there is a need to diagnose a task and break it down into its components to provide effective feedback. When it is not possible to conceptualise a task, then feedback becomes considerably less effective.

The theory if adopted when teaching skills, will be helpful to students as it follows the stages of learning a skill and allows them to learn entrepreneurship skills. The cognitive phase requires the identification and development of parts of the skill, which involves the formation of a mental picture of the skill. Then, through practising the various components of the skill will be linked together. And constant practice will make the skill automatic. When they learn through these processes, they will acquire the necessary skills and knowledge required in managing their businesses.

It has been observed that entrepreneurship is one of the options to reduce the unemployment rate and the social problems that are associated with unemployment (Akande, 2021). Policy makers are charged with economic development responsibilities and believe that enterprise culture is key to new ventures and job creation. Many undergraduate programs predominantly focus on theoretical knowledge rather than practical experience. Additionally, students are confronted with evolving job markets, which require more graduates to compete for limited but challenging positions or choose self-employment (Mwasalwiba, 2020). While it might seem sensible to assume that high levels of joblessness will encourage entrepreneurship as the next best career option (Sowetan, 2022), this is not the case. Consequently, this study will provide potential solutions for stakeholders to enhance undergraduates' entrepreneurial skills and business intentions, ultimately empowering youth economically and creating more job opportunities. The main purpose of this study was to examine the influence of entrepreneurial skills on the business intention of vocational studies undergraduates for youth empowerment and job creation. Specifically, the study sought to; examine the effect of managerial skills on

the entrepreneurial intent of undergraduate students of vocational studies, also to investigate the effect of customer care skills on the entrepreneurial intent of undergraduate students of vocational studies, and to assess the effect of interpersonal skills on the entrepreneurial intent of undergraduate students of vocational studies.

Research questions

To achieve the above-stated objectives, answers are provided for the following questions:

- i. Is there any effect of managerial skills on the entrepreneurial intent of undergraduate students of vocational studies?
- ii. What is the effect of customer care skills on the entrepreneurial intent of undergraduate students of vocational studies?
- iii. What is the effect of interpersonal skills on the entrepreneurial intent of undergraduate students of vocational studies?

Hypothesis

H₀: There is no perceived influence of entrepreneurial skills on the business intention of undergraduates in vocational studies

H₁: There is a perceived influence of entrepreneurial skills on the business intention of undergraduates in vocational studies.

METHODS

Design

A descriptive research design using survey method is adopted and used in this study. The study used Questionnaires to generate data.

Population

This study was carried out in some selected vocational studies institutions in Lagos State. The total estimated figure for the population arrived at, based on the collection of undergraduates in vocational studies, Lagos State, is Six Thousand, Four Hundred (6,400). Self-Field Survey (2023).

Sample Size and Sampling Technique

Stratified sampling was used to divide the population into smaller groups or strata to complete the sampling process. The sample size of the population was determined using Taro Yamani's formula in 1967.

$$N \rightarrow \frac{n}{1+n(e)^2}$$

where;

N = is the required sample size.

n = is the population size

1 = is constant and

e = is the assumed error margin or level of significance, which is taken at 5% or 0.05. Therefore, $e = (0.05)^2$.

The error margin of 5% or 0.05 implies that a 95% confidence level is absorbed, and is given as:

$$N \rightarrow \frac{6400}{1+6400(0.05)^2}$$

$$N = \frac{6400}{1+6400(0.0025)^2} = \frac{6400}{16} = 400$$

Therefore, the sample size (N) of 400 was used.

Instrumentation

A questionnaire was created to gather data from the respondents. It was specifically designed to obtain the information necessary for analysing and interpreting the results to address the research questions. The questionnaire utilised a closed-ended format and consisted of two parts: one focused on the respondents' background and the other on research-related questions. Respondents selected their answers from the list of options provided for each question.

Data Analysis

After the collection of the questionnaires, the responses were edited and coded. This was done to ensure consistency and uniformity in the processing of the data. The data was analysed using a simple percentage.

RESULTS

Respondents' Characteristics Summary

The respondents' characteristics summary shows that the male respondents are more than the female respondents, with a percentage of 53.5% for males and 46.5% for females. Also, shows that ages below 25 years had 18.0%, 25-29 years had 49.5%, and 32.5% are within 30-39 years, the analysis also shows that the majority of the respondents are in 300 and 400 Level with percentages of 35.0% and 43% respectively, showing an indication that the respondents are more experienced.

Summary of Research Questions Analysis

The questions asked in this section are a summary of all questions being asked in the questionnaires administered, bringing them under the relevant operations and procedures.

Table 1: Is there any effect of managerial skills on the entrepreneurial intent of undergraduate students of the School of Vocational Education?

No	Variables	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total (%)
1	It helps develop plans to drive the firm toward a sustainable competitive advantage	186 (46.5)	86 (21.5)	67 (16.75)	39 (9.75)	22 (5.5)	400 100%
2	It motivates and directs the entrepreneurial intent of undergraduate students	160 (40.0)	113 (28.3)	53 (13.25)	33 (8.25)	41 (10.2)	400 100%
3	It manages the production and financial processes of undergraduate students	259 (64.7)	101 (25.2)	14 (3.5)	11 (2.75)	15 (3.7)	400 100%
4	It schedules and organises workflow for the entrepreneurial intent of undergraduate students	150 (37.5)	97 (24.2)	74 (18.5)	39 (9.7)	20 (5.0)	400 100%
5	It allows the continuous entrepreneurial intent of undergraduate students to perform their jobs successfully.	164 (41.0)	96 (24.0)	8 (2.0)	35 (8.7)	97 (24.3)	400 100%

Source: Field Study, 2024

The data in Table 1 reveal several insights based on respondent feedback:

The variable 1 in Table 1 shows that 68% of respondents agreed that managerial skills are essential for developing plans that lead a firm toward a sustainable competitive advantage. Therefore, the majority believe these skills are crucial for success. The variable 2 in Table 1 indicates that 68.3% of respondents agreed that managerial skills motivate and direct the entrepreneurial intent of undergraduate students. This suggests a consensus on the positive impact of managerial training in fostering entrepreneurial spirit.

The variable 3 in Table 1 demonstrates that 64.7% of respondents strongly agreed, while 25.2% agreed. Additionally, 3.5% were undecided, 2.75% disagreed, and 3.7% strongly disagreed. Hence, the majority of respondents believe that managerial skills have significant effect on the entrepreneurial intent of undergraduate students.

The variable 4 in Table 1 reveals that 37.5% strongly agreed, and 24.2% agreed with the statement regarding the importance of scheduling and organizing workflow related to the entrepreneurial intent of undergraduate students. In contrast, 18.5% were undecided, 9.7% disagreed, and 5.0% strongly disagreed. Overall, it's evident that most respondents support the view that effective workflow management is vital for fostering entrepreneurship among students..

The variable 5 in Table 1 indicates that 41.0% of respondents strongly agreed, 24.0% agreed, 2.0% were undecided, 8.7% disagreed, and 24.3% strongly disagreed. This reveals that a significant portion of undergraduate students demonstrates a continuous entrepreneurial intent, which can contribute to their success in performing their jobs.

Table 2: What is the effect of customer care skills on the entrepreneurial intent of undergraduate students of the School of Vocational Education?

No	Variables	SA(%)	A(%)	U(%)	D(%)	SD(%)	Total (%)
1	It helps foster loyalty to the entrepreneurial intent of undergraduate students	181 (45.3)	78 (19.5)	58 (14.5)	43 (10.7)	40 (10.0)	400 100%
2	It helps earn a good reputation for the entrepreneurial intent of undergraduate students	170 (42.5)	87 (21.75)	61 (15.25)	33 (8.2)	49 (12.25)	400 100%
3	It increases the competition for customer care skills on the entrepreneurial intent of undergraduate students	171 (42.75)	56 (14.0)	79 (19.75)	70 (17.5)	24 (6.0)	400 100%
4	It creates entrepreneurial satisfaction of undergraduate students	138 (34.6)	103 (25.75)	67 (16.75)	48 (12.0)	44 (11.0)	400 100%

5	It seeks to provide entrepreneurial intent of undergraduate students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures.	145 (36.3)	82 (20.5)	83 (20.7)	48 (12.0)	42 (10.5)	400 100%
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Source: Field Study, 2024

The data presented in Table 2 reveals insights about respondents' perspectives on various factors influencing the entrepreneurial intent of undergraduate students:

For variable 1 in Table 2, 45.3% of respondents strongly agreed, 19.5% agreed, 14.5% were undecided, 10.7% disagreed, and 10.0% strongly disagreed. This indicates that the majority of respondents believe it helps foster loyalty towards the entrepreneurial intent of undergraduate students.

For variable 2 in Table 2, 42.75% of respondents strongly agreed, 21.75% agreed, 15.25% were undecided, 8.2% disagreed, and 12.25% strongly disagreed. Thus, respondents generally feel that it contributes to earning a good reputation for the entrepreneurial intent of undergraduate students.

Variable 3 in Table 2 shows that 42.75% of respondents strongly agreed, 14.0% agreed, 19.75% were undecided, 17.5% disagreed, and 6.0% strongly disagreed. Therefore, there is a consensus that it increases competition for customer care skills within the entrepreneurial intent of undergraduate students.

For variable 4 in Table 2, 34.6% of respondents strongly agreed, 25.75% agreed, 16.75% were undecided, 12.0% disagreed, and 11.0% strongly disagreed. Consequently, many respondents agree that it creates satisfaction among undergraduate students pursuing entrepreneurship.

Finally, in variable 5 of Table 2, 36.3% of respondents strongly agreed, 20.5% agreed, 20.7% were undecided, 12.0% disagreed, and 10.5% strongly disagreed. This suggests that a majority of respondents believe it aims to provide undergraduate students with the knowledge, skills, and motivation necessary to encourage entrepreneurial success across a variety of ventures. In summary, the finding establishes that customer care skills have effect on the entrepreneurial intent of undergraduate students.

Table 3: What is the effect of interpersonal skills on the entrepreneurial intent of undergraduate students of School of Vocational Education?

	Variables	SA(%)	A(%)	U(%)	D(%)	SD(%)	Total
1	It promotes approachability, likability and comfort in the entrepreneurial intent of undergraduate students	196 (49.0)	76 (19.0)	28 (7.0)	58 (14.5)	42 (10.5)	400 100%

2	It possesses strong interpersonal skills in the entrepreneurial intent of undergraduate students	122 (30.5)	118 (29.5)	73 (18.3)	51 (12.7)	36 (10.0)	400 100%
3	It motivates their staff to challenge entrepreneurial intent of undergraduate students on entrepreneurial intent of undergraduate students	124 (31.0)	96 (24.0)	106 (26.5)	50 (12.5)	24 (6.0)	400 100%
4	It creates and maintains meaningful personal relationships in the workplace	182 (45.5)	70 (17.5)	66 (16.5)	42 (10.5)	40 (10.0)	400 100%
5	It builds healthy relationships with the entrepreneurial intent of undergraduate students	177 (44.3)	87 (21.7)	56 (14.0)	41 (10.2)	39 (9.8)	400 100%

Source: Field Study, 2024

The data in Table 3 indicate the following findings regarding the responses of the participants:

For variable 1, 41.71% of respondents strongly agree, 21.71% agree, 8% are undecided, 16.57% disagree, and 12% strongly disagree. This suggests a strong consensus that this variable promotes approachability, likability, and comfort in the entrepreneurial intent of undergraduate students.

For variable 2, 20.57% of respondents strongly agree, 33.71% agree, 20.86% are undecided, 14.57% disagree, and 10.29% strongly disagree. Thus, there is a strong agreement that this variable reflects strong interpersonal skills that enhance the entrepreneurial intent of undergraduate students.

For variable 3, 21.14% of respondents strongly agree, 27.43% agree, 30.29% are undecided, 14.29% disagree, and 6.86% strongly disagree. This indicates a strong consensus that this variable motivates staff to challenge the entrepreneurial intent of undergraduate students.

Regarding variable 4, 37.71% of respondents strongly agree, 20% agree, 18.86% are undecided, 12% disagree, and 11.43% strongly disagree. This supports the strong belief that this variable creates and maintains meaningful personal relationships in the workplace.

Finally, for variable 5, 36.29% of respondents strongly agree, 24.86% agree, 16% are undecided, 11.71% disagree, and 11.14% strongly disagree. This suggests a strong agreement that this variable helps to build healthy relationships within the entrepreneurial intent of undergraduate students.

DISCUSSION OF FINDINGS

The study finds that there is significant influence of entrepreneurial skills on the business intention of undergraduates in STVEs. This agrees with Korunka, Leuger & Mugler (2015), Dhiliwayo (2018) and Yahya, Fatt, Othman, Rahman & Moen (2011), who analysed the contribution of entrepreneurs in terms of their management skills towards the success of small and medium enterprises (SMEs) in the services sector in Malaysia. The methods used were descriptive analysis, Pearson correlation, stepwise regression procedures and t-test. The data for the study were collected through mail questionnaires sent out to selected entrepreneurs of SMEs. The empirical information resulted from analysing the data obtained from the 186 entrepreneurs suggests the findings that high entrepreneurial success was associated with high business operating skills, skills to obtain market share that suits their size and capability and skills to offer more specialised services; with Bumiputera and non-Bumiputera being indifferent in their perception towards management skills that affected their success. This study is related to the current study as managerial skills are one of the skills considered in the current study. However, this study relates managerial skills to the success of SMEs, while the current study aims to examine the effect of managerial skills on the entrepreneurial intent of university undergraduates in Lagos State, Nigeria.

Gakure, Ngugi, Waititu, and Keraro (2013) conducted a study to examine the impact of entrepreneurial skills on the sustainability of small and medium family enterprises (SMFEs) following the exit of their founders. The research focused on identifying the challenges that hinder the sustainability of SMFEs in Kenya after the founders leave. An exploratory research design, using descriptive survey and ex-post facto, was employed in the study. A stratified random sample of 247 Small and Medium Enterprises (SMEs) was selected. The results indicate that seventy percent (70%) of the corresponding change in the sustainability of Small and Medium Family Enterprises after the exit of the founder can be explained by a unit change in entrepreneurial skills. The findings suggest that an entrepreneur/owner inculcates an entrepreneurial culture in the enterprise and that entrepreneurial skills of the entrepreneur/ managers drive the enterprise to above-average performance, leading to high profitability for the sustainability of Small and Medium Family Enterprise. The study investigated the effect of entrepreneurial skills on the sustainability of family business, whereas the current study is examining the effect of entrepreneurial skills on the entrepreneurial intent of university undergraduates in Lagos State, Nigeria.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are made by the researcher following recommendations are made;

1. The tertiary institutions should equip students with managerial, customer care skills and interpersonal relationship skills in order to ensure positive entrepreneurial skills of the undergraduate students.

2. The government should, by all means, create a more conducive, supportive and business-friendly environment for the youth, especially the university students.
3. There should be strong sensitisation and appropriate career counselling to undergraduate students to acquire the requisite skills necessary to be a successful entrepreneur .

CONCLUSIONS

The study concluded that there is a significant positive relationship between entrepreneurial skills and business intention of undergraduates because the first major value that creates the most obvious one is shared with entrepreneurs and businesses alike: job and employment creation. The study further concludes that the role of entrepreneurial skills can be considered a premise for enterprise sustainability because sustainability entrepreneurship utilises creative destruction so that it becomes the driving force for the establishment of a holistic and sustainable economic–environmental–social system. The research contributed empirical findings on the motivations of self-reliance skills and their effect on enterprise performance in a developing country context.

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