

DEVELOPING ENTREPRENEURIAL SKILLS FOR SMALL AND MEDIUM SCALE ENTERPRISES (SME's)

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Abstract

Entrepreneurship devoid of valuable skills is catastrophic because entrepreneurial skills are deemed to be the lifeline for small and medium enterprises (SME's). The study aims to bring to the lime light an ample comprehension and relevance of entrepreneurial skills crucial for SME's. Exhaustively, the study dissects the fundamental entrepreneurial skills, factors inhibiting development of entrepreneurial skills and elements that instigates entrepreneurial skills for SME's. Conclusively, it was disclosed that for whatever reason one takes up an entrepreneurial venture, it is crucial to develop entrepreneurial skill as the it enables business operations to be executed effortlessly. Suggestively, entrepreneurs both prospective and those already in business are beckoned to continually advance their entrepreneurial skills to soothe expanding entrepreneurial operations.

Keywords: *Entrepreneurial Skills, Small and Medium Enterprises, Entrepreneurs.*

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1. Introduction

The inexpungible bedrock of entrepreneurship towards shielding or raising any nation from economic quagmire is incontestable as the magnitude of prospects that entrepreneurship launches is extensive and boundless. Entrepreneurship accelerates: job prospects, ingenuity and hikes up the economy (Elnadi & Gheith, 2021). Buttressing the afore-stated, Mühlböck et al.

(2018) postulated that entrepreneurship has been on the limelight of labour market policies in varied European nations since the eruption of economic crisis. Numerous political platforms, propel and spur the establishment of small scale ventures in anticipation of the multi-layered gains stemming from: the termination of unemployment of the incoming entrepreneur and providing job creation via economic development and thriving businesses on a massive level (Mühlböck et al., 2018).

Entrepreneurial skills cannot be duly appreciated without appreciated without the comprehension of entrepreneurial competencies as both propositions are interlaced. Entrepreneurial competencies are viewed as those rudimentary attributes, universal and distinctive knowledge, inspirations/motivations, traits/personal compositions, self-efficacy, societal roles and skills whose resultant effect is venture inception, growth and sustenance (Bird, 2019). In concordant to the above, Al Mamun et al. (2019) ascribed entrepreneurial competencies to set of distinctive characteristics that portrays the proficiency of an entrepreneur to perform as task. Entrepreneurial competencies are said to be embodied by individuals i.e. entrepreneurs who take up entrepreneurial actions, organisational modification and who make viable impact through gathering and identification of resources (Bird, 2019).

Badawi et al. (2019) avows that entrepreneurial skills spurs individuals to convert suppositions/theories into real time actions/ practicable actions which surmounts the basic comprehension /interpretation of entrepreneurship. In affirmation, Al Mamun et al. (2019) construed entrepreneurial skills as aptitude or knowledgeable insights that successfully steers an organisation's operations. Hence entrepreneurial skills can be ascribed to the capacity to learn and inculcate exceptional traits that are fundamental to undertaking entrepreneurial duties which entails interactiveness between economic and social climate (Al Mamun et al., 2019). Firmly asserting, entrepreneurial skills are deemed as a component of generic skills that boosts an individual's propensity to exhibit tremendous degree of analytical reasoning in real business scenarios, make productive choices, decode tough issues, incorporate viable concepts that depicts originality and willingness to learn from failures and accomplishments (Bejinaru, 2018).

In a nutshell, entrepreneurial skills are enunciated as core prowesses that are inculcated into the operationalization of ventures which steers the business towards success via refining and introducing pivotal concepts, optimum usage of resources and proper discernment of opportunities. More so, it is worthy to comprehend that entrepreneurs embodying such

provinces should exhibit some degree of receptiveness towards shortcomings, achievements and possess the ability to learn (i.e. from ideas, setbacks and achievements). The focal intent of this study is to detailly discuss and instigate adequate comprehension on the essence of developing entrepreneurial skills relevant for SME's. The paper, is further sectioned into literature review (which encompasses all conceptual thoughts on the subject matter), the empirical review while the final section presents the conclusion and recommendations of the study.

2. Literature Review: Conceptual Review

Entrepreneurial Skills

As reiterated earlier, Bejinaru (2018) sounded that entrepreneurial skills are components of generic skills; delving deep generic skills are also called vital skills, crucial skills, focal competencies or employability savviness or those innate abilities which propels an individual towards learning achieved through personal and professional enhancement. Thus they are purported to be fundamental to an individual's expertise thereby making them employable in a boisterous business arena. Deficient entrepreneurial skills adversely affects SME's and their success Abdullah et al. (2018). Entrepreneurial skills are achievable based on an individual's disposition to learning and knowledge gathered through experience based on this, learning is labelled as a developmental skill (N. Abdullah et al., 2018).

Entrepreneurial skills are stemmed from environmental circumstances (i.e. family, opportunity identification, organisation, governmental polices etc.) and personal conditions (which are learning/education, experiences, dedication, age, risk taking disposition and vision/inspiration) (Sariwulan et al., 2020). More so, acquisition of entrepreneurial skills hikes up an individual's confidence level requisite for launching a new venture, enunciates the self-efficacy up a notch which in turn builds an inward inspiration and yearn to thrive; thus the window of success becomes more vivid and higher for entrepreneurs harbouring entrepreneurial skills (Farooq, 2018).

Ahmad & Ahmad (2018) recapitulated skills to be an integral aspect of growth for an organisation; as organisations need not be tied to a specific skill since a multiset of skill proffers and avenue for income acceleration; hence the crucial entrepreneurial skills identified are: technical skills- which are deemed as the technical capability of an entrepreneur vital for effective job execution. It entails an in depth comprehension of technological application,

product and service enhancement, supply chain procedures, product usage and operationalisation of machineries. Managerial skills- is centred on attributes, competencies and knowledge encapsulated in an individual which is of economic essence. This skill is projected to be a catalyse for failure or upliftment in a business as it aids organisations weigh the effectiveness of their established strategies and efficacy of their employees. The functioning of an organisation is critical and as such entails skills such as finance and accounting, marketing, legal undertakings, management, administration etc. to ensure optimum dispensation of operations in an organisation.

Furthermore, Eunice Abdul (2018) attests that entrepreneurial skills provides entrepreneurs with substantial knowledge about the business climate as well as aiding SME's to construct a realistic/detailed illustration of the inherent business activities. Adducing an array of entrepreneurial skills, Eunice Abdul (2018) makes evident the set of skills orchestrated by Whetten and Cameron in 2005 they are depicted as follows: personal prowess's, group savviness and additional managerial savviness.

Creative reasoning- laid bare in investment theory of creativity propounded by Sternberg enable the cognition that creativity stems from personal discernment as long as effort and time are heavily invested into the creative process. Creativity in the theory as by Sternberg in 1995 is ascribed to intellectual capabilities, ways/dimensions of reasoning, environment, inspiration/motivation and personality. The intellectual capacity enables adequate decipherment of viable and detrimental ideas; as creative reasoning glaringly needs entrepreneurial skills to effectuate the ideas into a business venture. Creative reasoning does not only instigate ideas in entrepreneurs but exposes them to perquisites on how to realise and initiate successful implementation of instigated ideas.

In terms of brainstorming/problem-solving, owners of small and medium scale ventures are constantly confronted with several challenges their ability to reconstitute these challenges using factual data and knowledge as well as proffering logical procedures to sort for best solutions to uncharted subject is termed as problem solving. This ability/skill restates the description of an entrepreneur as problem solver that addresses both personal and economic challenges via usage of appropriate techniques.

Group savviness/skills

It delves into teamwork skills which boosts the commercialisation of business ideas. Entrepreneurs are encouraged to work with group of people or in teams as it aids heads-on confrontation of challenges. In 1990, Holmes and Schmitz initiated the theory of entrepreneurship with specialisation and business transfer; this theory brings to light that an individual exhibiting great level of entrepreneurial traits should specialise in venture creation while others exhibiting a high degree of administrative skills should be focused on management as the success of an entrepreneur and growth of SME's can be associated with the propensity to leverage on teamwork.

Another dimension of group skills is leadership prowesses- it is deemed to be essential for entrepreneurs as it is the ability to maintain innovativeness and easefully adapt to an unknown business environment. A noteworthy work life for employees is achieved under the right leadership approach as entrepreneurs are nudged to build their business on team orientation, ground breaking and value based premise. Leadership prowesses instigates growth in SME's as it encourages appreciation of varied opinions, welcoming valid contributions and ensuring proper communication. The success of SME's can be ascribed to individual assistance and collective efforts as business growth require human advocacy/intervention.

Additional managerial savviness

In this aspect, the mastery of communication skill is brought to the limelight and proclaimed to be vital for entrepreneurs and growth of SME's. Proper/successful communication entails adequate conveyance of ideas in a distinctive manner via an excellent information system. Communication is the foundation of entrepreneurship as it is built on peculiar skills like writing, listening and speaking which when appropriately combined enables SME's to reach out to a vast range of customers via advertisements, reports, gestures/body language etc.

Factors Affecting Development of Entrepreneurial Skills

Entrepreneurial skills are valuable assets that yield productive payoffs when optimally harnessed and as well such assets can be hampered by detrimental factors that inhibit their actualization/effectuation. These inhibitable factors as identified by varied scholars are extracted as follows:

Lack of Self-Confidence

This inhibiting attribute is linked to some set of entrepreneurs who undertake a business venture despite harbouring a negative stance on venture opportunities and equally lack the well needed self-confidence in their inherent entrepreneurial skills; such entrepreneurs are tagged as nons-entrepreneurs i.e. exhibiting no skills and no prospect of opportunity identification (Mühlböck et al., 2018). The quality of entrepreneurial activity undertaken by nons-entrepreneurs is doubtful considering that they engage in business activities without verily perceiving opportunities or actually believing in their innate skills (Mühlböck et al., 2018). Nons-entrepreneurs are more inclined to venture into uninventive businesses since their employment type is mainly set on solo-employment; they are prone to failure which could constitute a discouraging factor from embarking on future business activities and as such portray them as negative role models to potential entrepreneurs (Mühlböck et al., 2018). Nons-entrepreneurs are reckoned to be desperate and act on the premise of necessity; they lack viable options to flourish in the labour market and as such they pursue entrepreneurship during an economic downfall (Mühlböck et al., 2018). In summation, nons-entrepreneurs lack the catalyst that spurs opportunity identification and positive assertion in their innate abilities/skills; since their entrepreneurial skill are not in play and they fall short of commerciable alternatives that makes them desirable in the labour market, they tilt towards less gratified and non-innovative businesses as an escape route in the event of personal economic quandary.

Gender and Societal Stereotypes

Entrepreneurship presents itself with varied challenges that are stereotypical and peculiar to females and males and could equally exact an uncompelled limitation for females (Ward et al., 2019). Based on the afore-stated, it becomes tough for females to succeed and equally engage in an entrepreneurial pursuit as studies reveal a bias stance that disfavours certain attributes majorly found in females (Ward et al., 2019). Some studies pinpointed that females densely pursue ventures with low income or meagre businesses which proves difficult sourcing for financial support as investors are uninterested in those type of meagre businesses (Ward et al., 2019). On a general stance, subjective norms brewing from the society can be used to deduce how presumed support could influence inspiration and intention to take up entrepreneurial activities and skills; meaning positive precepts emitted by the society towards entrepreneurship constitutes a greater impact on females than on males to undertake entrepreneurial pursuits and the notion of gender quality does not necessarily spike the number of female entrepreneurs

(Ward et al., 2019). More so, female entrepreneurs are more pronounced in societies that encourage/stimulate female entrepreneurial startups (Ward et al., 2019). This invariably depicts that the stereotypical stance spewed from any society firmly impacts, influences and guides the ideology inherent in its individuals. If gender equality is heartily welcomed, females will be invigoratingly propelled to take up varied lucrative businesses and skills like their male counterparts than the much presumed meagre businesses projected by the society.

Close Tides/Social Support (Family Background)

Social support depicts peoples stand point that are valued by an individual as such people are deemed to be the supportive structure that can be relied on when needed and their presence generates some sense of security that enables individuals make clear decisions and lead a stress-free life (Farooq, 2018). Social supports can appear in various forms such as emotional backing, information support (valuable knowledge sharing), tangible aid (financial aid) and companionship (intangible aid); likewise, the origins of social supports are family colleagues, friends, neighbours, communal organisations etc. (Farooq, 2018). With specific regards to family, scholars have acknowledged some degree of grip a family that is entrepreneurially inclined has on the venture intention of their wards; this entails shaping their career options, knowledge and skill acquisition, extending knowledge on entrepreneurial prospects and entrusting financial and social resources to their wards (Georgescu & Herman, 2020).

Varied investigations postulated that children from entrepreneurially inclined families tend to tilt towards starting up their own personal ventures or they enlist in the family business; though children from such background possess twice the opportunity to be self-sufficient and self-employed but there are limited proof that depicts access to an array of financial and social resources from their parents makes them self-reliant (Georgescu & Herman, 2020). The influence family has on an individual's entrepreneurial intention and skill can be dissected in terms of skills conveyance, transmission of genuine knowledge and moulding of career choices; close-tides with regards to family significantly aids the transfer of tacit/genuine knowledge on how to capture entrepreneurial opportunities and through experience acquired serve as their source of real-life knowledge (Georgescu & Herman, 2020). Likewise, families that engage in occupations that demands skill sets like communication, management, training etc are capable of inculcating these skills in their wards via indirect attitudes and direct capital/resources (Georgescu & Herman, 2020).

Overall, close ties could resoundingly aid an individual to make clear headed decisions and lead a tension-free life likewise such close ties could make or mar an individual's entrepreneurial intention either channelled to skills or venture start-up. When entrepreneurial perspective are receptive in a family, entrepreneurial decisions and skills can be triggered effortlessly but when a family repels entrepreneurial pursuits, the enthusiasm an individual inholds towards entrepreneurial desire and skill gradually dissipates.

Nurturing Entrepreneurial Skills for SME's

Ideally, the exhilarating outcomes of entrepreneurial skills when cultivated under an affirmative social atmosphere can be translated into venture creation, unemployment reduction, skill acquisition, mastery advancement, lifeline support etc. for these results to be reaped it is imperative that the rudiments that serves as a propelling force need to be amply digested. The fundamentals are expressed as follows:

Self-Efficacy

Self-efficacy denotes an individuals perceived level of ease or difficulty it takes to execute a specific project; individuals possessing high self-efficacy for activities tend to work/toil harder, are more eager to take up entrepreneurial pursuit and persevere in varied ventures than people with low level of self-efficacy (Asimakopoulos et al., 2019). Self-efficacy regardless of one's locality positively and triggers entrepreneurial skills and intention which translates to venture creation; thus it is an element that should be endorsed in the educational setting geared towards enhancing perceived self-efficacy in youths (Asimakopoulos et al., 2019). More so, in cultivating self-efficacy, inculcating entrepreneurial skills is essential coupled with the exhibition of sound behaviour which has both psychological and emotional backing (Asimakopoulos et al., 2019). Clarifying the afore-stated, Farooq (2018) postulated that an individual's self-efficacy is boosted via possessing entrepreneurial skills. Buttressing further, (Liguori et al., 2018) purported that since decisions regarding efficacy is centred on physical or emotional state of the individual, physiological factors can profoundly contribute to cultivating self-efficacy.

Expressively, self-efficacy can be deemed as the degree of confidence inherent in an individual which serves as a yardstick for gauging the easiness or complexity associated with performing a particular task. Entrepreneurial skills are remarkably nurtured and harnessed when a high existence of self-efficacy/confidence is detected which instigates venture intention and

creation. Entrepreneurial skills and self-efficacy are interwoven; just as entrepreneurial skills upsurges self-efficacy, the absence of self-efficacy makes the inherent skills in an individual unnoticeable. Thus having the confidence/ I can do it attitude is essential for projecting the inherent skills in an individual and it is equally deemed to be a vital element for SME development as it drives business intention, creation and sustenance.

Inspiration/ Motivation

Inspiration warrants been motivated, invigorated and driving one's behaviour towards a desire goal; it entails a trigger which could be inspired by a person, event or idea that spurs new ideas and thoughts which aid an individual achieve desired goals (Nabi et al., 2018). It was revealed by various scholars that a boost in an individual's discovered abilities, knowledge and self-efficacy/confidence as well as access to resources and inspiration instigates the desire to establish an entrepreneurial venture (Asimakopoulos et al., 2019). Trigger initiated by a person could be translated in form of a role models whose functions in the life of an individual could be interpreted as inspiration and motivation, increased self-efficacy, learning instigated by support and example (Georgescu & Herman, 2020). Skills/competencies are usually not substantial reasons for people to become entrepreneurs as the desire to undertake entrepreneurial pursuits could stem from the motive that personal rewards/goals can be achieved; thus making entrepreneurship a desirable endeavour (Ward et al., 2019). Inspiration is instigated differently in males and females, in females the motive could be seeking independence while in males it could be profit build-up; hence both seek personal gratification /satisfaction and propensity to act upon a target/goal is triggered from inherent motivation to secure personal success (Ward et al., 2019).

In essence, entrepreneurial skills are not entirely sufficient to propel growth and development of SME's; it is imperative that the innate motivation to pursue an entrepreneurial quest, be evident in the potential entrepreneur. Inspiration is spurred differently in people as a person's motive most likely differs from the other; these motives could stem from personal gratification, breaking free from financial hassles/ascertaining financial liberation etc. thus motives stirs one's behaviour towards desirable target. In other words, inspiration with regards to entrepreneurship can be termed to be the indispensable yearn in an individual that drives entrepreneurial intention and acquisition of entrepreneurial skill which invariably translates into venture creation/SME development.

Education

The convention teaching and learning methods entails one way lecturing technique where students pay attention to their instructors, read and formulate notes via recitation and memorising of varied materials/texts; the outputs of these techniques are revealed in scores from and academic examination (Acharya & Chandra, 2019). This technique was probed by numerous scholars who purported that the technique lacked prospect for advanced learning as the technique encouraged adequate comprehension of theoretical stances but fall short of practical application; this gives rise to learning by doing where the problems not only incites students but instills in them the capacity to promptly handle the issues (Acharya & Chandra, 2019). Considering the goal of entrepreneurial education is to provide individuals with adequate knowledge and skills to discharge their entrepreneurial capabilities there has been a resounding call for business/entrepreneurial skills to be beyond the technological domain (Badawi et al., 2019).

Integration of entrepreneurial skills exhorts learners to put the theoretical aspect into practice which invariably surpasses the mere comprehension of what entrepreneurship entails; by so doing, learners acquire creativity, motivation, become more proactive and self-confident (Badawi et al., 2019). For people to sufficiently contribute to a global economy that is knowledge based, they must possess a sound mental capacity to address analytical task that mandates critical reasoning (Badawi et al., 2019).

In summation, education whether formal (i.e. through an organised educational institution) or informal (via experience, apprenticeship etc.) are prerequisites for entrepreneurial skill as it nudges people to enhance their skills or propels them to acquire a fitting skill of interest. There is need for education gained through informal or formal means to be applied in real life scenarios as it unlocks experience acquisition which aids the emission and development of entrepreneurial duties required for SME's. Hence education is reckoned to be a fundamental basis for nurturing entrepreneurial skill required for SME's.

3. Empirical Review

Abdullah & Mansor (2018) investigated the moderating effect of business environment on the relationship between entrepreneurial skills and small business performance in Iraq. The study's

core purpose was to scrutinise the moderating role business environment has on the relationship between entrepreneurial skills (ES) and the performance of small business in Baghdad in Iraq. The study equally aimed to sort out the instability associated with literatures regarding the relationship between entrepreneurial skills and business performance. a self-administered five-point Likert scale questionnaire was utilised to ascertain responses from small business owners in nine districts in Baghdad the capital of Iraq; hierarchical regression was adopted while using SPSS version 23 to run the analysis. The findings revealed that business environment moderates the relationship between entrepreneurial skill and small business performance.

An investigation assessing students entrepreneurial skill needed in knowledge economy was conducted under (Bejinaru, 2018). The study explored how students obtain entrepreneurial skills demanded by a knowledge economy. The study introduced the intricacies of knowledge economy and its influence on teaching techniques in universities particular the tertiary institutions in Romania. The study was centred on entrepreneurial skills and shows an assessment of students entrepreneurial skills in a Romania university. It covers students enrolled in graduate and undergraduate programs in business and economics. The skills evaluated in the study are; decision making, judgement and active learning, complex problem solving, creative/originality thinking and critical thinking. The questionnaires distributed to students at Stefan Cel Mare university in Suceava Romania; the exploratory factor analysis was adopted for identifying the major factors influencing the students perception about the skills under scrutiny. The results derived showed that business and economics education significantly contributes to the development os entrepreneurial skills.

Uju & Racheal (2018) explored the impact of entrepreneurial skills in reducing youth unemployment in Nigeria. The query investigated the impact entrepreneurial skill has on reduction of youth unemployment in Nigeria referencing ABC transport company in Anambra state. The central objective of the study was to draw up possible ways of abolishing unemployment via establishment of entrepreneurial skills. The study adopted descriptive and survey method, using simple percentage and chi-square technique, analysis was conducted on the responses retrieved from 160 respondents. The study revealed that entrepreneurial development via entrepreneurial skills and business constituted a vital role in youth employment. Furthermore, it was revealed that youths in Anambra state can be equipped with the standard training on the best approach to establish and sustain a business in their situated localities within the state. The study recommended that government eradicate corruption and

instigate policies that boost entrepreneurship and free trade; more so, constant workshops and seminars to aid entrepreneurs should be conducted by the government in collaboration with the Manufacturers Association of Nigeria (MAN) and Nigeria's chamber of commerce and industries.

Elnadi & Gheith (2021) scrutinised the study on entrepreneurial ecosystem, entrepreneurial self-efficacy and entrepreneurial intention in higher education. The study's focus was to ascertain the influence of entrepreneurial ecosystem factors on students' entrepreneurial intention directly or indirectly through self-efficacy and to examine the mediating role of students' gender. Online data retrieved from 259 respondents at a public university in Saudi Arabia was analysed using partial least squares structural equation modelling technique (PLS-SEM). The findings showed that student precepts on entrepreneurial ecosystem directly affect entrepreneurial intentions and indirectly via entrepreneurial self-efficacy. The study recommended that policy makers take into cognisance gender disparity while initiating strategies as programs that could work for males may not be fitting for females.

Desperate entrepreneurs: no opportunities, no skills study was performed by (Mühlböck et al., 2018). The project entrepreneurship as a vital policy strategy used in Europe is utilised to boost a shaken economy while echoing a warning against undeserved expectations. Data was gathered using the Global Entrepreneurship Monitor for 17 European countries. The study discovered negative precepts on business opportunities and low confidence in their innate entrepreneurial skills. The proportion of entrepreneurs has escalated in countries challenged by economic blow and increased unemployment. The study termed this phenomenon as non-entrepreneurship; while testing the hypothesis, it was deciphered that such entrepreneurs resort to entrepreneurship due to lack of alternatives to access the labour market during an economic distress.

An investigation on knowledge, skills, competencies and performance was carried out by (Al Mamun et al., 2019). The study's central focus was to investigate the effect of entrepreneurial skills, market orientation, sales orientation and networking on entrepreneurial competency and performance of micro-businesses in Kelantan Malaysia. Through structural interview, cross-sectional design was adopted to gather data from 403 micro-business owners from Majlis Agama Islam dan Adat Istiadat, Kelantan and Majlis Amanah Rakyat Kelantan. The findings divulged that entrepreneurial skills, market orientation and networking possess a positive effect on entrepreneurial competency; entrepreneurial skills, entrepreneurial competency and

networking have a positive effect on business performance. More so, entrepreneurial competency displayed a significant mediation effect on the relationship between entrepreneurial skills, market orientation and networking and enterprise/business performance.

Acharya & Chandra (2019) explored entrepreneurship skills acquisition through education: impact of nurturance of knowledge, skills and attitude on new venture creation. The study declared the transition of entrepreneurship education in tertiary institutions from the conventional classroom lectures into a more modern approach that emphasizes on nurturing competencies, knowledge, skills and attitudes (KSA) which positively impacts on the enhancement of their main capabilities. The study examined entrepreneurship education as an academic intervention for post-graduate programs rendered in Gujarat at the entrepreneurship development institute of India. The study laid emphasis on KSA development as well as its effect in cultivating entrepreneurial spirit in students. The study disclosed a statistical and regional evaluation of the academic model implemented as the result revealed that students chose a career in new venture/business creation or growth/expansion of family owned ventures.

Modelling the significance of social support and entrepreneurial skills for determining entrepreneurial behaviour of individuals was undertaken by (Farooq, 2018). The study's main aim was to examine the role social support and entrepreneurial skills plays in defining entrepreneurial behaviour of individuals. Building on the theory of planned behaviour (TPB), the study explored the relationship between social support, entrepreneurial skills and entrepreneurial behaviour alongside the TPB constructs (i.e. subjective norms, attitude, entrepreneurial intention and perceived behavioural control). Using simple random sampling technique, data obtained from 281 respondents were analysed using partial least square structural equation modelling. The findings disclosed that social support and entrepreneurial skills significantly impacts entrepreneurial intention of individuals; however, an insignificant relationship exists between subjective norms and entrepreneurial intention.

Gieure et al. (2020) conducted a study on entrepreneurial process: the link between intentions and behaviour. The study investigated the link between intentions and behaviour. The major focus of the study was tailored to ascertain the genuinity of students intention to starting up a business and viewing themselves as been capable of taking up such actions. Ajzen's theory of planned behaviour was employed in the study to scrutinise the role of students and or potential entrepreneurs skills and their capabilities. Structural equation modelling was adopted to test the hypothesis as the study makes a viable contribution by extending the prescribed model from

the theory to accommodate entrepreneurial skills and bridged the gap in the literature on the connection between entrepreneurial intentions and entrepreneurial behaviour.

The study on entrepreneurial performance: the role of literacy and skills was executed under (Sariwulan et al., 2020). The query aimed to ascertain the direct and indirect effect of economic literacy and entrepreneurial skills on the performance of garment cluster small and medium enterprises (SME's) situated in Bulak tourism industry depok. Quantitative research design was adopted while saturation sampling was used to obtain data via questionnaire technique from 90 respondents. Path analysis was employed to determine the direct and indirect effects between the stipulated variables and the SPSS statistical software version 25 was equally deployed in the study. The results disclosed that digital literacy, economic literacy and entrepreneurial skills positively and significantly influences the performance of SME's. The findings also revealed that digital literacy constitutes a greater influence on SME operators both indirectly and directly.

4. Conclusion and Recommendations

Entrepreneurial skills are the life support for SME's without which dispensation of entrepreneurial duties and the chances of reaping expected benefits/gains becomes improbable. Numerous factors such as societal stereotypes, low self-confidence and validation from close tides could exhibit detrimental tendencies to skill development /acquisition. On the other hand, education, inspiration and building self-efficacy nurtured under a conducive atmosphere breeds/ propels an in depth yearn to learn desired skill and implement them in the preferred sector of SME undertaken. Hence whether entrepreneurial pursuits are undertaken due to need for financial liberation, profits, personal gratification etc. it is paramount that entrepreneurial skills be developed for any business.

Since it is evident that SME's and entrepreneurial skill are interwoven, it is suggested that individuals seeking entrepreneurial pursuits and those already in business continually equip themselves with sufficient and latest entrepreneurial skills as it ensues smooth dispensation of entrepreneurial activities and ensures the business remains afloat when confronted with crisis. More so, ample edification on the need to develop entrepreneurial skills should be instigated by the government and its agencies (i.e. government agencies responsible for aiding SME's like SMEDAN, ministry of education etc.), education institution owners, already established

business owners etc. should reverberate and instigate in potential entrepreneurs the need to develop adequate skills plausible for SME's /venture creation.

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