

Factors That Influence Entrepreneurship Skills Development Among Zimbabwe Secondary School Students and School Leavers

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ABSTRACT

The purpose of this review was to establish the factors that influence entrepreneurship skills development among secondary school students in Zimbabwe. This review established that entrepreneurship skills development is influenced by internal and external factors. These encompass socio-cultural factors, economic factors, psychological factors, environmental factors, political factors, personality factors, compelling factors, facilitating factors, ambition-related factors, education and training. Networking, poor curriculum, poor education system and Government action or inaction also came into play. The study also reviewed theories of entrepreneurship and found that innovativeness, creativity and ambition-related traits can be inborn although they can also be trained in students. Given that there are many factors that influence entrepreneurship skills development, this review found that a holistic approach is crucial that is all players including schools and government to play their role in helping to cultivate a conducive environment for entrepreneurship skills to flourish as a way to curb unemployment, drug abuse, thievery, civil unrest and prostitution among youths to mention but just a few. The study also recommended that resources be availed such as financial resources, to allow smooth flow of teaching and learning of entrepreneurship. Talents should also be identified in learners so that they are nurtured as they grow up. An entrepreneurial culture must be instilled in all schools from primary to tertiary level. There is also need to change societal and cultural views on entrepreneurship through training and education as well as addressing pedagogical issues pertaining to the curriculum.

Key words: Entrepreneurship skills development, Theories of entrepreneurship, sustainable education system.

Date of Submission: 13-01-2024

Date of acceptance: 23-01-2024

I. Introduction

Given that the 21st century requires basic entrepreneurship skills for the young ones to navigate challenges of the modern world, one would expect that entrepreneurship skills development would create a powerful impact on the economic development of a nation (Ifeanyi, 2020). Entrepreneurship skills development plays a critical role in preparing young ones for a world in which everything including employment patterns and practices have changed (Desai, 2009; Strachan, 2018). The development of entrepreneurship skills results in students who are self-reliant, inventive, have a passion for learning, able to create jobs, while addressing the issue of educated unemployment and having independence which serves as a basis for managing their lives in the future (Yohana, 2020). Ifeanyi (2020) found out that most students are not willing to participate in entrepreneurial activities hence according to Thwin (2018), developing entrepreneurial skills has become the major challenge. Yohana (2020) also noted that school graduates have low interest in taking up entrepreneurship and even though entrepreneurship education is being imparted on students, it has failed to increase number of entrepreneurs. Ibrahim Mas'ud (2016) noted that most students and graduates after finishing their school, their eyes are not moved from looking on white collar jobs, rather they are adamant to take entrepreneurship as a career though it has many advantages. However, latent potential to fit into the role of an entrepreneur has been recognised by entrepreneurship as cited by (Ogedengbe, Okhakhu & Dekunle, 2015).

Peter and Akinyede (2017) noted that recent research has given attention to the factors which influence entrepreneurship skills development). Maheshwari, Kha and Arokiasamy (2022) noted that models of entrepreneurship skills development have been developed and various factors that influence entrepreneurship skills development have been explored, however, little effort has been exerted to understand which factors influence entrepreneurship skills development in students. Rahabhi, Madzimure, Msipah, Dandira and Kandjinga, (2021) also noted a recurring issue that draws attention in the study of entrepreneurship as what motivates people to decide to become entrepreneurial. Ibrahim et al (2016) assert that entrepreneurship studies

should focus on determining the factors that affect people's decision to engage in entrepreneurship. Smith, Hamilton and Fabian (2020) noted that the factors that serve as drivers of entrepreneurship are not yet universally agreed upon in the studies. Therefore, there is need of establishing factors that influence development of entrepreneurship skills in students in the education system which is the gap this review seeks to fill.

Entrepreneurship

Entrepreneurship involves the discovery, evaluation and exploitation of opportunities, to generate future goods and services (Lee & Williams, 2007). Entrepreneurs in order to succeed must leverage whatever form of capital that is social, physical and financial capital that is in their way and through local knowledge and entrepreneurship education and training, they must be able to recognise entrepreneurial opportunities in their areas (Ngorora & Mago, 2018). Opatola (2019) defined entrepreneurship in a modern way as about making the world or transforming the world to be a better place by addressing social issues like bringing about social change, creating innovative products, offering a novel, game-changing solution or it can also be viewed as a way for people to upgrade their careers and dreams and steer them in the direction of their own choosing by creating a life on their own terms. An entrepreneur thrives on finding innovative solutions to problems bedevilling society. According to (Ratten & Usmanij, 2021), entrepreneurship has advanced from instructing students on how to start a new business to identifying entrepreneurial opportunities and starting new ventures.

Entrepreneurship skills development

Entrepreneurial skill development is a process which occurs over a period of time and requires the active involvement of entrepreneurs. Development of entrepreneurial skills is crucial for the creation of a culture where entrepreneurship is viewed as something natural becoming an essential part of the evolution and a new model of the economy (Sousa, 2018). Entrepreneurship skills development is a process of cultivating entrepreneurial knowledge and skills through training (Hassan, Khan and Nabi, 2017).

Sustainable education system

The education system is first and foremost a vehicle through which societies reproduce themselves (Modisaotsile, 2012). A sustainable education system focuses on solving current problems bedevilling society such as high unemployment, entrepreneurship development, climate change, poverty reduction, disaster and risk management (Mensah & Casadevall, 2019). It is the cultivation of an entrepreneurial and innovative spirit among students and staff through institutional ethos, teaching and learning by all (Barnard et al, 2016). Therefore, a sustainable education system is a system that meets the needs of the current students without compromising the needs of future generations.

II. Research Objectives

The main objectives of this review study were to establish the factors that influence entrepreneurship skills development among youths of school going age and school leavers.

III. Theoretical framework

This section focuses on the theoretical frameworks that underpin this review paper. As a result, the section provides the theoretical basis on which debate on entrepreneurship skills development will emanate from in order to complete this study. Tiwari (2023) identifies eight theories of entrepreneurship namely: the Innovation Entrepreneurship theory, the Economic Entrepreneurship theory, Sociological Entrepreneurship theory, Psychological Entrepreneurship theory, Opportunity-based Entrepreneurship theory, Resource-based Entrepreneurship theory, Cultural Theory or Anthropological Entrepreneurship theory and the Process of stage Entrepreneurship theory. This review paper focuses on factors influencing entrepreneurship looked in the six theories and found out that all the theories have an influence on the uptake of entrepreneurship in schools and in society.

Innovation Entrepreneurship Theory by Joseph Alois Schumpeter (1949)

Schumpeter's (1949)'s innovation theory, assumes that an individual or entrepreneur is born with the desire to start their own businesses, try something new, be creative, and gain experience and skills in performing various tasks. The entrepreneur is driven by a desire for power, and have the intrinsic ability to choose the right responses, the will to overcome limitations in their mental abilities, and the resilience to face social rejection. The main goal of an entrepreneur is to generate profits while also bringing about change in the development process through the searching of new raw materials, production of new products, new machinery and new sources, and providing satisfaction to customers. According to Schumpeter (1949), entrepreneurial behaviour exerted and the development of entrepreneurial abilities are related. The behaviour encourages the

person to be able to introduce new goods, new machinery, open up new markets, look for new raw material suppliers, and start new ventures in a particular industry. In this case, the entrepreneurial behaviour encourages the students to desire to open up new markets, search for new raw materials, new sources, produce new products and satisfy customers after completion of school. These activities of an entrepreneur lead to the creation of jobs and accessibility of commodities, thus improving the economy (Opatola, 2019).

Innovation necessitates pro-active involvement of individuals, transformational leadership, risk-taking behaviours, and a variety of influence tactics as highlighted by (Lee et al., 2007). However, Sledzik (2013) claims that innovation generation no longer depends on individual personalities today, but rather it encompasses cooperation of many different players or actors. This is because there is a dynamic technological progress in today's knowledge based economies which requires cognitive capabilities that increase the diffusion, thus innovation leading to entrepreneurship. However, Schumpeter's theory has been criticised as it puts much emphasis on innovation leaving out risk taking and organising aspects.

Economic Entrepreneurship Theory by Richard Cantillon (1755)

The economic entrepreneurship theory states that entrepreneurs are created by the economy. It views an entrepreneur as a force for economic change. An entrepreneur is assumed to be the one responsible for bringing together materials, resources, labour and other assets, so as to make their value greater than before, and also introduce innovations changes, creativity and new order. The theory assumes that entrepreneurs are physiologically motivated for economic gains and that economic motivations are sufficient conditions for individual industrial entrepreneurship. Economic theory is based on the assumption that economic motivations influence entrepreneurial development. Economic motivations according to Cantillon (1755) are the factors of production which include, land, labour, capital and raw material in which he posits that, an entrepreneur works with the factors of production to bring forth economic value. Transformations can happen as a result of some responses to economic forces such as business opportunities and resources that bring forth change in the environment in the form of entrepreneurship. Entrepreneurship is viewed as a beneficial development to the economy. This review, noted that presence or availability of economic incentives are the main motivations for entrepreneurship skills development. However, Carson (1995) in his theory argues that entrepreneurship is limited by lack of requisite personal talents, and the inability to identify them when they are available. Entrepreneurship is also said to take place when the economic conditions are favourable.

Sociological Entrepreneurship Theory - Theory of Social Change by Max Weber (1941)

Sociological entrepreneurship theory assumes that an entrepreneur's social culture has an impact on their ability to succeed. The driving force towards entrepreneurship in this theory is the social culture. Social values, taboos, habits, religious views, and other cultural practices are a few of the social factors that influence entrepreneurs. In order to conduct business, he or she must adhere to social norms. In this case religion was the basis of a deliberate choice that lead to entrepreneurship. Weber (1941) emphasized on religious values and faiths which are posited to affect entrepreneurial passion, energy, occupation and business life. According to him, some religions have beliefs in acquiring and earning money and that he calls 'spirit of capitalism'. This is when society's mental attitude favours capitalism. When a society adopts the spirit of capitalism, entrepreneurial energies are generated which leads to intensive efforts in occupational pursuits, and accumulation of assets. Cuervo, Ribeiro and Roig (2018) pointed out that Weber advised entrepreneurs to accept the system of a society first before deciding on which start-up to introduce.

Opatola (2019) claimed that the major motivating factor for entrepreneurship is a person's environment and that ideas, behavioural traits and motives are not enough on their own for entrepreneurship to manifest. Munyoro et al. (2020) noted 'teams' as the basis of a deliberate choice of a lead to be entrepreneurial and claimed that it is made possible by four social contexts that relate to entrepreneurial opportunity. The four contexts are: social networks, which foster social relationships; life stage context, which entails analysing life circumstances and characteristics; people's experiences and sociological backgrounds as push factors for starting a business; and population ecology, in which the environment has an impact on an entrepreneur's success. According to Dodd and Gotsis (2007), literature provide evidence which suggests that certain religious communities represent networks for entrepreneurship, because they provide access to finance, advice and many more for some new ventures. In this case the ethical values, social values, taboos, habits, religious views, and other cultural practices are considered a few of the social factors that influence students who wants to be entrepreneurs after completion of school.

Psychological Entrepreneurship Theory-(McClelland in 1961)

The theory looks at the personal characteristics of an entrepreneur's internal locus control. This means for one to be an entrepreneur, one must have the innate (inborn personality traits) characteristics that naturally makes them entrepreneurs(McClelland in 1961). The theory goes further to state that above the internal and external locus, the entrepreneur should have the zeal/ drive to succeed. This review looked much into the 'need for achievement theory. The theory emphasizes on individual personality traits. Need for achievement theory asserts that human beings have a zeal for success, accomplishment, excellence or achievement. The assumption is that the desire for obtaining high achievements, excelling and performing to the best of one's abilities developed entrepreneurial tendencies in individuals.

According to McClelland (1961), need for high achievement is a feature associated with entrepreneurial behaviour. The desire to reach exceptional heights of excellence and performance develops into entrepreneurial behaviour. To achieve heights of excellence, there is need for rational and deep thinking, as well as new combinations. High need for achievement is highly linked to the entrepreneurial spirit which has the motive necessary for economic development. The achievement motive is associated with child rearing and school practices which indicates standards of excellence, self-reliance and material warmth and low father dominance. Individuals with strong need for achievement trait exerts a special desire to perform challenging tasks as well as meeting own standards to excellence. They have a tendency to be highly motivated by challenges and competition in work situations. The assumption is that when individuals or groups have high need for achievement, they can be motivated to be entrepreneurial, to start ventures, and projects. McClelland (1961)'s theory focuses on achievement orientation, imagination power, new combination and height of excellence However, the theory has achievement motivation as the only characteristic which is related to entrepreneurial development.

Resource based Entrepreneurship Theory: Barney (1991)

Barney (1991)'s argument in the resource based entrepreneurship theory assumes that access to resources enhances the ability of the individual to perceive opportunities and act upon them (Kwabena, 2011). The theory states that entrepreneurs need resources to start and carry their businesses.Capital and time alone are inadequate for an up and coming start-up, hence resources are required by entrepreneurs to make their efforts productive. The theory stressed on the importance of financial, social, and human resources to entrepreneurship. Access to these resources enhance an individual's abilities to detect opportunities and act upon them. This theory therefore suggests that individuals with financial capital are more capable of acquiring resources to efficiently exploit entrepreneurial opportunities, and set up a firm. The theory further elucidates that stronger social ties to resource providers facilitate the acquisition of resources and enhance the probability of opportunity exploitation.

Three types of resources are emphasised in the resource based theory. These are financial resources, social resources and human capital resources. Access to these resources leads an individual or group to exploit entrepreneurship activities. Munyoro and Ncube (2020) noted that the availability of resources is vital for entrepreneurship, particularly in Africa where resources are present in many forms all throughout the continent. Having access to financial, social and human resources can result in the creation of an enterprise. Ferreira, Azevedo and Ortiz (2009) also suggests that possession of superior resources and capabilities leads to one gaining competitive advantage.Barney, Wright and Ketchen (2001) highlighted that resources are considered as inputs that enable the carrying out of activities. It also states that resources and capabilities determine the choices made by firms or individuals in the business environment. Abilities allow the addition of value in customer value chain, develop new products, or expanding in new market. According to this theory resources are needed to out-perform competitors.Barney (1991) defined resources as anything that can be considered as strength or weakness of an individual or organization. These resources are inputs into the production process. Through acquisition of resources, an individual is influenced to be entrepreneurial, leading to creation of ventures.

Cultural Theory or Anthropological Entrepreneurship Theory by Hoselitz (1952)

Anthropologists study the human aspects from the past to the present. They are good observers. This means that entrepreneurs should be good observers of society. According to Akhter and Sumi (2014), entrepreneurship is viewed by anthropologists as a cultural process. From their perspective, socio-cultural factors are related to the creation of new businesses and this has provided a better understanding to the

understanding of entrepreneurship skills development. To have a successful venture, entrepreneurs should consider the social and cultural contexts. Hoselitz (1952) was influenced by observation that minority groups like Jews and Greeks in Europe, Chinese in Southeast Asia, Lebanese, in West Asia, and Indians in South Africa, become successful entrepreneurs because of their ambiguous position. Such marginal groups were uniquely able to make creative adjustments and produce true innovations.

Hoselitz (1952)'s theory proposed that all individuals are gifted with cultural and social power. In his cultural theory, he assumes that a well-developed society is capable of developing entrepreneurs. Hoselitz (1952) suggests that culturally marginal groups promote entrepreneurship and economic development, hence most entrepreneurs originate from a certain socio-economic class. This theory considers that cultural factors are responsible for the development of individual entrepreneurial behaviour. According to Hofstede (1980), culture values whether conscious or not, irrational or not, have an impact on a society's social, political, and technological structures which then support the values in a negative or positive circle.

Amolo and Migiro (2014) find out that cultural and social aspects that influence the initiation of a new venture. Culture affects attitude and behaviour which are produced through cultural environments. According to the notion, the growth of entrepreneurship is determined by the sort of culture that exists in a society. Mashapure, Nyagadza, Chikazhe, Msipa, Ngorora and Gwiza (2022) found that entrepreneurial behaviours that people engage in are influenced by cultural values, including their inclination to take risks and develop innovations that break from the norm. Mashapure et al (2022) further noted that innovations may be discouraged in some cultures because they emphasize on conformity; for instance, individuality is positively related with innovation whereas power-distance is not positively correlated with innovation.

In this theory, a school culture or an individual's culture plays an important role in the development of entrepreneurship abilities. Individuals' social, economic, ethnic, and political difficulties are often mirrored in culture. However, the theory focuses on culture while ignoring other elements such as the economy, innovation, organizational structure, empowerment of people, psychological aspects, and risk taking (Liu, Kulturel-Konak, & Konak, 2021). Mawoli et al (2021) highlighted that entrepreneurial motivation is associated with entrepreneurial firm performance.

What is clear from the above theories is that entrepreneurship skills development is driven by several theories and that proves that entrepreneurship is an important reality in the survival of mankind. However, the above mentioned theories serve as models for how a person might become entrepreneurial. They explain only the initial stage of entrepreneurship skills development process (Alam & Hossan, 2003) leaving out the post initial stage of the process. Therefore, conclusions cannot be drawn. To enhance their applicability, there is need to look into the factors that influence entrepreneurship skills development. These theories serve as the foundation of the following factors that influence entrepreneurship skills development. Mahoney and Michael (2005) posits that theories that are devoid of practical implications as to give no guidance to entrepreneurs, should neither be a goal nor a criterion for success.

IV. Factors influencing entrepreneurship skills development in the educational system.

Literature shows that entrepreneurial skills development motivation depends on various factors (Fosic, Kristic & Trusic, 2017). Individuals who have certain intrinsic feelings towards undertaking entrepreneurial activities can become entrepreneurs, whereas other individuals who have no promptness or driving characteristics will hardly become entrepreneurs. Therefore, it's crucial to understand what influences an individual's decision to be entrepreneurial (Chatterjee & Das, 2015). Existing literature claims that entrepreneurship skills development is influenced by both external and internal factors (Chowdhury, 2017; Akter & Iqbal, 2022; Akingbade, 2021 and Akande, 2017). These factors can be economic, social and psychological (Naji, 2019).

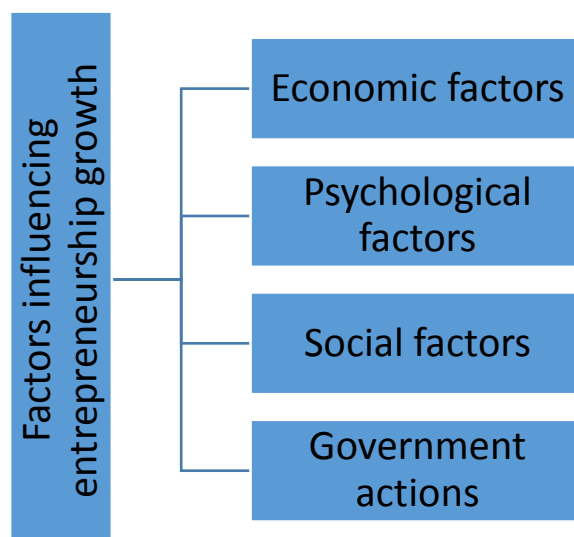


Fig. 1: Factors affecting Entrepreneurial skills development

Source: (Naji, 2019)

Economic factors include capital, raw materials, infrastructure and market. These factors according to the Economic entrepreneurship theory (Cantillon, 1755) are the factors of production which include, land, labour, capital, infrastructure and raw material which an entrepreneur works with (the factors of production) to bring forth economic value. The theory is based on the assumption that economic motivations influence entrepreneurial skills development. Transformations happen as a result of some responses to economic forces such as business opportunities and resources that bring forth change in the environment in the form of entrepreneurship.

Social factors include cultural values, religion, education, family background, attitude of the society and experience. The theory of social change propounded by (Weber, 1941) pointed out that social values, taboos, habits, religious views, and other cultural practices are a few of the social factors that influence entrepreneurship. Emphasis was given on religious values and faiths which he posited that they affect entrepreneurial energy, passion, occupation and business life leading to accumulation of assets.

Psychological factors include need for achievement, status and motives. High need for achievement according to (McClelland, 1961)'s Need for achievement theory, is greatly linked to the entrepreneurial spirit which possess the motive essential for economic development. The achievement motive is linked with child rearing and school practices which indicates standards of excellence, material warmth, self-reliance and low father dominance. These factors can be both positive and negative. However, these factors differ across different environments (Castano, Mendez and Galindo, 2015). It is important to note that what Government does or does not do affects entrepreneurial growth. For example, if Government makes it difficult to register new ventures, or if it fails to control inflation, does not allow a free market economy to flourish etc., all these can affect entrepreneurial growth in the economy.

Shar et al (2013) noted that there is need for education and skills development if entrepreneurial skills are to flourish. Over and above that, cultural values, social networks, motivation to become an entrepreneur, recognising opportunities and availability of capital (finance and human resources also play a part as illustrated in Figure 2:

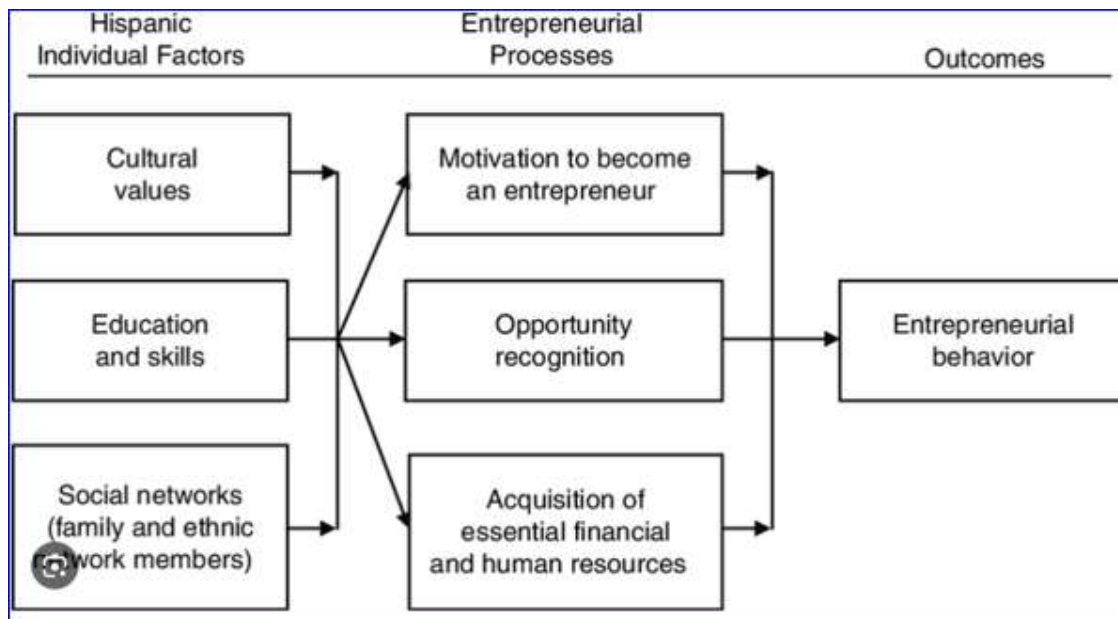


Fig 2: Hispanic factors that affect entrepreneurial processes

Source: Canedo, Stone, Black and Lukaszewski (2014).

Hedayati et al (2017) found out various internal and external factors which influence entrepreneurial skills development to include attitude, motives, management style, skills, curricula system, management support, entrepreneurial culture, space and equipment, government policies, financial and non-financial support and strategic orientation. Hussain et al (2014) also found out that background factors such as gender, education level and family business experience also contribute to entrepreneurial development. Mounde (2013) indicated family background, past experience, level of education, access to capital and physical infrastructure as contributors to entrepreneurial development. Khan, (2014) and Olowa (2015) suggested geographic location, organizational structure, financial incentives, management style and employee attitudes as driving forces to entrepreneurial development. However, this study noted that some factors are major while others are minor. Among the major factors are issues of finance, market, curriculum system, cultural values and religion. An individual's appetite towards entrepreneurship is controlled by income as cited by (Freytag and Thurik, 2007; Ibrahim et al., 2014). Babajide, Lawal, Asaleye, Okafor and Osuma (2020) posit that entrepreneurship skills development is supported by a stable financial system. Azim (2008) conclude that external factors are largely responsible for the success of many new ventures. Other researches indicated that individual appetite towards entrepreneurship is controlled by income (Freytag & Thurik, 2007; Ibrahim et al., 2014). Similarly, Babajide, Lawal, Asaleye, Okafor & Osuma, (2020) assert that entrepreneurship skills development is supported by a stable financial system. This assertion is supported by the economic theory which assumes that the desire for financial gain is a physiological motivator for entrepreneurs, and that this motive alone is adequate for individual to be entrepreneurial (Cantillon, 1755). The underlying tenet of economic theory is that the pursuit of profit shapes the emergence of new businesses. Economic motivations have a strong bearing on the influence of entrepreneurship.

Entrepreneurial skills development is influenced from two perspectives; the availability of economic support systems and the psychological factors (Fosić, Kristić & Trusić, 2017). Furthermore, the psychological construct is regarded as the main factor that boosts the ability of individuals to achieve their goals. Orkafor and Mordi's (2010) study supports the former's perspective when they pointed out that psychological traits of individuals can be linked to entrepreneurial skills development. For example, Parvin et al (2012), Li and DaCosta (2016) highlighted that the desire for higher social status, desire for higher income, independence, high level of education, motivation from family and friends all are motivations which exerts influence on entrepreneurship skills development.

This means that an individual must possess innate (inborn personality traits) characteristics in order to be an entrepreneur (McClelland in 1961). Need for high achievement according to McClelland (1961)'s Need for achievement theory, is a feature that is strongly associated with entrepreneurial behaviour. Entrepreneurial behaviour emerges from the ambition to perform at exceptionally high levels. It takes logical, in-depth thought, as well as novel combinations, to reach the heights of excellence. High need for achievement are closely related

to the entrepreneurial spirit, which has the drive required for economic growth. The assumption is that people and groups who have a strong urge to achieve can be inspired to be entrepreneurial and launch projects.

Although psychological factors are considered the main enhancer of entrepreneurship skills development, some scholars like Caska and Indrawati (2018) argued that some of the psychological factors form a negative view of the entrepreneurial profession. This is because some people are less interested maybe because of unstable income sources, less respectable jobs and low jobs, hence they do not want their children to pursue an entrepreneurial profession. However, some researchers claim that more emphasis is being put on the effects of psychological and economic factors on entrepreneurial skills development, including the decision to become self-employed rather than to work for others (Zelekha, Avnimelech & Sharabi, 2014).

Al Mamari et al (2022), pointed out other external factors that influence entrepreneurship skills development and activities include, government policies and regulations, availability of capital sources and other economic conditions. According to Peter & Akinyede (2017), there is a connection on the influence of the environmental (external) factors and entrepreneurship skills development. Quoting the International Labour Organisation (2003); (Peter et al (2017) and Ume., Agha and Risi (2021) accepted that environmental factors are considered as external factors and the factors include among others, government policy, access to finance, community family background and support, presence of experience, availability of markets, land, transportation and technological development.

The external factors such as access to credit, access to entrepreneurship training, government policy support, membership with entrepreneur organization, access to business information and favourable infrastructure may have influence on entrepreneurship skills development (Parvin, Rahman & Jiag,2012;Li & DaCosta, 2016).Al Mamari, Mondal, Al Shukaili and Kassim(2022) found out that financial resources, human capital, access to information and technology andavailability of market factors have influence on entrepreneurship skills development. However, Parvin et al, (2012) consider that failure of students to be entrepreneurial is claimed to be caused by lack of attention to both internal factorsand external factors also called environmental factors by (Ozaralli & Rivenburgh ,2016) (see Fig 3).



Fig 3: Factors affecting entrepreneurship

Source: Ozaralli et al. (2016)

Rachmaniah et al (2012 and Ume et al(2021)agreed that social factors such as level of education, religion and culture, family participation and higher level of education positively influenceentrepreneurial skills development. Mashapure et al (2022) noted that people engage in entrepreneurial behaviours after being influenced by cultural values, including being inclined to take risks and developing innovations that are distinctive.Students who have self-employed parents or relatives are said to be more likely to follow entrepreneurial careers.Correspondingly, Khuong and An (2016) asserts that social and cultural factors influence entrepreneurship skills development through value formation and encourages innovation, independence, and risk taking. Edewor, Imhonopi and Amusan, (2014) claim that socio-cultural forces in relation to entrepreneurship skills development point to all the elements that exist within the social and cultural system of a group of individuals which negatively or positively influence entrepreneurship skills development.Emergence of personal entrepreneurial behaviour is influenced by cultural variables (Hoselitz, 1952). According to Hofstede (1980), cultural values—conscious or not, rational or not—have an effect on a society's social, political, and technological institutions, which then sustain the values in a positive or negative circle.

Kirkely (2017) noted that culture significantly influences building of an entrepreneurial environment since the custodians of the environment are its educators, that is those who have the task of perpetuating the values of a given environment through providing education. Educators need to alter traditional methods and strategies of teaching so that learning takes on a new meaning for students and the community at large. Hayrapetyan (2016) claims that cultural factors motivate individuals to create firms Azim (2018) affirms that the cultural context in which individuals are deeply rooted and socially developed plays an influencing role in shaping and making entrepreneurs, and the degree to which they consider entrepreneurial behaviour to be desirable. Josiah and Themba (2015) observe that culture influences entrepreneurship skills development through impacting attitudes of individuals towards the initiation of entrepreneurship. However, various authors discovered that most African cultures generally do not support entrepreneurship development.

Latif and Khanom (2013) came up with a detailed list of factors influencing entrepreneurial growth they divided into three; ambition-related factors, compelling factors and facilitating factors as illustrated on Fig 4 below:

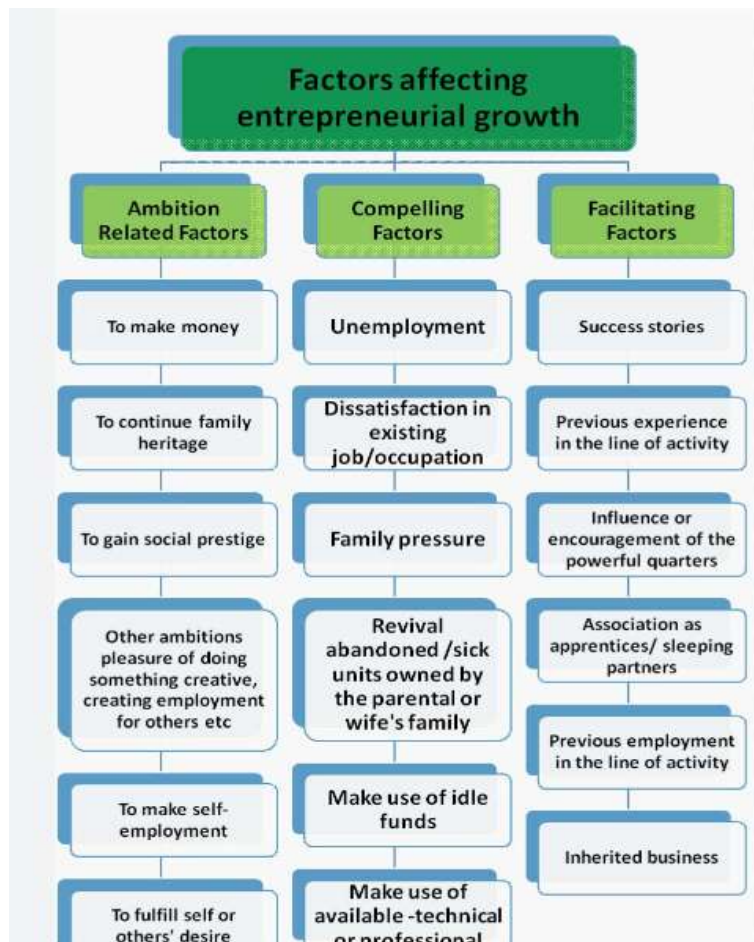


Fig 4: Factors affecting entrepreneurial skills development
 Source: Latif et al. (2013)

Ambitious and compelling factors fall on the content theory of motivation which focuses on what motivates individuals to partake in entrepreneurship (venture creation, product innovation) (Mawoli & Peter, 2021). All link on the achievement motivation theory propounded by (McClelland, 1961). Mawoli et al (2021) asserts that ambition drives an individual to be innovative, identify and exploit opportunities, creating new products, processes, services and organisations, maximizing value creation. Schumpeter (1949)'s innovation entrepreneurship theory assumes that an entrepreneur is born with the desire to start their own businesses, try something new, be creative, and gain experience and skills in performing various tasks. The desire for power, the intrinsic ability to choose the right responses, the will to overcome limitations in their mental abilities, and the resilience to face social rejection drives the entrepreneur or individual to be innovative.

Fosic, Kristic and Trusic (2017) asserts that though entrepreneurship skills development can be attributed to innate characteristics, previous experience and background, some individuals need to be

encouraged through education/training to make decisions on doing something that even they may not be aware they are capable of doing. This means, entrepreneurship should be promoted to become part of formal education, and through support of the 'Triple Helix' based approached system, in which the government institutions, academic community and private sector work hand in glove to maximise potential. Metu and Nwokoye (2014) dispute that family background, inherited power and economic environment can influence entrepreneurship skills development. However, Josiah and Themba (2015) claim that the reality is that not everyone can become an entrepreneur even if all the right education and training programs are put in place. This means that training and education have influence but not everyone is influenced.

V. Conclusions and Recommendations

This study was a review which drew its findings from literature review including empirical studies. The study found that there are many factors that influence entrepreneurial skills development not only in students of school going age but also to school leavers and the population at large. It was clear that the factors that affect students in schools, colleges and universities are the same factors that affect entrepreneurial development among the population at large. The factors can be broadly categorised as internal and external. The study noted that there are many factors which affect entrepreneurial skills development and concluded that schools and Government have a role to play in training, facilitating, motivating and creating a conducive atmosphere which makes the students and the population eager to be innovative and creative by forming entrepreneurial ventures which solve the pertinent problems which society continues to meet. The study found that if the students grow up in an environment where entrepreneurship is encouraged and facilitated, problems such as unemployment and social vices such as drug and substance abuse, theft and prostitution will be things of the past. The study recommends that Government, schools and society have a major role to play to ensure that the innovative minds of youths are challenged. Support and legislative changes that create ease of doing business can go a long way to inspire youths to be entrepreneurial.

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