

ENTREPRENEURSHIP SKILLS DEVELOPMENT, RISK-TAKING PROPENSITY AND STUDENTS' SELF-EMPLOYMENT INTENTION

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DOI: 10.36108/ljerhrm/8102.01.0101

Abstract

This study investigated the influence of entrepreneurship skills development, risk taking propensity on students' self-employment intentions. Using the descriptive survey research design, study population includes all 400 level students of Faculty of Management Sciences, Lagos State University, Ojo Campus. 254 students were selected using the purposive sampling technique. The formulated hypotheses were tested using the Pearson Product Moment Correlation and simple linear regression. The results showed that there was a positive relationship between entrepreneurship skills development and risk taking propensity ($r=.19, p<.05$). Also, there is a strong, positive and statistically significant influence of entrepreneurship skills development, risk taking propensity on 400 level students' self-employment intentions. A significant regression coefficient was found $F(2, 22)=17.21, p<.05$, with R^2 of .13. This presupposes that 13.0% of the variance in self-employment intentions is as a result of entrepreneurial skills development and risk taking propensity. The study therefore recommended amongst others that, programmes should be put in place to identify individuals with the necessary entrepreneurial characteristics at an early stage to provide the necessary support to develop them into successful entrepreneurs.

Keywords: Entrepreneurship Skills Development, Risk Taking Propensity, Self-employment Intention.

1. Introduction

The problem of unemployment has occupied the attention of scholars, activists, politicians and development workers, local and international organizations for many years with an increased tempo in the last decades. This issue remains a continuing policy priority for policy makers around the world. The issue has been given renewed focus in Nigeria where there is a noticeable and continual churning out of graduates that lack the requisite skills, knowledge and attitudes to create employment which has led to a mismatch in the supply and demand of graduates in the Nigerian labour market (Bustamam, Mutalib & Yusof, 2015). Policy makers continue to lay emphasis on the production of highly skilled graduates so as to be able to respond to the ever changing and complex needs of the contemporary workplace (Possa 2006). Serious concerns have been expressed about an increasingly wide 'gap' between the skills and capabilities of graduates, the requirements and demands of the work environment in an increasingly mobile and globalised society (Yunus & Li, 2005).

The challenging situation of today's economy means that, it is no longer sufficient for students and new graduates, to have only knowledge of theoretical academic subjects, but what is required of them is to increase soft skills which could enhance their prospect of self-employment (Abdullah-Al-Mamun, 2012). Abdullah-Al-Mamun (2012) argues that soft skills developed by graduate and students, are very decisive in the labour market and may ultimately empower them a critical life-long employment. Soft skills as defined in the literature are nontechnical skills, abilities and traits required to be a successful employer of labour (Conrad & Leigh, 2012). Conrad and Leigh (2012) defines soft skills as, abilities and traits that pertain to personality, attitude and behaviour rather than formal or technical knowledge. Soft skills for Hurrell and Scholarios (2014) are interpersonal and intrapersonal abilities to facilitate mastered performance in particular contexts'.

Pereira (2016) explains soft skills as context-dependent attained from abstract, implied knowledge with actual experience and one's own reflection. UNESCO (2008) treated soft skills in terms of competent communication, interpersonal relations through networking; creativity, self-confidence; risk taking skills which are critical from self-employment viewpoint. Hurrell, Dora & Paul (2013) however argue that, development of entrepreneurial soft skills should be given utmost importance for massive job creation. Entrepreneurial soft skills are extremely important that, special attention to its development should be given priority (Redoli, Mompo, Mata, & Doctor, 2012).

Policy makers around the world continued to lay emphasis on the importance of entrepreneurship skill development in creating jobs, generation of wealth and how it contributed to the significant reduction of the current rate of unemployment (Timmons & Spinelli, 2004). Earlier researchers have argued that entrepreneurship is responsible for economic expansion (Cantillon, 1755; Cole, 1965; Weber, 1930; Schumpeter, 1934) due to its

association with profit orientation, capital investment and the creation of new markets (Afolabi, Kareem, Okunbanjo&Ogunbanjo, 2017). Government and educational institutions worldwide have documented that entrepreneurship skill development is critical in the formation and growth of new business ventures (Hisrich, Peters & Shepherd, 2005).

The government of Nigeria through the Nigeria University Commission for instance, has made entrepreneurship development courses mandatory for all Nigerian students irrespective of their disciplines since year 2000. Entrepreneurship skill acquisition programme initiated by the National Youth Service Corps in its activities also avail all youth corpers the opportunity to partake in diverse entrepreneurial skill acquisition programmes during their first three weeks at the camp. The government objectives are to: (1) improve the capacity of youths to develop both positively and independently, innovative thought process, overall entrepreneurial mind-set and (2) the development of vocational skills to stimulate future graduates towards venture and wealth creation. Frank, Korunka, Leuger & Mugler 2005, Fatoki 2014).

Entrepreneurship skill seeks to propose people, especially young people, to be responsible enterprising individuals that can become job creator rather than job seekers. Entrepreneurship skill development according to Crant(1996) is central to the job creation and economic expansion process because of its intrinsic relation with creativity and risk taking tendency over time, thus self-employment intentions might be viewed as the first step in an evolving, long term employment creation process (Zurriaga-Carda, Kageyama& Akai, 2016). Understanding the antecedents of entrepreneurial intentions increased understanding of intended entrepreneurial behaviour. Accordingly, risk taking propensity of an entrepreneur may help explain why many entrepreneurs decided to start a business even before they begin an opportunity search (Krueger, Reilly & Carsrud, 2000).

While several empirical studies e.g. (Fayolle 2004; Bhandari 2006; Nwangwu 2007) have examined the role of entrepreneurial development and supported entrepreneurial education and also argued that graduates with adequate entrepreneurial skills and training will be creative and innovative in identifying noble business opportunities, studies on the phenomenon on risk taking propensity and self-employment intention among undergraduate students are scarce. Their knowledge of entrepreneurship skill development are likely to shape their risk taking propensity to start their own businesses in the future (Wang & Wong 2004).

Based on the foregoing, a systematic analysis of the influence of entrepreneurship skill development and risk taking propensity on students' self-employment intention, followed by a robust empirical evaluation are fundamental. This study is therefore necessary, especially by extending the frontier of the literature, towards providing answers to the questions that do not only link entrepreneurship skill development to self-employment intention but also focus on risk taking propensity, an aspect usually ignored in the literature. Ultimately, this study attempts to bridge that empirical gap that currently exist with regard to entrepreneurship skill development -self-employment nexus.

1.1 Statement of the Problem

The problem of unemployment has posed a great challenge to Nigeria as a nation. In recent times, the incident of unemployment in Nigeria has been deep and widespread cutting across all facets of age groups, educational strata and geographical entities. Tertiary institutions made up of Universities, Polytechnics, Monotechnics and Colleges of Education continue to churn out graduates that have constantly clog up the labour market thereby increasing the growth rate of unemployment in the nation (Sodipo, 2014). The officially recorded rate of unemployment in Nigeria was 13% in 2000, substantially reached 20% in 2008 (National Bureau of Statistics, 2015). According to NBS (2017), unemployment increased to 47.41% in 2016 and 49.70% in 2017 respectively. The situation in Nigeria has worsened in recent years as more people are out of job than ever before as a result of downsizing, outsourcing, winding-up, mergers and acquisitions (Nwankwo&Ifejiofor, 2014). Also, the increase in the level of graduates that lack requisite skills, knowledge and attitudes needed on the job has led to a mismatch in the supply and demand of graduates in the Nigerian Labour Market (Bustamam, Mutalib&Yusof, 2015), and has contributed significantly to the current Nigerian unemployment quagmire.

One major factor that policy makers around the world have emphasized to be the solution to the problem of high unemployment is the development of soft skills such as entrepreneurial skills. Several authorities have argued that entrepreneurship is responsible for economic expansion (Anyadike, Emeh & Ukah, 2012), (Cole, 1965; Weber, 1930; Schumpeter, 1934) due to its association with profit orientation, capital investment and the creation of new markets (Schumpeter, 1934). Schumpeter believed that the essence of entrepreneurship is innovation and risk taking. Thus, entrepreneurship exists only when new grounds are actually broken by taking risk (Stevenson & Jarillo, 1990; Antoncic&Hisrich, 2003). Risk-taking means a tendency to take bold actions such as venturing into unknown new markets, committing a large portion of resources to ventures with uncertain outcomes, and/or

borrowing heavily (Lumpkin & Dess, 2001). The degree of risk-taking refers to the tendency of an individual to display risk-taking when confronted with risky situations (Gürol & Atsan, 2006). Koh (1996) is of the view that a person's risk-taking propensity can be defined as his/her orientation towards taking chances in uncertain decision-making context.

Harvey and Evans (1995) posit there are unique times in one's career life cycle when the opportunity to become an entrepreneur is most favourable, considering one of the first 'strategic windows' to be the 'college experience'. Tertiary students are typically contemplating career options leading-up to and after graduation. Gorman, Hanlon and King (1997) reviewed a decade of the literature in entrepreneurship education confirming that preliminary evidence suggests entrepreneurial attributes can be influenced through entrepreneurship education however stated that a stronger empirical focus was required in future research.

This study therefore, revolves around the following research questions as follows:

- i. How does participation in an entrepreneurship course in the university influence students' risk taking propensity and self-employment intention?
- ii. What is the relationship between entrepreneurship skill development and risk-taking propensity of students?

1.3 Objective of the Study

The objectives of this study are to:

- i. Investigate the relationship between entrepreneurship skill development acquired and risk-taking propensity of students.
- ii. Examine the influence of entrepreneurship skill development and risk taking propensity on student's self-employment intention.

1.4 Hypotheses of the Study

To achieve the above objectives, the following hypotheses were developed:

H₀: There is no significant relationship between entrepreneurship skill development and risk taking propensity.

H₀: There is no significant influence of entrepreneurship skill development acquisition and risk taking propensity on students' self-employment intention.

2.1 Theoretical Review.

The Integrated entrepreneurial intention theory by Kruger (1993) will serve as the theoretical foundation for this study. The theory will help us understand the relationship between entrepreneurship skill development and risk taking propensity on students' self-employment intention.

2.1.1 Integrated Entrepreneurial Intention Theory

The Krueger (1993) entrepreneurial intention theory that integrates Shapero & Sokol (1982) and Ajzen (1991) models remains a veritable framework that support the systematic understanding of the relationship between entrepreneurship skill development and risk-taking propensity on students' self-employment intention. Entrepreneurial event model (Shapero & Sokol 1982), for instance, describes an entrepreneurial process where intentionality is central (Bird 1988, Ying *et al* 2013). This model considered business creation as an event that can be explained by the interaction between initiative, ability, management, relative autonomy, and risk. According to Krueger (1993), the entrepreneurial intention depends on developing positive risk attitude, propensity to achieve, knowing that risk propensity plays a moderating role in turning ideas into new business (Zuriaga, Kageyam, Akai & Yatribi, 2016). The integrated model implies that entrepreneurial intention stems from the need for achievement (McClelland, 1961) and desirability to take risk and this path is affected by the need to innovate.

Innovation, according to Schumpeter (1934), is a major force behind entrepreneurship by arguing that every growth oriented venture is a function of innovation, without which new business cannot be created. Under this assumption, entrepreneur moves the economic system out of the static equilibrium by creating new products or production methods thereby rendering others obsolete. This is the process of 'creative destruction' (creating uncertainty) which Schumpeter saw as the driving force behind economic development (Schumpeter 1949). This is similar to Knight (1971) argument that, views an entrepreneur in terms of risk, uncertainty and profit. According to Knight, the main function of the entrepreneur is to assume the uncertainty related to innovation, thereby shielding all other stakeholders against it.

One way of ensuring employment is to multiply the number of entrepreneurs in the society, especially through higher education. Entrepreneurship according to Zahra (1999), increases national competitiveness and drives economic growth through job creation and bringing innovation to the society (Shane & Venkataraman 2000). Scholars in their various fields have supported the need for higher institution to inculcate entrepreneurial spirit into their students. One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of entrepreneurship development and education. The more students who have an entrepreneurial spirit the more it will be able to take business risk and produce more entrepreneurs. Entrepreneurial activities are frequently assumed to involve risk-taking, especially relative to self-employment activities.

Cantillon and Mill models perceived entrepreneurship as a mental education that stimulates individuals to take calculated risk for which stream of benefits are guaranteed and people taking big risk have to contend with a great responsibility (Alam & Hossain 2003). Entrepreneurship development accordingly improves the ability, capability and potentials of individuals to undertake risk for which economic benefits are ensured (Afolabi, Kareem, Okunbanjo & Ogunbanjo 2017). Risk taking propensity is believed to be distinguishing factor for entrepreneurial features (Serra, Pinar & Begum 2014). Risk taking behaviours influence the interest and motivation to start a new business (Gerry *et al* 2008) and also entrepreneurial intentions (Gurelet al 2010; Alba, Kazuron & Kenju 2016). The intention to be self-employed is stronger for those with more positive attitudes to take risk and to be independent (Douglas & Shepherd 2002). Douglas and Shepherd (2002) argue that the higher the individual's tolerance for risk, the stronger is his preference for decision-making autonomy, the stronger is his intention to be self-employed.

2.2 Empirical Literature Review

2.2.1 Entrepreneurship Skill Development and Risk Taking Propensity.

Douglas and Shepherd (2002) found that the intention to be self-employed is stronger for those with more positive attitudes to risk and to independence. That is, the higher the individual's tolerance for risk, and the stronger is their preference for decision-making autonomy, the stronger is their intention to be self-employed (Douglas & Shepherd 2002). Fitzsimmons and Douglas (2006) clarified and expands the 'perceptions' view of entrepreneurial risk taking and provides two additional concepts to explain why entrepreneurs undertake risky new ventures. The study employs utility-maximizing model of entrepreneurship and argue that entrepreneurs will truncate risk-reducing information-search, firstly because of the delay involved in search activity that may cause loss of additional income associated with first-mover advantages, and secondly because of the entrepreneur's psychic involvement in the process of becoming an entrepreneur and/or pioneer which might be so important that he/she trades off risk reduction to become an entrepreneur sooner.

Risk-taking means a tendency to take bold actions such as venturing into unknown new markets, committing a large portion of resources to ventures with uncertain outcomes, and/or borrowing heavily (Lumpkin & Dess, 2001). The degree of risk-taking refers to the tendency of an individual to display risk-taking when confronted with risky situations (Gürol & Atsan, 2006). Koh (1996) is of the view that a person's risk-taking propensity can be defined as his/her orientation towards taking chances in uncertain decision-making context. Nonetheless, Dess and Lumpkin (2005) are of the view that only cautiously managed risk is likely to lead to competitive advantages. Furthermore, they argue that actions taken without adequate care, research and planning may prove to be very costly. A study by Tan (2001) conducted among entrepreneurs and managers of state owned enterprises in China found that managers were less willing to make risky decisions compared to entrepreneurs.

This result is in consonance with Caliendo, Fossen & Kritikos (2008) argument that risk attitudes have an impact on not only the decision to become an entrepreneur but also the survival and failure rates of entrepreneurs. Caliendo, Fossen and Kritikos (2008) reports that there is a positive correlation between risk attitudes and the decision to become an entrepreneur, it argues that the effects on survival are not straightforward. Similarly, Stewart and Roth (2001) analysed studies pertaining to risk tendency differences between entrepreneurs and managers. The results also indicated that risk tendency of entrepreneurs is greater than that of managers. Hermansen-Kobulnicky and Moss (2004) conducted a study among pharmacy students in the United States to determine their entrepreneurial orientation. The results showed that being willing to take risks appeared to be a distinct dimension influencing students to become entrepreneurs.

Furthermore, Naldi, Nordqvist, Sjöberg and Wilkund (2007) conducted a study among family and non-family SMEs in Sweden. The results of the study supported the proposition that risk-taking is a distinct dimension of

entrepreneurial orientation. Kroon, de Klerk and Dippenaar (2003) view young people with entrepreneurial interests as a major facet in shaping the entrepreneurial future of a country. For this reason, an understanding of their entrepreneurial aspirations, interests and intentions is essential. The youth can earn their living by supporting themselves and their families with the income they make from their entrepreneurial activities (Ndedi 2009). Knowledge of the factors that is linked with entrepreneurial tendency can have practical importance, for example, it can be used as a career guidance tool for students or as a device for selection of entrants into an entrepreneurship curriculum (Koh, 1996). Mitchell (2004) advises that identifying the factors that encourage the individual to embark on an entrepreneurial career becomes significant in stimulating entrepreneurship.

Koloba and May (2014) determined the perceptions of students that regard themselves as being innovative and risk-takers from an entrepreneurial perspective. Based on self-administered questionnaire within a convenience sampling method, the study found no significant differences with regard to the innovative propensity construct between males and females, likewise between the two designated racial groups. While the study concluded that, students had innovative characteristics, a number of significant differences were found with regard to the risk-taking propensity between the different groups as one designated racial group was more willing to take risk.

Yurtkorua, Acarb, Teramanc (2014) focus on the effect of willingness to take risk on entrepreneurial intentions and compare state and private university students. 207 state and 214 private university students in Turkey were analysed and results revealed some differences between the two groups and partial effect of willingness to take risk on entrepreneurial intension. Eline (2013) focused on small firms, and their owner's ambition to hire external labour. The factors that influence ambition and realization to hire (additional) employees are separately investigated for entrepreneurs without employees (Own-Account Workers) and with employees (Employers). Data is collected by means of a survey among entrepreneurs in a cooperation between Bureau Onderzoeken Statistic Amsterdam and the Amsterdam Center for Entrepreneurship. Eline (2013) discovered that general risk taking propensity has a positive and significant influence on achieving and having employee-growth-ambition for both Own Account Workers and Employers, also, general risk taking propensity does not exclusively influence employee-growth-ambition but influences other entrepreneurial ambitions. The perception of barriers to employee-growth-ambition differs between Own-Account Workers and Employers, and between entrepreneurs with and without employee-growth-ambition.

Zurriaga-Carda, Yatribi, Kageyama& Akai (2016) study the effects of Risk Attitude, Entrepreneurship Education and Self-Efficacy on Entrepreneurial Intentions using a Structural Equation Model approach to Entrepreneurship. Based on an international sample of 264 respondents, the study specifically analyses the effect of risk attitude, entrepreneurship education and entrepreneurial self-efficacy on entrepreneurial intentions. Their proposed Structure Equation Model shows that entrepreneurship education and entrepreneurial self-efficacy have a positive effect on the intention to become an entrepreneur, whilst risk averseness has a strong negative effect on entrepreneurial intentions. Nederland, Landen, Boermansab& Willebrands (2017) recently examined Entrepreneurship, risk perception and firm performance. They posit that, risk attitudes of entrepreneurs are well-established drivers of business performance. Based on 611 questionnaires distributed for entrepreneurs in Tanzania, the authors found out that, risk perception is positively associated with business performance.

2.2.2 Entrepreneurship Skill Development and Self-employment Intention

This section review studies that are relevant to the relationship between entrepreneurship skill development and risk taking propensity on student's self-employment intention. Linan, Rodriguez-Cohard and Rued-Cantuche (2005) used the Entrepreneurial Intention Questionnaire (EIQ) to measure entrepreneurial intentions of two different Spanish universities. Using factor and regression analyses techniques, the findings show that youths' intention to become an entrepreneur depends on personal attraction towards entrepreneurship, perceived social norms and perceived feasibility or self-efficacy. Using a sample of 181 students, Crant (1996) found entrepreneurial intentions to be significantly associated with gender, education, having an entrepreneurial parent, and possessing a proactive personality. His hierarchical regression analysis further showed that proactivity explained significant incremental variance in entrepreneurial intentions above and beyond that explained by the other variables employed. Using Ajzen's theory of planned behaviour and Shapero's entrepreneurial event model as well as entrepreneurial cognition theory, Ying, Geert, & Myriam, (2013) attempted to identify the relationship between entrepreneurship skill development, prior entrepreneurial exposure and entrepreneurial intentions of university students. The authors collected data from a survey of ten universities in Netherlands and received 494 effective responses. Based on probit estimation method, the researchers found a significant positive impact from entrepreneurship education on entrepreneurial intentions of university students. Males and people from

technological universities were also found to have higher entrepreneurial intentions than females and people from other universities.

Some studies have also investigated the role of entrepreneurship development with respect to Nigeria. Onah (2006), for instance, examined the entrepreneurship education needs of self-employed artisans and craftsmen in the urban area of Enugu state, Nigeria. The questionnaire was distributed among 600 artisans and craftsmen. The study used both the mean scores and two-way analysis of variance (ANOVA). Mania (2013) reported that entrepreneurship skill development is significant to job creation in Nigeria. The study further states that entrepreneurial learning should be conceived as a lifelong process, where knowledge is continuously shaped and revised as new experiences take place. Agu and Chiaha (2013) investigated the impact of entrepreneurship development on the employability of university graduates in Nigeria. Based on a sample size of 320 respondents, the study concluded that entrepreneurship development enables graduates possess employability skills. This result is similar to that of Daku and Oyekan (2014) that found significant relationship between entrepreneurship development and self-employment in Nigeria.

Anam, Iba and Aregbe (2014) examined the impact of entrepreneurial education on productive employment and sustainable poverty reduction in Cross River State using 60 beneficiaries of the Central Bank of Nigeria Entrepreneurial Development Center in Calabar. Akhuemoukhan, Raimi and Sofoluwe (2013) examined the impact of entrepreneurship education on employment generation in Nigeria. The study concluded that if entrepreneurship is well-developed, it would be an effective tool for poverty reduction, employment generation, fast-track the realisation of universal primary education and promoting gender equality. Okoro (2014) examined the impact of entrepreneurship education on the enhancement of self-employment skills among undergraduates in South-Eastern universities. Using the descriptive survey design, Okoro found that entrepreneurship education curriculum have significant impact on entrepreneurial skills in undergraduates. It further shows that there is poor utilization of entrepreneurship education pedagogies in the teaching of entrepreneurship education in the region.

The result of Okoro is in line with that of Onuma (2016). Onuma (2016) examined the importance of exposing undergraduates students to entrepreneurial education on the ability to create self-employment after graduation using 200 final year students from Ebonyi State University. The findings showed that entrepreneurial education is relevant to students as it equipped them with skills for post-graduation job creation ability rather than job seekers. Afolabi *et al* (2017) recently examined the effect of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. Data obtained for analyses was obtained through self-administered questionnaires. Based on simple percentage ranking, correlation and regression analysis techniques the study indicated that entrepreneurship development has positive effect on self-employment initiatives.

2.2.3 Gap in Literature.

Based on the foregoing, empirical works on the influence of entrepreneurial development seems numerous and controversial and without much emphasis on its linkage with risk-taking propensity despite its importance. Unlike the previous studies that did not consider the intrinsic relationship of entrepreneurship skill development and risk taking on self-employment intention thereby fills the literature gap. The examination of the influence of entrepreneurship skill development and risk taking propensity on students' self-employment intention, followed by a robust empirical evaluation are fundamental. This study is therefore unique especially since it would extend the frontier of the literature towards providing answers to the questions that do not only link entrepreneurship development skill to self-employment intention but also focus on the risk taking propensity, an aspect usually ignored in the literature. Ultimately, this study attempts to bridge that empirical gap that currently exists with regard to entrepreneurship skill development and risk taking propensity-self-employment nexus.

3. Research Methodology

This study adopts the descriptive survey research design to examine the influence of entrepreneurship skills development and risk taking propensity on students' self-employment intention. The study population includes all 400 level students of Faculty of Management Sciences, Lagos State University, Ojo Campus. A justification for selecting the 400 level students from the faculty is based on the fact that, the students had audited entrepreneurial development courses, and are still offering entrepreneurial development (FMS 401), which is a faculty-based entrepreneurship development course. Compared to other students in other faculties who only audited it in 200 and 300 levels. Thus, this will form part of their experiences to answer the closed-ended questions. For this study, the population of 400 level students in the Faculty of Management Sciences is 710 as at the time of writing this

report. Using the Krejcie and Morgan (1970) sample size determination table, a sample of 254 was selected to form the sample size using the purposive sampling technique.

The study adapted three scales for data collection. For entrepreneurship skills development, the Students' Entrepreneurship Skills Development Scale (SESDS) developed by Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) was adapted, using a 5-point Likert's type rating scale; ranging from Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5). The scale produced good reliability estimate of .89 (Afolabi et al., 2017). In this study, Cronbach's alpha coefficient for the overall scale was $\alpha=.75$. The construct of risk taking propensity was measured by adapting the 9-item Risk Taking Propensity Scale (RSTS) developed by Asmara, Djatmika and Indrawati (2016). The 9 items measured students' risk taking propensity on a 5-point Likert's type rating scale; ranging from strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Asmara et al. (2016) stated a good internal consistency of Cronbach alpha coefficient of .84 for the scale. In this current study, the Cronbach alpha coefficient was .72. For the Self-Employment Intention construct, an 8-item scale developed by Asmara et al. (2016) to measure students' entrepreneurial intention was adapted for measuring students' self-employment intention in this current study. The scale was measured using the 5-point Likert's type rating scale; ranging from strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Asmara et al. (2016) stated a good internal consistency of Cronbach alpha coefficient of .83 for the scale. In this study, the Cronbach alpha coefficient was .79. Data were collected from respondents when they are all seated for the entrepreneurship development (FMS 401) lectures. The research instruments were distributed with the assistance of fellow PhD students, and the lecturers teaching the course. A total of two hundred and fifty-four copies of questionnaires were distributed, two hundred and fifty-one were retrieved, while two hundred and thirty (92.0%) questionnaires were found fit and used for final analyses, with the aid of Statistical Package for Social Sciences (SPSS) version 20.

4. Results

This section presents statistical results of the tested hypotheses and the discussion of results.

Hypothesis 1

Table 1: Results of correlation between entrepreneurship skills development and risk-taking propensity among 400 level students

Variables	N	Means	Std. Deviation	R	P
1 Entrepreneurship Skills Development	230	4.44	.49		
2 Risk Taking Propensity	230	4.42	.77		
				.19	.00**

** p is significant at 0. 05 level (2-tailed)

Results in table 1 above shows the relationship between entrepreneurship skills development and risk taking propensity among 400 level students of Faculty of Management Sciences. The result shows that the relationship is positive and statistically significant ($r=.19, p<.05$).The null hypothesis which states that, there is no significant relationship between entrepreneurship skills development and risk taking propensity was rejected while the alternate was accepted.

Hypothesis 2

Tables 2.3.4 Shows results of multiple regression analysis on the influence of entrepreneurship skills development and risk taking propensity on self-employment intention of 400 level students

Table 2: Model summary of regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.36 ^a	.13	.12	.44

a. Predictors: (Constant), Risk_Taking_Propensity, Entrepreneurship_Skills_Development

b. Dependent Variable: Self_Employment_Intention

Table 3: ANOVA of regression analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.74	2	3.37	17.21	.00 ^b
	Residual	44.48	227	20		
	Total	51.23	229			

a. Predictors: Predictors: (Constant), Risk_Taking_Propensity, Entrepreneurship_Skills_Development

b. Dependent Variable: Self_Employment_Intention

Table 4: Coefficients of regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	2.80	.29		9.58	.00
1	Ent_skills_development	.29	.06	.31	4.83	.00
	Risk_taking_propensity	.09	.04	.15	2.35	.02

a. Dependent Variable: Self_employment_intention

Tables 2, 3 and 4 states the result of a multiple regression that was estimated to predict students’ self-employment intention based on entrepreneurial skills development and risk taking propensity. A significant regression coefficient was found $F(2, 227) = 17.21, p < .05$, with R^2 of .13. Which presupposes that 13.0% of the variance in self-employment intention is as a result of entrepreneurial skills development and risk taking propensity. Also, from table 5, the beta value under the standardized coefficients shows that entrepreneurship skills development is the higher contributor to variance in the dependent variable ($\beta = .31, p < .05$), while risk taking propensity contributes ($\beta = .15, p < .05$). The null hypothesis was rejected because results show that, entrepreneurship skills development and risk taking propensity influences self-employment intention of 400 level students of Faculty of Management Sciences in Lagos State University.

4.1. Discussion of Results

From hypothesis one, a positive and significant relationship was discovered between entrepreneurship skills development and risk taking propensity of Students of Faculty of Management Sciences, Lagos State University, Ojo Campus. The result showed that ($r = .19$). This finding corroborates the study of Afolabi et al (2017) which posits that entrepreneurship development improves the ability, capability and potentials of individuals to undertake risk for which economic benefits are ensured. The more the students have an entrepreneurial spirit, the more they will be able to take business risks and produce more entrepreneurs. According to Lestari in Triawan and Samayono (2008), there is a close link and an existence of a positive relationship between behavioural tendencies risk taking (Risk taking propensity) with self-employment intention. Entrepreneur activities are frequently assumed to involve risk taking especially relative to self-employment activities.

Hypothesis two states that, there is a positive significant influence of entrepreneurship skill development, risk taking propensity on self-employment intention of 400 level students of Management Sciences of Lagos State University, Ojo. Therefore, the alternative hypothesis is accepted. The higher the level of entrepreneurship skill development, the higher the level of risk taking propensity and the higher the level of self-employment intention. This result is similar to that of Daku and Oyekan (2014) that found a significant relationship between entrepreneurship skill development and self-employment in Nigeria. Entrepreneurship development is relevant to students as it equipped them with skills for post graduate job creation ability rather than job seekers (Onuma, 2016). People with high risk taking propensity will have a higher self-employment intentions than those who have a low risk taking propensity. This is in line with the opinion uttered by Zhou et al (2005) which posits that an individual who dare to take risk will tend to be self-employed because they feel confident and capable in running and developing the business, and are able to face business failure.

5. Conclusion and Recommendation

This study assessed the relationship between entrepreneurship skill development and risk taking propensity and the influence of Entrepreneurship skill development, risk-taking propensity on students’ self-employment intention. The researcher concludes that, there exists, an influence of Entrepreneurship skill development, risk taking propensity on self-employment intention of the 400 level students of Management Sciences, Lagos State University Ojo Campus. Although, the variation that was accounted for by entrepreneurship skill development and risk taking propensity on students’ self-employment was small (i.e. 13%). This inferred that, 400 level students’ possesses not-very adequate entrepreneurship skills and the required risk taking propensity that is needed to boost their self-employment intention. This can further be buttressed by, the submission of the integrated entrepreneurial intention theory which connotes that, adequate skill and capacity that are relevant and needed should be enhanced in order to boost students’ self-employment intentions. Also, there is a significant and

positive relationship between entrepreneurship skill development and risk taking propensity of Management Sciences students of Lagos State University. The significance of these results lies in the fact that entrepreneurship skill development can improve the ability, capability and potentials of individuals to undertake risk which makes them to be job creators rather than job seekers. Also, Entrepreneurship skill development may improve the capacity of the youths to develop both positively and independently, gives them entrepreneurial mind set, improves their vocational skill towards venture and wealth creation, promotes economic expansion, and likewise reduce the current rate of unemployment in the country.

It is therefore, recommended that students need assistance in engaging in entrepreneurial activities, while in school Programmes should be put in place to identify individuals with the necessary entrepreneurial characteristics at an early stage to provide the necessary support to develop them into successful entrepreneurs. This calls for more action and less talk if the country wants to lessen the unemployment rate in the country. All the stakeholders, school authorities, including the government need to take cognisance of the fact that urgent steps are needed to create a favourable environment for entrepreneurship skill development activities to take place among students in tertiary institutions. As recommendation for further studies; the findings described in this paper is restricted to the influence of entrepreneurship skill development, risk taking propensity on self-employment intention of 400 level Management Science Students, Lagos State University, Ojo, utilizing data gathered from a university in Nigeria. Data could be gathered from other universities to replicate the study. Lastly, studies can be replicated in polytechnics and colleges of education, to enable generalisation of the findings.

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