



UNIVERSITI PUTRA MALAYSIA

***UNEMPLOYMENT, SOCIAL FACTORS AND ENTREPRENEURIAL
SKILL ACQUISITION AMONG YOUTHS IN SOUTHWESTERN NIGERIA***

ADEBO ADETUMILARA IYANUOLUWA

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By

ADEBO ADETUMILARA IYANUOLUWA

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Master of Science**

July 2018

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DEDICATION

I dedicate this thesis to the Lord who gives wisdom and whose every word is a treasure of knowledge and understanding.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Master of Science

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Chairman : Assoc.Prof. Sharifah Norazizan Binti Syed Abd. Rashid, PhD
Faculty : Human Ecology

There is mounting evidence that admits the biggest challenges many countries face are high unemployment rates and inadequate human capital investment. The young people are the most vulnerable to these endangerments. A young person is unemployed when he or she has not worked over a particular period but is willing to work and actively looking for work. The main purpose of the study is to address youth unemployment through social factors influencing entrepreneurial skills acquisition in Nigeria. Studies to date have contributed to literature on the factors influencing youth unemployment in Nigeria, However, it was observed that most of these studies are short of an in-depth understanding of the specific skills required during the entrepreneurial process in the Nigerian context; their studies also have methodological bias.

To illuminate the skill acquisition concept and the processes involved in attaining mastery in a detailed context, this study intend to : 1) identify the attributes required for skill acquisition among youths in South-western Nigeria, 2) describe how much youths in South-western Nigeria have embraced skills acquisition, 3) determine the social factors influencing skill acquisition among youths in South-western Nigeria, and 4) determine the unique predictors (creativity, risk-taking propensity and entrepreneurial attitude) of entrepreneurial intention among youths in South-western Nigeria.

This study employs a quantitative survey method supported by a qualitative interview, where the researcher combines elements of quantitative design with a semi structured interview in data collection process.

A survey was conducted with 301 respondents based on sample size calculation. Four instruments were used as a basis of research instrument and these include 1) Entrepreneurship development designed by Pahurkar, Rajesh Narayanrao (2009), 2) The Entrepreneurship attitude orientation (EAO) scale by Robinson et al., (1991), 3) The risk propensity scale (RPS) by Lion & Meertens (2008) and 4) The creativity scale by Fields and Bischoff (2014).

The data for the study was collected with the aid of a semi-structured interview schedule on various important themes; Such as (1) informants background, (2) Apprentices and requirements, (3) Skill level of artisan, (4) Skill level among ethnic group, (5) Access to financial Aid, (6) Entrepreneurial Attitude, and (7) Creativity. The result of the interview schedule revealed that a readiness to entertain new ideas, patience and the ability to improvise are among the attributes required during the skill acquisition process. In contrast, occupational stereotypes, and an unwillingness to be subjected to the apprenticeship process were found to inhibit the youth's acquisition of skills for production.

Data collected using quantitative methods was analyzed using the Statistical Package for Social Sciences (SPSS) version 22. The result of the analysis revealed that the youth's level of education ($p=0.001$), Parents occupation ($p=0.010$) and respondents Occupation (0.031) were the major socioeconomic predictors of entrepreneurship skill acquisition among youths in the study. Likewise, a positive attitude towards entrepreneurship ($p= 0.040$) and creativity ($p= 0.042$) were the individual determinants positively related to entrepreneurial skill acquisition.

In conclusion, the desire to obtain the financial rewards as well as an environment that is suitable for entrepreneurial activities were the major motivators of business venturing among Nigerian youths, but unwillingness to be subjected to the process of skill acquisition inhibit skill acquisition. Findings from the research contribute to the existing literature on skill acquisition and unemployment in Nigeria. This study also gives weight to the integrated behavioural model in singling out the importance of social and individual factors on the Intention to become entrepreneurs among young people. It also has implication for policymakers, education institutions, career counsellors and academicians at various levels, as it generates policy statements necessary for fashioning ways of reducing youth unemployment in Nigeria, boosting the attractiveness of entrepreneurship as a suitable option for job seekers and also the production of 'Made in Nigeria' goods.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**PENGANGGURAN, FAKTOR SOSIAL DAN PEMEROLEHAN
KEMAHIRAN KEUSAHAWANAN DIKALANGAN BELIA DI
SOUTHWESTERN NIGERIA**

Oleh

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Terdapat banyak bukti yang menunjukkan cabaran paling besar kebanyakan negara adalah kadar pengangguran yang tinggi dan pelaburan modal insan yang tidak mencukupi. Golongan muda adalah yang paling banyak terdedah dengan risiko tersebut. Golongan muda dikira menganggur apabila beliau tidak bekerja sepanjang tempoh tertentu tetapi sanggup untuk bekerja dan aktif mencari pekerjaan. Tujuan utama kajian ini adalah untuk menangani pengangguran belia melalui faktor sosial yang mempengaruhi pengambilan kemahiran keusahawanan di Nigeria. Kajian setakat ini meliputi kajian literatur faktor yang mempengaruhi pengangguran belia di Nigeria, walaubagaimanapun, diperhatikan kebanyakan kajian ini kurang pemahaman mendalam dalam kemahiran khusus yang diperlukan semasa proses keusahawanan di dalam konteks Nigeria; kajian mereka juga mempunyai bias didalam metodologi.

Untuk menerangkan konsep pemerolehan kemahiran dan proses yang terlibat dalam mencapai penguasaan dalam konteks terperinci, kajian ini berhasrat untuk : 1) mengenalpasti ciri-ciri yang diperlukan untuk pemerolehan kemahiran dikalangan belia di South-western Nigeria, 2) Menerangkan berapa ramai belia di South-western Nigeria yang telah mempunyai pemerolehan kemahiran, 3) menentukan faktor sosial yang mempengaruhi pemerolehan kemahiran dikalangan belia di South-western Nigeria, dan 4) menentukan peramal unik (kreativiti, kecenderungan mengambil risiko dan sikap keusahawanan) daripada niat keusahawanan dikalangan belia di South-western Nigeria.

Kajian ini menggunakan kaedah kuantitatif menggunakan survei yang disokong oleh temu bual, dimana penyelidik menggabungkan elemen reka bentuk kuantitatif dengan satu temu bual separa berstruktur dalam proses pengumpulan data.

Kajian ini dijalankan ke gan atas 301 responden berdasarkan pada pengiraan saiz sampel. Empat alat yang digunakan sebagai asas alat kajian dan ianya termasuk 1) Reka bentuk pembangunan keusahawanan oleh Pahurkar, Rajesh Narayanrao (2009), 2) Skala orientasi sikap keusahawanan (EAO) oleh Robinson et al., (1991), 3) Skala kecenderungan risiko (RPS) oleh Lion & Meertens (2008) dan 4) Skala kreativiti oleh Fields dan Bischoff (2014).

Data untuk kajian ini dikumpul dengan bantuan jadual temu bual separuh berstruktur yang mempunyai pelbagai tema yang penting; seperti (1) Latar belakang responden, (2) Pelatih dan keperluan, (3) Tahap kemahiran tukang, (4) Tahap kemahiran dikalangan kumpulan etnik, (5) Akses kepada bantuan kewangan, (6) Sikap keusahawanan, dan (7) Kreativiti. Hasil dari jadual temu bual mendedahkan bahawa kesediaan untuk menerima cadangan baru, kesabaran dan keupayaan untuk membuat penambahbaikan adalah antara ciri-ciri yang diperlukan semasa proses pemerolehan kemahiran. Berbeza dengan, stereotaip pekerjaan, dan ketidakrelaan untuk menjadi subjek dalam proses pelatihan telah didapati menghalang pemerolehan kemahiran belia untuk pengeluaran.

Data yang dikumpul menggunakan kaedah kuantitatif dianalisis menggunakan Statistical Package for Social Sciences (SPSS) versi 22. Hasil kajian analisis mendedahkan bahawa tahap pendidikan belia ($p=0.001$), pekerjaan ibu bapa ($p=0.010$) dan pekerjaan responden (0.031) adalah peramal sosioekonomi utama bagi pemerolehan kemahiran keusahawanan dikalangan belia didalam kajian ini. Begitu juga, sikap yang positif terhadap keusahawanan ($p=0.040$) dan kreativiti ($p=0.042$) adalah penentu individu secara positif berkaitan dengan pemerolehan kemahiran keusahawanan.

Kesimpulannya, keinginan untuk mendapatkan ganjaran kewangan serta persekitaran yang sesuai untuk kegiatan keusahawanan adalah motivasi utama perniagaan dikalangan belia Nigeria, tetapi ketidakrelaan untuk menjadi subjek dalam proses pemerolehan kemahiran menghalang pemerolehan kemahiran. Penemuan daripada kajian menyumbang kepada literatur yang sedia ada dalam pemerolehan kemahiran dan pengangguran di Nigeria. Kajian ini juga memberi pemberat model tingkah laku bersepadu dalam menonjolkan kepentingan faktor-faktor sosial dan individu dengan niat untuk menjadi usahawan dikalangan golongan muda. Ia juga mempunyai implikasi terhadap penggubal dasar, institusi pendidikan, kaunselor kerjaya dan ahli akademik di pelbagai peringkat, memandangkan ia menghasilkan kenyataan dasar yang diperlukan untuk membentuk cara mengurangkan pengangguran belia di Nigeria, meningkatkan daya tarikan keusahawanan sebagai pilihan yang sesuai untuk pencari pekerjaan dan juga pengeluaran barangan 'Buatan Nigeria'.

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I certify that a Thesis Examination Committee has met on 19 July 2018 to conduct the final examination of Adebo Adetumilara Iyanuoluwa on his thesis entitled "Unemployment, Social Factors and Entrepreneurial Skill Acquisition Among Youths in Southwestern Nigeria" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The youths are very significant to the economic development of any nation. The numerical strength of youths according to Lawrence, Gibson, & Sira (2013), is an unlimited avenue to which the socio-economic development of any nation can strive, and national development improved. Youths are better able to make choices that support the pursuit of educational goals and the development of life skills necessary for national and local leadership positions than adults and aged people. The size, energy, enthusiasm, innovation and dynamism of youths are assets that can be harnessed for national development (Effiong, Theresa, and Udofia, 2014). The youths are the cornerstone of societal rejuvenation. Societies are not only recreated through the youthful population, but the youths are often referred to as leaders of tomorrow.

Since the youths comprise of the builders, innovators and leaders of the future, it is essential therefore to educate them not only formally but also technically. Technical education refers to those aspects of the education process involving in addition to general education the study of technologies and related sciences. It also involves the acquisition of practical skills, attributes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 2002; International Labour Organization (ILO), 2002). It implies that before human capital development is ultimately achieved, it will take trained hands and minds to apply the knowledge and techniques gained from institutions of higher education effectively.

If youths are encouraged to obtain training for basic skills for production of basic human needs such as food, clothing and shelter, the cost of purchasing a lot of these products from other countries will reduce, if not eliminated. What these would involve are the encouragements of locally made products, increase per capita income of the nation and youths would no longer be job seekers but employers of labour.

1.1.1 Challenges Faced by Youth Globally

The global "youth bulge" of about half of the world's total population, faces economic and social challenges according to a new report from the International Youth Foundation (2017). Also, a study carried out by the Center for Strategic and International Studies in collaboration with the International Youth Foundation, and Hilton Worldwide evaluated the levels of youth well-being in 30 countries that represent nearly 70 per cent of the world's population between the ages of 10 and 24 (Goldin, 2015). The group discovered that more than 75 per cent of young people worldwide experience low levels of well-being (US News and World report, 2016). Nearly half of the world's youth are unemployed, about 7% are still illiterate, and more than 40% of new HIV/AIDS infections occur among that age group. The International Labour Office Geneva (2016), stressed that amidst the most significant challenges faced by many countries are high unemployment and inadequate human capital investment. A young person is unemployed when he or she has not worked over a particular period but is willing to work and hence is actively looking for a job. The National Bureau of Statistics (2017), indicates that about 108.59 million Nigerians aged 15-64 are economically active of which only 81.15

million individuals comprise the labour forces as 27.44 million individuals decided not to work for various reasons, such as full-time students, full-time homemakers, the and the physically challenged. Among these 81.15 million individuals, they emphasised that 28.9 million persons fall into the category of underemployed and unemployed. However, it is important to note that the rate of unemployment and underemployment among individuals aged 15-34 is highest in Nigeria according to National Bureau of Statistics (2017), particularly among individuals aged 15-24 reaching 61.6% and individuals aged 25-34 reaching 35.9%.

The above statistics proved that the rate of unemployment among youths as compared to adult is very high. According to the National Bureau of Statistics Nigeria (2012), the unemployment rate among youths in Nigeria increases annually. Its average was 5.30 % in 2006; it increased to 21.10 % in 2010 and 23.90 % in 2011 (NBS, 2012). The World Economic Forum (2014), stressed that the creation of jobs is fundamental to addressing the increasing and stubbornly unyielding unemployment and underemployment in many nations. Similarly, African Economic Outlook (2017), emphasised that the Creation of jobs and entrepreneurship in Africa has the capability of cutting down poverty level and one way of accomplishing this is to get rid of the impediments to entrepreneurship. Hence, emphasis should be placed on acquiring the education and skills necessary to make an impact in a productive economy.

1.1.2 Factors Influencing Youth Unemployment

There are various reasons for the rise in youth unemployment all over the world. Several studies show that one reason for the rapid growth of youth unemployment is the inadequacy of skill development and training (Vivarelli & Vivarelli, 2012; Pitman & Adedeji, 2012; and Chell, 2013). Görlich & Stepanok (2013), argued that in the 21st century there had been an increasing rate of long-term unemployment among youths in many countries and skill mismatch has become more widespread and terrible. Pellizzari & Fichen, (2013) and Sala, (2011) defined skill mismatch as the inequality that exists between the skills possessed by individuals and the skills needed for the job. Skills are essential assets needed for individuals and establishments in the globalised and rapidly changing world. A key challenge to preparing youth for viable livelihoods is the rapid pace at which new technologies are changing the nature of work in every economic sector, from agriculture, to industry, to services.

According to Uddin & Uddin (2013), unemployment in Nigeria is caused by various factors among which is rural-urban migration, attributed to low infrastructural and social amenities in rural areas rendering rural areas less attractive to youths. Most youths relocate to urban areas with the hope of securing remunerative employment. This is also known as a geographical mismatch. Another factor is the rapid proliferation of tertiary institutions which amplifies the supply of educated workforce over the demand. Uddin & Uddin (2013), stressed that Nigeria has over 97 Universities which is not supposed to be a bad thing except that the majority of courses offered lack entrepreneurial contents that would cause graduates to become owners of their businesses rather than job seekers.

Ruhl (2011), also argued that there is a fundamental need to deal with the skill gap and skill mismatch of Nigerian youths because possible employers in the nation and abroad alleged that institutions are not graduating individuals who possess the skills required of them to increase their success. Low standard of education prevents employers from hiring graduates because they do not have the skills required for the job. Nigeria's economy is weak and did not make provision for the vast and heterogeneous graduates produced by the tertiary institutions.

Other causes of unemployment are corruption and the lack of sustainable electricity supply. Nwagwu (2007), argued that majority of Africans are prestige-conscious and this consciousness drives them to aspire to take up the so-called “honourable positions” like Doctors, Engineers, lawyers, top Civil Service positions, University lecturers, Bankers and so on rather than skilled jobs. Görlich & Stepanok (2013), stressed that youths are likely to possess lesser Job-specific experience and are often employed under fixed-term contracts. Hence, companies invest very little in training them thus, makes the cost of dismissing them relatively low, compared to experienced adult workers. Though it could be inferred from this that developing nations like Nigeria have the hands to build a society of economic independence and stability, these hands are untrained. Akoji (2013), argued that the untrained and unskilled youth grows to become an unemployable man because he lacks the marketable skills to be engaged in a job that can adequately support him and his family.

1.1.3 Skill Acquisition and Employment Generation Among Youths

Acquisition of skills is an essential aspect of a nation's economy that gives youth a better sense of esteem and this, in turn, helps them maximise their potentials. Kutzhanova, Lyons, & Lichtenstein (2009), emphasise that skills involve a group of basic routines that combines knowledge and ability with the awareness of an application environment and is developed gradually using practice in a real-life context. It also involves the transformation of personal knowledge into behaviour. King & Palmer (2010), believed that skill acquisition is directly related to benefits of income, which in turn reduces poverty of various types. According to Gupta, Guha, & Krishnaswami (2013), the establishment of small and medium enterprise (SME's) are an essential driving force for economic growth in developing countries of the world. SME's are essential sources of export revenue in developing countries. Nations like China has been able to graduate from an agrarian society to a more sophisticated economic society, and vast majorities of China's exports are now utilised in households around the world as a result of the investment in the skill of its national workforce. Using the Entrepreneurship Development System (EDS), Kutzhanova *et al* (2009), identified the skills needed for a business as (1) technical skills (needed for manufacturing of goods and services); (2) managerial skills (needed for everyday running of a company); (3) entrepreneurial skills (required for discerning and taking hold of economic opportunity; and (4) personal skills (involves acquiring accountability, creativity and emotional skills). UNESCO (2015) stressed that emphasis should be placed on acquiring the education and skills necessary to contribute to a productive economy. Compared to the difficulties of obtaining a white-collar job, young people should be encouraged to acquire some necessary skills that enhance productivity and can guarantee them income in a competitive economy.

1.2 Statement of Problem

Nigeria is opening up regarding technology and industry, and people are now being encouraged to promote the economy of the nation by demanding for "Made in Nigeria" products, hence, different approaches and initiatives are springing up from the government, Non-Governmental Organizations as well as the private sectors to promote skill acquisition and reduce unemployment in Nigeria. Despite the various initiatives, the rate at which the youths are involved in skill acquisition is not increasing at an appreciable level, and the attendant problem of unemployment is worsening. For instance, the National Bureau of Statistics (2016) reported that youth unemployment in Nigeria increased from 19 % in 2015 to 24 % in 2016 for individuals aged 15- 24, while that of persons aged 24-35 increased from 11.4% in 2015 to 20.5 % in the same period.

Studies to date have contributed to literature on the factors influencing youth unemployment in Nigeria e.g. the deplorable level of entrepreneurship education as reported by Nwekeaku (2013), the stagnation in the formal sector employment rate as described by NISER (2009), population growth and lack of employability skills as discussed by Venatus & Ikwuba (2010) and poor management practices according to Asaju (2014). Nevertheless, it appears that most of the above-listed studies tend to focus on institutional problems. Also, other studies addressing youth unemployment like Mahmoud et al. (2015); Garba et al., (2014); Lucky & Ibrahim (2015); Akanbi & Ofoegbu (2011) and Ayanda & Adeyemi, (2011) focused on how entrepreneurship can address unemployment. However, it was observed that most of these studies are short of an in-depth understanding of the specific skills required during the entrepreneurial process in the Nigerian context, their studies have methodological bias which restricts their approach to quantitative design and their findings seem to be contradictory and inconclusive. They did not concentrate on certain social and cognitive factors such as creativity, risk-taking propensity and entrepreneurial attitude which are germane to entrepreneurial skill acquisition in any vocation. Also, there is a dearth of information on how social factors such as age, education, family size, and parent's occupation could boost the entrepreneurial skill development of the youth and influence their entrepreneurial intention.

Previous studies that have examined intention among Nigerian youths e.g. Siyanbola et al., (2012), and Radzi et al., (2013) have used the Theory of planned behavior to test their hypothesis, however it is observed that more recent theoretical approach is required. This study therefore adopts the Integrated behavioral model (IBM) and analyzes the model in a way that effectively explains the various factors that influence the acquisition of entrepreneurial skills among youths in South-west Nigeria. Since the Integrated behavioural model is an Improvement of the Theory of reasoned action (TRA) and Theory of planned behaviour (TPB), this study adopts the characteristics of the IBM which incorporates environmental constraints factor and Skills and ability factors that influence behaviour. The study also analyses the Integrated behavioral model in the light of incorporating the significant variables that most explain entrepreneurship venturing among youths.

The findings of this study hope to answer the following questions.

1. What are attributes required for skill acquisition among youths in South-western Nigeria?
2. How much have youths in South-western Nigeria embraced skill acquisition?
3. What are the social factors influencing entrepreneurial skill acquisition among youths in South-western Nigeria?
4. What are the unique predictors (creativity, risk-taking propensity and entrepreneurial attitude) of Entrepreneurial skill acquisition among youths in South-western Nigeria?

1.3 The Objectives of the Study

The primary goal of the study is to determine the social and individual factors influencing entrepreneurial skill acquisition for youth employment creation in Nigeria.

The specific objectives of the study are to:

1. identify the attributes required for skill acquisition among youths in South-western Nigeria
2. measure the level of skill acquisition among youths in South-western Nigeria
3. determine the social factors influencing skill acquisition among youths in South-western Nigeria
4. determine the unique predictors (creativity, risk-taking propensity and entrepreneurial attitude) of entrepreneurial intention among youths in South-western Nigeria

1.4 Research Hypotheses

- **Objective 3**

Hypotheses 1: All the selected independent variables (Gender, Age, Marital status, Level of education, Occupation, Family Size and Parental Occupation) are not significant when regressed against the dependent variable (intention to become an entrepreneur)

- **Objective 4**

Hypotheses 2: There is no significant relationship between the dependent variable Intention to become an entrepreneur and entrepreneurial attitude.

Hypotheses 3: There is no significant relationship between dependent variable intention to become an entrepreneur and creativity

Hypothesis 4: There is no significant relationship between the intention becoming an entrepreneur and risk-taking.

Hypothesis 5: There is no significant relationship between the entrepreneurial attitude and risk-taking.

Hypotheses 6: There is no significant relationship between entrepreneurial attitude and creativity.

Hypotheses 7: There is no significant relationship between risk-taking propensity and creativity.

Hypotheses 8: All the selected independent variables (Entrepreneurial Attitude, Risk Taking, and Creativity) are not significant when regressed against the dependent variable (intention to become an entrepreneur)

1.5 Significance of Study

The study is of great significance due to the economic recession being witnessed in Nigeria as a result of the drastic fall in the price of crude oil and the depression in the oil sector of the Nigerian economy. Nigerian over-reliance on the oil sector has led to the neglect of the vocational sector of the economy. The resultant effect is mass unemployment and poverty, especially among the youths. Most of the youths in all the regions of the country have engaged in a host of deviant behaviours such as cybercrimes, kidnapping and insurgencies. Resolving youth unemployment through awakening skill acquisition would reduce all these vices, if not eliminated. Findings from this research would contribute to the existing literature on skill acquisition. It will also benefit the Nigerian youths, policy makers, educational institutions, career counsellors and academicians at various levels. It would generate policy statements necessary for fashioning ways of reducing youth unemployment in Nigeria.

1.6 Definition of Terms

1.6.1 Skill

Conceptual Definition

Business Dictionary (2015), defined skill as the ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry out complex activities or job functions. These functions involve ideas (cognitive skills), things (technical skills) or people (interpersonal skills). According to Rigby & Sanchis (2005), the development and evaluation of skills should be seen from a valuable social perspective, and significant players in the game are employers and their workers. Rigby & Sanchis (2005), emphasized that the definition of skills from workers perspectives is the union of the know-how, experiences and skills that they possessed before gaining employment and all the way through their careers. From the employers' perspectives, the definition of skills is limited to the skills the employers choose to acknowledge and pay for.

The definitions above are entirely subjective. However, from the entrepreneurship's perspectives, skills have been defined as a construct that is not limited in scope to any discipline, line of work or qualification but includes creativity, the capacity to take the risk, persistent determination, teamwork and Initiative (Chell, 2013). Skill in the entrepreneurship domain also cuts across mastery in technical, managerial and personal competency. It must also be activity specific to the primary objective of producing a particular outcome. The utilisation of a skill or a combination of skills at different occasions and with a specific end in mind has been defined as entrepreneurship in the modern context according to Adeyemo, (2009).

Operational Definition

Skill in this study refers to the proficiency to perform mastery of the art, craft or science usually Acquired through training and practice.

1.6.2 Skill Acquisition

Conceptual Definition

Encarta Dictionary (2009), defines skill as the ability to do something well, usually gained through training or experience. Skills acquisition, however, involves the development of a new skill, practice or a way of doing things which are usually gained through training or experience. Skill acquisition is a specific and prolonged form of learning about a family of events. Speelman & Kirsner (2008), argued that skilled behaviour could result in a state of automatic and routine behaviour under certain states. For instance, by coupling many similar stimuli together with specific responses, an individual can start to acquire knowledge representation of ways to respond in certain circumstances. These representations are more reliable and easily retrieved than the memories of a single event. He also emphasised that behaviours that require skill acquisition are those that are not inborn since given the appropriate condition a behaviour that is capable of being learned can be improved or made perfect.

Skill construct is multidimensional in Nature (Chell, 2013). It constitutes the cognitive, affective, behavioural, technical and contextual domain hence measuring skills as a Unidimensional construct would be a profound mistake as technical skills comprise of domain knowledge while conceptual skills are intellectual in nature and social skills may refer to relationships.

Like Chell (2013), the skill context of this research focuses on the domain of work and planning for work. The entire scope of human behaviour involves the acquisition of skills and performance of the complex task (Speelman & Kirsner, 2008). Logan (1988), argued that a task itself is regarded as a skill and people who perform excellently at a task are regarded as more skilled than those who perform inadequately. The importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, practical function, and crime reduction. Skill acquisition has been described as the recipe for eradicating extreme poverty and hunger because it creates avenues for employment, thereby creating an avenue wealth creation while instilling self-sufficiency and reliance (Isaac, 2011).

Operational Definition

Skill acquisition is the ability to undergo learning and development of specific skills and behaviours to apply them in the creation of new knowledge, product, services and problem solving among Nigerian youths.

1.6.3 Youth

Conceptual Definition

According to UNESCO (2012), countries vary considerably in their definition of youth and childhood. For instance, The United Nations considers individuals between the age group of 15 to 24 as a youth. In Uganda, people within the age range of 12 to 30 years are referred to as a youth. However, in Nigeria youthful age ranges from 18 to 35 years (UNESCO, 2012). Even though there is no consensus about the definition of youth, UNFPA (2014) reports that

half of the world's population of 6.3 billion people is under the age of 25 years. According to the UNDESA (2014), there are about 297 million young people in Africa.

Operational Definition

Youth in this study refers to Male and Female Individuals between the ages 18 and 35 years' old

1.6.4 Entrepreneurial Intention

Conceptual Definition

According to Ahmad & Seymour (2008), entrepreneurship is the process of “ enterprising human actions in pursuit of the generation of value, through the creation or expansion of economic activities by identifying and exploiting new products, processes or market” (p.9). It can also be defined as a dynamic and social process where people individually or in collaboration, identify opportunities and utilise them to reshape ideas into practical and goal oriented activities in social, cultural or in economic contexts (Aldrich & Kim, 2015).

Operational Definition

Entrepreneurial Intention in this study will adopt Pahurkar (2009) definition which is the respondents score on the Entrepreneurship development questionnaire of Pahurkar (2009). Items in this questionnaire are about the various socio-economic factors that could influence a respondent to take up entrepreneurship as a career.

1.6.5 Creativity

Conceptual Definition

Creativity is generally termed as an individual or groups goal-directed cognitive operation that leads to the conception of a product (either idealistic or in reality) which is perceived as new and inspires people to value, acquire and utilise it (Zeng, Proctor, & Salvendy, 2011).

Operational definition

Creativity refers to a respondents score on the creativity scale by Fields & Bisschoff (2014). A higher score on this scale implies a higher level of the respondent's creativity and vice- versa.

1.6.6 Risk Taking Propensity

Conceptual Definition

Risk propensity is an attribute that constitutes heightened feasibility of involvement in a potentially dangerous behaviour but which offers a chance to obtain some benefit (Botella, Narváez, Martínez-Molina, Rubio, & Santacreu, 2008).

Operational definition

Risk Taking propensity refers to a respondents score on the risk propensity scale by (Meertens & Lion, 2008). Respondents that score high on this scale indicate a high propensity to take a risk and vice-versa.

1.6.7 Entrepreneurial Attitude

Conceptual definition

Entrepreneurial attitude can be defined as an individual's tendency to behave in an agreeable or disagreeable manner towards entrepreneurship (Tan, Long, & Robinson, 1996).

Operational definition

Entrepreneurial attitude refers to a respondents score in the entrepreneurship attitude orientation (EAO) scale (Robinson, Stimpson, Huefner, & Hunt, 1991). A high score in this scale signifies a high disposition towards entrepreneurship of respondent while a low score signifies a respondent's preference for organisational employment.

1.6.8 Employment

Conceptual definition

Employment is a legal term for determining the social recognition, legal protections and economic securities that are related to different types of work (Fudge et al., 2002). It could also mean a verbal, implied or written an agreement to provide services in exchange for compensation on a job between an employer and an employee in a specific workplace. This is to promote the realisation of the employer's missions and goals (Heathfield, 2014).

There are various types of employment, e.g. self-employment, informal employment and others. However, the difficulty that arises from distinguishing between employment, self-employment and informal employment is because their definitions

are independent of the domain in which they are being utilised (Fudge et al., 2002). For instance, the differences between a waged worker and a self-employed person are the idea of ownership, independence and control of production. However, it is this criterion that justifies the exclusion of self-employed people from a lot of social benefits and labour protection. In the informal sector, an employed person is one who by practice or law is not subjected to national labour legislation and income tax or entitled to social protection and employment benefit (ILO, 2013).

Operational Definition

Employment in this study refers to the condition of having a business producing 'Made in Nigeria Goods'.

Theoretical Framework

A theoretical framework is a broad and inclusive term that can be interpreted as a communicated statement or theoretical assumption that research is based on and the research method relevant to guide the testing of the research assumptions (Ocholla & Le Roux, 2011). A theoretical framework also describes the extent to which research contributes to the existing body of knowledge. In this research, the theoretical framework is used for two different purposes. (1) To guide the research in answering the research questions, (2) to explain the relationship between the variables used in the research. This study will be guided by Fishbein and Ajzen (2010) Integrated behavioral model to explain the social and psychological factors influencing entrepreneurial skill acquisition.

The Integrated Behavioral Model

Many theories have been used to understand, predict and explain the intention of young people to venture into entrepreneurship. The most frequently used is the theory of planned behavior TPB and the theory of reasoned actions by Azjen (Admiraal, Lockhorst, Smit, & Weijers, 2013). The importance of the word 'Reasoned' in this context relates to the fact that a widespread perception about a specific behavior being good is likely to influence the execution of the behavior as compared to when the behavior is perceived as Bad or dangerous (Yzer, 2012). The integrated behavioral model is the latest version of the Theory of reasoned action by Fishbein and Ajzen (2010) approach which has undergone subsequent development in the past decade.

The Integrated Behavioral Model (IBM) builds on the foundation of the Theory of planned behavior (TPB). The underlying assumption of both theories is that Intention to execute a particular behavior is the predominant factor that predicts the Behavior. However, The most specific assumption of the integrated behavioral model is that a person's intention to execute a particular behavior is a direct result of the general environmental influences on the behavior in question (Yzer, 2012). Another distinction between the IBM and the theory of planned behavior and reasoned action is the introduction of the concept of self-efficacy. Self-efficacy refers to the belief an

individual has about his abilities to take on specific behaviors (Kreijns, Vermeulen, Kirschner, van Buuren, & van Acker, 2013).

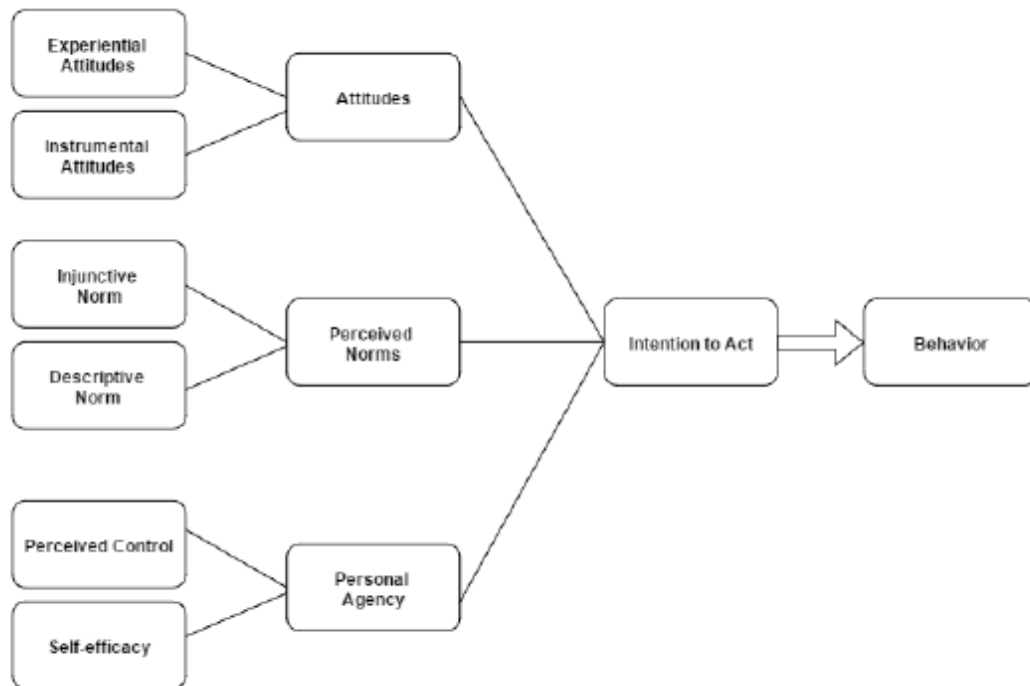


Figure 1.1 : The Integrated Behavioral Model Fishbein & Azjen (2010)

The IBM incorporates novel constructs that were discussed in the abstract in the TPB and TRA. These new constructs are Attitude, perceived norm and Personal Agency; each constructs carrying its sub-construct (Braun, 2013). For attitude, its two sub-constructs are Experimental and Instrumental Attitude, for Perceived norm its two sub-constructs are injunctive and Descriptive Norms, lastly, for Personal Agency, its two sub-constructs are self-efficacy and Perceived Control. According to the IBM, the attitude of an individual relies primarily on the person's impression of the behavior. A favorable impression about a particular past behavior would likely inspire a repetition of the behavior in the future. This is a salient characteristic of Experiential Attitude. On the other hand, the Instrumental attitude of an individual is a product of his/her opinion about the likely result that might ensue after taking on a particular behavior. For attitude in this study, an individual who has a favorable impression about entrepreneurship because he/she has experimented with it would likely repeat it. On the other hand, an individual's helpful attitude towards entrepreneurship is an expression of his/her beliefs about the possible outcome of business venturing.

The next construct under the IBM is Perceived norm. This constructs primarily refer to the societal approval of a particular behavior, and a part of it (injunctive norm) shares a resemblance with the subjective norm construct under the TPB. The sub-constructs under this construct are Descriptive norms and injunctive norms. Descriptive norm is a relatively new sub construct and exclusive to IBM. It refers to the behavior of an individual's referents or significant social networks.

On the other hand, the injunctive norm refers to the beliefs of an individual's referent about taking on individual behavior and the extent to which these referents are willing to encourage the execution of the behavior in question. According to the construct of the injunctive norm, an individual's view of how the society assesses his conduct in proportion to the degree to which the individual wishes to conform to the societies desires. In this study, descriptive norm refers to the entrepreneurship behavior of the family and friends of respondents while the injunctive norm deals with the perception of family and friends of respondent about entrepreneurship and the level of their willingness to encourage the business venturing of respondents.

Lastly, the third construct in the IBM is the personal agency, and this refers to Perceived control and self-efficacy. The former having to deal with the awareness an individual has about their immediate environment and the ability of their environment to influence their feasibility of taking on a particular behavior. An individual's self-efficacy refers to the person's general perception of their ability to take on individual behavior. The construct of personal agency in this study deals with the level of environmental support or resistance that respondents perceive they might encounter during the process of business venturing. A high level of perceived control by respondents in this study indicates that respondents do not foresee environmental factors influencing their business venturing and vice-versa.

Finally, As depicted in figure 1.1 the integrated behavioral model makes predictions that individuals follow up on their intentions when they have the required skills to perform a particular behavior and when there are no environmental impediments to hinder their performance (Yzer, 2012). In other words, when an individual has the intention to perform a particular acceptable behavior, and he/she is unable to perform, assisting the individual would not be to improve on his intention but to improve on the individual's skills and environmental conditions.

Conceptual Framework

In this study, intentions to become an entrepreneur are determined by Individual factors, social factors, perceived social pressures from significant referents to become an entrepreneur and the youths' motivation to comply with the referents. Since perceived norms refer to the proportion to which individuals wishes to conform to the societies desires, this study examines the influences of family and friends on Intention, the influence of youth's gender and age on entrepreneurship and the effect of the youth's education on intention to acquire entrepreneurial skills. Also, since the control beliefs of individuals depend on previous experience with behaviour and knowledge of the behaviour, this study would be examining the intention of youths to acquire skills based on the knowledge they acquire in schools and their previous experiences working in a firm.

Since the Perceived control regulates the behaviour of individuals, these study examines the propensity to take risk and creativity as perceived behavioural control variables and assumes that a high degree of creativity and a high propensity to take the risk to affect the effort to acquire entrepreneurial skills. Finally, this study also examines the influence of attitude on the desire to acquire entrepreneurial skills.

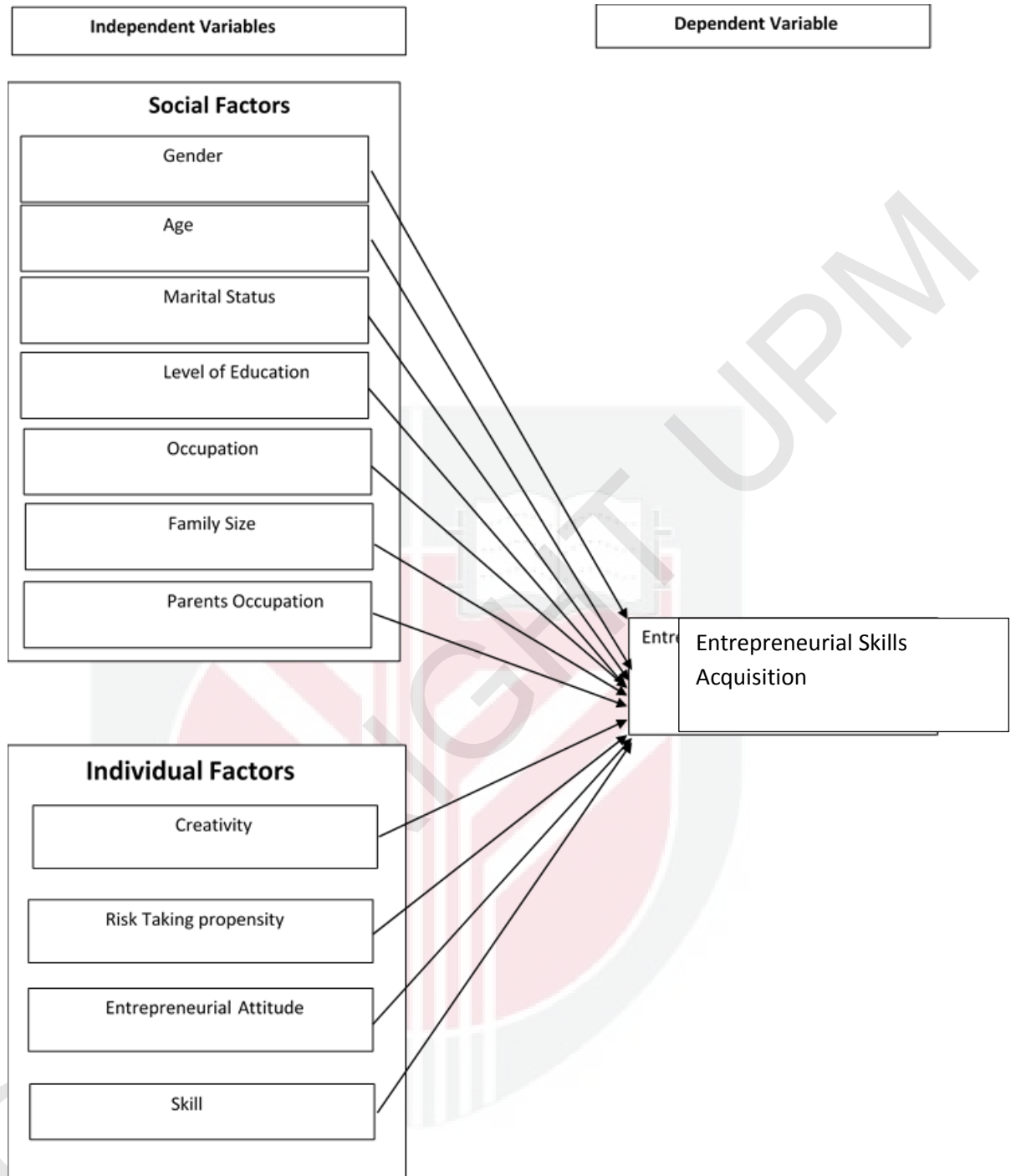


Figure 1.2 : Conceptual Framework

Limitation of Study

Because the study area is located in southwestern Nigeria, it might be easier to find respondents who belong to the dominant ethnic group that is the Yoruba. Hence findings might not necessarily translate to youths of other ethnic groups, e.g., Igbo’s, Hausas. However, since social and psychological factors are a universal phenomenon,

the findings of this study might apply to a large extent in helping less favoured youths and institutions all over the world. The study also focuses only on technical and entrepreneurial skills. Therefore, the finding might not apply to another type of skills.

Organization of the Study

This study is divided into five chapters. The first chapter presents an overview of the entire research study. The focus was given to factors influencing youth unemployment in Nigeria. The inadequacies of skill development and training, as well as skill mismatch, are proposed as factors that contribute to youth unemployment in Nigeria. Additionally, the low quality of education and perception of occupational prestige was also proposed to contribute to youth unemployment. However, the study may be limited through the external validity of data and generalizability of the study. Chapter one also highlights the research gaps, through the statement of the problem and the significance of the study.

The second chapter encapsulates the theoretical background and the review of pertinent literature relating to the objectives of the study. It also presented different arguments regarding the relationship between social and individual variables influencing the acquisition of entrepreneurial skills.

The third chapter discussed the research methodology. It covers the seven essential subtopics namely: Research Design, The Study Area, Sampling Technique, Data Collection Procedure, Pilot Study, Statistical Tools of Analysis and Data Analysis Technique.

The fourth chapter presents the results of the outcome of data obtained from the quantitative and qualitative research carried out, the data analysis, providing solutions and discussions on the four main research objectives of the study. Descriptive analysis was applied in describing the population while multiple regression analysis was used to determine the relationship between the demographic variables and the dependent variables. Lastly, multiple regression analysis was used to measure the effects of the individual variables on the dependent variable using SPSS.

Open coding was used in the coding process, and thematic analysis was used to analyse the qualitative data using Atlas. Ti version 7.

The fifth chapter discussed the findings based on the four objectives, a summary of the whole study, practical implications coupled with research recommendations and suggestions for future research.

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