

**ENTREPRENEURSHIP SKILLS AND YOUTH BUSINESS EMPOWERMENT IN
DOGUWA LOCAL GOVERNMENT, KANO STATE, NIGERIA**

BY

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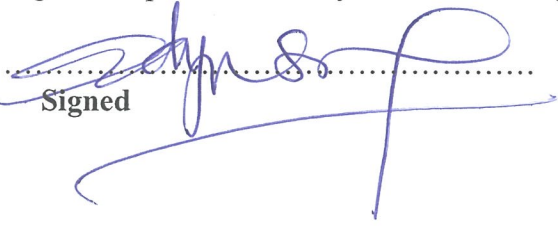
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DECLARATION

I declare that this thesis is my original work and has not been submitted for any other award of a degree and published at any institution of higher learning.


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Signed

15 / 5 / 2017
.....
Date

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LISTS OF ACRONYMS

ASEP	Agricultural Sector Employment Programme
CAC	Cooperate Affairs Commission
DFRRI	Directorate of Foods, Roads, and Rural Infrastructure
ETF	Education Tax Fund
IDCs	Industrial Development Centres
ITF	Industrial Training Fund
MFB	Micro Finance Banks
NDE	National Directorate of Employment
NEEDS2	National Economic Empowerment and Development Strategy 2
NEPAD	New Partnership for African Development
NERFUND	National Economic Reconstruction Fund
NOAS	National Open Apprenticeship Scheme
NYDA	National Youth Development Agency
OMPADEC	Oil Minerals Producing Areas Development Commission
PBN	Peoples Bank of Nigeria
SPSS	Statistical Package for Social Sciences
SSI/GEP	Small Scale Industries and Graduate Employment Programme
UK	United Kingdom
WWS	Waste to Wealth Scheme

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ABSTRACT

*The purpose of this study was to establish the effect of entrepreneurship skills on youth business empowerment in Doguwa local government. The objectives that guided the study included the following: i) to identify the effect of technical skills on youth business empowerment in Doguwa local government; ii) to determine the effect of managerial skills on youth business empowerment in Doguwa local government; iii) to establish the effect of economic opportunity identification skills on youth business empowerment in Doguwa local government; and iv) to establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government. The study employed descriptive cross-sectional design using questionnaires and interviews. The sample size was 379, though only 294 questionnaires were returned successfully. The study found in the first objective that there was a moderate, positive and significant effect of technical skills on youth business empowerment in Doguwa local government ($r=0.408^{**}$, $p<0.01$). In the second objective, the study also found a moderate, positive and significant effect of management skills on youth business empowerment in Doguwa local government ($r=.436^{**}$, $p<0.01$). Similarly, in the third objective, the study established a moderate, positive and significant effect of economic opportunity identification skills on youth business empowerment in Doguwa local government ($r=0.473^{**}$, $p<0.01$). Lastly, the fourth objective found a moderate, positive and significant relationship between entrepreneurship skills and youth business empowerment in Doguwa local government ($r=.515^{**}$, $p<0.01$). The implication of the study is to develop good work ethics, attain employment readiness, develop skills and competences, that will enable youth to make positive contribution to the development of their communities and also to reduce unemployment and eradicate poverty among the youth. The study contributed to the general public, NGO, government and private individuals, organizations and policy makers of Doguwa local government. The study concluded that equipping youth with entrepreneurship skills such as technical skills, management skills and economic opportunity identification skills brings about youth business empowerment which promotes social, environmental and economic sustainability. The study recommended the need for the government to encourage continuous youth training and education on life skills; such skills could include business management skills, technical skills, and marketing skills; Furthermore, the need for the government to emphasize youth participation in entrepreneurship to reduce their level of vulnerability and help them to be more productive in life; Similarly, the need for the local leaders to engage the youth in productive business oriented ventures such as participation in youth business forums, business tours and establishment of business projects which are supported and sponsored by the local leaders themselves.*

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, scope, and significance of the study.

1.1 Background to the Study

This section of the background covers historical, theoretical, conceptual and contextual perspective.

1.1.1 Historical Perspective

The concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since. Many simply equate it with starting one's own business. Most economists believe it is more than that (Shane, 2013). To some economists, the entrepreneur is one who is willing to bear the risk of a new venture if there is a significant chance for profit (Halloran, 2014). Others emphasize the entrepreneur's role as an innovator who markets his innovation (Zhang & Cueto, 2015). Still other economists say that entrepreneurs develop new goods or processes that the market demands and are not currently being supplied (Foo, 2011). In the 20th century, Schumpeter (1883-1950) focused on how the entrepreneur's drive for innovation and improvement creates upheaval and change. Schumpeter viewed entrepreneurship as a force of "creative destruction." The entrepreneur carries out "new combinations," thereby helping render old industries obsolete. Established ways of doing business are destroyed by the creation of new and better ways to do them (Schumpeter, 1976).

Drucker (1909-2005) took this idea further, describing the entrepreneur as someone who actually searches for change, responds to it, and exploits change as an opportunity (Drucker, 1985). Most economists today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societies (Michelacci, 2015). In the developing world, successful small businesses are the primary engines of job creation, income growth, and poverty reduction. Therefore, government support for entrepreneurship is a crucial strategy for economic development.

This is the reason why the concept of an entrepreneurial Europe, which promotes the creation and development of innovative businesses, has led many of the EU Member States to strengthen their SME policies since academics, politicians, and policy makers increasingly acknowledge the substantial contribution that entrepreneurship can make to an economy (Bruyat & Julien, 2011).

More globally, governments across the world are increasingly recognising the positive impact that the creation of new businesses can have on employment levels, as well as the competitive advantages that small firms can bring to the marketplace (Scase, 2012). Moreover, while entrepreneurship provides benefits in terms of social and economic growth, it also offers benefits in terms of individual fulfillment, with entrepreneurship now breaking through the barriers of class, age, gender, sexual orientation, and race. However, because the relationship between entrepreneurship and economic growth is quite complex, many different approaches to encouraging entrepreneurship have been applied by a wide variety of agencies, with enterprise policies varying from country to country. Additionally, some commentators (Storey, 2010) believe that it is just a minimal group of enterprises germinating rapidly who provide the real increase in jobs and therefore it is these firms which policy makers should be converging upon. But identifying how small businesses can be transformed into growth-orientated firms remains elusive and despite the magnitude of research on growth firms, researchers remain uncertain regarding why some firms grow and others do not when originating from similar circumstances.

In the sub-Saharan Africa, entrepreneurship is regarded as a top notch in employing the young people. In most of the sub-Saharan African countries, entrepreneurship creates employment for more than 70% of the people (Okoli, 2013). In an attempt to fight the ever increasing number of youth unemployment in Nigeria, It has to be said that various programmes and institutions were initiated in the past by both military and civilian administrations in the country aimed at functional entrepreneurship, skill acquisition, job creation, poverty reduction, wealth creation, food adequacy, reduction of unemployment, youth empowerment and reduction of crime in the society. The success rate of these programmes could be best imagined than discussed (Ojeaga & Owolabi, 2011). However, they have become historical records with lessons to draw from them. Some of them include Operation Feed the Nation (OFN), Green Revolution, National Directorate of Employment (NDE), Directorate of Foods, Roads, and Rural Infrastructure (DFRRI), Oil Minerals Producing Areas Development Commission (OMPADEC), Mass Transit Programmes,

National Economic Empowerment and Development Strategy (NEEDS), The New Partnership for African Development (NEPAD), Industrial Training Fund (ITF), The Education Tax Fund (ETF) (Now TETFund) Cooperate Affairs Commission (CAC), The Industrial Development Centres (IDCs), National Open Apprenticeship Scheme (NOAS), Waste to Wealth Scheme (WWS), Small Scale Industries and Graduate Employment Programme (SSI/GEP), Agricultural Sector Employment Programme (ASEP) National Economic Reconstruction Fund (NERFUND) Peoples Bank of Nigeria (PBN), Micro Finance Banks (MFB) etc (Okoli, 2013).

The organizations and programmes stated above have been established by both the federal and state governments. The CAC performs the registration of entrepreneurship business name and other related roles, for private individuals and groups. The Industrial Development Centres (IDC) aim at promoting and developing entrepreneurs in Nigeria, this is achieved through training, technical advice on machinery and equipment, manager advice in the area of marketing, finance, credit arrangements, preparation of feasibility studies or business plan, creating training opportunities for the unemployed youths in the society, encouraging the conversion of waste products to useful sellable products, providing funds and loans to entrepreneurs after training (Akpan, 2011).

These organizations and programmes were in existence to combat mass unemployment, development of work programmes for a pool of entrepreneurs, encouraging self-employment, creating employment for others, up-grading the social status of youths in Nigeria, offering consultancy services (usually to advice on problem areas) at implementation stages of development to other non-economic ventures and general youth business empowerment (Okoli, 2013).

This is why in the United Kingdom (UK), youth business empowerment is viewed as a venture that can only succeed with the support of government creating conducive environment through the formulation and implementation of a national youth economic policy instrument. These instruments should be aimed at mainstreaming youth in all existing policies, programmes and institutions. The support programmes given to the youth should have the entire spectrum of support from non-financial to financial support. In Canada on the other hand, youth business empowerment is viewed as subject that can succeed when the government formulates and implements youth economic strategy focusing on economically empowering young people. This

strategy is referred to as Youth Employment Strategy targeting youth. Specifically, in Canada, it has been introduced as youth entrepreneurship programmes, education programmes, entrepreneurship training, financing, conferences, and broadcast and print promotion (The National Youth Economic Empowerment Strategy and Implementation Framework, 2009-2019).

In sub Saharan Africa and Uganda in particular, the government has introduced a Youth Enterprise Scheme, a non-financial instrument, aimed at providing business development support services for the aspirant young entrepreneurs and already operating businesses owned by the youth. These business development support services include business skills training, enterprise and entrepreneurship development and mentorship for the youth. In addition to the provision of non-financial support programme, the government also provides financial support in the form of loans to young entrepreneurs and tertiary students through a programme called Micro Credit Financial Institution (The National Youth Economic Empowerment Strategy and Implementation Framework, 2009-2019).

For the case of Nigeria, The Nigerian government recognized that in order to effectively empower young people (between the ages of 18 to 35); there was a need to formulate The National Policy on Youth Development. Nigeria developed the National Economic Empowerment and Development Strategy 2 (NEEDS 2) aimed at transforming its economy and growing small businesses in the country. Youth have been mainstreamed into this strategy through the Youth Position Paper. Under the aspect of Youth Economic Empowerment, the following policy prescriptions were proposed: reserve 30% quota in the economy and policy development processes; engage youth as professionals and not as recipients of agendas; review all sector policies to accommodate the interests of young people and entrepreneurs; establish special funding skills to enable access to funding for young entrepreneurs; interests charges on sector scheme loans for young people should be reduced and subsidized, introduction of business and entrepreneurship education programs in secondary schools and tertiary institutions; and existing financial schemes should be tailored to support young entrepreneurs (The National Youth Economic Empowerment Strategy and Implementation Framework, 2009-2019).

1.1.2 Theoretical Perspective

This study was guided by Gibb's (2010) Alternative 'appropriate' Model which portrays the entrepreneur as dynamic with a range of behavioural attributes that need to be developed.

According to Gibb, this model embraces a number of key characteristics as follows: Instilling empathy with entrepreneurial values and associated 'ways of thinking, doing, feeling, seeing, communicating, organising and learning things'; development of the capacity for strategic thinking and scenario planning and the practice of making intuitive decisions based upon judgment with limited information; creating a vision of, and empathy with, the way of life of the entrepreneurial person. This implies a strong emphasis upon the employment of educational pedagogies stimulating a sense of ownership, control, independence, responsibility, autonomy of action and commitment to see things through while living, day by day, with uncertainty and complexity; Stimulating the practice of a wide range of entrepreneurial behaviours such as opportunity seeking and grasping, networking, taking initiatives, persuading others and taking intuitive decisions (Gibb's, 2010).

Gibb's (2010) alternative model is important for this study because it views the development of behavioural attributes as critical to the growth of entrepreneurial activity in the modern world. It highlights that contemporary business activity is not based upon functions operating in silos but rather on the need for highly interactive teams which enable firms (particularly high-growth firms) to have organic structures and emergent strategies. This work is equally applicable to training programmes for potential and growth-orientated entrepreneurs as the behavioural attributes being developed are similar across all ages of enterprise development.

1.1.3 Conceptual Perspective

An entrepreneur is an actor who innovates by recognizing opportunities; he or she makes moderately risky decisions that lead into actions requiring the efficient use of resources and contributing an added value (Filion, 2011). According to Fayolle (2008), an entrepreneur is an actor: who learns continually in order to recognize opportunities with potential for innovation; who makes innovations that add value; who is able to recognize opportunities for development; who conceives and implements visions with elements of differentiation; who is able to conceive an organizational project or enterprise based on the recognition and development of a risky opportunity with potential for innovation; who takes moderate risks in order to innovate; who is innovative and able to take action by exploiting an opportunity to develop a product or service; who uses resources economically in order to design innovative products or services with a competitive edge based on differentiation; who is focused on the recognition of risky

opportunities with a potential for innovation in order to fulfill a social or market need; who is imaginative and able to move away from the beaten track by carrying out innovative activities with added value.

Entrepreneurship, according to Onuoha (2007), is the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities. Entrepreneurship is the process of designing, launching and running a new business, i.e. a startup company offering a product, process or service (Yetisen et al. 2015). It has been defined as the "...capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit" (www.businessdictionary.com).

Entrepreneurship skills are associated with competence in the process of opportunity identification (and/or creation), the ability to capitalise on identified opportunities and a range of skills associated with developing and implementing business plans to enable such opportunities to be realized (Hayton, 2015). The term 'entrepreneurship skills' implies that competences can be identified that are associated with (successful) entrepreneurship and may be distinguished from attributes and behaviours that are typically associated with entrepreneurs (Henry, Hill & Leitch, 2015). The operational definition of entrepreneurship skill in this study is the basic skills necessary to enable you start, develop, finance and succeed in your home enterprise. In this study, entrepreneurship skill was operationalized as technical, management and economic opportunity identification skills.

Youth is defined by the United Nation (1995) as those persons between the age of 15 and 24 years. Youth is the time of life when one is young, but often means the time between childhood and adult maturity (Furlong, 2013). Youth in Nigeria includes citizens of the Federal Republic of Nigeria aged 18-35 years (Akanke, 2012).

Youth empowerment is a process where young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes (Golay & Malatesta, 2014).

Youth business empowerment teaches entrepreneurship skills, how to take ownership of their assets and how to have income security (Edralin et al. 2015). In this study, youth business

empowerment was measured using social sustainability, economic sustainability, and environmental sustainability.

Youth empowerment according to Jimba (2006) involves different ways the youth can be facilitated to cause changes in their life style. He maintained that youth empowerment means a way of inculcating into the youths the spirit of transformation of ideas into creativeness. Youth empowerment can also be seen as a means of exposing the youths into skills or training that makes them productive. It encompasses different ways youth can be exposed into different trades that may help them to engage in sustainable paid and self-employment.

The purpose of skill acquisition programme as a means of youth empowerment according to Ogundowolo (1998) is to prepare and equip the youths with appropriate skills that can be beneficial to them in future. He maintained that ideal skill acquisition is capable of ensuring value re-orientation among the youths and transforming them into creators of wealth and employment instead of seekers. Basically, the creation of wealth and employment will lead to poverty reduction and increase of welfare status of individuals in the country.

1.1.4 Contextual Perspective

The increasing incidence of youth unemployment in Doguwa local government has been associated with existing weaknesses in the nations' educational system which places more emphasis on paper qualification than functional or pragmatic education (Akpoveta & Agbomah, 2015). Damuchi (2015) captured the present manpower-labour market discrepancy scenario, he observed that the Nigeria educational system has failed to produce workers with adequate technical, cognitive and attitudinal skills required to meet the labour market demands. While taking a look at the current happenings, majority of graduates of higher institutions in Doguwa local government lack the expected technical communication and human relations as well as entrepreneurial skills required for self-reliance and self-employment due to the nonfunctional education to which they are exposed.

In order to correct this anomaly and tackle the consequences of mass youth unemployment, the Federal Government of Nigeria in 1986 introduced the "Small Scale Industry and Graduate Employment Scheme under the National Directorate of Employment (NDE), (Akpoveta & Agbomah, 2015). They further stated that skills acquisition workshops and seminars were

organized for unemployed graduates who are practically re-trained on the technicalities of starting and running small scale business (self-employed) such as the production of soap, detergents and cosmetic, poultry, fish farming, website design and network marketing, mobile phone repairs and maintenance etc. NDE guaranteed loans to the beneficiaries to start projects of their choice after training as well becoming bosses of their own business (Self-actualization).

Ideally, the scheme would have been a potent instrument for job creation and gradual reduction of graduate unemployment rate but due to certain weakness which were empirically evaluated, which need to be corrected in order to sustain the efforts made by the government. Such weaknesses includes poor financial management of their businesses, poor marketing strategies, lack of good planning and good management, lack of will power and determination, lack of cooperative relations among beneficiaries etc. These weaknesses outlined are not unexpected, but only portray the missing link which is needed to compliment the skill acquisition schemes with entrepreneurship development programmes, in order to properly position beneficiaries for successful management of their small scale businesses (Akpoveta & Agboma, 2015).

1.2 Statement of the Problem

The highest composition of youth in Doguwa local government are unemployed and the unemployment rate stands at 83% and the education ratio of the educated to the uneducated stands at 56% to 44% respectively (National Bureau of Statistics, 2015). This implies that majority of the educated youth are not employed. Consequently, even those that try to start some small businesses often fail to make it succeed in the first to second year. According to Okoli (2013), most of the youth cannot get employment or maintain their business because of lack of entrepreneurial education and capital to start a business. However, the high level of youth unemployment has consequences. According to Awogbenle and Iwuamadi (2010), the greatest challenge on youth unemployment is their use for political and military ends. Deprived of employment opportunity and livelihood, youths are actively mobilized by politicians and armed groups alike. Youth unemployment also has security implications for almost every country in Africa, since desperation often leads young people to fall prey to warlords, criminal gangs, or illegal migration syndicates.

This study investigated if entrepreneurship skills such as business management skills, technical skills and economic opportunity identification skills could cause youth business empowerment that would make them better entrepreneurs in Doguwa local government.

1.3 Purpose of the Study

To establish the effect of entrepreneurship skills on youth business empowerment in Doguwa local government.

1.4 Objectives of the Study

- i. To investigate the effect of technical skills on youth business empowerment in Doguwa local government.
- ii. To determine the effect of managerial skills on youth business empowerment in Doguwa local government.
- iii. To establish the effect of economic opportunity identification skills on youth business empowerment in Doguwa local government.
- iv. To establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government.

1.5 Research Questions

- i. What is the effect of technical skills on youth business empowerment in Doguwa local government?
- ii. What is the effect of managerial skills on youth business empowerment in Doguwa local government?
- iii. What is the effect of economic opportunity identification skills on youth business empowerment in Doguwa local government?
- iv. Is there any significant relationship between entrepreneurship skills and youth business empowerment in Doguwa local government?

1.6 Hypothesis

H01: There is no significant effect of technical skills on youth business empowerment in Doguwa local government.

H02: There is no significant effect of managerial skills on youth business empowerment in Doguwa local government.

H03: There is no significant effect of economic opportunity identification skills on youth business empowerment in Doguwa local government.

H04: There is no significant relationship between entrepreneurship skills and youth business empowerment in Doguwa local government.

1.7 Scope of the Study

1.7.1 Geographical Scope

This study was carried out in Doguwa local government in Kano State, Nigeria.

1.7.2 Content Scope

This study was limited to youth entrepreneurship skills (independent variable) which was measured using technical skills, management skills, and economic opportunity identifications skills. The study also included youth business empowerment (dependent variable) which was measured using social sustainability, economic sustainability and environmental sustainability. Furthermore the study delved to establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government.

1.7.3 Theoretical Scope

This study was guided by Gibb's (2010) Alternative 'appropriate' Model which portrays the entrepreneur as dynamic with a range of behavioural attributes that need to be developed.

1.7.4 Time Scope

This study assessed a period of 16 years, that is, from 2000 to 2016. This study period was sufficient because subsequent governments have been coming with different schemes intended to empower youth and reduce poverty among them. The actual study period took 9 months, that is, from March, 2016 to April, 2017.

1.8 Significance of the Study

It is expected that the results of this study will provide the government of Nigeria with information that will inspire it to provide the necessary basic amenities and infrastructural facilities that will enable entrepreneurs to thrive in the country.

It is also expected that the results of this study will provide educational authority in the country with information that will enable it to review its curriculum to embrace the acquisition of entrepreneurial skills.

In addition to that, this study will encourage the educational authority to use lectures , seminars and symposium for the youths on value reorientation as to dissuade them from get -rich- quick syndrome. Not only that, it will help the educational authority to invite notable and successful entrepreneurs to give talks from time to time to students at various tertiary institutions.

Similarly, the results of this study will help the youth to understand themselves as a matter of necessity as it will help them to identify areas of their strengths and align with them. This will make them more focused in life as to evade unemployment.

Last but not least, the results of this study might be important to future researchers who are carrying out a related study. They might use it as a source of reference.

1.9 Definition of Key Terms

An entrepreneur is an actor who innovates by recognizing opportunities; he or she makes moderately risky decisions that lead into actions requiring the efficient use of resources and contributing an added value.

Entrepreneurship, refers the practice of starting new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities.

Entrepreneurship skills are associated with competence in the process of opportunity identification (and/or creation), the ability to capitalise on identified opportunities and a range of skills associated with developing and implementing business plans to enable such opportunities to be realized.

Youth is a person between the age of 15 and 24 years.

Youth empowerment refers to different ways the youth can be facilitated to cause changes in their life style.

Youth business empowerment teaches entrepreneurship skills, how to take ownership of their assets and how to have income security.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will review literature from different authors regarding youth entrepreneurship skills and youth business empowerment. The chapter will be sub-divided into three sections, namely: theoretical review, conceptual framework and review of related literature.

2.1 Theoretical Review

2.1.1 Alternative 'Appropriate' Model

This study was guided by Gibb's (2010) Alternative 'appropriate' Model which portrays the entrepreneur as dynamic with a range of behavioural attributes that need to be developed. According to Gibb, this model embraces a number of key characteristics as follows: Instilling empathy with entrepreneurial values and associated 'ways of thinking, doing, feeling, seeing, communicating, organising and learning things'; development of the capacity for strategic thinking and scenario planning and the practice of making intuitive decisions based upon judgement with limited information; Creating a vision of, and empathy with, the way of life of the entrepreneurial person. This implies a strong emphasis upon the employment of educational pedagogies stimulating a sense of ownership, control, independence, responsibility, autonomy of action and commitment to see things through while living, day by day, with uncertainty and complexity; Stimulating the practice of a wide range of entrepreneurial behaviours such as opportunity seeking and grasping, networking, taking initiatives, persuading others and taking intuitive decisions.

This demands a comprehensive range of pedagogical tools; Focusing upon the conative (value in use) and affective (enjoyable and stimulating) aspects of learning as well as the cognitive as the relevance to application is of key importance (as is instilling motivation); Maximizing the opportunity for experiential learning and engagement in the 'community of practice'. Of particular importance will be creating space for learning by doing and re-doing. Projects will need to be designed to stimulate entrepreneurial behaviours and assessed accordingly; Creating the capacity for relationship learning, network management, building 'know-who' and managing on the basis of trust-based personal relationships. The Business Plan becomes an important

component of relationship management leading to understanding that different stakeholders need 'plans' with different emphasis (a venture capitalist or angel is looking for different things than a banker or a potential partner); Developing understanding of, and building knowledge around, the processes of organisation development - from start, through survival to growth and internationalisation. This will demand a focus upon the dynamics of change, the nature of problems and opportunities that arise and how to anticipate and deal with them; Focusing upon a holistic approach to the management of organisations and the integration of knowledge; Creating the capacity to design entrepreneurial organisations of all kinds in different contexts and understand how to operate them successfully; Focusing strongly upon processes of opportunity seeking, evaluation and opportunity grasping in different contexts including business; and widening the context beyond the market hence creating opportunities for participants (students) to explore what the above means for their own personal and career development.

Gibb's (2010) alternative model has found an increasing band of supporters who view the development of behavioural attributes as critical to the growth of entrepreneurial activity in the modern world. Such supporters highlight that contemporary business activity is not based upon functions operating in silos but rather on the need for highly interactive teams which enable firms (particularly high-growth firms) to have organic structures and emergent strategies. This work is equally applicable to training programmes for potential and growth-orientated entrepreneurs as the behavioural attributes being developed are similar across all ages of enterprise development.

Another reason for considering an alternative model to the development of entrepreneurship skills for growth firms is that a key finding of the literature review was that econometric methods linking traditional training participation to small firm performance produce weak findings. This suggests that the relatively low take up of formal management training is an informed decision on the part of the small firm owner/manager and it implies that seeking to increase formal small firm training activity by raising the awareness of owners/managers to the benefits of training is misguided. Westhead & Storey (1996) studied the empirical research examining the relationship between management training and enhanced firm performance and failed to find a positive relationship. They suggested that the reasons for the inability to demonstrate enhanced firm performance may be the result of poor training provided, that the duration of the programme was

too short to have any impact, or because it was too difficult to demonstrate a cause-and-effect relationship. Overall, it must be noted that the traditional forms of training for management teams seeking to grow their business are not proving to be universally successful and therefore a new approach is required.

2.1.2 Biological Theory of Entrepreneurship

According to Eagly (1995) several of the academic theories of gender differences offer explanations based on deeply seated cultural or even biological differences between men and women. The practitioner literatures are also particularly likely to emphasize gender differences, construing them as core aspects of what it means to be a man or a woman in the entrepreneurial process. However, other especially role-based theories emphasize that gender differences in behavior should be expected to change along with other social changes. Moreover, even theories of more stable gender differences generally also admit the co-existence of more malleable gender differences (Udry, 2001).

Risk has long been a central concept in the entrepreneurship literature suggested by Schumpeter (1999). Entrepreneurial activities are frequently assumed to involve risk-taking, especially relative to managerial activities within established corporations. However, research has failed to consistently find risk-taking propensity to be a trait distinguishing entrepreneurs from others (Brockhaus, 1980; Aldrich and Wiedenmeyer, 1993; Gartner, 1989). A more promising line of research has suggested that entrepreneurs differ in cognitive style from others and that they may be more likely to make particular cognitive errors (Baron, 1998; Kahneman and Lovallo, 1994; Palich and Bagby, 1995), especially errors of overconfidence (Busenitz and Barney, 1997, Cooper, Dunkelberg & Woo, 1988; Manimala, 1992).

Psychologists have documented moderate and consistent levels of differences between men and women in risk-taking behaviors. An analysis of 150 studies examining such differences found some evidence of a temporal trend toward smaller differences, but still found that men were significantly more likely than women to engage in 14 of 16 types of risky activities. Their results showed that “males took more risks even when it was clear that it was a bad idea to take a risk,” and that females “seemed to be disinclined to take risks even in fairly risky situations or when it was a good idea,” leading to the speculation that “men and boys would tend to encounter failure

or other negative consequences more often than women and girls” and that “women and girls would tend to experience success less often than they should” (Byrnes et al., 1999, p.378). Psychologists’ view explains why women are risk averse and are skeptical into venturing in unfamiliar territories as regards business operations. Risk taking is one the entrepreneurial competencies that can propel a business to growth and innovation that ultimately may make a business enterprise to be successful. Risk averseness may contribute immensely to business failure and collapse. This might explain why women enterprises fail within five years of their establishment/start up.

Powell and Ansic (1997) studied business decision-making and their research suggested that women prefer lower risks than men, especially in financial contexts. Their own experimental study of business students showed that women preferred less financial risk than men across a variety of framing scenarios. These views are consistent with those of Sexton and Bowman-Upton (1990), whose study suggested a lower preference for financial risks among female than among male entrepreneurs. It is also consistent with a perspective that views financial leverage as risky, women are also less likely to apply for a loan and are more likely to use personal assets to finance the enterprise or as collateral (Van Auken, 1999; Sexton and Bowman-Upton, 1990). This situation is similar to the Kenyan situation where women are more comfortable with the merry-go-round funding and micro-financing as opposed to borrowing from commercial banks as this is perceived to be less risky. Practitioner-oriented entrepreneurship writers have frequently commented that women entrepreneurs perceive or evaluate risk differently than men, suggesting that women may be less likely to voluntarily undertake very high-risk business activities (Scollard, 1989, 1995).

It has also been suggested that women may be less willing to undertake activities-such as raising external financing-that put them at risk of losing control of their business to outside stakeholders (Stolze, 1989, 1995). Scollard suggests that small elite groups of women entrepreneurs approach risk-taking in a manner similar to men, but that on average, women entrepreneurs are much less willing to undertake substantial business risks. She suggests that men build businesses of all sizes, but most women build only very small businesses, with a few building large firms: “A chasm divides the two ends of the spectrum. That chasm is the fear of risks (Stolze, 1995: 78).”

2.1.3 Sociological Theory of Entrepreneurship

Entrepreneurial ventures are clearly social entities from the very beginning, because even solo ventures implicitly involve a choice *not* to share ownership with others in the founding process. How a venture begins and whether others are recruited to join the effort can have lasting consequences for its performance and survival. Enterprises can be formed as a result of teams. Three principles underlying team formation may be distinguished: choice on the basis of homophily, purposive choice, and choice constrained by context or opportunity structure (Ruef 2001). Homophily refers to the tendency of people to associate with others similar to themselves, such as choosing others on the basis of gender or ethnicity. Purposive choice reflects people's tendencies to choose others who possess valuable skills, such as education or experience. Finally, opportunity structures set a context within which the first two principles operate. Founders cannot choose someone whom they have not met or have no way to reach, such as a person who works in another organization or lives in another city (Ruef et al. 2002).

Entrepreneurship has a psychological contract involving a give and take “transactionary” relationship in form of teamwork involving two or more individuals who jointly establish a business in which they have an equity (financial) interest. These individuals are present during the pre-start-up phase of the firm, before it actually begins making its goods or services available to the market.” By this definition, a person must be involved from the beginning and also must have an equity stake in the venture to be considered a member of the team. Much of the literature is based on the assumption that teams are a deliberate choice of a lead entrepreneur or set of founders (Kamm et al. 1990: 7). Bird (1989) postulate that there are psychological benefits derived from relationships between team members Unlike a solo entrepreneur, who must bear the burden of making decisions and facing their consequences with no one else to blame, entrepreneurial teams spread the responsibility across individuals. Having to defend decisions to other individuals also having an equity stake in the venture can make team members more confident in their decisions. Francis and Sandberg (2000) noted that friendships “may hold teams together and stimulate heroic efforts during difficult times.” The Biological perspective of entrepreneurship involves a psychological satisfaction and differences in behaviors in their exhibited by different gender in their endeavors as entrepreneurs.

2.1.4 The Discovery and Opportunity Theory of Entrepreneurship

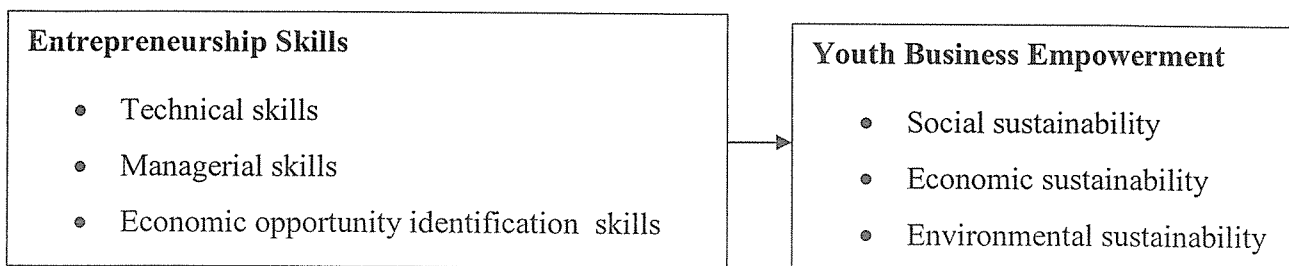
Schumpeter looks at entrepreneurship as innovation and not imitation. Schumpeter's innovator as an economic and social leader does not care much about economic profits and only joy he gets from being an innovator and being a server to his society. Schumpeter's entrepreneur is an innovator in the entrepreneurship arena. In the Schumpeterian theory, the entrepreneur moves the economy out of the static equilibrium. Marz (1991) states that "Schumpeter hardly denied that the process of accumulation is the ladder to social power and social prestige; but he thought the very mainspring of the exercise of the entrepreneurial function is the powerful will to assert economic leadership. The joy of carrying through innovations is the primary motive, the acquisition of social power a subsidiary to it. The entrepreneur is not (necessarily) the one who invents new combinations but the one who identifies how these new combinations can be applied in production. This line of reasoning implies that a business owner is considered an entrepreneur only if he is carrying out new combinations." The 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).

2.2 Conceptual Framework

Figure 1 shows a diagrammatical representation of the relationship between entrepreneurship skills and youth business empowerment.

Independent Variable

Dependent Variable



Source: adopted from Kutzhanova et al (2009); modified by the researcher (2016).

Figure 1: Conceptual Framework of the Study

- **Description of conceptual framework**
- **Technical skills:** are those abilities acquired through learning and practice; in this context it could mean computer and repair skills, welding skills, TV, Radio, and Watch repair Skills, Tailoring Skills, etc.
- **Managerial skills:** include those areas involved in starting, developing and managing an enterprise. It may include record keeping, communication skills, customer relations skills, bargaining power etc.
- **Economic opportunity identification skills:** these skills may include new ways of looking at existing products; available local materials; local or external demand for certain products etc.
- **Social sustainability:** encompasses notions of equity, empowerment, accessibility, participation, sharing, cultural identity, and institutional stability
- **Economic sustainability:** implies a system of production that satisfies present consumption levels without compromising future needs
- **Environmental sustainability:** involves ecosystem integrity, carrying capacity and biodiversity. It requires that natural capital be maintained as a source of economic inputs and as a sink for wastes.

2.3 Review of Literature

2.3.1 Entrepreneurship Skills

Entrepreneurial skill can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters, 2002). Entrepreneurial skill is the ability to of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain (Olagunju, 2014).

Entrepreneurship is considered to be a key factor in promoting economic development, innovation, competitiveness and job creation, yet little is known about the skills required for

successful entrepreneurship. Research and policy has focused upon the conditions necessary for entrepreneurship - typically defined in terms of the creation of new ventures - to flourish. 'Entrepreneurship skills' issues have been addressed primarily in relation to the education system (Kelley, Bosma & Amorós, 2010).

It is still a topic of much debate whether entrepreneurs are born or made. While it is generally acknowledged that there are natural 'born' entrepreneurs, there are also researchers who believe that entrepreneurship is a skill that can be learned. Drucker (1985) argued that entrepreneurship is a practice and that "most of what you hear about entrepreneurship is all wrong. It's not magic; it's not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned." If one agrees with Drucker's concept of entrepreneurship, then it follows that education and training can play a key role in its development (Hayton, 2015).

In a traditional understanding, entrepreneurship was strongly associated with the creation of a business and therefore it was argued that the skills required to achieve this outcome could be developed through training (Gibb, 2010). More recently entrepreneurship is being viewed as a way of thinking and behaving that is relevant to all parts of society and the economy, and such an understanding of entrepreneurship now requires a different approach to training. The educational methodology needed in today's world is one which helps to develop an individual's mindset, behaviour, skills and capabilities and can be applied to create value in a range of contexts and environments from the public sector, charities, universities and social enterprises to corporate organisations and new venture start-ups (Henry, Hill & Leitch, 2015). Lichtenstein and Lyons (2011) argued that it is important for service providers to recognise that entrepreneurs come to entrepreneurship with different levels of skills and therefore each entrepreneur requires a different 'game plan' for developing his or her skills. Furthermore, they suggested that skill development is a qualitative, not quantitative, change which demands some level of transformation on the part of the entrepreneur.

In examining the key skills required of entrepreneurs, O'Hara (2011) identified a number of key elements which he believed featured prominently in entrepreneurship: The ability to identify and exploit a business opportunity; The human creative effort of developing a business or building something of value; A willingness to undertake risk; and Competence to organise the necessary resources to respond to the opportunity.

However, Kelley et al. (2010) propounded that within any society it is important to support all people with 'entrepreneurial mindsets', not just the entrepreneurs, as they each have the potential to inspire others to start a business. Kelley argued that any educational training should enable people not just to develop skills to start a business but rather to be capable of behaving entrepreneurially in whatever role they take in life. This approach is quite broad but it captures the critical philosophy of modern entrepreneurship education and training programmes required if countries are to generate an increasing pool of people who are willing to behave entrepreneurially. But how one develops these skills and values, particularly with relevance to growth-orientated business activities, remains a question to which many researchers are still seeking an answer.

In this study, the skill-sets required for entrepreneurship are broken down into three groups: Entrepreneurship Skills, Technical Skills and Management Skills. The level of education and training required to develop each of these skills will be highly dependent upon the levels of human capital that individuals might already possess before embarking upon their entrepreneurial journey. Indeed it has been argued that developing these skill-sets will engender enterprising persons who should be equipped to fulfil their potential and create their own futures, whether or not as entrepreneurs (NESTA, 2011).

Kutzhanova et al. (2009) examined an Entrepreneurial Development System located in the Appalachian region of USA and identified three main dimensions of skill: i) technical Skills - which are those skills necessary to produce the business's product or service; ii) Management Skills, which are essential to the day-to-day management and administration of the company; iii) economic opportunity identification skills- which involve recognizing economic opportunities and acting effectively on them.

2.3.1.1 Youth Technical Skills

Technical skills involve such things as writing, listening, oral presentation, organizing, coaching, being a team player, and technical know-how. Technical skills also refer to the talent and expertise a person possesses to perform a certain job or task. Technical skills are those abilities acquired through learning and practice. They are often job or task specific; in other words, a particular skill set or proficiency required to perform a specific job or task (Mullins, 2010).

Successful entrepreneurs these days all seem to have at least decent technical skills. At the most basic level, if you can't figure out the concepts behind ecommerce well enough to hire the right person to work on your website, starting up a new business that will grow is virtually impossible. But the skills that seem to make a difference make it much easier to succeed these days with a new business go a lot deeper (Alberti, et al., 2014).

2.3.1.2 Management Skills

Management skills include those areas involved in starting, developing and managing an enterprise. Being an entrepreneur means you are your own manager, as well as a manager of others. Your skills need to be extensive in order for you to be successful. An entrepreneur should be able to effectively manage people, a budget, operations and in some instances, investors. This requires someone with a multi-tasking work style who can plan for both the short- and long-term goals of his business (McQuerrey, 2015).

A successful entrepreneur must be able to make wise decisions about how he uses his time, continually evaluating and prioritizing tasks according to relevance and importance. This type of time management includes short- and long-range planning and the ability to participate in economic forecasting and market research. Entrepreneurs must also manage their professional life in conjunction with their family life, striking a balance between work and home (Arogundade, 2011).

Furthermore, a successful entrepreneur has management skills to accurately research his market and develop a comprehensive, multi-year business plan. This includes accounting for growth and development, taking on employees, financing operations and marketing and running or overseeing the day-to-day business functions. This type of business planning includes the ability to manage economic forecasting (McQuerrey, 2015).

In addition to the above successful entrepreneurs must have the managerial skills necessary to evaluate potential employees, hire and train workers and put them in appropriate positions in their company. This means being a good judge of character, finding people who will work well together, and ensuring that staffers are qualified for their jobs. Once employees are on the job, a successful entrepreneur needs to have the ability to manage teams, oversee conflict and dispute resolution and provide ongoing training to encourage high-quality performance (Mullins, 2010).

On the other hand, finding and keeping customers is one of the entrepreneur's most important management undertakings because revenue from customers keeps the business alive. Entrepreneurs must have the management ability to juggle clients, trouble-shoot problems, oversee customer interactions with employees and ensure that customers are satisfied. Successful entrepreneurs are also continually soliciting new business and developing new business networks (Mullins, 2010).

Similarly, an entrepreneur must be able to sell himself and his products and services. The ability to turn leads into sales and sales into ongoing business is a trait important to all entrepreneurs, especially start-ups. Even if you have an exceptional sales force representing your company, customers are likely making their investment in you as much as in your business (Allawadi, 2010).

In addition to the above, even if an entrepreneur hires an accountant or finance professional to track money and other assets, he is ultimately responsible for the financial management of his company. This takes on greater significance when a company is growing rapidly or bringing on investors. A successful entrepreneur has the management skills necessary to review books and financial statements to ensure that he is always aware of his business's finances (McQuerrey, 2015).

Finally, successful entrepreneurs must have strong overall business management skills. This means understanding all aspects of how his business operates, including the regulatory requirements of his industry. Entrepreneurs must be knowledgeable about labor, employment and tax laws, and must stay abreast of industry and market trends. This will help him quickly change direction if economic conditions dictate (Ezeani, 2012).

2.3.1.3 Economic Opportunity Identification Skills

According to Adams et al (2013), there are different techniques for finding new ideas. They could be based on: youth's skills and knowledge; new ways of looking at existing products; available local materials; local or external demand for certain products, etc. Adams et al (2013) say that one way of brainstorming is to start from a particular product and then try to think of all that is related to it, i.e. of the different objects and activities that are involved in selling the

product; involved in making the product; indirectly related (the spin-off line); involved in servicing the product. Whatever comes to mind should be written down. Decide later if it is worthwhile or correct.

Brewer (2013) goes on to add that another way of finding new ideas is to take existing raw materials as the starting point and to examine what products can be made from them. Think of materials available in the area that could be made into useful products without harming the environment. Perhaps there is good clay soil that can be used to make cups, plates or tiles; or reed for thatching roofs, etc. According to Brewer (2013), youth will only be able to mention products they have seen in the marketplace; it might therefore be necessary to do some research in a library on technology that might be needed for production or to call in an expert – or at least somebody with a broader knowledge about the potential product.

Brixiova et al. (2014) says in poorer economies, as in more developed economies with a strong sense for environment protection, there are opportunities for developing new products and markets using recycled waste products. According to Brixiova et al. (2014), there is usually something left over from anything we make or do. Waste may come from agricultural processing or animal products, from household waste, from woodworking or other manufacturing processes. Many industries have a lot of waste that could still be used by smaller producers.

For example, Brooks et al. (2013) goes on to say household waste can be used to make compost or animal feed; paper, glass and aluminium can be recycled; left-over fabric from a clothing company can be used to make patchwork, pillowcases, etc; left-over plastic from factories can be used for insulation, stuffing of pillows, etc.; spare parts of trucks can be used to make agricultural tools; and tins can be used to make petrol lamps, toys, flowerpots, etc.

Cho and Honorati (2014) argue that societies can change rapidly, even in less developed economies. As a result of such changes people become interested in different products and services; it is therefore important to be aware of them and to take them into account when identifying new business opportunities. It might not always be easy for a group of youth, especially poorer youth with less exposure, to identify these trends in their societies. Hanson et al (2011) adds that it is therefore important for the groups' facilitators to pay attention to emerging

trends and to include them in the debate and reflection processes with the youth's groups and communities.

2.3.1.4 The Relationship Between Entrepreneurship Skills and Youth Business Empowerment in Doguwa Local Government

A study by Ogundele, et al (2012) on entrepreneurship training and education as strategic tools for poverty alleviation in Nigeria confirmed that entrepreneurship training and education were significantly related to the youth empowerment and social welfare services. Furthermore, youth empowerment was found to be influenced by acquired technical skill. The study recommended that effective technical education, youth empowerment, and social welfare service as a catalyst for poverty alleviation.

Kutzhanova et al (2009) highlighted that personal transformation was an important part of training programmes for entrepreneurs. They suggested that learning starts with a deeper understanding of one's strengths and weaknesses, and so entrepreneurs must first learn about their own identity and personality. Significant advances have been made in recent times towards demystifying the role of cognition in entrepreneurship education and training, particularly with respect to identifying key cognitive traits of individuals who embody an 'entrepreneurial mindset' (Ardichvilli et al, 2013).

A recent explosion of research on cognition and entrepreneurship is generally rooted in psychology literature on individual cognition. For example, Mitchell et al (2002) build toward a theory that links specific mental processes with entrepreneurial behaviors, arguing that entrepreneurial cognitions are the knowledge structures that people use to make assessments, judgments, or decisions involving opportunity evaluation, venture creation, and growth. Recent cognitive research in entrepreneurship draws upon literature from social cognition to describe the entrepreneur as a 'motivated tactician', who can be characterized as a "*fully engaged thinker who has multiple cognitive strategies available*" (Haynie et al., 2010), and the ability to shift and choose rapidly from among them based on specific goals, motives, needs and circumstances, leading to the ability to act (or not) in response to perceived entrepreneurial opportunities (McMullen and Shepherd, 2006). This research is significant, because it explains in part the cognitive skills that help entrepreneurs engage in so-called 'adaptable decision-making', or the

ability to shift rapidly from one mode of thinking and analysis to another in making decisions under unpredictable and rapidly changing circumstances, a hugely important factor in the development of entrepreneurship skills to grow a business.

While addressing the development of an entrepreneur's management skills is critically important to enable people to grow their business (if that is what they wish to achieve), enterprise support agencies and policy-makers must also consider how they can improve public policy, enable access to markets, provide hard and soft supports, create a supportive culture, and offer greater access to finance, if they are to engender a positive entrepreneurship ecosystem through which enterprises can flourish.

2.3.1.5 The Effects of entrepreneurship skills on youth business empowerment

The effects of entrepreneurship skills is to enable the youth to; (1) develop good work ethics, (2) gain entrepreneurship experience, (3) attain employment readiness (4) develop skills and competencies that will enable them to make positive contribution to the development of their communities; (5) foster the development of behavioural change and (6) instil some level of responsibility and accountability in them; drawing on their creativity and energy to improve the delivery of public services; reduce youth unemployment and eradicate poverty among young people (Ministry of Sports and Youth Culture, 2009).

The effects of entrepreneurship skills are the means by which developed nations such as Germany and Australia, through quality and up-to-date information have been able to prepare and train workers to be both knowledgeable and proficient in particular skill areas. This by no means indicates that TVET is a form of education that particularly seeks to equip individuals with capacities, skills, knowledge and understandings in a specific vocation or trade to enable such individuals become productive citizens of their nations and also to enable the individuals live productive and meaningful lives (UNESCO & ILO, 2001).

Entrepreneurship skills Prepare people for employment and also to be as a source of change for people in the world of works, through which these individuals can aspire to have a better life and then develop the necessary skills needed to attain such aspirations. Consequently, TVET is seen as an instrument for reducing extreme poverty (Hollander & Mar, 2009). These distinctive features of TVET make it an effective tool that can be used to achieve a globally recognised

workforce, peace and national security for a nation. According to Zarini, Wilson, Mar, and Varis (2009) TVET facilitates the development and strengthening of youths around the world thereby enhancing peace and strengthening national security.

Ogbe (1996) stated that wealth creation acquired through youth empowerment is expected to reverse the structural weakness and imbalances in the economy by providing strategic focus and direction and inculcating in the youths the right ethics, discipline, values, hard work, honesty, respect and humility among others.

2.3.2 Youth Business Empowerment

A youth is any individual within the age of eighteen and thirty five years irrespective of gender or sex (Uzochukwu, 2016). According to Jega (2012) “Youth can be defined as a special group of people with strong stamina and passion for realizing certain set goals and objectives “. The way in which a nation defines its youth is related to the objective conditions and realities that exist on the ground especially historical and contemporary socio-economic and political issues that need to be addressed. That is why nations use different parameters and variables in defining their youth. For the purpose of execution of Nigeria’s National Youth Development Policy; the youth comprises all young persons of age 18-35 who are citizens of the Federal Republic of Nigeria. This category represents the most culture, the most volatile and yet the most vulnerable segment of the population, socio-economically, emotionally and in other respect. Youth share certain characteristic that distinguish them from other generations. Such characteristics include, impatient for change, zealousness, radicalism, rebellions, curiosity, hard work, ego and ambition. Looking at the above definition, it is safe to say that, youths are the engine and actualize of national development, if their mindsets are channels in the right direction.

According to Ezeanu (2012) sprang from the need to enable young people to have a say in decisions which affect them and to have lower and heard voices. This would give young people the economic, social and cultural advancement of their and countries, and to gain self-fulfillment. Young people are empowered when they acknowledge that they have or can create choices in life, are aware of implications of these choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of that action.

Youth empowerment is an altitudinal, structural, and cultural process whereby young people gain the ability, authority and agency to make decisions and implement change in their own lives and the lives of other people, including youths and adults (Sasaki, 2013). Empowering youth in this context means creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions includes, economic and social base, political will, adequate resources allocation and supportive legal and administrative frameworks, a stable environment of equality, peace and democracy, and access to knowledge, information and skills and a positive value system.

To be a youth is good but empowering the youth is better. Empowerment can be defined as the means of encouraging or assisting somebody (Uzochukwu, 2016). In a nutshell, youth empowerment is the means through which the youths of any country are assisted to succeed in life. It is shameful that when youth empowerment is mentioned, people think that it is only the function of the government to empower the youths. This is not so as you, as an individual, can empower the people around you.

Empowering the youths is like saving in bank that cannot be affected by any theft of any kind. The good outcome of the investment cannot all be consumed in totality. Youth empowerment can help reduce the poverty standard of any nation. The question may be how? When any youth is empowered financially, he uses the profit he makes from the business he does to sustain himself and his household. He may start-up businesses for his relations who were poor before and if this continues to grow to some extent, poverty will be eradicated from that vicinity. Empowering the youths with skills can go a long way in reducing poverty percentage of many societies. When a youth learns skills, he can use the skills learnt to feed, assist others, and even invest for future use. One kind of long lasting empowerment is skills empowerment. The skill one learnt can assist him till the end of his life. A youth who is empowered on how to repair automobiles can earn from it till he dies (Uzochukwu, 2016).

Employment Creation, this is another importance of youth empowerment. A youth empowered society will not seriously suffer from the problem of unemployment that many nations are battling with in the current time. A skill empowered youth is a job creator. This is because from the acquired skill he got through the empowerment gained, he can expand his business and employ more citizens which in return help in solving unemployment challenges in the country.

Any nation that wants to typically solve unemployment challenge should first understand the importance of youth empowerment. Unemployment is likely to be a history with the help of youth empowerment (Uzochukwu, 2016).

Youth business empowerment teaches entrepreneurial skills, how to take ownership of their assets and how to have income security (Edralin, et al. 2015).

2.3.2.1 Social Sustainability

Social sustainability encompasses notions of equity, empowerment, accessibility, participation, sharing, cultural identity, and institutional stability. It seeks to preserve the environment through economic growth and the alleviation of poverty. Some commentators have suggested that poor countries must accept environmental degradation as a short term consequence of economic development. Others have argued that an enabling environment that optimizes resource allocation can obviate the need for such a trade-off (Kahn, 1995).

According to Wynhoven (2013) social sustainability is about identifying and managing business impacts, both positive and negative, on people. The quality of a company's relationships and engagement with its stakeholders is critical. Directly or indirectly, companies affect what happens to employees, workers in the value chain, customers and local communities, and it is important to manage impacts proactively.

Furthermore Basiago (1999) argues that business social license to operate depends greatly on their social sustainability efforts. In addition, a lack of social development, including poverty, inequality, and weak rule of law, can hamper business operations and growth. According to Basiago (1999), actions to achieve social sustainability may unlock new markets, help retain and attract business partners, or be the source for innovation for new product or service lines. Internal morale and employee engagement may rise, while productivity, risk management and company-community conflict improve.

2.3.2.2 Economic Sustainability

Economic sustainability implies a system of production that satisfies present consumption levels without compromising future needs. The 'sustainability' that 'economic sustainability' seeks is the 'sustainability' of the economic system itself (Wirth, 2009). Economic sustainability, by way of growth, development, and productivity, has guided conventional development science in the

past. Market allocation of resources, sustained levels of growth and consumption, an assumption that natural resources are unlimited and a belief that economic growth will 'trickle down' to the poor have been its hallmarks. 'Sustainable development' expands development's concern with monetary capital to consider natural, social and human capital. Restraint upon economic growth and consumption which deplete these is favored (Kahn, 1995).

According to Jones et al. (2013), economic sustainability uses various strategies for employing existing resources optimally so that a responsible and beneficial balance can be achieved over the longer term. Within a business context, economic sustainability involves using the assorted assets of the company efficiently to allow it to continue functioning profitably over time.

2.3.2.3 Environmental Sustainability

Environmental sustainability involves ecosystem integrity, carrying capacity and biodiversity. It requires that natural capital be maintained as a source of economic inputs and as a sink for wastes. Resources must be harvested no faster than they can be regenerated. Wastes must be emitted no faster than they can be assimilated by the environment (Kahn, 1995).

Magdoff & Foster (2011) posits that a healthy ecosystem provide vital goods and services to humans and other organisms. There are two major ways of reducing negative human impact and enhancing ecosystem services and the first of these is environmental management. Furthermore (Kovel, 2007) argues that a direct approach is based largely on information gained from earth science, environmental science and conservation biology. However, this is management at the end of a long series of indirect causal factors that are initiated by human consumption, so a second approach is through demand management of human resource use. Management of human consumption of resources is an indirect approach based largely on information gained from economics. Daly and Cobb (2011) suggested three broad criteria for ecological sustainability: renewable resources should provide a sustainable yield (the rate of harvest should not exceed the rate of regeneration); for non-renewable resources there should be equivalent development of renewable substitutes; waste generation should not exceed the assimilative capacity of the environment.

2.4 Gaps of the Study

The studies above look at only entrepreneurship training, skills and business management as independent entities. However they do not look at entrepreneurship skills and youth empowerment comprehensively. The researcher has therefore identified a content gap in the previous literature. This study is therefore intended to close this content gap with special focus on Doguwa local government, by conceptualizing entrepreneurship skills into elements such as technical skills, managerial skills and entrepreneurial skills. Similarly, the researcher has discovered that there has never been a study conducted about entrepreneurship skills and youth business empowerment in Doguwa local government, Kano State, Nigeria, therefore there has been a contextual gap, which this study intended to close.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the research design, population of the study, sample size, sample procedure, data sources, research instruments, validity and reliability, data collection procedure, data analysis, ethical consideration and limitations of the study.

3.1 Research Design

This study used descriptive cross-sectional survey design. Descriptive cross-sectional study was used because the study was describing phenomena. A cross sectional study is a type of observational study that analyses data collected from a population, or a representative subset, at a specific point in time—that is, cross-sectional data. The researcher preferred this study design because it allows for the study of the population at one specific time and the difference between the individual groups within the population to be compared. It also provides for the examination of the co-relationship between the study variables (Amin, 2005). In other words, it helped the researcher to establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government.

In addition to cross-sectional survey design, the researcher also employed a quantitative approach so as to investigate the *why* and *how* of decision making, not just what, where, and when (Creswell, 2009). This was achieved by distributing questionnaires to the young entrepreneurs to gain information about aspects of their entrepreneurship skills and business empowerment.

3.2 Population of the Study

The total population of Doguwa local government is 113,142 and there are 22,628 youths (i.e. 17-35 years) (National Demographic and Housing Survey, 2013). However, the participants only included youth that had been benefiting from government programmes intended to empower youth economically. This was achieved using purposive sampling.

3.3 Sample Size

The researcher used Krejcie and Morgan (1970) table to determine the sample size of the participants. According to Morgan for a population of 22,628, sample size of 379 is estimated. This therefore implies that the sample size of this study is 379 respondents.

3.4 Sample Procedure

The researcher first used purposive sampling to select the youth who were said to be benefiting from government youth empowerment programs. Secondly, the researcher used simple random sampling to select the final participants in the study. This was achieved by getting the names of the youth who were benefiting from government programs from the local government headquarters. The names were then written in small pieces of paper and put in a bowl and randomly selected until the desired number was achieved. The researcher preferred to use this method because it gives equal opportunity for every eligible person to participate.

3.5 Data Sources

3.5.1 Primary data Sources

The researcher used only questionnaires and interview as the primary data source.

3.5.2 Secondary Data sources

The researcher used reports from government youth empowerment programmes, journals, dissertations, and eBooks in order to understand and conceptualize what entrepreneurship skills and youth business empowerment entail.

3.6 Research Instruments

3.6.1 Questionnaires

The researcher used closed ended questionnaires to establish entrepreneurship skills and youth business empowerment in Doguwa local government. The questionnaires were distributed to only the selected youth entrepreneurs. The questionnaires used a 5-likert scale, where; 5=strongly agree, 4=agree, 3=not sure, 2=disagree, and 1=strongly disagree. The 5-likert scale was preferred because it captures all the areas that the respondent could assume to be his/her actual opinion regarding the subject under investigation.

3.6.2 Interview Guide

This study employed face to face interviews. The interviews addressed aspects of entrepreneurship skills and youth business empowerment. The researcher carried a face to face interview with at least 9 youth group business leaders. The interview instrument was preferred by the researcher because they are useful to obtain detailed information about personal feelings, perception and opinions; allows more detailed question to be asked; they usually achieve high response rate, respondent's own words are recorded, and ambiguities can be clarified and incomplete answers followed up.

3.7 Validity and Reliability

3.7.1 Validity

This study notes that validity precipitates the concern of whether the findings are a true and correct representation of what it purports to measure and how accurately it represents what will be happening in the situation under observation (Collins and Hussey, 2003). This contribution is incorporated in this study and forms a cornerstone of this research. In view of the above, factor analysis (Kaiser-Meiyer Okin (KMO) validity test) was performed to confirm the construct validity of the instrument. DeCoster (2004) lists the accepted rule of thumb for measuring construct validity using KMO. Table 3.1 gives the summary.

Table 3.1: Kaiser-Meiyer Okin (KMO) Validity Test

KMO Values	Interpretation
≥ 0.900	Superb
0.800-0.899	Great
0.700-0.799	Good
0.600-0.699	Mediocre
≤ 0.500	Unacceptable

The results of this study as presented in table 3.2 shows that entrepreneurship skill had a KMO value of 0.899 and was interpreted as great, while youth business empowerment had KMO value of 0.819 and was also interpreted as Great. This implies that the questionnaires that were used were valid for the study.

Table 3.2: Validity Results

Entrepreneurship Skills		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.899
Bartlett's Test of Sphericity	Approx. Chi-Square	1130.446
	Df	105
	Sig.	.000
Youth Business Empowerment		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.819
Bartlett's Test of Sphericity	Approx. Chi-Square	865.426
	df	36
	Sig.	.000

3.7.2 Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results (Amine, 2005). To minimize errors the researcher used test and retest method in order to test reliability of the research instruments. The consistency of the questionnaire was established through test re-test method where research tools were administered twice to the same youth in Doguwa local government under identical conditions. This procedure helped the researcher to identify vague questions and adjustments were made accordingly.

Internal consistency of the items was also measured using Cronbach's alpha coefficient. The items of the questionnaire were considered to represent a measure of high internal consistency if the total alpha value was more than 0.7 (Downing, 2004). According to the findings in this study as represented in table 3.3, the internal consistency of entrepreneurship skill (alpha value=0.850) and youth business empowerment (alpha value=0.793) both had high internal consistency. This implied that the instrument was reliable.

Table 3.3: Reliability Results

Variables tested	No. of Items	Cronbach's alpha
Entrepreneurship Skills	15	.850
Youth Business Empowerment	15	.793

3.8 Data Collection Procedures

An introduction letter was obtained from the College of Economics and Management of Kampala International University after the approval of the validity of the research instruments. The researcher briefed the respondents about his intentions to involve them in his study. The researcher then asked the respondents to sign the informed consent form. The researcher asked the respondents to answer all the questions in the questionnaires. For the respondents who did not know how to read and write because they did not have any formal educational background, the researcher used two research assistants to assist and guide in the answering of the questionnaires. The researcher retrieved the questionnaires after 3 days and checked for the completeness of all answers. The researcher then arrange for data analysis.

3.9 Data Analysis

Data from the field was compiled, sorted, edited and coded to have the required quality, accuracy and completeness. Then it was entered into the computer using the Statistical Package for Social Sciences (SPSS v. 22.0) for analysis. During the analysis of the data, frequencies and percentage distribution tables were used to analyze data on the profile of the respondents. Means and Standard Deviations were used to determine magnitude and direction of dispersion on the independent and dependent variables. On the other hand, Pearson's linear correlation coefficient was used to determine if there is a significant relationship between entrepreneurship skills (independent variable) and youth business empowerment (dependent variable). Secondly, regression analysis was used to determine the extent to which the independent variable predicts the variation in the dependent variable.

Range	Interpretation
• Exactly —1.	A perfect negative linear relationship
• —0.60 to - 0.90	A strong negative linear relationship
• —0.50 to -0.59	A moderate negative relationship
• —0.30 to -0.49	A weak negative linear relationship
• 0.	No linear relationship
• +0.30 to +0.49	A weak positive linear relationship
• +0.50 to +0.59	A moderate positive relationship
• +0.60 to + 0.90	A strong positive linear relationship
• Exactly +1.	A perfect positive linear relationship

All data was analyzed at 0.01 level of significance. The hypotheses formulated in section 1 .6 are tested at the (0.01) significance level. Thus if the p-value is less than 0.01 the null hypotheses are rejected. If, on the other hand, the p-value is greater than 0.05, the null hypotheses are accepted.

The following numerical values and response modes were used to interpret the means;

Mean range	Response range	Interpretation
4.21 — 5.00	Strongly Agree	Very satisfactory
3.41- 4.20	Agree	Satisfactory
2.61 -3.40	Not sure	Fairly satisfactory
1 .81 - 2.60	Disagree	Unsatisfactory
1.00 - 1.80	strongly Disagree	Very unsatisfactory

3.10 Ethical Considerations

This involved verbally getting the consent of the respondents before involving them in the study. Furthermore, the names of the respondents were anonymous and were not included in the final report write up. Similarly, the researcher acted honestly, fairly and respectfully to all other stakeholders that were involved in this study. In addition, the researcher accurately attributed to

the sources of information in an effort to celebrate the works of past scholars or researchers. This ensured no plagiarism occurred. Last but not least, the researcher worked according to generally acceptable norms of research.

3.11 Limitations of the Study

- Uncooperative behavior of some respondents, un-approachable respondents and those who were reluctant to give information limited the researcher in this study. However, the researcher convinced the respondents that their participation in the study was very instrumental in ensuring that their businesses get support from the government.
- The researcher was also limited by extraneous variables such as honesty of the respondents where some of them seemed not to say the truth in regard to their entrepreneurship skills. The researcher solicited for the truth by asking them to willingly participate.
- Some respondents did not have formal education background hence failing to read and answer the questionnaires appropriately. The researcher however used research assistants to guide them in the reading, interpretation and answering of the questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used.

4.1 Response Rate

The researcher distributed 379 questionnaires but was able to retrieve only 294 questionnaires that were correctly filled and answered. This gave a retrieval rate of 78%, according to Amin (2005), if the response rate is more than 70%, this is enough to carry on and continue with data analysis.

4.2 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of the respondents in terms of age, gender, education level, and business experience. Table 4.1 gives the summary of the findings.

Table 4.1: Demographic Characteristics of the Respondents

Gender	Frequency	Percent (%)
Male	185	62.9
Female	109	37.1
Total	294	100.0
Age		
17-19 years	186	63.3
30-35 years	77	26.2
Less than 20 years	31	10.5
Total	294	100.0
Education Level		
Vocational training	164	55.8
University graduate	120	40.8
None	5	1.7
Secondary	4	1.4
Primary	1	.3
Total	294	100.0
Business Experience		
1-2 years	79	26.9
3-4 years	73	24.8
More than six years	51	17.3
Less than one year	46	15.6
5-6 years	45	15.3
Total	294	100.0

Source: primary data, 2016

The findings presented in table 4.1 revealed that majority, 62.9% of the respondents were male while the female were represented by 37.1%. The dominance of the male in the study implies that more men are involved in entrepreneurial activities than their female counterparts because they have the resources: money, skills and connections. This is unlikely among their female counterparts.

Furthermore, table 4.1 revealed that majority, 63.3% of the respondents were within the age group of 20-29 years, followed 26.2% of the respondents who were within the age group of 30-35 years and lastly 10.5% of the respondents who were 17-19 years. The dominance of the respondents within the age group of 20-29 years was because this study targeted the youth in

order to find out how they are participating in entrepreneurial activities and which business skills do they possess.

Similarly, table 4.1 revealed that majority, 55.8% of the respondents were educated up to vocational level, followed by 40.8% who were university graduates and 1.7% who were not educated at all. Furthermore, 1.4% of the respondents were secondary school holders while 0.3% of the respondents were primary school dropouts. The dominance of the respondents who were educated up to vocational level implies that most youth have the skills, that is, technical skills, that can help them run their own business successfully.

Last but not least, table 4.1 revealed that majority, 26.9% of the respondents had business experience of 1-2 years, followed by 24.8% of the respondents who had business experience of 3-4 years, and 17.3% who had business experience of more than six years. In addition to that, 15.6% and 15.3% of the respondents had business experience of less than one year and 5-6 years respectively. The dominance of the respondents with business experience of 1-2 years could be because of government programmes such as The National Youth Economic Empowerment Strategy and Implementation Framework, and the National Youth Development Agency which provides the youth with financial support hence enabling them to start small businesses on a yearly basis.

4.3 Youth Entrepreneurship Skills in Doguwa Local Government

Youth entrepreneurship skills were measured using technical skills, managerial skills, and economic opportunity identification skills. The simple table below gives the interpretation and meaning of the results presented in table 4.2.

#	Mean Range	Response Mode	Interpretation
5	4.21-5.00	Strongly Agree	Very satisfactory
4	3.41-4.20	Agree	Satisfactory
3	2.61-3.40	Not sure	Fairly satisfactory
2	1.81-2.60	Disagree	Unsatisfactory
1	1.00-1.80	Strongly Disagree	Very Unsatisfactory

Table 4.2: Youth Entrepreneurship Skills in Doguwa Local Government

N=294

Technical Skills	Mean	Std. Deviation	Interpretation
My technical skills improved after each training program i attended	4.09	.852	satisfactory
Technical education enhanced my empowerment	3.89	1.051	Satisfactory
I understand and the business I am doing very well	3.88	1.088	Satisfactory
I have the much needed skills in running my type of business	3.87	1.031	Satisfactory
I do not spend a lot to repair and maintain my machinery, i do it my self	3.33	1.159	Fairly Satisfactory
Average mean	3.81	1.036	Satisfactory
Management Skills			
I have good customer relation	4.10	.914	satisfactory
I am always aware of my business finances	4.09	.929	satisfactory
I keep records of all the transactions made in my business	3.97	1.038	Satisfactory
I always invent new ways of doing my business	3.95	.959	Satisfactory
I can balance time between my business and my family time.	3.92	1.043	Satisfactory
Average mean	4.01	0.977	satisfactory
Economic opportunity identification skills			
I always find better ways of making my customers happy	4.13	.965	satisfactory
I have innovated new ways of attracting new customers	4.08	.964	satisfactory
My business created more business opportunities for others	4.01	.912	satisfactory
My creativity positively increases my revenue	3.84	1.027	Satisfactory
My creativity makes me to be distinctive from other competitors	3.81	1.045	Satisfactory
Average mean	3.97	0.983	Satisfactory
General average mean	3.93	0.998	Satisfactory

Source: primary data, 2016

Table 4.2 revealed that the level of youth entrepreneurship skills in Doguwa local government was assessed by the respondents as satisfactory. This was because the general average mean was 3.93 and the standard deviation was 0.998. Furthermore, youth entrepreneurship was satisfactory because all the variables that measured it were satisfactory. That is to say, technical skills had average mean of 3.81 and was interpreted as satisfactory, management skills had an average mean of 4.01 and was interpreted as satisfactory, and lastly, economic opportunity identification skills had an average mean of 3.97 and was interpreted as satisfactory.

Similarly, technical skills of the youth was assessed by respondents as having an average mean of 3.81 and a standard deviation of 1.036 and was interpreted as satisfactory. The technical skills of the youth was satisfactory because most of the youth strongly agreed that they had attended training programs on entrepreneurship (mean=4.09, Std=0.852) and technical education (mean=3.89, Std=1.051). Furthermore, the technical skills acquired by the youth have enabled them to understand their businesses very well (mean=3.88, Std=1.088) and perform activities such as repair and machinery maintenance without necessarily spending on them (mean=3.33, Std=1.159).

The above findings therefore imply that the youth of Doguwa local government have technical skills that they have attained through attending training programs and entrepreneurship education most likely from vocational training schools. This therefore signifies that the youth have the ability to perform specialised tasks within their business areas of jurisdiction. This is because technical skills that they have are practical and pertain to mechanical or scientific subjects such as welding, computer repair and maintenance, phone, TV, Radio, Watch repairs etc.

On a face to face interview with youth group leaders, the researcher asked if they had ever participated in entrepreneurship training and majority of them answered in affirmative. The researcher further wanted to know the benefits the youth got from attending entrepreneurship trainings organised by both the government and the private sector, and the following were found to be the benefits: good customer relations, cash book knowledge, saving culture, prompt service delivery and good communications skills. Furthermore, the researcher asked the key informants of what technical skills they have attained from the trainings and their answers included computer skills, mechanical skills, and electrical appliance skills.

In addition to the above, business management skills of the youth had an average mean of 4.01 and a standard deviation of 0.977 and was interpreted as satisfactory. Business management skills could have been satisfactory because respondents strongly agreed that they have good customer relation (mean=4.10, Std=0.914), and are always aware of their business finances (mean=4.09, Std=0.929). Furthermore respondents also agreed that they record all the transactions made in their businesses (mean=3.97, Std=1.038) and invent new ways of doing business (mean=3.95, Std=0.959).

This therefore implies that the quality of business management skills possessed by the youth entrepreneur in Doguwa local government is the ultimate determinant of survival or failure. The root cause of either failure or poor performance of youth-run small businesses is almost invariably to lack of management attention to strategic issues such as human resources management, financial management, and customer relations.

The researcher asked the key informants of how they manage their finances and their responses varied from putting away excess income, saving in a fixed account, paying off debts to reducing unnecessary expenditures. The researcher also asked the key informants of how they manage to attract customers to their business. A number of them indicated that they provide quality services and products to their customers, use cleanliness of the environment, workers and good way of communicating to customers, subsidize prices for loyal customers, and where need be they use social media as a platform for advertising their small services and products to their customers.

Last but not least, the results presented in table 4.1 revealed that economic opportunity identification skills of the youth had an average mean of 3.97 and a standard deviation of 0.983. This was partly attributed to the fact that majority of the respondents strongly agreed that they always find better ways of making their customers happy (mean=4.13, Std=0.965), have innovated new ways of attracting new customers (mean=4.08, Std=0.964), and have created more business opportunities for others (mean=4.01, Std=0.912). In addition to that, respondents also agreed that their creativity positively increased their revenue (mean=3.84, Std=1.027) and made them to be distinctive from other competitors (mean=3.81, Std=1.045).

The above results imply that the youth entrepreneurs in Doguwa local government know how to identify an economic opportunity. This is because detecting new growth opportunities as they

emerge is the key to securing a competitive edge on fast-expanding markets. This therefore implies that the youth can tap into any rising needs of the consumers or dormant demand to exploit new markets within the local government. This shows that as long as the youth keep on venturing into new business opportunities and keeping a float by providing quality services and products, maintaining old customers and attracting new ones and being more creative, there is a high likelihood that their businesses will thrive, survive and succeed and eventually kick poverty out of Doguwa local government.

The researcher asked the key informants of how they managed to sustain their businesses for the period they have been in business and their responses included the following: constant marketing using rudimentary methods such as word of mouth, maintaining a good relationship with suppliers and loyal customers, providing delivery services to customers who buy in bulk, attending many business training to understand the business better, understanding the season and taking the best from it, providing the services/products the people in that community need to their satisfaction, doing other businesses that can supplement the current business, inventing new ways of providing better products and services to the customers, negotiating better terms with my suppliers and customers, cutting down on unnecessary expenses and maximising health profits.

The researcher summed up his interview by asking the key informants the challenges they face while doing their businesses and their responses included the following: lack of capital, multiple taxation, corrupt tax officials, high rent fees, unstable and expensive electricity supply, devaluation of the naira, and dishonest suppliers.

4.4 Youth Business Empowerment in Doguwa Local Government

Youth business empowerment was measured using social sustainability, economic sustainability and environmental sustainability. Table 4.3 gives the summary of the findings.

Table 4.3: Youth Business Empowerment

Youth Business Empowerment	Mean	Std. Deviation	Interpretation
Social Sustainability			
You do business that does not harm the health of the people in your community.	4.07	.996	satisfactory
You provide services that help meet basic needs of the people in your community.	4.05	.965	satisfactory
You work diligently and use resources in your community efficiently.	3.96	1.009	Satisfactory
You make investments and promote public policies that support and benefit the people in your community.	3.91	1.000	Satisfactory
You partner with other businesses by working together to make a greater positive impact to your community.	2.89	1.374	Fairly satisfactory
Average mean	3.78	1.069	Satisfactory
Economic sustainability			
Your community has enacted policies to give the poor basic services.	3.84	1.086	Satisfactory
Your community has set up programs to recycle wastes.	3.70	1.096	Satisfactory
You work hard to improve the image and the identity of your community.	3.68	1.115	Satisfactory
You create jobs and business opportunities for other youths.	3.25	1.273	Fairly satisfactory
You work hard to meet the economic needs of your family.	3.11	1.191	Fairly satisfactory
Average mean	3.52	1.152	Satisfactory
Environmental sustainability			
Your community promotes land development and conservation.	4.01	.983	satisfactory
You ensure that your business does not pollute the environment.	3.94	1.063	Satisfactory

The wastes from your business are recycled for other products' production.	3.87	1.078	Satisfactory
Your community members communally participate in road maintenance.	3.78	1.066	Satisfactory
There is a tree planting programme in your community to keep the environment green.	3.61	1.147	Satisfactory
Average mean	3.84	1.067	Satisfactory
General Average mean	3.71	1.096	Satisfactory

Source: primary data, 2016

The results presented in table 4.3 revealed that social sustainability was assessed by respondents as satisfactory (average mean=3.78, Std=1.069). This was attributed to the fact that majority of the respondents strongly agreed that they do business that do not harm the health of the people in their community (mean=4.07, Std=0.996) and those businesses also provide services that help meet basic needs of the people in their community (mean=4.05, Std=0.965). Furthermore, respondents agreed that they work diligently and use resources in their community efficiently (mean=3.96, Std=1.009) to make investments and promote public policies that support and benefit the people in their community (mean=3.91, Std=1.000). However, in order to achieve this, respondents agreed that they partner with other businesses by working together to make a greater positive impact to their community (mean=2.89, Std=1.374).

It is therefore evident from the above findings that the youth of Doguwa local government have socially been empowered to ensure that whatever businesses they embark on, they must ensure that it is not harmful to the health of the community and as well meet the immediate needs of the community.

Furthermore, the findings in table 4.3 revealed that economic sustainability was assessed by respondents as satisfactory (average mean=3.52, Std=1.152). This was attributed to the fact that majority of the respondents agreed that their community enacted policies to give the poor basic services (mean=3.84, Std=1.086). Similarly, respondents agreed that their community has set up programs to recycle wastes (mean=3.70, Std=1.096). In addition, respondents agreed that they work hard to improve the image and the identity of their community (mean=3.68, Std=1.115). Furthermore, respondents agreed that they create jobs and business opportunities for other youths

(mean=3.25, Std=1.273), however, respondents were skeptical of whether they work hard enough to meet the economic needs of their families (mean=3.11, Std=1.191).

The above findings revealed that the youth of Doguwa local government have understood the importance of making their businesses economically sustainable. This is the reason why they make sure they recycle wastes from their businesses and transform it into other uses that are economically viable. Furthermore, in order to economically empower other youths, the youth in Doguwa local government make sure they create jobs for their fellow youth so that they can be able to meet the basic family needs of their households.

Last but not least, the findings in table 4. 3 revealed that environmental sustainability was assessed by respondents as satisfactory (average mean=3.84, Std=1.067). This was attributed to the fact that majority of the respondents strongly agreed that their community promote land development and conservation (mean=4.01, Std=0.983). In addition, respondents agreed that they ensure that their businesses do not pollute the environment (mean=3.94, Std=1.063). Respondents agreed that it could be achieved by recycling the wastes for other products' production (mean=3.87, Std=1.078). Similarly, respondents agreed that their community members communally participate in road maintenance (mean=3.78, Std=1.066) and tree planting programme to keep the environment green (mean=3.61, Std=1.147).

The findings imply that the youth of Doguwa local government ensure that the businesses they do are environment friendly. This is the reason the youth promote land conservation by planting trees, controlling air, water and land pollution. This implies that if the youth can sustain the environment, even their businesses will be sustained; otherwise, the reverse is true.

The researcher asked the key informants of how they ensure environmental sustainability in their community and their responses included the following: recycling wastes, using paper bags that are decomposable for wrapping their products, participating in drainage cleaning at their area of work, and ensuring general hygiene.

Generally, youth business empowerment in Doguwa local government was assessed by respondents as satisfactory (general average mean=3.71, Std=1.096). This is because the youth understood very well the concept of social sustainability (average mean=3.78, Std=1.069),

economic sustainability (average mean=3.52, Std=1.152), and environmental sustainability (average mean=3.84, Std=1.067).

4.5 The Effect of Technical Skills on Youth Business Empowerment in Doguwa Local Government

The first objective of this study was to identify the effect of technical skills on youth business empowerment in Doguwa local government. Table 4.4 gives the summary of the findings.

Table 4.4: The Effect of Technical Skills on Youth Business Empowerment in Doguwa Local Government

		Technical Skills	Youth Business Empowerment
Technical Skills	Pearson Correlation	1	.408**
	Sig. (2-tailed)		.000
	N	294	294
Youth Business Empowerment	Pearson Correlation	.408**	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.01 level (2-tailed).

The study revealed a moderate and positive correlation between technical skills and youth business empowerment, significant at 0.01 ($r=0.408^{**}$, $p<0.01$). This implies that technical skills are necessary for youth business empowerment. In other words, equipping the youth with technical skills signifies that they have been empowered to do any business of their choice.

Table 4.5: Regression Analysis for the Effect of Technical Skills on Youth Business Empowerment in Doguwa Local Government

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.408 ^a	.166	.164	.45300	.166	58.313	1	292	.000
Model			Sum of Squares	df	Mean Square		F	Sig.	
1 Regression			11.967	1	11.967		58.313	.000 ^b	
Residual			59.922	292	.205				
Total			71.889	293					
Model			Unstandardized Coefficients		Standardized Coefficients		t	Sig.	
			B	Std. Error	Beta				
1 (Constant)			2.559	.153			16.696	.000	
Technical skills			.302	.040	.408		7.636	.000	

a. Dependent Variable: Youth Business Empowerment

The results presented in table 4.5 revealed that technical skills can significantly explain the variance in youth business empowerment by 16.4% (Adjusted R=0.164, $p<0.01$). This shows that technical skills affect youth business empowerment by 16.4%. It implies that empowering a youth with technical skills will help give him/her a solid foundation to start their own businesses in the fields they have technical knowledge in, therefore the alternative hypothesis is upheld that there is a significant effect of technical skills on youth business empowerment in Doguwa local government. Furthermore, a single achievement in technical skill affects 40.8% variance in youth business empowerment.

4.6 The Effect of Managerial Skills on Youth Business Empowerment in Doguwa Local Government

The second objective of this study was to determine the effect of management skills on youth business empowerment in Doguwa local government. Table 4.6 gives the summary of the findings.

Table 4.6: The Effect of Management Skills on Youth Business Empowerment in Doguwa Local Government

		Management skills	Youth Business Empowerment
Management skills	Pearson Correlation	1	.436**
	Sig. (2-tailed)		.000
	N	294	294
Youth Business Empowerment	Pearson Correlation	.436**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

The findings presented in table 4.6 revealed that there is a moderate and positive relationship between management skills and youth business empowerment and significant at 0.01 ($r=.436^{**}$, $p<0.01$). This shows that equipping youth with management skills through training, workshops, business seminars et cetera causes them to be empowered in their businesses or even start new businesses; otherwise, youth may not be empowered to start businesses or improve in their businesses without any empowerment efforts.

Table 4.7: Regression Analysis for the Effect of Management Skills on Youth Business Empowerment in Doguwa Local Government

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.436 ^a	.190	.188	.44648	.190	68.620	1	292	.000	
Model			Sum of Squares		df		Mean Square		F	Sig.
1 Regression			13.679		1		13.679		68.620	.000 ^b
Residual			58.210		292		.199			
Total			71.889		293					
Model			Unstandardized Coefficients			Standardized Coefficients		t	Sig.	
			B		Std. Error		Beta			
1 (Constant)			2.455		.154		15.953		.000	
Management skills			.314		.038		.436		8.284	.000

a. Dependent Variable: Youth Business Empowerment

The findings presented in table 4.7 revealed that management skills accounts for 18.8% variance in youth business empowerment (Adjusted R Square=0.188, $p<0.01$). This implies that management skill affects youth business empowerment by 18.8%. Therefore the alternative hypothesis that there is a significant effect of managerial skills on youth business empowerment in Doguwa local government is upheld and the null hypothesis rejected. Furthermore, a single attainment of management skill affects 43.6% variance of youth business empowerment.

4.7 The Effect of Economic Opportunity Identification Skills on Youth Business Empowerment in Doguwa Local Government

The third objective was to establish the effect of economic opportunity identification skills on youth business empowerment in Doguwa local government. Table 4.7 gives the summary of the findings.

Table 4.8: The Effect of Economic Opportunity Identification Skills on Youth Business Empowerment in Doguwa Local Government

		Economic Identification skills	Youth Business Empowerment
Economic Identification skills	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	294	294
Youth Business Empowerment	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 revealed a moderate and positive relationship between economic opportunity identification skills and youth business empowerment, significant at 0.01 level of significance ($r=0.473^{**}$, $p<0.01$). This implies that economic opportunity identification skills affect youth business empowerment positively. In other words, improving youth economic opportunity identification skills, will eventually cause a youth business empowerment. This is because, if a youth has a skill of identifying a business opportunity, he/she is most likely to venture in to such a business

Table 4.9: Regression Analysis for the Effect of Economic Opportunity Identification Skills on Youth Business Empowerment in Doguwa Local Government

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.473 ^a	.223	.221	.43729	.223	83.938	1	292	.000
Model			Sum of Squares	df	Mean Square		F	Sig.	
1 Regression			16.051	1	16.051		83.938	.000 ^b	
Residual			55.838	292	.191				
Total			71.889	293					
Model			Unstandardized Coefficients		Standardized Coefficients		t	Sig.	
			B	Std. Error	Beta				
1 (Constant)			2.279	.158			14.393	.000	
EconOpSkills			.360	.039	.473		9.162	.000	

a. Dependent Variable: Youth Business Empowerment

EconOpSkills=Economic Opportunity Identification Skills

The findings presented in table 4.9 revealed that economic opportunity identification skills significantly accounts for up to 22.1% variance in youth business empowerment (Adjusted R Square=0.221, $p<0.01$). This implies that economic opportunity identification skill affects youth business empowerment by 22.1%. This therefore shows that if the youth do not have business opportunity identification skills, they are most likely not going to be able to engage in any business opportunity that comes their way. No wonder most educated youth today are frustrated in the streets looking for white collar jobs and yet business opportunities are around them (e.g. garbage collection, wastes recycling, small commercial farming of vegetables such as onions, carrots, cabbages, green pepper, red pepper, cucumber, watermelon etc); such businesses bring money in handy and radically reduces poverty among the youth. Therefore, the study upheld the alternative hypothesis that there is a significant effect of economic opportunity identification skills on youth business empowerment in Doguwa local government. Furthermore every single skill in economic opportunity identification is responsible for 47.3% of youth business empowerment.

4.9 The Relationship Between Entrepreneurship Skills and Youth Business Empowerment in Doguwa local government

The fourth objective of this study was to establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government. Table 4.10 gives the summary of the findings.

Table 4.10: The Relationship Between Entrepreneurship Skills and Youth Business Empowerment in Doguwa local government

		Entrepreneurship Skills	Youth Business Empowerment
Entrepreneurship Skills	Pearson Correlation	1	.515**
	Sig. (2-tailed)		.000
	N	294	294
Youth Business Empowerment	Pearson Correlation	.515**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Findings as presented in table 4.10 revealed a moderate and positive relationship between entrepreneurship skills and youth business empowerment significant at 0.01 level of significance ($r=.515^{**}$, $p<0.01$). This implies that entrepreneurship skill positively affects youth business empowerment. This is because having an entrepreneurship skill will motivate a youth to venture into business though most of them dread business so much. Not many youth have the courage to start their own business for fear of failure, while others believe that they should first get white collar jobs where they can get enough skills both from the private and public sector before they can venture into any business. However, this study shows that equipping the youth with entrepreneurship skills will enable them to start business since they would have been oriented of what business entails.

Table 4.11: Regression Analysis for the Relationship Between Entrepreneurship Skills and Youth Business Empowerment in Doguwa local government

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.515 ^a	.266	.263	.42518	.266	105.660	1	292	.000
Model		Sum of Squares		df	Mean Square		F		Sig.
1	Regression	19.101		1	19.101		105.660		.000 ^b
	Residual	52.788		292	.181				
	Total	71.889		293					
		Unstandardized Coefficients		Standardized Coefficients					
Model		B	Std. Error	Beta		t		Sig.	
1	(Constant)	1.937	.174			11.131		.000	
	Technical skills	.136	.046	.183		2.976		.003	
	Management skills	.108	.052	.150		2.081		.038	
	EconOpSkills	.207	.055	.271		3.774		.000	

a. Dependent Variable: Youth Business Empowerment

Table 4.11 revealed that entrepreneurship skills explains up to 26.1% variance in youth business empowerment, significant at 0.01 level of significance (Adjusted R Square=0.261, $p < 0.01$). This implies that entrepreneurship skill affects youth business empowerment by 26.1%. This therefore shows that having entrepreneurship skills is synonymous to the success of any business, hence without which, there are high chances for business to fail. Therefore empowering the youth with entrepreneurship skills is a prerequisite for entrepreneurship intentions and eventual business success.

Furthermore, the results presented in table 4.11 revealed that both technical skills and economic opportunity identification skills statistically and significantly contribute to the model ($p < 0.01$), however, management skills does not ($p > 0.01$). This implies that technical skills and economic opportunity identification skills are the only significant predictors of youth business empowerment.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion was done by exploring the research findings relative to what other researchers in the fields that pertain to the variables have confirmed. The study was later concluded and appropriate recommendations accruing from the findings were made.

5.1 Discussion of the Findings

5.1.1 The Effect of Technical Skills on Youth Business Empowerment in Doguwa Local Government

The first objective of this study was to identify the effect of technical skills on youth business empowerment in Doguwa local government. The study found a significant effect of technical skills on youth business empowerment. The findings therefore imply that the youth of Doguwa local government have technical skills that they have attained through attending entrepreneurship training programs, seminars, workshops, and entrepreneurship education most likely from vocational training schools and government programs targeting empowering the youth with entrepreneurship skills. These form of technical skills help the youth to be aware of how best they can promote social sustainability, economic sustainability and environmental sustainability within their community. This implies that once the youth become aware that the businesses they do should be friendly to the environment or the health of the people, they will be able to attract more customers and their businesses will thrive even in bad economic times.

This study agrees with that of Alberti et al., (2014) who says successful entrepreneurs these days all seem to have at least decent technical skills. This implies that without such technical skills, the youth would not be in position to operate or manage their small businesses. The technical skills in question could include among others, ability to repair and maintain business equipments, customer and supplier relations, expenditure management, saving culture and financial discipline, business to business networking etc.

Therefore, having the above mentioned technical skills guarantees youth empowerment that motivates them to begin having entrepreneurial intentions. Once the entrepreneurship intentions mature and other factors of production such as capital and land are found, the youth can therefore be free to venture into a sustainable business that is cautious about the environment.

5.1.2 The Effect of Managerial Skills on Youth Business Empowerment in Doguwa Local Government

The second objective of this study was to determine the effect of management skills on youth business empowerment in Doguwa local government. The study found a significant effect of management skills on youth business empowerment. The results imply that the business management skills of the youth such as knowledge of their business finances, record keeping and customer relations are the guarantors of business sustainability. This study agrees with that of (McQuerrey, 2015) who found that a successful entrepreneur has management skills to accurately research his market and develop a comprehensive, multi-year business plan. This includes accounting for growth and development, taking on employees, financing operations and marketing and running or overseeing the day-to-day business functions.

This study also agrees with Mullins (2010) who established that keeping customers is one of the entrepreneur's most important management undertakings because revenue from customers keeps the business alive and ensures economic sustainability. Mullins (2010) further asserted that entrepreneurs must have the management ability to juggle clients, trouble-shoot problems, oversee customer interactions with employees and ensure that customers are satisfied. Successful entrepreneurs are also continually soliciting new business and developing new business networks.

This therefore implies that the quality of business management skills possessed by the youth entrepreneur in Doguwa local government is the ultimate determinant of survival or failure. The root cause of either failure or poor performance of youth-run small businesses is almost invariably to lack of knowledge about social sustainability, economic sustainability, and environmental sustainability.

5.1.3 The Effect of Economic Opportunity Identification Skills on Youth Business Empowerment in Doguwa Local Government

The third objective was to establish the effect of economic opportunity identification skills on youth business empowerment in Doguwa local government. The study found a significant effect of economic opportunity identification skills on youth business empowerment. The above results imply that the youth entrepreneurs in Doguwa local government know how to identify an economic opportunity. This is because detecting new growth opportunities as they emerge is the key to securing a competitive edge on fast-expanding markets. This therefore implies that the youth can tap into any rising needs of the consumers or dormant demand to exploit new markets within the local government as long as environmental sustainability is observed. This shows that as long as the youth keep on venturing into new business opportunities and keeping a float by providing quality services and products, maintaining old customers and attracting new ones and being more creative, there is a high likelihood that their businesses will thrive, survive and succeed and eventually kick poverty out of Doguwa local government.

This study agrees with that of Brixiova et al. (2014) who found that in poorer economies, as in more developed economies with a strong sense for environment protection, there are opportunities for developing new products and markets using recycled waste products. According to Brixiova et al. (2014), there is usually something left over from anything we make or do. Waste may come from agricultural processing or animal products, from household waste, from woodworking or other manufacturing processes. Many industries have a lot of waste that could still be used by smaller producers.

In addition, Brooks et al. (2013) also found that household waste can be used to make compost or animal feed; paper, glass and aluminium can be recycled; left-over fabric from a clothing company can be used to make patchwork, pillowcases, etc; left-over plastic from factories can be used for insulation, stuffing of pillows, etc.; spare parts of trucks can be used to make agricultural tools; and tins can be used to make petrol lamps, toys, flowerpots, etc hence promoting social, economic and environmental sustainability.

5.1.4 The Relationship Between Entrepreneurship Skills and Youth Business Empowerment in Doguwa local government

The fourth objective of this study was to establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government. The study found a significant relationship between entrepreneurship skills and youth business empowerment.

This therefore means that possessing entrepreneurship skills such as technical or business management skills could easily help a youth who is benefiting from government youth empowerment program to succeed in any business venture that he/she is exploring. However, without entrepreneurship skills, no youth empowered by the government through financial support can have a successful business.

This study agrees with that of Ibitoye, et al (2015) where the findings suggested that there exist a positive and significant relationship between entrepreneurship and poverty reduction. Similarly, a study by Ogundele, et al (2012) also confirmed that entrepreneurship training and education were significantly related to the youth empowerment and social welfare services.

5.2 Conclusion

The first objective of this study was to identify the effect of technical skills on youth business empowerment in Doguwa local government. The study found a significant effect of technical skills on youth business empowerment. The second objective of this study was to determine the effect of management skills on youth business empowerment in Doguwa local government. The study found a significant effect of management skills on youth business empowerment. The third objective was to establish the effect of economic opportunity identification skills on youth business empowerment in Doguwa local government. The study found a significant effect of economic opportunity identification skills on youth business empowerment. The fourth objective of this study was to establish the relationship between entrepreneurship skills and youth business empowerment in Doguwa local government. The study found a significant relationship between entrepreneurship skills and youth business empowerment.

The general conclusion of this study is that equipping youth with entrepreneurship skills such as technical skills, management skills and economic opportunity identification skills brings about

youth business empowerment which promotes social, environmental and economic sustainability.

5.3 Recommendations

There is need for the government to encourage continuous youth training and education on life skills; such skills could include business management skills, technical skills, and marketing skills. Such skills would help the businesses started and operated by the youth to thrive even in bad economic times.

Furthermore, the government of Nigeria should emphasize youth participation in entrepreneurship to reduce their level of vulnerability and help them to be more productive in life. This can be done by encouraging the youth to join vocational training institutes that provide hands-on training and life skills. The government can accomplish this by financially supporting students with tuitions and offering bursaries. This will help the youth to be equipped with the necessary skills that can help them to start and manage their own businesses.

There is need for the government of Nigeria to keep supporting the youth by providing them with grants, loans, entrepreneurial education and training which will enhance their capacity to self-sustenance and eventual poverty reduction in their households.

Similarly, there is need for the local leaders to engage the youth in productive business oriented ventures such as participation in youth business forums, business tours and establishment of business projects which are supported and sponsored by the local leaders themselves. This will help fight unemployment and poverty vulnerability among the youth.

There is need for the government of Nigeria to emphasize innovation among the youth by supporting, sponsoring, and promoting innovation among the youth through competitions. This will help the youth to come up with creative ideas that are business oriented and which can benefit their community and eventually reduce poverty in their households.

5.4. Contribution to knowledge

The study contributed significantly to the general public, government, NGO, private individuals and organization with information that affect the challenges of empowering the youth in an attempt to solve unemployment and the reduction of poverty among the youth of Doguwa local government. In the world of academia, the study has generated information that establishes the effect on and the relationship between entrepreneurship skills and youth business empowerment.

5.5 Areas for Further Studies

This study investigated entrepreneurship skills and youth business empowerment in Doguwa Local Government, Kano State. There is need for future study to cover the whole of Kano State in order to cover a wider geographical area and a larger population where the results can be used for generalization purposes.

Furthermore, this study used cross-sectional survey research design that covers a very small period of time and the results cannot be substantiated. There is need to carry out a coherent study where a longitudinal research design is used to observe the entrepreneurship skills vis-a-visa youth business empowerment. This would provide a valid finding and a solid conclusion.

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APPENDIX I: QUESTIONNAIRE

Part I: Questionnaires

Section A: Demographic Characteristics of the Respondents

1) Gender

a) Male ☐

b) Female ☐

2) Age

a) Less than 20 years ☐

b) 20-29 years ☐

c) 30-39 years ☐

3) Education Level

a) None ☐

b) Primary ☐

c) Secondary ☐

d) Vocational training institute ☐

e) University graduate ☐

4) Business Experience

a) Less than 1 year ☐

b) 1-2 years ☐

c) 2-4 years ☐

d) 4-6 years ☐

e) More than 6 years ☐

Section B: Entrepreneurship Skills

Evaluate the following statements by circling the appropriate response basing on the scale below.

Please do not leave any item unanswered.

Code	1	2	3	4	5
Status	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

#	Entrepreneurship Skills	1	2	3	4	5
A	Technical skills					
1	I understand the business I'm doing very well.					
2	I have the much needed skills in running my type of business.					
3	I don't spend a lot to repair and maintain my machinery, I do it myself.					
4	Technical education enhanced my empowerment.					
5	My technical skills improved after each training program I attended.					
B	Management skill					
1	I keep records of all the transactions made in my business					
2	I always invent new ways of doing my business.					
3	I have good customer relations.					
4	I can balance time between my business and my family time.					
5	I am always aware of my business's finances.					
C	Economic opportunity identification skills					
1	My business created more business opportunities for others.					
2	I always find better ways of making my customers happy.					
3	My creativity makes me to be distinctive from other competitors.					
4	My creativity positively increases my revenue.					
5	I have innovated new ways of attracting new customers.					

Section C: Youth Business Empowerment

Evaluate the following statements by circling the appropriate response basing on the scale below.

Please do not leave any item unanswered.

Code	1	2	3	4	5
Status	Strongly disagree	Disagree	Not sure	Agree	Strongly agree

#	Youth Business Empowerment	1	2	3	4	5
A	Social sustainability					
1	You partner with other businesses by working together to make a greater positive impact to your community.					
2	You make investments and promote public policies that support and benefit the people in your community.					
3	You provide services that help meet basic needs of the people in your community.					
4	You do business that does not harm the health of the people in your community.					
5	You work diligently and use resources in your community efficiently.					
B	Economic sustainability					
1	You create jobs and business opportunities for other youths.					
2	You work hard to meet the economic needs of your family.					
3	You work hard to improve the image and the identity of your community.					
4	Your community has set up programs to recycle wastes.					
5	Your community has enacted policies to give the poor basic services.					
C	Environment sustainability					
1	You ensure that your business does not pollute the environment.					
2	The wastes from your business are recycled for other products' production.					
3	There is a tree planting programme in your community to keep the environment green.					
4	Your community members communally participate in road maintenance.					
5	Your community promotes land development and conservation.					

The End

APPENDIX II: INTERVIEW GUIDE

For only youth leaders

1. What technical skills do you have regarding your business?
2. What business management skills do you have as an entrepreneur?
3. How do you often manage the finances of your business?
4. What strategies have you employed over the years to attract customers to your business?
5. How have you managed to sustain your business all the years you have been in business?
6. What challenges have you been facing in your business?
7. How do you ensure that your business promotes environmental sustainability?

The End

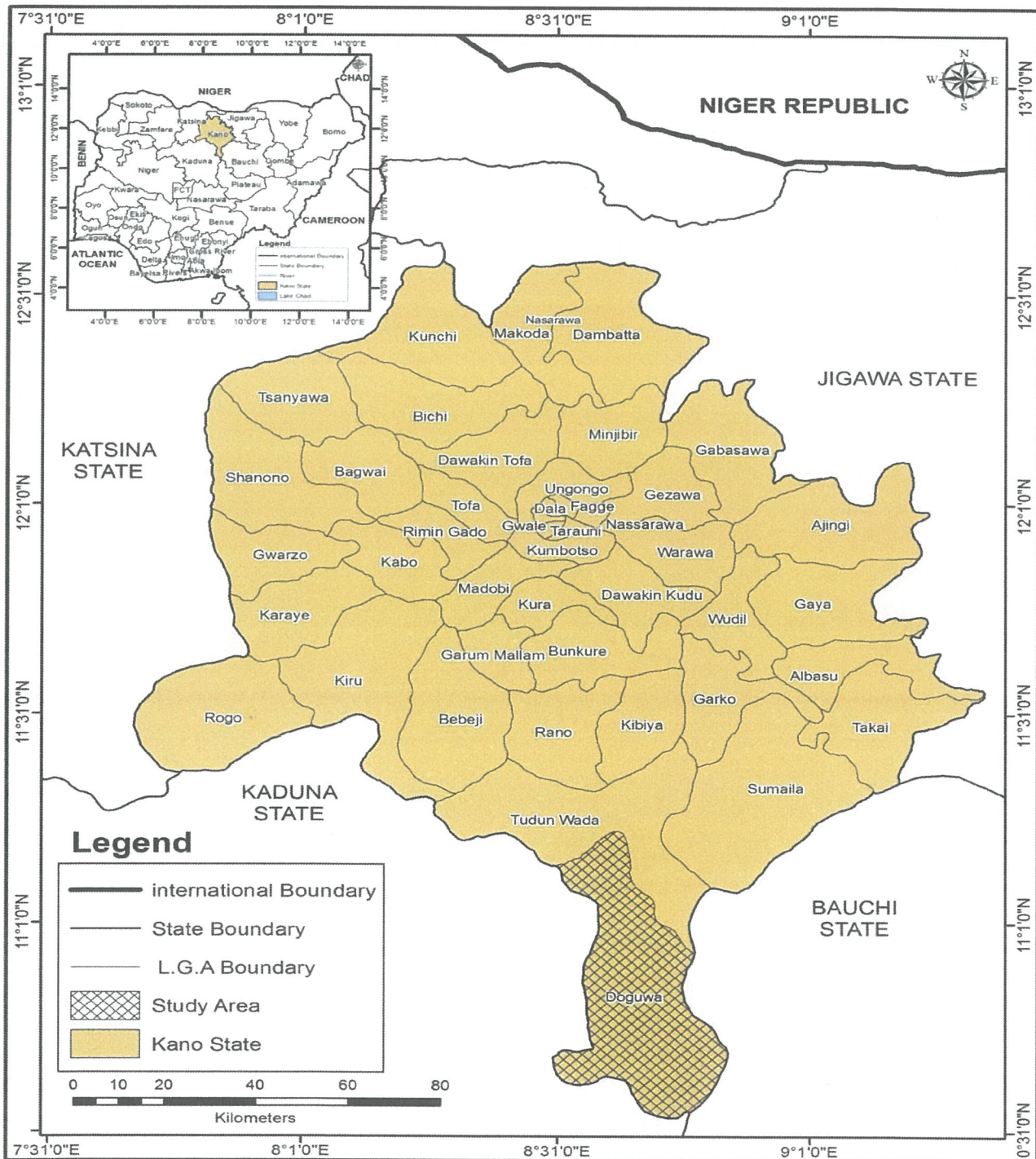
APPENDIX III: SAMPLE SIZE DETERMINATION

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

Source: Krejcie and Morgan (1970)

APPENDIX IV: MAP SHOWING STUDY AREA



APPENDIX V: SPSS OUTPUT

The effect of technical skills on youth business empowerment in Doguwa local government.

Correlations

		technical skills	YouthBusEmp
technical skills	Pearson Correlation	1	.408**
	Sig. (2-tailed)		.000
	N	294	294
YouthBusEmp	Pearson Correlation	.408**	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	technical skills ^b	.	Enter

a. Dependent Variable: YouthBusEmp

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.408 ^a	.166	.164	.45300	.166	58.313	1	292	.000

a. Predictors: (Constant), technical skills

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.967	1	11.967	58.313	.000 ^b
Residual	59.922	292	.205		
Total	71.889	293			

a. Dependent Variable: YouthBusEmp

b. Predictors: (Constant), technical skills

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.559	.153		16.696	.000
technical skills	.302	.040	.408	7.636	.000

a. Dependent Variable: YouthBusEmp

The effect of managerial skills on youth business empowerment in Doguwa local government

Correlations

		ManSKills	YouthBusEmp
ManSKills	Pearson Correlation	1	.436**
	Sig. (2-tailed)		.000
	N	294	294
YouthBusEmp	Pearson Correlation	.436**	1
	Sig. (2-tailed)	.000	
	N	294	294

**. Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ManSKills ^b	.	Enter

a. Dependent Variable: YouthBusEmp

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.436 ^a	.190	.188	.44648	.190	68.620	1	292	.000

a. Predictors: (Constant), ManSKills

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.679	1	13.679	68.620	.000 ^b
	Residual	58.210	292	.199		
	Total	71.889	293			

a. Dependent Variable: YouthBusEmp

b. Predictors: (Constant), ManSKills

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.455	.154		15.953	.000
	ManSKills	.314	.038	.436	8.284	.000

a. Dependent Variable: YouthBusEmp

The effect of economic opportunity identification skills on youth business empowerment in Doguwa local government

Correlations

		EconOpSkills	YouthBusEmp
EconOpSkills	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	294	294
YouthBusEmp	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	294	294

** . Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	EconOpSkills ^b	.	Enter

a. Dependent Variable: YouthBusEmp

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.473 ^a	.223	.221	.43729	.223	83.938	1	292	.000

a. Predictors: (Constant), EconOpSkills

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.051	1	16.051	83.938	.000 ^b
	Residual	55.838	292	.191		
	Total	71.889	293			

a. Dependent Variable: YouthBusEmp

b. Predictors: (Constant), EconOpSkills

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.279	.158		14.393	.000
EconOpSkills	.360	.039	.473	9.162	.000

a. Dependent Variable: YouthBusEmp

The relationship between entrepreneurship skills and youth business empowerment in Doguwa local government