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Preparing Nigerian Youth for Self-Employment

Edward Aigbedion
Walden University

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Walden University

College of Management and Technology

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Edward Aigbedion

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Walden University
2021

Abstract

Preparing Nigerian Youth for Self-Employment

by

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MPhil, Walden University, 2019

MBA, University of Liverpool, 2012

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

July 2021

Abstract

More than 30% of Nigeria's youth population is unemployed, which has led to a high crime rate. The research management problem was the lack of consensus on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare the youth for self-employment. The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare youth for self-employment. The research question asked what the required skill set, abilities, and support systems were to prepare youth for self-employment. The conceptual framework that guided this study was the entrepreneurial bricolage by Levi-Strauss. This study used a qualitative classical Delphi technique with a panel of 26 experts to achieve an informed consensus related to a problem. The data analysis involved a four-round iteration, which led to a consensus-based list of the top 10 ranked solution themes. The themes included necessary computing skills, self-motivation, peer support, communication skills, networking skills, technical and functional business skills, business management skills, problem-solving skills, initiative-taking, creativity, mentorship, and training to develop the skills. Implementing these 10 strategies identified by the expert panel might have positive social change implications, reducing youth unemployment in Nigeria. Future research should focus on abilities, required behaviors, requisite knowledge, skill set, and the required support system for self-employment of youth.

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Dedication

I dedicate this doctoral program to God Almighty the giver of life. Secondly, I dedicate this doctoral work to my best friend and wife, Abimbola, and my beautiful daughters Esosa and Abieyuwa who allowed me the privilege of returning to school with long periods of study and writing, and whose love and support kept me going when I wanted to give up on this great milestone. I will love and cherish you forever.

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Chapter 1: Introduction to the Study

Youth unemployment has been a significant challenge in Nigeria (Ayegba, 2015; Oduwole, 2015; Onwachukwu, 2017). The high rate of unemployment has negatively impacted Nigeria socially, economically, and politicallally (Ogbunaya & Udoudo, 2015). When youth are not engaged in productive ventures, they commit crime or become agents of political gangsterism, kidnapping, pipeline vandalism, and other socially deviant behaviors. Addressing youth unemployment requires the combined effort of the government, employers, vocational centers, and youth empowerment institutions (Ackah-Baidoo, 2016; Gontkovičová et al., 2015).

Unemployed youth need to equip themselves with the necessary information and skills to take advantage of available job opportunities such as entrepreneurship, also known as self-employment (Dvouletý, 2017; Omotayo & Akanle, 2020). Though studies have highlighted different entrepreneurial skills set needed to prepare youth for self-employment, there is the lack of consensus on the suitability and attainability of selected skill sets and support systems required to prepare and sustain self-employment among Nigerian youth. The purpose of this qualitative classical Delphi study was to close this gap by using a panel of experts in entrepreneurship and youth employment and develop a consensus on preparing youth for self-employment. Chapter 1 includes the problem statement, the purpose of the study, the study's significance, and the conceptual framework that aligns with unemployment.

Background of the Study

Youth unemployment is a challenge in Nigeria (Onwachukwu, 2017; Stober, 2015). One of the factors responsible for unemployment in Nigeria is the high turn-out of graduates from tertiary institutions with no equivalent job provision to take care of them (Anthony-Orji et al., 2016; Surajo & Karim, 2016; Olotu et al., 2015). Based on a study of 41 African countries, the supply and demand of the market has led to youth unemployment in Africa (Baah-Boateng, 2016). Regardless of the cause, the rate of unemployment in Nigeria has led to poverty (Oduwole, 2015; Onwuka et al., 2020; Omoera, 2013).

Youth unemployment also negatively affects Nigeria's economic growth (Akeju & Olanipekun, 2014; Onwuka et al., 2020). The impact of unemployment and inflation on Nigeria's economic growth between 1981 and 2014 led to a recession in the country (Ademola & Badiru, 2016). Financial crises have an impact on youth unemployment rate due to job losses (Marelli et al., 2012). Security challenges in Nigeria can also be linked to unemployment (Adesina, 2013; Onah & Okwuosa, 2016). Further, youth unemployment is linked to crime in Nigeria (Adebayo, 2013) as well as national security in Nigeria (Ogbunaya & Udoudo, 2015; Osakwe, 2013). But crime could be reduced through youth employment (Alanana, 2003).

One of the ways to help reduce youth unemployment is entrepreneurship education (Ojeifo, 2013; Raifu, 2017). Entrepreneurship education helps to equip citizenry in the management of small businesses (Maina, 2014). Thus, an entrepreneurship development program is an intervention for youth unemployment

(Awogbenle & Iwuamadi, 2010; Omotayo & Akanle, 2020), helping them to become self-employed (Cueto et al., 2015). Entrepreneurship is a process involving individuals being conscious of self-employment as a career option, taking and managing risks, understanding the process, and employing creative abilities in developing and owning a business (Chigunta et al., 2005).

Entrepreneurship development in Nigeria is a way forward to increase employment (Baba, 2013) such as through vocational training (Almeida et al., 2014). Universities and industry collaboration can also ease unemployment and ensure sustainable development in Nigeria (Ankrah & Omar, 2015). Job security in Nigeria can be sustained through introduction of social security to people working in informal sector of the economy (Barsoum, 2015). Additionally, higher growth and employment can be achieved by introducing policy reforms that would stimulate resilient growth (Faulkner et al., 2013). Technological advancement like introduction of smart computers and robots in manufacturing processes could led to unemployment in industrialized countries (Feldmann, 2013). Priorities for boosting employment in Sub-Saharan Africa include making informal sector attractive through increased welfare packages (Jones & Tarp, 2015).

Though studies have highlighted different entrepreneurial skills set needed to prepare youth for self-employment, there is the lack of consensus on the suitability and attainability of selected skill sets and support systems required to prepare and sustain self-employment among Nigerian youth. Thus, this study included a panel of experts to find a consensus on these skills to prepare Nigerian youth for self-employment. The

process involved conducting four rounds of online questionnaires using SurveyMonkey. The questionnaire was emailed to a panel of experts with in-depth knowledge of entrepreneurship and self-employment.

Problem Statement

Unemployment among youth has been on the increase in Nigeria within the last two decades (Stober, 2015; Onwachukwu, 2017). About 30% of youth are unemployed (Awogbenle & Iwuamadi, 2010), which has resulted in restiveness, vandalism, and terrorism (Agnes & Venatus, 2010). Youth who cannot find suitable jobs may become disillusioned and adopt antisocial behaviors such as militancy and kidnapping (Ajufo, 2013; Ebobo Urowoli, 2016). This antisocial behavior can affect the government's effort in attracting potential investors to the State (Anyanwu, 2013).

The general management problem is the low level of preparedness for self-employment among youth in Nigeria (Ojima, 2019). The specific management problem is the lack of consensus on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare the youth for self-employment (Achinewhu-Nworgu et al., 2016). Therefore, I conducted a Delphi study to gain a consensus among an expert panel on how to prepare youth for self-employment.

Purpose of the Study

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare youth for self-employment. The process involved conducting four rounds of discussions from a panel of experts with the deep knowledge

of entrepreneurship and the required skill sets for the youth self employment ages 18–30 in Nigeria. The result of the study may lead insight in how youth can empower themselves through job creation.

Research Question

This study was guided by the following the research question: What are the required skill sets, abilities, and support systems required to prepare youth for self-employment?

Conceptual Framework

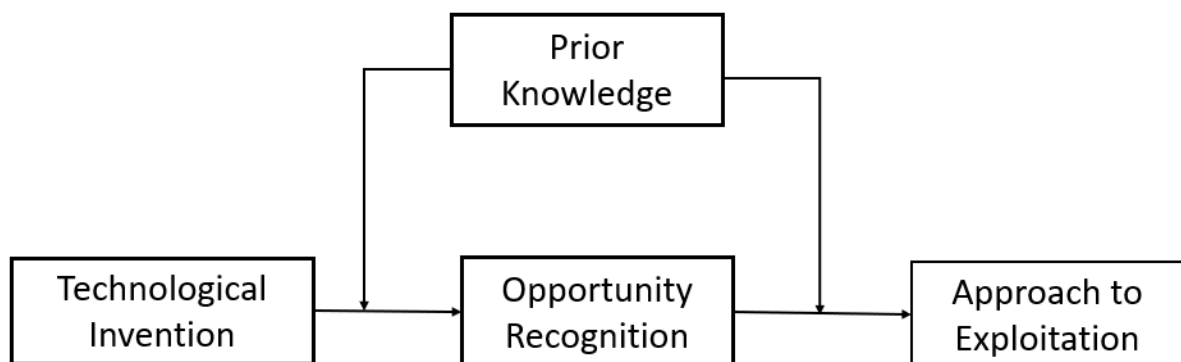
A conceptual framework is a lens through which researchers view the study's underlying pattern (Cai et al., 2019; Landerer, 2013). The conceptual framework creates a link between context and theory (Carl & Ravitch, 2016). This study was grounded on the entrepreneurial bricolage theory espoused by the French anthropologist Levi-Strauss (1967), who described entrepreneurial bricolage as “making do with whatever is at hand” (p. 17). The concept of entrepreneurial bricolage was made popular by Baker and Nelson (2005), who explained entrepreneurial bricolage as making something old new again and called it a type of resourcefulness that enables entrepreneurs to survive or even create robust and growing firms despite inadequate resources. Thus, bricolage encourages creative ways to deconstruct ideas and processes into more useful ones (Kincheloe, 2005), enabling individuals to make the most of available information and skills to bring about a valuable and beneficial outcome (Indvik & Johnson, 2014). Bricolage's main characteristic is seeking and making do with what is available and resolving not to be limited by perceived constraints (Di Domenico et al., 2010). Entrepreneurial bricolage

has been applied to small and medium enterprises have responded to economic crises (Tsilika et al., 2020).

Based on entrepreneurial bricolage, researcher like Shane (2000) have argued that prior knowledge is an enabler for recognizing entrepreneurial opportunities. Prior knowledge enables entrepreneurs to take advantage of available technological innovation to achieve entrepreneurial success. Figure 1 depicts Shane's conceptual model that illustrates exploiting opportunity using technological invention.

Figure 1

Opportunity Exploitation Model



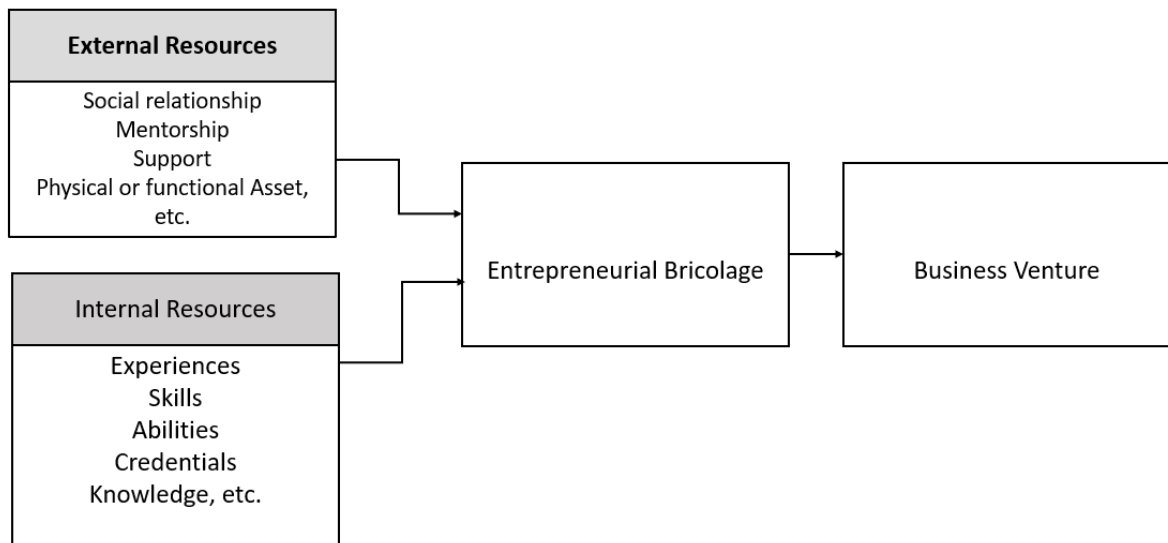
Note. Figure1 was sourced from Shane (2000). The figure illustrates how prior knowledge could be used in conjunction of technological innovation to exploit opportunity for entrepreneurial success.

Additionally, Vanevenhoven et al. (2011) categorized bricolage that influences that entrepreneurial process into external and internal resources. External bricolage pertains to external resources, which involve social relationships, physical or functional assets, and support deployed to create a new venture. The internal bricolage is the entrepreneur's internal resources, which include experiences, skills, abilities, credentials,

knowledge, appropriate, assembles, and deployed to create a new venture. Figure 2 illustrates the process of harnessing both the external and internal resources using bricolage to achieve venture creation.

Figure 2

External and Internal Resources



Note. Figure 2 contains the external and internal resources that can be combined to create venture. The concept was sourced from Vanevenhoven et al. (2011).

Nature of the Study

For this study, I used a qualitative classical Delphi approach. A qualitative approach is suitable when little is known about an issue, as it is used to explore a host of factors that may be influencing a phenomenon (Hancock & Algozzine, 2006; Hong et al., 2018; Leppink, 2017). Researchers can satisfy their intellectual curiosity when they embark on qualitative enquiring (Bengtsson & Fynbo, 2018; Rubin & Rubin, 2012). In contrast, a quantitative research project identifies and measures the impact of variables or relationships between variables (Goertz & Mahoney, 2013; Guetterman & Fetters, 2018),

using statistical analysis to get the relationship between variables (Forero et al., 2018; Goertz & Mahoney, 2013). The mixed method involves the use of both qualitative and quantitative approaches. Because qualitative research tends to reveal the truths about the phenomenon of interest from individuals who have experienced the development of the events (Carl & Ravitch, 2016), I used this approach.

The main qualitative inquiry designs are ethnography, case study, phenomenology, grounded theory, narrative, and Delphi technique. Ethnography is the study of culture (Fusch et al., 2017; Gordon et al., 2013). Case study involves exploring an event, situation, and activity of concerns (Yin, 2013; Zainal, 2007). Phenomenology is the study of lived experience (Achakul & Yolles, 2013; Qutoshi, 2018; Rodriguez & Smith, 2018). Grounded theory results in developing new theories (Dempsey et al., 2016; Dollarhide et al., 2014), and the narrative is storytelling (McAlpine, 2016; Toolis & Hammack, 2015). For this study, I used a classical Delphi study design.

I chose the Delphi technique because it is a qualitative tool employed to elicit experts' opinions (Goodarzi et al., 2018; Hirschhorn, 2019; Rezaeian, 2019). An optimal method to build consensus in any field is the Delphi method (Dalkey & Helmer, 1969; Linstone & Turoff, 1975). Delphi method is employed in structuring of group communications, which enables individuals to address a complex problem (Linstone & Turoff, 1975). Designs like ethnography, narrative, action research, grounded theory, case study, and phenomenology were not considered because they do not align with my research question and purpose, which was to develop consensus among experts on the

suitability and attainability of selected skill sets and support systems required to prepare youth for self-employment.

Definitions

This section includes the meaning of some terms used in this study to provide a better understanding.

Competency training: The capacity, attitude, skills, and behavior possessed by an individual that enables them meets the demand for the available job (Amorim et al., 2018).

Consensus: Consensus is the agreed opinion reached by a team after several rounds of discussions on a topic. The opinions agreed upon by the group form the consensus (Dong et al., 2017).

Employability potential: The capacity to gain and retain formal employment or find new employment as required (Chamorro-Premuzic et al., 2013).

Entrepreneurial behaviors: Entrepreneurial behaviors involve creating new products and services and penetrating new markets by taking advantage of innovative production technology to develop new raw materials and applying new ways of organizing business activities (Combs et al., 2015; Kirkley, 2016).

Entrepreneurship: Entrepreneurship is the engagement of people in business (Combs et al., 2015; Kirkley, 2016).

Classical Delphi: A classical Delphi method is an effective way to stimulate discussion among experts on critical issues in studies; it helps achieve consensus, which might not be achieved easily using ordinary Delphi method (Eubank et al., 2016).

Pilot studies: Pilot study refers to trial versions of a full-scale study called “feasibility” studies (VanTeijlingen & Hundley, 2010).

Unemployment: Oduwole (2015) defined unemployment as a situation when people who can work are without jobs, and they have searched for work a period of the 5 weeks and above.

Unit of analysis: Unit of analysis refers to the actual source of information: individual, organizational document, artifact, for example (Yin, 2013).

Vocational training: Vocational training can involve “mixed systems” that include varying extents of both dual and school-related training (Euler, 2013).

Youth: Youth signifies an individual between the ages of 18 and 30 (Ajufo, 2013).

Youth unemployment: Unemployment among people under 25 years (Amorim et al., 2018).

Assumptions

Chances of a study being replicated in another setting increase when the researcher’s assumptions, limitations, and personal biases are disclosed because the researcher’s role is to become the primary instrument for data collection (Creswell, 2015). For this study, the following assumptions were made:

1. The members of the panel of experts in entrepreneurship and youth employment identified are experts in their field.
2. The panel of experts provided reasonable responses based on their expert judgment.

3. The responses provided by the panel of experts are not influenced by groupthink, since the questioning process occurred online anonymously and not concurrently.
4. The panel of experts have an interest as stakeholders in the research.
5. Several people are less likely to arrive at a wrong decision, since Delphi is predicated on assumption of safety in numbers.

Scope and Delimitations

The scope of the study indicates the boundaries of the study. In this study, the boundaries included purposefully selected 26 individuals who have a deep and broad knowledge of entrepreneurship and youth employment. Experts who met the criteria were able to determine the skills set and enabling support system required to prepare Nigerian youth for self-employment.

Delimitations of the study enable the scope of the study to be streamlined, establishing the bounds of the participant and the location of the study (Theofanidis & Fountouki, 2018). The data collection protocol was a delimitation for this Delphi study and involved four rounds of an online questionnaire, which enabled me to solicit honest expert opinion and give the panel some level of flexibility (Brady, 2015). The study sample was limited to participants who have deep and broad knowledge in entrepreneurship and youth employment. The data collected focused solely on the perceptions of this panel of experts. Consensus was based on suitability, attainability, and importance through frequency and median to ascertain convergence of opinion.

Anonymity of the panel of experts was maintained to eliminate groupthink, which can influence the study's outcome.

Limitations

The limitation of a study relates to the study's possible weaknesses (Goodarzi et al., 2018; Mitchell & Jolley, 2013). Given that the Delphi study was based on panel of experts, the outcome of the study was based on responses from a limited population. Another limitation was that due to the anonymous nature of data collection, there was no background check on the participants, and the panelists determined the eligibility for selection. I was also not able to confirm the trustworthiness of responses received from panelists. Additionally, the overall Delphi study could be affected by participants' attrition between rounds by constraining the depth of data collection (Cegielski et al., 2013). Due to the Delphi study's iterative nature, few participants dropped out before the completion of the study. The panelist attrition rate in the four rounds of data collection and analysis based on the original count of 30 was 14.4%. Further, due to the study topic's sensitive nature and my passion for youth unemployment, there was a likelihood that I influenced the study's data analysis and findings. To minimize the bias associated with the collection of qualitative data, I restricted my analysis to participants' opinions.

Significance of the Study

The outcome of this research may indicate an understanding of the concept of unemployment and establish a way to address this social problem. Unemployed youth in Nigeria may benefit from the findings of the study. Knowledge gained from the study

may provide youth in Nigeria with enough information on how they can be self-employed and well-positioned to create more jobs.

Significance to Practice

The study may be significant to practice as it may show possible solutions to the specific problem that might reduce the unemployment rate and thus reduce the crime rate and youth restiveness in Nigeria. The study's recommendations can be used to encourage the federal government to formulate policies that address the high level of unemployment in the country. The federal government of Nigeria may gain a better understanding by studying strategies to help manage the matters concerning youth's empowerment and restiveness. The study may also be significant to youth in Nigeria by outlining suitable and attainable skill sets and support systems required to prepare for and sustain self-employment. Information on how to become self-employed may reduce the unemployment rate and increase revenue by the government of Nigeria as well as reduce social disruption caused by youth.

Significance to Theory

This study's outcome may add to the existing knowledge on employment generation and how youth can be gainfully employed. This study may also inspire future researchers to gain insight into how to prepare youth in Nigeria for employment. The study may be relevant to future researchers who might want to be involved in more research work directed at improving youth's empowerment through job creation and productivity.

Significance to Social Change

Positive social change is the process of transforming people's way of thinking, behavioral pattern, social interaction, institutions, and social structure for the general good of society (Molecke & Pinkse, 2017; Stephan et al., 2016). Social good can promote standards that align with social work values, offer new unions and technologies for realizing them, and spur interest in macro practice (Mor Barak, 2020). This research may be significant to positive social change, as youth in Nigeria becoming engaged in value-adding through employment reduces antisocial behavior. Youth may then become agents of change and inspire confidence to other youth in Nigeria. The study's results may lead to interventions that can help youth gain knowledge and skills on employment that may provide an opportunity for youth to contribute to the development of the state and reduce criminality and socially deviant activities. Nigeria may then experience a peaceful environment that might attract more foreign investment.

Summary and Transition

Chapter 1 provided an alignment among the problem statement, purpose statement, research question, the conceptual framework, and nature of the study. The purpose of this qualitative classical Delphi study was to develop consensus among 26 experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare youth for self-employment, which was done through four rounds of questioning. Participants for this study consisted of purposefully selected individuals with deep and broad knowledge in entrepreneurship and youth employment. Chapter 2 contains a review of relevant literature to the study.

Chapter 2: Literature Review

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare youth for self-employment. A review of the current literature indicated this lack of consensus; therefore, this study helped gather data and build consensus on solutions with experts. This chapter contains the literature search strategy, conceptual framework, literature review, and chapter summary and conclusion.

Literature Search Strategy

The literature review enables researchers to synthesize available studies on the subject and identify a relevant theory that underpins the study (Ridley, 2012). A literature review reveals to the researcher's flow of ideas regarding areas for inquiry and relevant research (Anderson & Herr, 2014). The literature review should align with the methodology purpose and research question. This literature review indicates a systematic search and outlines of relevant study.

The review involved analyzing scholarly peer-reviewed journal articles on youth unemployment, using databases such as Google Scholar, ProQuest, Emerald management, and Sage Premier. I used keywords like *youth entrepreneurship*, self-employment, self-efficacy, *Unemployment, the effect of unemployment, youth unemployment, lack of skill and unemployment, concept of self determination, personal effectiveness, Nigeria unemployment rate*. Other keywords include *Nigeria population distribution, Nigeria unemployment rate, concept of self leadership, Ghana employment experience, Sub Sahara Africa unemployment experience Kenya employment experience,*

factors responsible for unemployment, the effect of unemployment, political effect of unemployment, economic effect of unemployment, social effect of unemployment, Technological effect of unemployment, Employment through Career Mentoring, Employment through Career Mentoring, Youth Employment through Skill Acquisition, and Delphi techniques.

Conceptual Framework

A conceptual framework is a tool that connects key concepts, research questions, data collection, and analysis methods for interpreting results (Antonenko, 2015). For this study, the concept of entrepreneurial bricolage guided this study. Bricolage is coined from *bricoleur*, a French term with no direct corresponding English version—the closest meaning is the jack-of-all-trades (Aagard, 2009). Bricoleur refers to an individual who creates something out of what is available or what is contained in the environment to solve a problem (Indvik & Johnson, 2014). Entrepreneurial bricolage can be a viable path for small- and medium-sized enterprises (Tsilika et al., 2020; Yu et al., 2019). The concept of bricolage was thus chosen to study how Nigerian youth can use available resources: abilities, skill, and support system to create self-employment.

Concept of Bricolage

The concept of bricolage was introduced by Levi-Strauss (1967). Bricolage is the idea of making use of what is at hand to achieve a desired goal (Di Domenico et al., 2010), which encourages creative ways to re-construct ideas and processes (Kincheloe, 2005). Bricolage enables individuals to use available information and skills to achieve outcomes (Indvik & Johnson, 2014). The concept of bricolage comes to play when

unemployed individuals use little or no information to create or gain employment. Conversely, individuals can use bricolage to become self-employed through strategies such as strategic improvisation, which involves strategies being employed at start-up; tactical improvisation rising to the level of strategy; network bricolage, which is dependent on pre-existing contact networks as a means at hand; and improvisational competencies (Baker et al., 2003). For example, smallholder farms require farm management skills acquisition and honing farmers' capacity to put existing resources in, which include human resources and material to overcome obstacles (Tindiwensi et al., 2020).

Concept of Self-Employability

Self-employability refers to a situation where an individual works to make themselves ready for the available job. There has been an increase in the number of graduates looking for ways to improve their chances of getting employed due to the economic downturn and competitive global labor market (MacDougall et al., 2014). However, self-employment involves creating and running a small venture as a means of getting a decent living, working for oneself in an informal sector (Chigunta et al., 2005). This definition of self-employment encompasses a wide range of business activities ranging from artisans, craft and other manufacturers, shopkeepers. Activities covered are only those operated legally; trafficking, smuggling, tax evasion, and prostitution are not considered (Chigunta et al., 2005).

The way self-employment is articulated in different countries is a function of policy drivers' actions, current economic climates, and the cultural inclination (Artess et

al., 2017). For example, Jackson and Wilton (2017) evaluated 480 business undergraduates at a UK and Australian university and suggested that youth need skills that could lead to becoming self-employed that help them secure jobs on average. Yamamoto and Alverson (2015) categorized three factors that underpin self-employment: individual characteristics (i.e., personal attributes like motivation), level of support (e.g., financial resources), and accountability systems with changing interrelationships (i.e., broad contextual factors that guide self-employment). Research has indicated a positive relationship between networking ability and ease of getting jobs (Batistic & Tymon, 2017). Further, researchers have categorized employability skill as (a) communication skills, (b) teamwork skills, (c) problem solving skills, (d) emotional intelligence skills, (e) self-assessment skills, (f) leadership skills, (g) computational skills, (h) interpersonal skills, (i) entrepreneurial skills, and (j) analytical skills (Nisha & Rajasekaran, 2018).

Literature Review

The literature review provides the background, contextualizes the research, and establishes the framework for this study. The literature review includes an analysis several concepts such as concept of self-employability, self-efficacy and determination, entrepreneurship, information on entrepreneurial knowledge, entrepreneurial skills and knowledge, effects of unemployment, employment creation in Africa, preparing youth for employment, the role of government in improving youth employment, the gap in literature, and literature on Delphi techniques.

Concept of Self Efficacy and Self Determination

Self-efficacy is people's ability to believe in themselves to succeed (Maddux, 2016; Williams & Rhodes, 2016). Self-efficacy is required for youth preparing for employment, which can be developed over time through experience. Youth involved in self-determining activities, such as getting involved in community activities, result in them assuming different levels of responsibility (Shogren & Wehmeyer, 2016). People have a natural inclination for psychological growth, internalization, and well-being to satisfy needs for autonomy, competence, and relatedness (Chang et al., 2016).

Concept of Entrepreneurship

Entrepreneurship is the engagement of people in business (Combs et al., 2015; Kirkley, 2016). Entrepreneurship is the catalyst to growth and development of any nation. In Nigeria entrepreneurship evolved due to the high unemployment rate, inadequate infrastructure and poverty made way for entrepreneurs (Jelilov & Onder, 2016). Entrepreneurship is the type of business strategy aimed at creating jobs to make profit through optimal use of resources for production and commercial resources for economic growth (Saiz-Alvarez & García-Vaquero, 2019). Entrepreneurship is the process of recognizing and developing economic and business opportunities through individuals and organizations' efforts (Saiz-Alvarez, 2021). Entrepreneurship is innovativeness endowment of existing resources with new wealth-producing capacity (Drucker, 1985). The key elements of entrepreneurship include excellent regulatory bodies, access to funds and financing, creation and fusion of knowledge, open market conditions, entrepreneurial skills and capabilities, and entrepreneurial culture (Jelilov & Onder, 2016). Additionally,

volition is a determinant mental factor in entrepreneurship (Hikkerova et al., 2016).

Further, local entrepreneurship policy can be challenging due to different players involved, whose efforts towards improving conditions for entrepreneurs may be more or less organized (Nielsen, 2016).

Concept of Youth Unemployment

Unemployment is the state of joblessness where workers are able to work but have not found work even after actively seeking for 4 weeks, which includes those who lost their jobs or quit their previous job (Adebayo, 2013; Araf & Seth, 2018; Stewart, 1950). Youth unemployment remains a major threat to the political and socioeconomic landscape in Africa. Despite the current strong growth performance of many African countries, the increase in youth unemployment is attributable to poor economic growth from both supply and demand sides of the market and the surge in youth population (Baah-Boateng, 2016). Further, despite continuous efforts in sub-Saharan Africa, growth in extractive activities has not resulted in noticeable poverty reduction in these areas, and over-reliance on natural resources has had a negative impact on socioeconomic development, leading to few jobs being generated for youth and aggravating existing unemployment crises (Ackah-Baidoo, 2016).

Information on Entrepreneurial Knowledge

The population of Nigeria, as of 2019, is estimated to be over 200.96 million people (National Bureau of Statistics, 2016). Given the large population in Nigeria, it might not be feasible for the government and few private organizations to employ all youth in Nigeria. But entrepreneurial knowledge could help take more youth out of the

labor market. Entrepreneurship education can help establish small businesses, which creates more jobs (Maina, 2014). Entrepreneurial knowledge will make youth creators of jobs (John et al., 2016; Okoye, 2017).

Information Communication and Computational Skills

The need for communication becomes pertinent as an entrepreneur. Social barriers can be surmounted through effective communication, so successful business owners should develop communication skills to achieve objectives (Spartz & Weber, 2015). Communication skills are an integral part of entrepreneurial skills; an entrepreneur who is deficient in communication skills might not hone expertise in other skills (Odewale et al., 2019). Additionally, owing to the availability of extensive data and computer power, analysis, and interpretation of large amount of complex and unstructured data is now possible (Khajeheian, 2017; Yunis et al., 2018). Entrepreneurs can make predictions based on correlations and inductive modeling.

Concept of Personal Effectiveness

The entrepreneur's effectiveness determines personal performance with respect to their personal objectives and goals, which reflects on the business and entrepreneurial activities (Vipinkumar, 2018). The importance of entrepreneurs' well-being is a key factor in long-term subjective financial and personal entrepreneurial success (Dijkhuizen et al., 2018). Entrepreneurs with better mental health tend to do more replacement investments (Dijkhuizen et al., 2018).

Concept of Self-Leadership

Self-leadership is a skill required by entrepreneurs. Individuals willing to develop in entrepreneurship will be required to deploy their resources as they grow their business ventures. However, entrepreneurs encounter several challenges as they start and grow their endeavors (Godwin et al. 2016). Entrepreneurs should be ready to balance their resources and life demands as they develop their ventures (Neck et al., 2013). Entrepreneurs will be required to deploy their personal, social, and family resources to handle entrepreneurial demands.

Concept of Computer Self-Efficacy

IT and computer self-efficacy have been known to play a fundamental role in entrepreneurial intention (Albashrawi & Alashoor, 2017). Individuals skillful at computer use and basic software programs are likely to take advantage of potential opportunities available in IT-related start-ups (Albashrawi & Alashoor, 2017). Computer skills are essential for starting up a non-IT business, given the current technological and competitive business environment (Albashrawi & Alashoor, 2017). Youth with job-ready, transferable digital skills can improve their chances of employment (Abbas & Natta, 2018). Based on the International Telecommunication Union's prediction, job opportunities may be available for youth with advanced digital skills in the not too distant future.

Information on Entrepreneurship Managerial Skills

Entrepreneurship is perceived as a catalyst of sustainable economic growth; when entrepreneurs establish new businesses, employment is created. Since

entrepreneurship contributes to economic growth, entrepreneurs must have the skills required to succeed in business venturing (Bruwer & Smith, 2018; Mamabolo et al., 2017). Entrepreneurs with managerial experience obtain higher mean scores in the general predictors and entrepreneurial success (Staniewski, 2016). Entrepreneurs' managerial skills are determinants for growth of small- and medium-sized enterprises in Nigeria (Ikupolati et al., 2017). Thus, entrepreneurs should endeavor to acquire conceptual skills for strategic planning for the enterprise.

Effects of Youth Unemployment

Youth unemployment has been a problem in Nigeria (Akanle & Omotayo, 2019; Onwuka et al., 2020). Youth unemployment is predominately a demand-side problem, as the number of available jobs are too few for employable youth (Ruhl, 2011).

Unemployment affects different aspects of the community. The following section indicates the effect of unemployment on social, economic, technology, environment, labor market, and politics facet of a nation.

Social Effect of Unemployment

Youth unemployment comes with different challenges. For instance, unemployment has given rise to increased militancy, violent crimes, kidnappings, restiveness, and socially delinquent behaviors (Adebayo, 2013; Ajuf, 2013; Kayode et al., 2014). When youth are not employed, they become an easy tool for antisocial activities. Most of the unemployed young people find themselves in a negative act like gangsterism and other social vices (Agnes & Venatus, 2010). In addition to unemployment being a source of great concern for economic development, it poses a severe threat to social

stability and a challenge to a fragile peace, especially in countries just coming out from civil unrest (Enria, 2018). Furthermore, there is a relationship between youth unemployment and mental health (Krug & Eberl, 2018).

Economic Effect of Unemployment

When youth are gainfully employed, they add value and to society. Youth unemployment has had a psychological and economic impact on individuals and society (Ajufo, 2013). Based on secondary data obtained from the Central Bank Statistical Bulletin and National Bureau of Statistics between 1986 and 2015, there exists a positive correlation between economic growth and unemployment in Nigeria (Araf & Seth, 2018). Similarly, an investigation of the economic performance in Nigeria between 1981 and 2014 showed that unemployment and inflation are positively related to economic growth (Ademola & Badiru, 2016). People out of employment tend to reduce demand for goods and services (Kunze & Suppa, 2018).

Effect of Youth Unemployment on Labor Market

The world economy is categorized by the rate of youth employment in the labor market (Breen, 2005). The number of unemployed individuals affects the allocation of resources each year, affecting the labor market. Thus, significant resources are deployed on active labor market programs on yearly bases among European countries to help increase youths' capacity in getting integrated into the labor market (Caliendo & Schmidl, 2016). When a positive productivity shock occurs in the labor market, it increases job creation by firms, leading to vacancies (Tatsiramos & Van Ours, 2014). The

rise in job creation leads to a high rate of finding a job and ultimately reduces the unemployment rate.

Political Effect of Unemployment

Youths are regarded as future leaders and hope for any society. Youth unemployment, when not managed, could snowball into instability in society. Asaju et al. (2014) investigated unemployment's political implication and noted that unemployed people tend to become self-involved and entirely preoccupied with the need to survive. Asaju et al. added that unemployed youths are disinterested in issues about governance. The high incidence of civil unrest in Nigeria has been attributed to an increased unemployment rate amongst the youths. Kayode (2015) agreed with Asaju et al., asserting that unemployed youths are essential tools for kidnapping, civil unrest, and political thuggery in Nigeria. Politician recruits unemployed youths to perpetuate devious plan on political opponents. When young people are fully engaged, they would barely have the time to see others as enemies (Helgason & Merola, 2017). These authors advised the Government to develop the economy to provide jobs for the youths and older population. Onah and Okwuosa (2016), while supporting Asaju et al., underscore youths' relevance as a significant stakeholder in society. Onah and Okwuosa maintained that youths play a part in ensuring that the nascent democracy is entrenched. When the youths are not engaged, political stability might be challenging to achieve. Afolayan et al. (2019) corroborated views of the above authors. Afolayan et al. reviewed the unemployment situation across Africa and noted that unemployment has become a threat to political stability and socio-economic fortunes. Afolayan et al. remarked that the World Bank

report in 2011 revealed that 40% of those who join rebel groups confessed to being motivated by a lack of jobs. Muro and Vidal (2017) carried out a study on political mistrust in southern Europe since the Great Recession. Their findings suggested that unemployment and political corruption are key variables in understanding short-term changes in political mistrust.

Environmental Effect of Unemployment

The need for a cleaner environment has led to the reduction of industries with harmful by-products. Sun et al. (2019) examined the impact of environmental regulation on employment in china's two Control Zone policy. The result revealed a negative effect on employment in larger cities in China. Hinterberger et al. (2002) evaluated employment and environment in a sustainable Europe, with the view to examining the link between environmental and employment policy, the result of test by Hinterberger et al. indicates the possibility of win-win situations concerning the environment and employment. Handique and Bhattacharyya (2017) underscored the impact of environmental pollution on employment. Handique and Bhattacharyya referred to the closure of a refinery in Mexico City due to pollution activities. This closure, according to Handique and Bhattacharyya, resulted in job losses in the area. Carraro and Siniscalco (2013); Markandya et al. (2012) corroborated Handique and Bhattacharyya's view by evaluating the impact of recycling policy on employment. They concluded that environmental policy affects employment.

Technological Effect of Unemployment

Technology has had a tremendous effect on employment; the rise of the robot has led to many human jobs being taken over by automation. Danaher (2017) argued that advancement in technology could threaten the ability of humans to secure employment. Danaher's view was corroborated by Arntz et al. (2016), who argued that automation technology advancement could bring about unemployment for humans. The preponderance of technological innovation could reduce the available job for humans. The above view was supported by Feldmann (2013), who analyzed the impact of technological advancement on unemployment, using annual data gathered on 21 manufacturing industries in five European countries from the period 1985 to 2009. The regression analysis result showed that job losses experienced between 1989 and 1993 were more pronounced in industries where high innovation had occurred. Marchant et al. (2014) acknowledged the increasing apprehension that evolving technologies like smart computers, robotics, and artificial intelligence are dislodging humans from some jobs, giving rise to technological unemployment. Marchant et al. called for appropriate policies aimed at stemming the tide, to be implemented. Marchant et al. categorized six possible strategies to address technology-initiated unemployment. The strategies are (a) reducing innovation and change; (b) sharing work; (c) discovering of new work; (d) redistribution of wealth to reduce the impact of unemployment due to technology; (e) education; and (f) promotion a new social contract where an individual's social living is not based on employment package.

The view of Marchant et al., Feldmann, and Danaher was congruent with that of Frey and Osborne (2017). They appraised the susceptibility of jobs to computerization by using a Gaussian process classifier to determine the chances of 702 U.S. jobs being computerized. Frey and Osborne reported that about 47% of total U.S. jobs stand the risk of computerization. They noted that wages and educational accomplishment show a strong negative correlation with an occupation's likelihood of computerization. Another argument in favor of Marchant et al., Feldmann, and Danaher was by Chamorro-Premuzic et al. (2013). They remarked that inevitable automation of work processes, the growth of service industries, the predisposition to the outsourcing of jobs, and the constant push to cut costs have collectively changed the nature of employment the world over. Chamorro-Premuzic et al. (2013) observed that employers are continually looking to automate processes that humans have handled hitherto, and the automation plan makes the job search an uphill task ever in modern economic history. In the same vein, Goos (2018) examined the consequences of ongoing technological progress on labor market from two perspectives: (i) how new technologies affect labor demand where differently skilled workers are involved (ii) the net effect of technological progress to changes in labor supply and product market. Goos concluded that the ongoing digital revolution affects job mobility for workers and the output prices for goods and services demanded by consumers.

Employment Creation in Africa

This section discusses the employment situation in selected African countries. Nations under consideration include South Africa, Egypt, Ghana, and Kenya. These

countries chosen, represents the south, north, west, and east African countries. These countries though smaller in population size, in some ways, are comparable to Nigeria.

South Africa Employment Experience

Levinsohn et al. (2014) appraised unemployment among black South Africans and remarked that the unemployment situation would make the poorest performing countries in the Eurozone on employment crisis look good. The implementation of law regarding minimum wage in South Africa has affected the employment of young people. Levinsohn et al. was corroborated by Borat et al. (2013), who evaluated the relationship between minimum wage and employment where that result indicated that minimum wage increases in South Africa have led to a reduction in employment among low-paid farm and domestic workers. Marais (2013) observed that South Africa has witnessed unemployment crises. Marais explained that the modest economic growth that has been experienced in South Africa had been concentrated on small sections of society. Many people, predominantly youths, live in poverty, and the unemployment rate has been on the increase.

Similarly, Banerjee et al. (2008) examined why the increase in unemployment in South Africa in 1994 when the transition from apartheid and attributed the rise in unemployment to the low level of labor demand. Banerjee et al. noted that unemployment peaked between 2001 and 2003. Banerjee et al. concluded that only a policy change could reverse the trend. Faulkner et al. (2013) carried out a study on achieving a high growth and employment rate in South Africa by employing a dynamic computable general

equilibrium model. Faulkner et al. concluded that South Africa needed policy reform that would stimulate resilient growth and employment.

Kenya Employment Experience

Youth unemployment has been a challenge to the Kenya government. The unemployment situation necessitated the Youths Enterprise Development Fund (YEDF) formation in 2006 by the government. YEDF has given rise to fundamental restructurings aimed at promoting employment mainly within the private sector, to arrest the high unemployment rate (Sikenyi, 2017). Sikenyi did a study to ascertain the effectiveness of YEDF concerning job creation amongst youths in Kenya. The population sample was 80 respondents, and the result of the study indicated that 85% of respondents believed that YEDF has helped reduce the rate of unemployment among youths in Kenya. Gacohi et al. (2017), in convergence with Sikenyi, assessed the high rate of unemployment amongst graduates in Kenya and urged the universities to go into partnership to formulating academic programs that would prepare students for self-employment. That way, young graduates will not only create jobs but will also generate employment opportunities for others. Njeru et al. (2015) examined businesses being operated by youths. They observed that more than ninety percent of these youths managed enterprises that have been in operation for upwards of 3 years employed less than three people. Gichimu et al. attributed this low level of employment to the youths' perception toward performance, achievement, self-efficacy. Gichimu et al. called on the government to introduce policies that would help improve youths' knowledge toward performance. Urban agriculture is an activity that has also contributed to creating employment in Kenya. Mireri (2013)

appraised urban agriculture's role in creating employment for youths, income for the government, and food security in Kenya: by conducting a study involving 194 urban farmers in Kisumu municipality. Mireri found out that 60% of urban dwellers engaged in the study lived in poverty, lacking in basic infrastructures, and noting that urban agriculture does provide security, however not much improvement in employment was noticed. Aberi and Jagongo (2018) and Sikenyi (2017) examined youth unemployment in Kenya. They stated that in 2006 the then government led by Kibaki introduced the YEDF to provide financial assistance to youths engaged in individual and group businesses. Aberi and Jagongo observed that many of the beneficiaries could not invest the fund in viable projects that could generate enough income to repay the loan and qualify for more afterwards.

Ghana Employment Experience

Ghana is not left out on the youth unemployment problem. Baah-Boateng (2013) examined Ghana's employment situation using a regression model and concluded that economic growth did not result in a corresponding increase in employment generation. Baah Boateng noted that the youths are vulnerable to unemployment, and therefore encouraged the government to invest in agriculture and manufacturing to stimulate employment opportunities. On the flip side, Ghana has made some giant strides in reducing unemployment over the past two decades. Amoah and Amoah (2018) carried out a study using descriptive statistic design to evaluate small and medium enterprises' role in employment in Ghana. The study revealed that micro-enterprises played a significant role in the creation of jobs in Ghana. Amoah and Amoah recommended a

policy that will encourage small and medium enterprises' growth to boost Ghana's employment. Molini and Paci (2015) remarked that Ghana had enjoyed stable and robust growth, mainly by adjusting its economic structure: Molini and Paci continued that Ghana's economy transited from agricultural produce to services, the country experienced noticeable improvements in productivity. Agriculture's contribution to Ghana's GDP has been on a downward trend since 2005; in contrast, the share of services has remained practically at the same level. Employment has fallen in line with the fluctuations in the economy's structure (Affum-Osei et al., 2019; Molini & Paci, 2015).

Egypt Employment Experience

The issue of youth unemployment and the necessity to generate jobs for the teeming youths has attracted a keen focus on Egypt's policy discourse. Barsoum (2016) examined youths in Egypt to job opportunity and noted that only about 14.8% of youths have access to a contributory social insurance scheme. This situation juxtaposes the condition of the low level of employment amongst youths. In another development, Barsoum evaluated job security in Egypt by conducting a qualitative study to explore the lived experience of employment among educated youths in Egypt. The essence of research was to get the first-hand views of what Egyptian educated youths feel are their individual job preferences. The result of the in-depth interview and desk-review of policies reveals that many educated youths prefer to work in Government establishment because of the existence of the job and social security. Assaad and Krafft (2015), in corroboration of Barsoum's view, analyzed the development of labor supply and unemployment in Egypt between 1999 and 2012, using secondary data from Egypt Labor

Market Panel study of 2012 and is used and compared to previous study rounds. Assaad and Krafft observed that employment rates have dropped, labor force participation among women has decreased, unemployment has marginally increased, and underemployment has increased substantially. Generally, the labor market post-revolution is in a weaker position than in 2006. In the same vein, Murata (2014) conducted a comparative study between Egypt and Indonesia, a country in Asia with a similar religious background as Egypt, having a Muslim-majority population and faces youth's bulge. The study aimed to seek a way to improve structurally distorted job preferences among Egyptian youths. Murata noted that the majority of educated Egyptian youths prefer to work for government establishment. Murata found out that the wage disparity between government and public-private sector was much. Murata called for a better condition of service in the private sector to encourage employment.

Burkina Faso and Mozambique Employment Experience

Calvès and Schoumaker (2004) examined the changes that urban youth employment has undergone in Burkina Faso over the last two decades and the effect of the changing socio-economic situation on young people's ability to enter the labor market, with a specific focus on educated youths. The result of the analysis reflects increasing unemployment amongst youths in urban Burkina Faso. The study also indicated substantial evidence of a gap between education and modern sector employment among young men, with an attendant increase in employment uncertainty among young people (Calvès & Schoumaker, 2004). In support of Calvès and Schoumaker's view, Jones and Tarp (2015) made a case for priorities to be given to

boosting employment by policymakers. Jones and Tarp also highlighted the perceived advantage of the formal sector over the informal sector in Mozambique. Jones and Tarp noted that the informal sector, such as the non-agricultural sector, can yield higher returns than the formal area. Emphasis should be given to agriculture to boost employment.

Preparing Youths for Employment

This section contained how youths could acquire skills and information required to gain employment. It establishes convergence or divergence opinion by considering the heading like skill acquisition, career mentoring, career guidance, vocational education, school to work program, government intervention, the right attitude, entrepreneurial education, industry & academia collaboration, entrepreneurial education.

Preparing Youths for Employment Through Skills Acquisition

Awogbenle and Iwuamadi (2010) appraised youth unemployment in Nigeria and concluded that school skill acquisition should be encouraged by appropriate authorities. Awogbenle and Iwuamadi's view was corroborated by Lesjak and Skrbinjek (2018). They examined unemployment amongst tertiary education, graduates in Slovenia and remarked that high youth unemployment exists while several vacancies remained unfilled. Lesjak and Skrbinjek concluded that the labor market's inability to fill available vacancies was due to the disparity between the skills required by industry and the skill possessed by unemployed youths. Lesjak and Skrbinjek continued that the day where graduation from the tertiary institute was an assurance for employment was over. Amorim et al. (2018) examined unemployment among youths. They suggested that young people going into the labor market should arm themselves with specific skills in

several areas and inherent abilities, educational training, and work experience. Assan and Nalutaaya (2018) carried out a qualitative study to determine the influence of employability in the Kenyan labor market. Assan and Nalutaaya discovered that training in soft skills could increase the employability of Kenyan youths. Botswana is a typical example of a country that has made education a priority; about 72 % of graduates interviewed believed that the knowledge acquired from tertiary institutions prepared them for both securing job and performance of duties (Kazeroony, 2016). Kazeroony explained that students working as interns increased their employability, noting that skills like time management, problem-solving, planning, communication, and computing helped prepare students to gain employment.

Preparing Youths for Employment Through Career Mentoring

Mentorship can help youths prepare for employment. Lambert and McDonald (2014) underscored the role of mentoring in helping youths prepare for employment. Lambert and McDonald carried out a counterfactual analysis of natural youths mentoring. They noted that young individuals frequently cultivate natural mentoring relationships with adults, mainly non-parent or non-blood-related adults, and this relationship helps direct youths toward inherently rewarding careers. Lambert and McDonald 's views were supported by Grossman et al. (2013). The latter appraised the youth mentoring initiative and concluded that continuous mentoring relationships were linked with increased retention of educational, vocational, and behavioral outcomes and ultimately improved employment capacity.

Preparing Youths for Employment Through Career Guidance

Proper career guidance of youths will help them direct their energy in the right field of endeavor. Ajufo (2013) underscored the importance of guidance in helping to reduce youth unemployment in Nigeria. Ajufo emphasized that career guidance can help address the missing link between the labor market requirement and the educational and training system's products. When the gap in the education of young adults is closed, unemployment may be significantly reduced. Chamorro-Premuzic et al. (2013), while examining employability as one of the causes of unemployment, identified the factors connected to employability as an economic factor and psychological factor, which is manifested in cognitive abilities, personality, and educational accomplishment. Chamorro-Premuzic et al. proposed the use of industrial-organizational psychologists to formulate policies that may help enhance employability.

Preparing Youths for Employment Through Vocational Education

Youth unemployment had had a debilitating effect on the youths of Nigeria. Most forward-thinking economies are pre-occupied with the ease with which young workers can transit from school to work environment. Hanushek et al. (2017) observed that the rate of unemployment for youths far outstrips economic growth. The high unemployment rate has been ascribed to various social problems. Hanushek et al. proposed apprenticeships and vocational education to assure the smooth transition from school to work. Hanushek et al. was incongruent with Kayode et al. (2014) who examined the high rate of unemployment among youths and proffered vocational education to prepare youths for work through school to work program. Vancea and Utzet (2018) gave

credence to the school-to-work transition but believes that a better way to handle the school to work program is to link students more closely to jobs through vocational education programs through apprenticeships with firms, to reduce the rate of unemployment.

In the same vein, Audu et al. (2013) examined the high level of youth unemployment in Nigeria and suggested that Technical Vocational Education (TVE) be given utmost attention. Audu et al. maintained that TVE will considerably reduce the level of youth unemployment in Nigeria. Audu et al. urged private and public institutions to encourage graduates to be self-employed. Balogun (2018) supported previous scholars affirming vocational and entrepreneurship skills in stemming the tide of unemployment and ultimately impacting positively on the growth of the economy. Balogun underscored the relevance of the national youths service corps scheme to address several problems confronting the youths and society like unemployment, cultism, and drug abuse. Balogun inferred that youths who undergo the national youths service corps program had more prospects of acquiring relevant entrepreneurial skills and have the tendency to create jobs after the service year. Training has a positive effect on preparing unemployed for employment. Lechner and Wunsch (2009) examined the effect of training during periods of unemployment, using an administrative database on German training. Lechner and Wunsch's results showed a positive correlation between the training program's effectiveness and the unemployment rate over an extended period. Almeida et al. (2014) corroborated Lechner and Wunsch's views by evaluating the influence of vocational training for the unemployed in Turkey. Hirshleifer et al. and concluded that the average

impact of training on employment is positive. Kolade (2018) carried out a qualitative study to determine the impact of entrepreneurial education program on new venture creation and supported the author's views above maintaining that entrepreneurial education helps generate awareness and facilitate skill development, thereby contributing to new venture creation, and unemployment reduction.

Preparing Youths for Employment Through the School to Work Program

Adequate preparation of youths for employment while in school could improve employability after school. Hanushek et al. (2017) evaluated the impact of school to work program using microdata for 18 countries obtained from the International Adult Literacy study. Hanushek et al. concluded that vocational education has helped improve the transition from schooling to work and enhanced workers' adaptability to technological and structural change in the economy. Hanushek et al. were corroborated by Amorim et al. (2018) who posited that one of the functions of the educational system is to prepare the student to face the labor market. Amorim et al. noted that the labor market might not absorb the high number of students graduating from the higher institution and advised that competences development should be part of the training given to students. Zangger et al. (2018) agreed with the above scholars after appraising the school-to-work transitions based on this transition process's time dependency. Zangger et al. emphasized the influence of innovativeness and the labor market conditions at the time school leavers enter the labor market by looking at for the period from 1946 to 2002. Zangger et al. also analyzed social background contributions and achieved educational qualification on the propensity to gain entrance into the labor market. The

empirical results showed that time affects entering the labor market: to the effect that younger school leavers are more likely to enter the labor market. Achinewhu-Nworgu et al. (2016); Kassean et al., (2015) underscored the importance of work experience acquired before students graduate from school. Achinewhu-Nworgu et al. carried out a study amongst youths in an academic environment. They found out that half of the respondents who had taken part in work experience say they would like another work experience phase. Ogbimi (2015) explained that Nigerian graduates need to acquire relevant skills and knowledge in both secondary and tertiary levels to become self-employed and marketable.

Preparing Youths for Employment Through Government Intervention

The government can play a role in setting the stage for youth employment. To this end, the informal sector should be revamped. Afolayan et al. (2019) appraised the informal sector and observed that the informal sector contributes significantly to Nigeria's economic growth. Afolayan et al. noted that the informal business sector is not well organized. Some of the activities that fall under the informal sector include the sale of fruits and vegetables, processed foods, clothes, and shoes. Other are home supplies, fuels, and other goods; small manufacturing, production, artisans, hairdressing, furniture entertainment industry, educational services construction, and repair of products (Afolayan et al., 2019). The views of Afolayan et al., was supported by Abisuga-Oyekunle and Fillis (2017), who examined the role of handicraft micro-enterprises as a catalyst for youth employment. Abisuga-Oyekunle and Fillis underscored the need to equip youths with the means to develop their entrepreneurial potential. They encouraged

the government to create a support framework that will encourage young people to go into handicraft entrepreneurship. Salami (2013) called for government to provide the enabling environment for entrepreneurial activities to thrive.

Preparing Youths for Employment Through Right Attitude

Youths need to develop the right attitude towards blue-collar jobs, against the backdrop that the government sector can only provide limited employment for employable individuals. Chigunta et al. (2005) observed that youths in Africa have a negative attitude towards self-employment, particularly in the informal sector. Chigunta et al. continued that there is a preference for formal employment because of the *white-collar* mentality. They called on youths to embody the dignity of labor irrespective of the category of the jobs they may be involved in. Henry et al. (2013) examined the influence of environmental factors such as paid employment availability. Henry et al. concluded that a significant population of young people preoccupy their minds with the feeling of low self-worth, thereby underestimating their potentials to handle challenging roles. Balogun (2018) corroborated the points raised by Henry et al., while evaluating the strategy of the government in empowering participants of National Youths Service Corps through the embedding of entrepreneurship program in the NYSC scheme, observed that most of the participant exhibited a negative attitude towards vocational and technical skill acquisition. Khuong and An (2016) examined the effects of personal traits, prior entrepreneurial experience, external environment, and perceived intention toward entrepreneurship. The examination involved a sample size of 400 students aged 18-24 in

Vietnam. The result of the finding indicated that prior entrepreneurial experience, external environment and perceived feasibility.

Preparing Youths for Employment Through Entrepreneurial Education

Maina (2014) examined the role entrepreneurship education play in job creation in Nigeria and discovered that the people's resource-fullness determine how prosperous a nation is. Maina noted that when a more significant number of young people are gainfully employed, the standard of living improves, and the nation's revenue generation capacity improves due to more people available to pay tax. Maina recommended entrepreneurial education as an antidote for unemployment. Awogbenle and Iwuamadi corroborated Maina's view in an appraisal of youth unemployment and came up with ideas to create a job for teeming youths; entrepreneurship was identified as one of the solutions to youth unemployment. DeJaeghere and Baxter (2014) also supported views from two authors above, maintaining that entrepreneurship education programs target poor youths but opined that the scheme should be designed to stimulate economic development through job creation and ultimately help reduce poverty and offering living opportunities. In the same vein, Adali and Aja-Okorie (2013) opined that entrepreneurial education should be integrated into various stages of education in Nigeria, with the view to promoting self-reliance amongst youths. In support of previous authors, Magaji (2019); McGuigan (2016); Sambo (2016) underscored the importance of entrepreneurship education in fostering development in Nigeria. Magaji opined that an entrepreneurship education would equip students with requisite skills to be self-reliant.

Magaji suggested that educational programs at all education levels should be enriched with relevant knowledge to provide the youths with desirable entrepreneurial skills. Moreover, the government should be committed to entrepreneurial development in the country by providing an enabling environment. Balogun (2018), while appraising Nigeria's measure in incorporating entrepreneurship program into the National Youths Service Corps scheme, to empower graduate youths to become self-employed. Balogun noted that the NYSC scheme was fraught with the posting policy, which allocated corps members to an establishment with little or no skill to contribute to the business. Similarly, Efe (2014) underscored the importance of Entrepreneurship education and the training in appropriate skills, capacities, values, knowledge, and attitudes to address unemployment. Efe remarked that entrepreneurship education could create wealth, social, economic empowerment, and poverty reduction.

Similarly, Okoye (2017) and Onuma (2016) observed that graduate unemployment in Nigeria had become an issue of concern, noting that Nigeria's educational institutions have been turning out graduates in their thousands every year to pursue few paid government jobs. Okoye and Onuma identified Entrepreneurship Education as the solution to Graduate unemployment in Nigeria. Millions of graduates who are currently roaming about the streets searching for white-collar jobs that are in short supply could take advantage of entrepreneurial education that would make them job creators and never job seekers. Baba (2013) called on youths to change their mindset towards white-collar jobs and to embrace self-employment. To further bolster the relevance for entrepreneurial education, Awogbenle and Iwuamadi (2010) researched

youth unemployment and came up with ideas to create a job for teeming youths; entrepreneurship was identified as one the solutions to youth unemployment. Awogbenle and Iwuamadi and added that skills acquisition in school should be encouraged by appropriate authorities. Similarly, El Alaoui et al. (2016) identified obstacles to entrepreneurial education in Nigeria, El Alaoui et al. mentioned poor knowledge- based economy and poor enterprising culture.

Preparing Youths for Employment Through Industry & Academia Collaboration

The collaboration between industry and academia fosters the development of a developed society. The academic institution has played a critical role in helping the student develop competencies required to work in real life. Perkmann et al. (2013) explained the importance of industry-academia partnership, noting that many laboratory innovations have been commercialized by the collaboration between the institution of learning and the industry. The view of Perkmann et al. was supported by Ankrah and Omar (2015). They reviewed universities-industry collaboration and observed that this collaboration is believed to be the vehicle that drives innovation through knowledge exchange between industry and Academia. Ankrah and Omar added that this collaboration could lead to the creation of employment. Dotong (2014) corroborated previous authors' views while appraising the Lyceum model of the Philippines University-Batangas LPU-B and noted that the students acquire skills required for the business world through the effective implementation of curriculum that exposes them to state-of-the-art facilities. Dotong continued that the university has a connection with

partner industries, which integrates values through robust participation in research and community extension.

Preparing Youths for Employment Through Opportunities in Agricultural Sector

The agricultural sector has vast potential for youth employment. Gough et al. (2016) carried out an explorative qualitative study to discover the potential opportunity for youth employment in the agricultural sector. Gough et al., found out an enormous opportunity in the agricultural sector, such as crop production, livestock production, aquaculture, and horticulture. The agro-based business could create employment for youths. Olokundun et al.(2014) assessed Nigeria's employment situation and proposed Agro business opportunity as a remedy for youth unemployment, which could help Sustain youth's development in Nigeria. Olokundun et al. maintained that the agricultural sector doubles as the main driver of sustainability in most developed climes. The State of Kwara in the middle belt of Nigeria is an example of where agriculture has played a pivotal role in sustainable development through agro-business, hence push for more states to adopt similar initiatives by the State of Kwara.

Role of Government in Improving Youth Employment

The government needs to wade in and stop the high unemployment trend among the youths and secondary school leavers. The government could supporting entrepreneurial training and providing startup capital to young school leavers who have chosen to create jobs and offer employment to other youths, rather than 'seeking' of jobs (Baah-Boateng, 2013; Davis & Heller, 2020). When youths engage in job creation, the incidence of unemployment is significantly reduced. A literature review of previous

literature on the role of government in helping youths gain employment is explained under heading like provision of suitable entrepreneurship environment, funding for entrepreneurial skill acquisition, government provision of suitable entrepreneurship environment, government loans, and funding. The respective State government has a role in creating enabling the entrepreneurial environment to engage unemployed youths. Businesses require infrastructure like road, power communication network, and security to operate optimally. Asaju et al. (2014) recommend investment in the power and agricultural sector to create an enabling environment for job creation. Asaju et al. also pushed for the elimination of corrupt practices in Government.

Government Funding for Entrepreneurial Skills Acquisition

Funding is the bedrock of entrepreneurial skill acquisition. Agnes and Venatus (2010) identified a lack of employable skills among youths to cause unemployment. Agnes and Venatus suggested ways to reduce unemployment. The authors believe that a budding entrepreneur should have access to credit facilities that will help them start up their own business. Gough et al. made a case for increased collaborations between training institutions and entrepreneurial and agricultural investments through internship programs. The internship program will help expose youths and thereby raise their prospects for employability. Uddin and Uddin (2013) urged the Nigerian to invest massively on skills development and training to enable the youth become self-reliance rather than seek job.

Government Loans and Funding

One of the problems confronting entrepreneurs is their inability to access funding for the business. The ease with which firms are accessing bank loans affects employment. Popov and Rocholl (2018) examined the effect of difficulty experienced by the firm in getting a bank loan on employment generation, using a dataset that brings together information on banking dealing with 2,000 non-financial firms during the 2008-2009 crisis. Popov and Rocholl concluded that borrowers who do not have a good credit relationship with the banks have a lower likelihood of securing a bank. When these firms eventually got the loan, it was always at a high-interest rate, with the attendant reduction in employment, compared to firms with a healthy relationship with the bank. Gough et al. (2016) stressed the need for policymakers to make agriculture profitable by dropping the borrowing cost to enable young people to access funds. Gough et al. also pushed for a reduction of user charges in specific subsectors such as veterinary services, and reducing costs associated with land administration as well as encouraging collaboration with traditional leaders to promote youths access to land. Sofoluwe et al. (2013) identified paucity of funds to be responsible for the challenges in entrepreneurship education in the Nigeria.

The Gap in the Literature

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare the youth for self-employment. The process involved conducting four rounds of online questionnaires using SurveyMonkey. The questionnaire

was emailed to a panel of experts with in-depth knowledge of entrepreneurship and self-employment. Blumberg and Pfann (2016) evaluated how acquiring entrepreneurial knowledge can serve as a framework for self-employment amongst Dutch inhabitants. Studies to date have highlighted different entrepreneurial skills set needed to prepare youth for self-employment. Hogan et al. (2017) highlighted the core entrepreneurial competencies and their interdependencies. However, there is the apparent lack of consensus on the suitability and attainability of selected skill sets and enabling support system required to prepare and sustain self-employment among Nigerian youth. This study seeks to close this gap, by using a panel of expert in entrepreneurship and youth employment to reach a consensus on the suitability and attainability of selected skill sets and support systems required to prepare and sustain Nigerian youth for self-employment.

Literature Related to Other Methodologies

Kristensen and Birch-Thomsen (2013) did a comparative study of youths residing in rural areas in Uganda and Zambia and employment using a mixed-method. The primary purpose was to explore how young people perceive and respond to the situation of unemployment. Dale (2014) carried out a qualitative study to explain how youths cope with unemployment. However, Dale did not highlight how youths can prepare themselves for employment. Asaju et al. (2014) carried an empirical analysis of unemployment problems and gave some insight into the way forward. However, Asuju et al. did not proffer a comprehensive solution on how youths can be prepared for employment. Also, Asuju et al. and other authors did not mention the significance of the finding to positive social change in their studies.

Classical Delphi Technique

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare the youths for self-employment. The process will include conducting four rounds of discussions from a panel of 26 experts with the deep knowledge of entrepreneurship and the required skill sets for the youth self employment ages 18-30 in Nigeria. The Delphi technique employed by people in charge of making policies to get a consensus on burning issues (Linstone & Turoff, 1975). The classical Delphi technique provides a perfect fit for this study. The Delphi technique's history and the details of the Delphi study design and the rationale for its modification are explained below.

History of the Delphi Method. In 1960, the United States Air Force embarked on a research project tagged Project RAND to become the first Delphi study to be conducted. The study aimed to gather expert opinions on the best approaches to manage a variety of issues. These issues involve long-term threat assessment to projections of social and technological development (Dalkey, 1969). The main drive for proposing Delphi methodology was predicated on the mantra "Two heads are better than one." Hence, gathering experts' views regarding decision-making would be valuable, especially when it pertains to complex topics Involving experts across the nation or even the globe. Dalkey outlined three characteristics of Delphi studies, namely: (a) anonymity of participants' response, (b) iteration involving a series of rounds and controlled feedback, and (c) statistical group response. Delphi's three characteristics in combination with the

belief that a consensus from experts will always find the solution to the most complex issues in the State. The historic Project RAND research set the tone for various research carried out in many fields of endeavor across the globe (Dalkey, 1969).

The Delphi methodology provides an effective platform to address a complex problem using anonymous group communication. One of Delphi methodology's advantages is the possibility of experts in different geographical locations who were not able to meet face to face, to provide their views on a subject still. Linstone and Turoff (1975) outlined three types of Delphi studies, namely: (a) conventional, (b) real-time, and (c) policy. Notwithstanding which type is selected, Delphi studies could have as many as four rounds of data collection: with Round 1 discovering the subject; Round 2 provides an understanding of the groups' views of the subject; Round 3 involves checking to ascertain significant agreement or disagreement in various views, and lastly Round 4 allows the panel to explore the input previously submitted and give any final comments. The Delphi technique can be employed in business, government planning, and other studies. (Linstone & Turoff, 1975). Looking at unemployment, preparing youths in Nigeria for employment, a classical Delphi technique is chosen for this study. Like traditional Delphi study, a classical Delphi technique involves several rounds of purposive sampling of experts' opinions to get a consensus. Delphi modification can occur when experts review synthesized material from literature and interviews. Other modifications entail collecting information from an initial group of experts, synthesizing their input, and then involving the second group of experts to agree or disagree with the first group's opinions. In this study, I will be sending a set of preliminary interview

questions to experts' panel. Dalkey (1969) outlined four benefits of the modification of Delphi explained above (1) improvement in the initial round response rate, (2) provide a base in previously developed work, (3) reduction of bias occasioned by group interaction. Bias is achieved by making sure participants' anonymity is observed, giving feedback to participants, and (4) modification leads to efficiency in the use of time and other resources.

Design of a Delphi Study. A Delphi study is conducted when the research aims to collect information from a group of expert participants to provide solutions to complex problems (Brewer, 2007). Ludwig (1997) appraised Delphi's definition. He explained that the Delphi technique brings together qualitative and quantitative platforms through written and/or oral explanations that allowed researchers to get an expert opinion on issues without revealing the source of information's identity. Similarly, Clayton (1997) explained that decisionmakers could take advantage of the Delphi technique's immense solution. Participants for a Delphi study are usually selected purposively rather than randomly, contrary to what is obtained in other studies. Individuals identified as members of a panel of experts are then invited to participate in the study itself. To better understand a Delphi study, it is worthwhile to look at the steps in conducting such a study.

Details of the Delphi Technique. Ganisen et al. (2015) explained that the Delphi method is used to get the most dependable consensus from a panel of experts by a series of intensive rounds of questionnaires. Ganisen et al. further explained that the Delphi method entails selecting suitable experts, developing relevant questions to be sent panel

of experts, and analyzing their answers. Delphi studies usually involve two to four rounds of input from panel participants. Participants are chosen considering their knowledge, expertise, and experience about the topic of interest. Miller and Salkind (2002) recommended a panel size of 12 to 15 participants; however, Miller and Salkind noted that panels could range between three and hundreds of participants, depending upon the topic of interest. As a rule of thumb, a response rate of 70% or higher is acceptable for each round's results to be considered generalizable (Miller & Salkind, 2002). For a Delphi study to be fit for purpose, it should have three features, namely: (1) anonymous response, (2) iteration and controlled feedback, and (3) statistical group responses (Ganisen et al., 2015). One of the Delphi method features is the elimination of overbearing participants, forcing their opinions on other participants.

Summary and Conclusions

Chapter 2 included a search strategy and a review of relevant literature on youth unemployment. Chapter 2 contained the conceptual framework that underpins the study. The conceptual framework was based on the concept entrepreneurial bricolage. The literature reviewed includes entrepreneurship, youth employment, personal effectiveness, self-efficacy, entrepreneurship management skills, factors responsible for unemployment, effects of employment, employment experiences in Ghana, South Africa, Kenya, Egypt. Other themes used are preparing youths for employment, and the role of government in improving youth employment. Other themes analyzed are entrepreneurship education among youths. In Chapter 2, I also described the Delphi technique's history and the

details of the Delphi study design, including the rationale for its modification. Chapter 3 contains information on the research methodology for the study.

Chapter 3: Research Method

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare youth in Nigeria for self-employment. Chapter 3 comprises the study design, the research questions, procedures to be followed in selecting the panels of experts, conducting the four rounds of the data collection process, and analyzing the data, the role of the researcher, instrumentation, and the validity of the findings. The chapter ends with an overall summary of the methodological approach employed.

Research Design and Rationale

This qualitative Delphi study was guided by the following research question: What are the required skill sets, abilities, and support systems required to prepare youth for self-employment? This study's approach was a qualitative method with classical Delphi technique, using a panel of experts to achieve an informed consensus related to a problem (Avella, 2016). The Delphi methodology provides an effective platform to address a complex problem using anonymous group communication (Jorm, 2015). The Delphi technique is predicated because group judgment is more reliable than individual judgment (Linstone & Turoff, 1975). The Delphi technique was suitable for this study since the purpose was for consensus-building (Njuangang et al., 2017; Hirschhorn, 2019).

The Delphi's most important aspect is that it is an iterative process, moving through a series of rounds (Davidson, 2013; Izaryk & Skarakis-Doyle, 2017). Data, in the form of the written comments of the experts, will be collected from each round. Delphi

studies could have as many as four rounds of data collection: Round 1 involves discovering the subject, Round 2 provides an understanding of the groups' views of the subject, Round 3 involves checking to ascertain significant agreement or disagreement in various views, and lastly Round 4 allows the panel to explore the input previously submitted and give any final comments (Linstone & Turoff, 1975).

In the Delphi method, it is important to commit to an inductive data analysis, reducing and distilling aggregated statements from participants in Round 1 (Fletcher & Marchildon, 2014). The somewhat large amount of textual data requires analysis before being presented to the second round. In this study, Round 2 of questioning involved rating of distilled themes using a 5-point Likert-type scale. Analysis of the consensus in Round 2 was carried out using a minimum frequency distribution of 70% and a median score of 4 or 5 on the 5-point Likert scale. A median of 3.5 for neutral opinions was acceptable for suitability and attainability on the 5-point Likert-type scale. Round 3 analysis involved determining frequency distribution and median score of participant's ranked choices progressed from Round 2 to Round 3. Items were weighted; a weight of 1 was assigned to a ranking of 5, 2 was assigned to a ranking of 4, in that order. In Round 4, the result of ranked preference solutions from Round 3 was moved to Round 4 where participants were required to indicate their confidence rating in the overall finding, which is a measure of credibility, indicated by a response frequency of 70% or more for the top items (Mitroff & Turoff, 2002).

For this qualitative research, a classical Delphi study technique was chosen after a careful examination of all the available designs. Other available research designs in the

qualitative inquiry are grounded theory, phenomenology, ethnography, narrative, and case study (Torrance, 2017). The rationale for this study's choice is provided in the following sections.

Grounded Theory

A grounded theory design culminates in developing a new theory by discovering patterns in participants' experiences (Engward, 2013). Grounded theory is employed when the study's goal is to generate a theory from the data collected from participants who observed an event or experience (Fernandez & Urquhart, 2013). The grounded theory consists of three dominant traditions: classic, Straussian, and constructivist (Charmaz & Henwood, 2017). In this study, the intention was not to formulate a theory, making the design using a qualitative grounded theory design inappropriate.

Phenomenology

The phenomenological design is used to study participants' lived experience (Wagstaff & Williams, 2014). As a research design, phenomenology focuses on the individuals and appropriate for describing their lived experiences of what and why they chose a specific course of action or process (Tight, 2016; Yildirim & Yuksel, 2015). The phenomenological approach comes to play if the researcher intends to understand the philosophies of an individual's lived experience or a related group of persons by collecting information relating to the meaning respondent give to specific human experiences. These experiences create various descriptions of the essence of the experience to decrease the situation (Denzin & Lincoln, 2011; Yildirim & Yuksel, 2015). Phenomenology design was not suitable for this study because this study did not intend to

understand the lived experience but rather to build consensus on skills and enabling system required to prepare youth for self-employment.

Ethnography

An ethnographic design is used when the aim is to study group or culture whose members share similar philosophies and behaviors over a specified period (Brereton et al., 2014). In ethnography, the researcher immerses themselves in the day-to-day activities of the people being studied (Gordon et al., 2013; Van Maanen, 2015).

Ethnography involves studying people's culture through face-to-face interviews with the participants when the findings will be related to cultural activities, focusing on the learned behavior of a group (Fine & Weis, 2012). This study intended to build consensus among expert on skills and enabling system required to prepare youth for self-employment, making an ethnography research design not be appropriate for this study.

Narrative

Narrative design is used to study individuals' experiences and stories (Corley et al., 2013), gathering data via participants' storytelling (Deppermann, 2013). The design is suitable when data are collected from stories relayed by participants to gain insight on participants' life experiences and stories (Bocuzzo & Gianecchini, 2015). Narrative research was not used for this study since it did not meet the needs of this study.

Case Study

A case study is employed when the study intends to explore an event, occurrence, and activity about issues or situations (Yin, 2013). A case study research design is chosen when limited knowledge of the theories exists, as there is a possibility of a new theory

being developed from the outcome of the research to be undertaken (Yilmaz, 2013). A case study employs naturally occurring data sources, such as face-to-face or observations of interactions that occur in the physical space (Hyett et al., 2014). The case study design was not ideal for this study.

Delphi Technique

The Delphi technique is grouped under consensus development techniques, which are employed when limited evidence exists on a topic of interest or when existing evidence is contradictory (Avella, 2016; Goodarzi et al., 2018). The best method to build consensus in any field of endeavor is the Delphi method (Dalkey & Helmer, 1969; Linstone & Turoff, 1975). The Delphi technique is used when there is a need to establish a consensus from experts in a key area or phenomenon (Cassar et al., 2014). The Delphi technique was appropriate for this research study than all other qualitative approaches, because the intent was to build consensus on the suitability and attainability of selected skills set and support systems required to prepare youth in Nigeria for self-employment.

Delphi method inquiries allow high-level expert informants to interact in a structured way to reach a consensus through anonymous interactions. Anonymity in data collection ensures zero influence on the expert responses (Fletcher & Marchildon, 2014). When constituting the expert panel, the researcher should choose individuals with broad and deep knowledge of the phenomenon, which helps to ensure the reliability and validity of the result (Giannarou & Zervas, 2014). For this study, the experts panel included individuals with vast knowledge, entrepreneurship, policy formulation on youth employment.

There are no firm rules regarding panel size for a Delphi study. Researchers have used 11, 14, 21, 24, and even 56 experts (Crance, 1987; Dewitte et al., 2016; Fletcher & Marchildon, 2014; Lu et al., 2020; Van der Maaden et al., 2018). Since about 20% to 30% of respondents might drop out, a panel size of 20 for a homogeneous panel may be practical for data management purposes (Bardecki, 1984). For this research study, 26 experts with deep and broad knowledge of entrepreneurship and youth employment were recruited while considering the 25% attrition rate to guarantee the study's credibility (Hsu & Sandford, 2007). Recruitment of potential of panelist was done with the cooperation of LinkedIn using professional network group and non- governmental organizations. The permission was sought from LinkedIn network group owners and authorized non- governmental organization to invite members who met the criteria to participate in the study.

Role of the Researcher

In a Delphi study, the researcher plays a vital role of planner and facilitator in contrast to instrument's role in conventional qualitative designs (Avella, 2016). I assumed the role of a facilitator in this Delphi study. I did not double as one of the panelists for this Delphi study. I did the recruitment of panelists and the research planning as well as establishing communication protocol. The data collection was done via questionnaires and feedback to the Delphi panelists. My role as researcher was to ensure that the responses' interpretations were as close as possible to the intended meanings. Researcher's values and beliefs may contribute to biases during data collection (Corley et al., 2013). To mitigate any personal biases, I ensured that several resources

supported developing the conceptual elements of self-employment by carrying out a literature review on the key concepts of this study.

Methodology

The study is a qualitative classical Delphi study. This study used a panel of experts applying Likert scale in its iterative process. The study involved four iterations in arriving at a consensus.

Participant Selection

The selection of members that constitute the panel of experts for the Delphi study is important because the study's validity is directly related to this selection process. There is no specific standard currently listed in the literature concerning the selection of Delphi panelists (Ganisen et al., 2015). In this classical Delphi study, I identified panelists who fit the specific selection criteria: (a) expert must have deep knowledge and experience on the topic under consideration, (b) expert must be willing to participate in the study, (c) expert should be willing to devote sufficient time for the rounds of discussions, and (d) expert should have effective communication skills (Giannarou & Zervas, 2014).

There are no firm rules regarding panel size for a Delphi study, but a panel size of 20 has been recommended (Bardecki, 1984). Another criterion for the Delphi study is the homogeneity of the expert. Homogenous samples in Delphi studies range from eight to 15 participants (Trevelyan & Robinson, 2015). Participants for this classical Delphi study consisted of at least 20 purposefully selected individuals who have a deep and broad knowledge of entrepreneurship, youth employment, and policy formulation. I identified and located persons who met that criteria (Avella, 2016).

LinkedIn was used to contact and recruit participants. I requested to join LinkedIn groups on entrepreneurship and youth employment. After my request was approved by the group owners, I requested permission to post my study announcement to the groups. Members who met the specified criteria were invited. Purposeful sampling is usually used in qualitative research to identify and select participants that meet the criteria for inclusion in the sample; these sets of participants provide information-rich answers associated with the phenomenon of interest (Hamilton & Finley, 2019; Palinkas et al., 2015). The main idea behind purposeful sampling is choosing participants or sources of data required for a qualitative study to get rich and relevant information that will help answer the research question (Benoot et al., 2016; Charles et al., 2015). Participant for this research study needed to satisfy the following criteria to be eligible:

- Ten or more years of experience in the entrepreneurship and youth employment in Nigeria, or
- Ten or more years of experience in youth employability and policy of youth employment in Nigeria.
- Author or academician in the field of entrepreneurship in Nigeria with publications on youth employment in Nigeria.

Instrumentation

The instrument for data collection was a structured questionnaire developed for this study. Questionnaires are a primary source of data collection in a Delphi study (Brady, 2015), which provide a veritable channel to receive expert views in an unbiased condition, without fear of being influenced by groupthink (Thangaratinam & Redman,

2005). For data collection, I distributed questionnaires to the panel of experts on entrepreneurship and youth employment on each of the four rounds of the Delphi study. SurveyMonkey, a secure online tool that anonymizes participants, was used as a platform to administer the questionnaire to the recruited panelists.

In Round 1 of this classical Delphi study, each expert in entrepreneurship and youth employment was provided with five open-ended questions on abilities, behaviors, knowledge, skill, and support systems required to prepare Nigerian youth for self-employment. The open-ended questions were designed from the review of literature and modified based on the field test conducted. Open-ended questions in the Delphi method gives the panelists opportunity to provide their informed thoughts (Mitchell, 1991). For each of the open-ended questions supplied to the panelist, each expert was requested to provide between three and five recommendations in response to each question. The recommendations were outlined as bullet points with some description for clarity. The panelists' solution statements in Round 1 were reviewed, and duplicate statements were removed to reduce to manageable level. Distilled forward-looking solution statements from Round 1 guided the list of elements that formed the second round.

In Round 2 the experts were required to rate these categorized responses from Round 1 for suitability and attainability using a 5-point scale as suggested by Linstone and Turoff (1975). Sustainability pertains to relevance of something or someone (Cambridge University, 2020), and attainability refers to the ease of achieving something (American Heritage Dictionary, 2016). The panel of experts was also given the option to make comments on the justification for low rating of 1 or 2 on the suitability and

attainability scales. It is common practice to use a Likert scale in gathering expert opinion in the qualitative Delphi study (Habibi et al., 2014; see also Diefenbach et al., 1993; Hsu & Sandford, 2007; Lewis, 1993).

In Round 3, the panelists were asked to rank their top five preferred solution statements in order of importance, assigning the number 1 for the highest preference and the number 5 for the lowest preference. In final Round 4, the panelists were requested to rate their confidence in the top ranked solution statements from Round 3 using a 5-point Likert-type scale.

Validity Plan

Delphi studies generally collect experts' opinions anonymously, with several rounds of questioning along with continuous feedback. Consensus is usually formed after the final round (Van Rijt & Coppen, 2017). Consensus is regarded as an appropriate and valid measure since it is gradual gathering of opinions of experts (Ab Latif et al., 2016; Baker et al., 2006). The more the experts agree, the stronger the validity of the results. The validity of the entire group's resulting judgment is typically measured in terms of explicit degree of consensus among the experts (De Loë et al., 2016). The validity of the Round 1 instrument was pilot tested by faculty members in Walden University with experience in Delphi and qualitative method to ascertain the questions' appropriateness before being released to the recruited panel of experts. The Delphi Method has face validity since experts generate the skill sets and support systems required to prepare youth for self-employment.

Field Test

Field studies help to provide a focus for the real study. Field test is a vital ingredient of good study design used in validating questions provided (VanTeijlingen & Hundley, 2010). Field test was conducted to prevent any confusion and bias that may arise in the Round 1 questionnaire. The field test's essence was to help fine-tune Round 1 questionnaire before being sent to the panel of experts. The Round 1 questions were worded so that the questionnaire will exhaustively address the topic of the study (Avella, 2016). Before the commencement of data collection, the Round 1 questionnaire draft was e-mailed two research professionals who had experience with Delphi studies to serve as the field test participants. These professionals were requested to provide feedback on the appropriateness of the questions being asked of the study participants. The feedback received from the field test participants was used to enhance the Round 1 questions. Avella (2016) advised the researcher always to seek an external expert who is experienced in the Delphi technique to review the study question. Field test allows the researcher to discover any vagueness, improve the research instrument and test the data analysis technique (Skinner et al., 2015; Spickermann et al., 2014). The field test does not require Walden University Institutional Review Board (IRB) approval since the participants only provided feedback to the quality of the Round 1 questionnaire and no data collected. The fine-tuned Round 1 questionnaire was submitted to IRB for approval before the expert panel data collection. The protocol for sending a letter of invitation for the field test to participants was email of invitation. The invitation and request for participation in the field test is represented in Appendix A

Procedures for Recruitment, Participation, and Data Collection

Recruitment of panelist and data collection are two most significant aspect of any research study, without these two, there can be no result. The procedure for recruitment, participation, data collection is explained in the following section.

Recruitment

The expert participants who took part in this study were recruited from the LinkedIn professional network groups on entrepreneurship and youth employment. The LinkedIn messaging system was used to contact the LinkedIn network group owners of entrepreneurship and youth employment requesting permission to invite members who met the specified criteria to participate in the study. The request for permission to the LinkedIn group owners includes signing up to the network to post the study announcement in the group network.

Potential experts for this study were identified by searching the LinkedIn professional networking website for experts on entrepreneurship and youth employment in Nigeria. The study's search emphasis was four professional groups, namely: youth employment Nigeria, self-employment, youth self -employment Nigeria, Authors in entrepreneurship in Nigeria. The results for youth employment in Nigeria generated 4,148, self-employment yielded 103,459, youth self -employment Nigeria yielded 158, while authors in entrepreneurship in Nigeria returned 1,977 totaling 109,742 members on LinkedIn. To validate the group members' suitability for a sample size of 26 participants, a member response rate of 0.04% is required to meet panelist recruitment goals. The size of the required participants for this study is small compared with the potential number of

participants on the LinkedIn network group, which would help the participant's anonymity and protection of their identities. The approach for recruiting experts on entrepreneurship and youth employment on LinkedIn professional network ensured that participant's anonymity in the study was kept.

Participation

Participants for this Delphi study were recruited from the LinkedIn network professional groups in entrepreneurship and youth employment. Announcement for the study provided the study details, including the purpose, anonymity information, self-selection criteria, contacts of the researcher, study start date, duration of study, and data collection protocol. Participants were informed of the study's voluntary nature in the study announcement and the informed consent form. There was no monetary benefit attached to be a study participant. On the informed consent form, participants were intimated on their right to withdraw at any time including the study confidentiality, anonymity and security of the data obtained (including e-mail communication, participants data, and data storage). The data received from the study participants and other communications with the researcher was kept confidential and secure. Anonymity was maintained among the study participants. Owing to the study methodology and the nature of gathering data from the study participants, complete anonymity between the researcher and study participants was not feasible because it required the researcher to communicate with the study participants. While sending out the message for Round 1 of the study, a link to SurveyMonkey was embedded on the body of the message, when a potential study participant clicks on the link, the Round 1 questionnaire, a page for the

self-selection criteria will be displayed. The eligibility criteria for the study were clearly stated, and members from the LinkedIn network were requested to verify their eligibility by self-selecting from the categories of expertise. The potential study participants were asked to choose either agree or disagree that met the study's criteria. Suppose a potential study participant disagrees with meeting the criteria. In that case, the questionnaire will be terminated and if they agree to meeting the criteria, they will be directed to a landing page for the informed consent. If a study participant agreed with the conditions stated in the informed consent, the participant was taken to Round 1 of the Delphi study where they were requested to respond to the questionnaire's open-ended questions. As soon as the number required for the expert panel is complete judging from the informed consent forms completed, the study commenced, and participants were sent the Round 1 questionnaire through SurveyMonkey. Considering the large pool of entrepreneurship and youth employment experts in the different LinkedIn professional groups, difficulty recruiting 26 participants was not envisaged. However, the snowball sampling was to be a backup plan in a situation where the number of participants anticipated is not up to 20, there was no need for snowball sampling as the minimum number of panelists was achieved.

Data Collection Plan

In Delphi studies, data collection and the analysis occur concurrently. Delphi studies are conducted in series of iterations starting with open-ended questions, then advances to a consensus at the end (Bishop et al., 2017). Researchers are not restricted to a particular number of rounds for data collection in the Delphi studies. Olawumi et al.

(2018), Dewitte et al. (2016), Allen et al. (2019), and Van der Maaden et al. (2018) conducted 2, 3, 4 and 5 rounds of data collections, respectively.

Round 1. In Round 1, a questionnaire with five open-ended questions was sent to participants soliciting their views on the skill sets and support system required to prepare Nigerian youth for self-employment (see Appendix B). The questionnaire was sent to the participants through SurveyMonkey. In a Delphi study of 4 rounds, the Round 1 starts with the distribution of open-ended questions (Brady, 2015). The open-ended questions in Round 1 were developed from the conceptual framework, review of the literature and modified, if necessary, based on the field test outcome (Olawumi et al., 2018; Sekayi & Kennedy, 2017). The Round 1 was an open-ended brainstorming on the topic of the research study and the outcome was a list of statements from the study participants (Morisset et al., 2018). The Round 1 open-ended questions allow for diverse views (Brady, 2015; Olawumi et al., 2018).

Round 2. The Round 2 questionnaire was circulated through SurveyMonkey (see Appendix D). In Round 2, the study participants were asked to rate the 55 solution statements in the questionnaires against Suitability and Attainability choices using a 5-point Likert-type scale based on the 4-point Likert-type scale created by Linstone and Turoff (1975). The 5-point Likert-type scale is an adjustment of the 4-point Likert-type scale developed by Linstone and Turoff to give the study participants opportunity choose a neutral option if they so desire (Decieux et al., 2015). Suitability is about the relevance of the approach in addressing the phenomenon while Attainability is about the ease of

achieving the phenomenon's approach. The participants were given the chance to add comments to justify their low rating of 1 or 2 in the Round 2.

Round 3. The questionnaire for Round 3 was disseminated via SurveyMonkey. (see Appendix F). In Round 3, the panelists were supplied with 21 solution statements that met the threshold for suitability and Attainability in their ratings of 55 solution statements from Round 2. In Round 3, the panelists were requested to select and rank the five most important items in order of importance. The panelists were required to respond within one week, and a follow up email was sent to the panelists as a reminder before the week ends. Out of the 29 panelist 27 completed the questionnaire.

Round 4. The questionnaire for Round 4 was disseminated to 27 panelist who completed round 3 questionnaire via SurveyMonkey (see Appendix I). In Round 4. Panelists were asked to respond by rating their confidence on the 10 solution statements from Round 3. The confidence scale where: 1= *Unreliable* (indicating great risk of being wrong), 2 = *Risky* (substantial risk of being wrong), 3 =*Neither reliable or unreliable*, 4 = *Reliable* (some risk of being wrong), and 5 = *Certain* (low risk of being wrong). One week was allotted for the panelist to respond using a 5-point Likert-type scale. Confidence rating is used for evaluating the credibility of a finding in a research study (Linstone & Turoff, 1975).

Data Analysis Plan

In Delphi studies, data collection and the analysis occur concurrently. Delphi studies are conducted in series of iterations starting with open-ended questions, then

advances to a consensus at the end (Bishop et al., 2017). The data analysis for this study involved a four-round iteration and progressed to consensus at the end.

Round 1

The Round 1 open-ended questions allow for diverse views (Brady, 2015; Olawumi et al., 2018). Fletcher and Marchildon (2014) advocated for commitment to an inductive qualitative to data analysis, adding that data analysis involves reducing and distilling aggregated statements from 30 panelists in Round 1. The somewhat large amount of textual data was analyzed and reduced to manageable level (see Appendix C) before being presented to the second round. Using the analyzed responses from the study participants in Round 1, a list of Likert-type items (solutions) was prepared for Round 2. The analyzed 55 statements from Round 1 response was sent to the 30 participants for rating and comments.

Round 2

In determining consensus in Round 2, a minimum of 70% frequency for scores of 4 or 5 on the 5-point Likert-type scale as the level of percentage required to achieve consensus in the study (Goodarzi et al., 2018). A median score of 3.5 on the 5-point Likert-type scale was accepted for suitability and attainability to cover the neutral or no opinion that could lower the frequency. Diamond et al. (2014) and Morisset et al. (2018) stipulated a priori threshold of consensus as 75% among respondents. Zang et al. (2015) performed a Delphi study with a consensus defined as 70 % and greater agreement. Medians score of 3.5, frequencies 70% was the threshold adopted for consensus. 21 of

the 55 solution statements met consensus. The 21 solution items that met consensus requirement were moved to Round 3 process for data collection.

Round 3

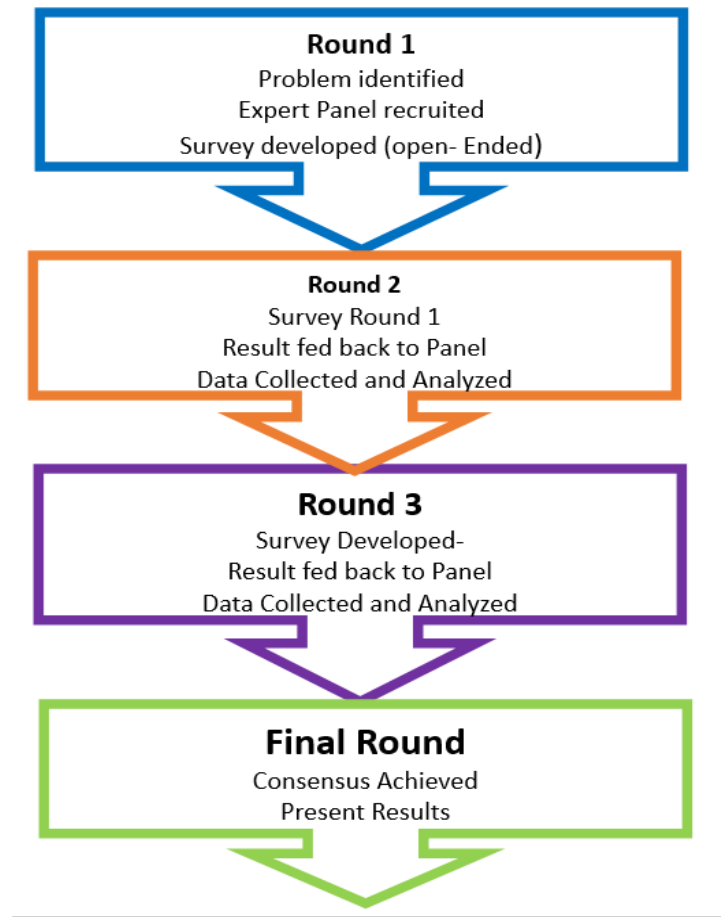
The ranked items were assigned a weight, and the higher weights indicate a higher preference for the solution. The weight allotted to a ranking of 1 was 5, ranking of 2 was 4, ranking of 3 was 3, ranking of 4 was 2 and 5 was 1. Out of the 29 panelist 27 completed the questionnaire. Round 3 analysis yielded 10 solutions that met consensus from the 21-solution statement presented. All items in Round 3 that met consensus were progressed to Round 4.

Round 4

The rating in Round 4 was based on self-reported measure of credibility by the participants. Response frequency of 70% or more for the top two items with scores of 4 or 5 on the 5-point Likert scale indicated the panelists' credibility of response. Figure 3. below summarize the steps involved for a typical 4- Round Delphi.

Figure 3

Typical Steps for a 4-Round Study



Note. Figure 1 was adapted from Morrison and Greenhaw (2018), the figure depicts the step for conducting a typical 4- round Delphi study. It involves open-ended question in Round1 to the final reaching consensus in Round 4.

Issues of Trustworthiness

Trustworthiness in qualitative research reflects the rigor of research regarding credibility, dependability, confirmability, and transferability. Guba and Lincoln (1985) explained that trustworthiness is the degree to which researchers have confidence in research findings. Trustworthiness also has to do with how well the qualitative study is reliable, valid, and objective. In gauging the trustworthiness of qualitative research, the credibility, transferability, confirmability, dependability. Elo et al. (2014) underscored the need for data collected to be interpreted and coded validly and reliably. Elo et al. further stressed that the mark of a good qualitative inquiry is in the collected data's richness.

Credibility

Credibility involves the process where the researcher engages in an extended and tenacious review of the document. Credibility pertains to the degree to which the research findings are believable. Stewart et al. (2017) categorized three elements that explain and bring about trustworthiness and credibility as (a) transparency, (b) methodical-ness, and (c) adherence to evidence.

Similarly, Noble and Smith (2015) outlined the following ways to ensure the credibility of qualitative study namely: (a) taking cognisant of personal biases which may have influenced findings; (b) recognising biases in data sampling as well as a critical reflection of methods to ensure adequate depth and significance of data collection and analysis; (c) careful keeping of record, establishing a clear decision trail and making sure interpretations of collected data are reliable and transparent; (d) establishing a comparison and looking for similarities and differences across accounts to allow for

different perspectives; (e) by incorporating rich descriptions of participants' accounts to support findings; (f) demonstrating clarity in terms of thought processes during data analysis and subsequent interpretations. To establish credibility in this study, I incorporated the feedback from the field test carried out in developing the Round 1 open-ended question. I made sure the Round 1 questions did not compel panelist to a predetermined path. Panelist were asked to provide rationale for low rating of 1 or 2 in Round 2. Similarly, in Round 4, panelist provided their confidence rating on the top ranked solution statement, this increased the credibility of the study. I also ensured that I reported the views of the participants.

Transferability

Transferability refers to the ability of qualitative research to be reapplied to other contexts with other respondents; it is the interpretive equivalent of generalizability in quantitative research (Anney, 2014). One way to establish transferability is to ensure that the a clear discription of data collection and analysis is provided. In this study, I have provided a step by step description of the data collection and analysis protocol for each Rounds. The consensus approach to achieving solution does presents a guide to future researchers interested in related study. I established transferabilty through purposive sampling of participants who have deep and broad knnowledge in entrepreneurship and youth employment (Brady, 2015).

Dependability

Dependability, as used in qualitative research, explains the extent to which another researcher can replicate the research finding given the same conditions. Guba and

Lincoln (1985) depicted dependability as a situation where another researcher can understand data collected and quickly reproduce finding using the same data sources in a given study. Some of the strategies to achieve dependability, as espoused by Houghton et al. (2013), include providing an audit trail. For this study, I maintained an audit trail of data collection instrument and analysis from various questionnaire rounds. My dissertation chair reviewed the questionnaire and analysis of panelists' responses throughout the four Rounds to access the interpretation and findings, providing feedback, as necessary. The detailed reporting will enable future researchers to replicate the study and possibly arrived at same results. The field test carried out before Round 1 of the Delphi study was a way of ensuring dependability of this research study (Izaryk & Skarakis-Doyle, 2017).

Confirmability

Confirmability pertains to the extent to which the respondents recognize the study's study findings and conditions. Finding is devoid of the researcher's biases, perspectives, interests, or motivations (Guba & Lincoln, 1985). Guba and Lincoln affirmed that the way to establish confirmability is through confirmability audit. As part of the study, an external auditor is supposed to affirm the confirmability of the study. For Delphi studies, confirmability audit forms part of the inquiry audit (Palinkas et al., 2015). Confirmability is represented as the audit trail in this study, this will afford future researchers to follow step by step, the process involved in this study. I maintained an audit trail for this Delphi study.

Ethical Procedures

The ethical procedure includes agreements to gain access to participants or data. Ethical procedures include the actual documents in the IRB application as well as IRB approval. It also included a narration of how participants will be treated. The possible benefits derivable from the research study was communicated with the research participants before data collection. This action's essence was to protect them from harm and ensure the process follows established professional and ethical behavior (Cope, 2014; Komić et al., 2015). As espoused by Yin (2013), the protection of the participants' right is vital. The participants' selection criterion involves a detailed selection process to minimize the adverse effect of using only one data collection source. Participants have the right to participate or withdraw at any time from the interview process without penalty. The participants should be assured of the safeguard of data collected by encrypting the files and locking up paperwork related to the research in a safe location with proper locking mechanics. A safeguard of data is done to reduce the risk of data theft. The first step in minimizing harm to participants in the research process is to ensure participants' consent. Informed consent entailed having consented to use the data so that the data are not interpreted as stolen data, and this goes for participants' data from recordings and notes taking (Desai & Von, 2008).

Before recruiting panelist, the Walden University IRB reviewed and approved the study and Round 1 questionnaire instrument. (approval number 09-02-20-0588066). Round 2, Round 3, and Round 4 questionnaire instruments were also reviewed and approved before launching each round.

Informed Consent

Before data collection in a research study, each participant must consent to the researcher (Lewis, 2015). To obtain informed consent from the participants, I furnished the participants with information regarding the study's purpose, the use of data to be collected, and what is the required of participants. I also communicated the amount of time the four Round will take. In obtaining consent, I made clear to participants that participation is voluntary, and no incentive would be given for participation in the study. To access the SurveyMonkey website questionnaire, potential panelists first consented to participate in the study by clicking the "Agree" option indicating they understand the study well enough to decide about participation. An option was also available for potential panelists to click "disagree" to decline consent and exit the SurveyMonkey website. Participants were able to withdraw from the study at any time.

Confidentiality

Confidentiality refers to the situation where the participants' privacy is kept by the interviewer (Lewis, 2015). In this study, I did not include any comment that could connect participants' names or role in the study. Data confidentiality entails securing data from unauthorized parties (Bojanc & Jerman-Blazic, 2013). I have protected the records by ensuring the file is password protected and stored on a hard drive on a secure computer to prevent access by unauthorized users. The record would be kept for at least 5 years.

Summary

Chapter 3 provided details of the research design and rationale, proposed study methodology. The classical Delphi method is suitable for the study because it satisfies the objective of building a consensus on the suitability and attainability skill sets and support system required to prepare youths aged 18-30 years in Nigeria for self-employment. Participants for this classical Delphi study consist of 26 purposefully selected individuals who have deep and broad knowledge in entrepreneurship and youth employment. Recruitment of participants for was done from LinkedIn network group the research In Round 1 of this study questionnaire, the participants were supplied an open-ended questionnaire. The questionnaires contained questions to seek progressive solutions relating the skill sets and systems required to prepare Nigerian youth for self-employment. In Round 2 the panel of experts were asked to rate these items for suitability and attainability using a 5-point Likert-type scale. In Round 3, the panelists were required to rank the top five items considered suitable and attainable for importance starting from the highest to the lowest. In Round 4, the panelists were requested to rate their confidence in the study's findings using a 5-point Likert-type scale. this research study followed ethical consideration outlined and approved by Walden University IRB. In Chapter 4, I presented the results of data collection and analysis.

Chapter 4: Results

This qualitative classical Delphi study aimed to develop consensus among experts on the suitability and attainability of selected skill sets and support systems required to prepare Nigerian youth for self-employment. Analysis of the panelists' responses to the open-ended questions in Round 1 produced a varied list of solution statements on the skill set, knowledge, behaviors, abilities, and support system required to prepare youth for self-employment. The conceptual framework concept of entrepreneurial bricolage was used to generate the open-end questions in Round 1 requesting the panel of experts to recommend between three and five abilities, skills, behavior, knowledge, and support system required to prepare Nigerian youth for self-employment.

Data collection in Rounds 2, 3, and 4 involved comparing strategies against Likert-type scales to identify further consensus on solutions identified from Round 1. The panel of experts was given a chance to comment on low-rated items in Round 2. The purpose of Round 3 was for the panel of experts to choose five preferred solution statements that met the threshold for panel consensus in both suitability and attainability in Round 2, ranking their choices from 1 to 5, with 1 being the highest. In Round 4, the final round, the expert panelists were requested to rate their confidence on each of the top-ranked solution statements from Round 3. Confidence is the extent of certainty that they have in the cumulative panel prediction being correct about these solutions. This chapter presents the results of the four rounds of data collection and analysis. Chapter 4 includes a description of field study, a summary of the research setting, data collection

and analysis, evidence of trustworthiness, result, and summary of the answers to the research question.

Field Test

Field studies help to provide a focus for the real study, which is used for validating questions (VanTeijlingen & Hundley, 2010). A field study was conducted to prevent any confusion and bias in the Round 1 questionnaire. The Round 1 questions were worded so that the questionnaire will exhaustively address the topic of the study (Avella, 2016). See Appendix B for Round 1 questionnaire involving open-end questions. Before the commencement of data collection, the Round 1 questionnaire draft was emailed two research professionals who had experience with Delphi studies to serve as the field test participants. These professionals were requested to provide feedback on the appropriateness of the questions being asked of the study participants. The feedback received from the field test participants was used to enhance the Round 1 questions before sending to them to the IRB. Field tests allow the researcher to discover any vagueness, improve the research instrument and test the data analysis technique (Skinner et al., 2005; Spickermann et al., 2014). The fine-tuned Round 1 questionnaire was submitted to IRB for approval before the expert panel data collection. The protocol for sending a letter of invitation for the field test to participants was email of invitation. The invitation and request for participation in the field test is represented in Appendix A.

Research Setting

Participants were sourced from LinkedIn professional networks. Expert panelists were anonymous to one another. The only identifying information collected in this study

was email addresses for expert panelists to receive invitations to the subsequent round. The experts' participation in the previous round was a prerequisite for taking part in subsequent rounds. SurveyMonkey enabled the electronic collection of participants' responses for all rounds.

Demographics

The participants for this study self-selected and qualified based on the following roles:

- Ten or more years of experience in the entrepreneurship and youth employment Nigeria
- Ten or more years of experience in youth employability and policy of youth employment in Nigeria.
- Author or academician in the field of entrepreneurship in Nigeria, with publications on youth employment in Nigeria.

For this study, I did not collect any other demographic information.

Data Collection

Data collection took place electronically from participants in the LinkedIn professional network upon receipt of Walden University's IRB approval of this study. The only personal information collected from participants was email addresses needed to invite participants to subsequent rounds. Panelists electronically indicated their interest to participate after going through the terms captured in the informed consent. Respondents gave their consent to participate in the study by clicking *Agree* for acceptance.

Participant Overview

The invitation to participate in Round 1 of this study produced 42 responses, with almost all individuals ($n = 42$) agreeing to the terms of informed consent. Of these, 40 confirmed that they met the eligibility requirements, and two indicated that they did not. During the four rounds of data collection and analysis, the panelist attrition rate was 13.93%. This percentage was based on the original count of 30 panelists who completed the questionnaire in Round 1. A total of 30 experts completed Round 1 questionnaire, and 29 experts participated in Round 2. In Round 3, the number of participants was 27, and Round 4 had 26 participants. Additionally, although two panelists indicated that the Round 2 questionnaire was too long, they took part in all four rounds. The one assumption is that panelists from Round 1 dropped off in subsequent rounds due to the time commitment or losing interest in the study for various reasons. Table 1 depicts the questionnaire completion and attrition rate for each round of the study for individuals who consented to participate and verified meeting eligibility requirements.

Table 1

Questionnaire Completion rate for Each Round

Round	Participants	Completed questionnaire	Response rate (%)	Attrition rate (%)
1	40	30	75.00	n/a
2	30	29	96.67	3.33
3	29	27	93.10	6.9
4	27	26	96.30	3.7

Round 1 Data Collection

Round 1 of this Delphi study started simultaneously with panelists' recruitment upon receipt of Walden University's IRB approval of this study. All the questionnaires were administered online using SurveyMonkey. The study announcement was posted on three different entrepreneurship and youth employment network groups on LinkedIn. The link to Round 1 questionnaire was embedded in the study announcement and incorporated the informed consent form, which requested participants to choose the *Agree* button that meant they understood the study well enough to decide about participation. The panelists were also asked to provide their email addresses, which I only saw, so I could send a reminder to them about completing the Round 1 questionnaire. The Round 1 questionnaire had five open-ended questions on abilities, behaviors, knowledge, skills, and support system required to prepare youth for self-employment designed based on the conceptual framework. The panelists were requested to provide between three and five responses for each question. Round 1 data collection took place between September 5 and September 14, 2020. Out of the 40 participants who self-selected and agreed to the informed consent, only 30 completed the Round 1 questionnaire and supplied their email addresses.

Round 2 Data Collection

The data collection for Round 2 started on September 22, 2020 after data analysis from Round 1 and the Round 2 questionnaire instrument's approval by the Walden University IRB. The 55 solution statements distilled from data collected in Round 1 were used to develop Round 2 questionnaire instrument (see Appendix D). The expert

panelists were sent the Round 2 questionnaire through my Walden University email account using email addresses supplied by participants in Round 1. The panelists were requested to confirm their email addresses in Round 2 to invite them to the Round 3 questionnaire. In Round 2, the panelists were requested to rate each of the 55 solution statements' suitability and attainability using two separate 5-point Likert-type scales—one for suitability and attainability. The Round 2 questionnaire incorporated definitions for suitability and attainability on the introductory page. The expert panelists were encouraged to explain their low rating of 1 or 2 on the suitability and attainability scales using the free text box provided. Out of the 30 panelists sent the Round 2 questionnaire, 29 completed the questionnaire. Data collection for Round 2 ended on September 29, 2020.

Round 3 Data Collection

The Round 3 data collection was started on October 6, 2020 upon receipt of the Walden University IRB approval for the Round 3 questionnaire instrument. The 21 solution statements that met criteria for consensus in Round 2 were presented to the expert panel for ranking of importance in Round 3 (see Appendix F). In a two-step approach, the panelists selected their top five preferred solution statements and then ranked them for importance. The process began with the panelists using checkboxes to select their top five solution statements. The selected solution statements were automatically carried forward to the next step. The panelists ranked the chosen statements using the number 1 for highest preference to the number 5 for the lowest preference. The panelists were provided a column for optional comments on their ranking. Of the 29

panelists who were sent the Round 3 questionnaire, 27 completed the questionnaire, and two panelists did not respond. Data collection for Round 3 ended on October 13, 2020.

Round 4 Data Collection

The data collection for Round 4 started on October 19, 2020 following questionnaire instrument approval by the Walden University IRB. The Round 4 questionnaire comprised the Round 3 top 10 ranked solution statements (see Appendix I). The expert panelists were requested to rate their confidence on each of the top 10 ranked solution statements from Round 3 using a 5-point Likert-type scale regarding the solution statement's confidence level. The definition of confidence was explained in the questionnaire introductory page. The confidence scale was also inserted to guide panelists of the right order of confidence rating. The 27 panelists who completed the Round 3 questionnaire were sent the Round 4 questionnaire through my Walden University email. The introductory page of Round 4 questionnaire stipulated October 25, 2020 as the deadline for completion of questionnaire. I sent a reminder to the panelists on October 22, 2020. Data collection for Round 4 ended on October 25, 2020.

Data Analysis

Round 1 Data Analysis

Round 1 questionnaire data analysis commenced on September 15, 2020 and ended on September 18, 2020. The bulk data collected in Round 1 was exported from SurveyMonkey to an Excel spreadsheet and saved in a folder created on my laptop desktop. I created an extra Excel sheet for data analysis. The initial Excel spreadsheet contained the raw data, and the other spreadsheet had the transposed version of the data

more amenable for data analysis. The emerging solution statements from Round 1 questionnaire data were split into five major categories during analysis: abilities, behavior, skills, knowledge, and support system required to prepare youth for self-employment. The conceptual framework informed the categories adopted. The study Round 1 data with the 55 emerging solution statements are included in Appendix C. The 55 emerging solution statements generated from Round 1 data collected were moved to Round 2 questionnaire for the panelists to rate each solution statement against suitability and attainability. The data in Round 1 and subsequent rounds were saved in a passworded external USB drive, a secure folder on my laptop, and Microsoft OneDrive.

Round 2 Data Analysis

The data analysis for Round 2 commenced on September 29, 2020. I started by exporting Round 2 data to an Excel spreadsheet and created an extra spreadsheet to aid in data analysis. The first spreadsheet contained the raw data from SurveyMonkey, and the other spreadsheet had a transposed version for data analysis. During analysis of Round 2 data, a minimum of 70% frequency for scores of 4 or 5 was used on both the suitability and attainability on the 5-point Likert scales. From the analysis, 21 out of the 55 solution statements met consensus. Using a median score of at least 3.5 on both suitability and attainability on the 5-point Likert-type scales (see Appendix E), while applying both measures, the 21 solution statements tended toward consensus. The 21 solution statements that met consensus in Round 2 were advanced to Round 3. Round 2 data analysis was completed on October 1, 2020.

Round 3 Data Analysis

The data analysis for Round 3 began on October 13, 2020. I exported the entire Round 3 data from SurveyMonkey to an Excel spreadsheet and created an extra spreadsheet to ease the data analysis. On the Excel spreadsheet, I calculated the percentage frequencies for the ranking of the 21 solution statements, using a minimum of 70% frequency for ranking order of 1 or 2, which led to two solution statements as top solution statements to be moved into the next round. However, using a minimum of 70% frequency for ranking of 1, 2, or 3, six solution statements emerged as the top solution statement to be moved into the next round. In addition to the six top statements, I included four solution statements that made a high frequency of selection by 17 (63%), 14 (52%), 10 (38%), and 10 (38%) out of 27 panelists during the first step where they selected five preferred statements out of 21, bringing the top-ranked solutions to 10. These statements were considered to reflect the top solution items with the highest level of a ranking of importance. In the analysis, the 21 solution statements were arranged to rank importance from the highest to lowest ranking by the panelists (see Appendix H). The top 10 solution statements with the highest ranking of importance were advanced to the next Delphi round. Round 3 data analysis finished on October 16, 2020.

Round 4 Data Analysis

The Round 4 data analysis started on October 26, 2020. I exported Round 4 questionnaire responses data to an Excel spreadsheet from SurveyMonkey and then created a second Excel spreadsheet for data analysis. The analysis of the frequency percentages for the confidence rating of for each of the top 10 solution statements yielded

a confidence rating that ranged from 74.07% to 96.30% (see Appendix J). The Round 4 data analysis ended on October 28, 2020.

Evidence of Trustworthiness

Trustworthiness in qualitative research reflects the rigor of research regarding credibility, dependability, confirmability, and transferability. Trustworthiness is the degree to which researchers have confidence in research findings (Guba & Lincoln, 1985). Trustworthiness also has to do with how well the qualitative study is reliable, valid, and objective. Data collected need to be interpreted and coded validly and reliably; the mark of a good qualitative inquiry is in the collected data's richness (Elo et al., 2014).

Credibility

Credibility involves the process where the researcher engages in an extended and tenacious review of the document. Credibility pertains to the degree to which the research findings are believable. Three elements bring about trustworthiness and credibility: (a) transparency, (b) methodical-ness, and (c) adherence to evidence (Stewart et al., 2017). Similarly, the following ways can ensure the credibility of qualitative study: (a) being cognizant of personal biases; (b) recognizing biases in data sampling as well as a critical reflection of methods to ensure adequate depth and significance of data collection and analysis; (c) careful keeping of record, establishing a clear decision trail and making sure interpretations of collected data are reliable and transparent; (d) establishing a comparison and looking for similarities and differences across accounts to allow for different perspectives; (e) by incorporating rich descriptions of participants' accounts to support findings; and (f) demonstrating clarity in terms of thought processes during data

analysis and subsequent interpretations (Noble & Smith, 2015). To establish credibility in this study, I incorporated the feedback from the field test carried out in developing the Round 1 open-ended question. I made sure Round 1 question did not compell panalist to a predetermined path. Panelist were asked to provide rationale for low rating of 1 or 2 in Round 2. Similarly, in Round 4, panelist provided their confidence rating on the top ranked solution statement, this increased the credibility of the study. I also ensured that I reported the views of the participants.

Transferability

Transferability refers to the ability of one qualitative research to be applied to other contexts with other respondents; it is the interpretive equivalent of generalizability in quantitative research (Anney, 2014). To establish transferability, a clear discription of data collection and analysis should be provided. In this study, I have provided a step-by-step description of the data collection and analysis protocol for each Rounds. The consensus approach to achieving solution does presents a guide to future researchers interested in related study. I established transferabilty through purposive sampling of participants who have deep and broad knowledge in entrepreneurship and youth employment (Brady, 2015).

Dependability

Dependability, as used in qualitative research, explains the extent to which another researcher can replicate the research finding given the same conditions. Guba and Lincoln (1985) depicted dependability as a situation where another researcher can understand data collected and quickly reproduce finding using the same data sources in a

given study. Some of the strategies to achieve dependability, as espoused by Houghton et al. (2013), include providing an audit trail. For this study, I maintained an audit trail of data collection instrument and analysis from various questionnaire rounds. My dissertation chair reviewed the questionnaire and analysis of panelists' responses throughout the four Rounds to access the interpretation and findings, providing feedback, as necessary. The detailed reporting will enable future researchers to replicate the study and possibly arrived at same results. The field test that took place before commencement of Round 1 of the Delphi study was a way of ensuring dependability of this research study (Izaryk & Skarakis-Doyle, 2017).

Confirmability

Confirmability refers to the extent to which the respondents recognize the study's study findings and conditions. Finding is devoid of the researcher's biases, perspectives, interests, or motivations (Guba & Lincoln, 1985). Guba and Lincoln affirmed that the way to establish confirmability is through confirmability audit. As part of the study, an external auditor is supposed to affirm the confirmability of the study. For Delphi studies, confirmability audit forms part of the inquiry audit (Palinkas et al., 2015). Confirmability is represented as the audit trail in this study, this will afford future researchers to follow step by step, the process involved in this study. I maintained an audit trail for this Delphi study.

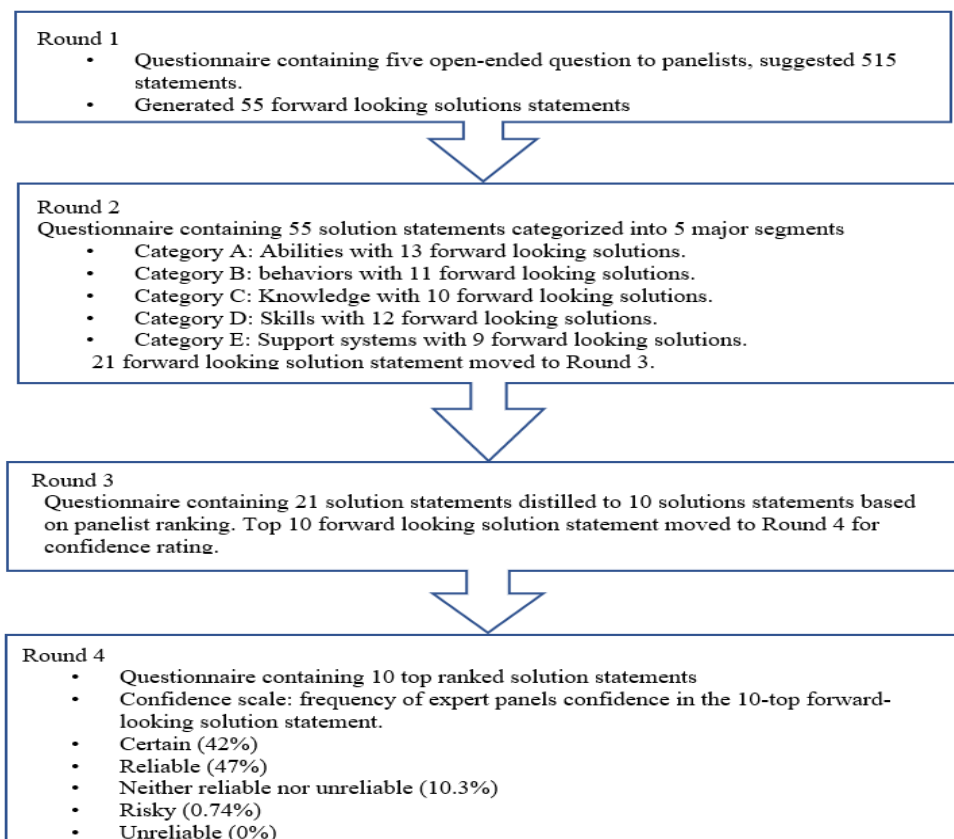
Study Results

This qualitative classical Delphi study was underpinned by the primary research question: What are the required skillsets, abilities, and support systems required to

prepare the youth for self-employment? The study involved conducting four rounds of data collection, analysis, and the results. Data collection involved online questionnaire using SurveyMonkey. The questionnaire was emailed to a panel of experts with in-depth knowledge of entrepreneurship and self-employment. The results of panelists for each round are presented in this section. The data reduction results for the solution items for each round of data collection are shown in Figure 4.

Figure 4

Data Reduction Results



Note. The figure 2 above shows the data reduction for the 4-Round Delphi study. Round 1 involved open-ended questions, which gave the panel of experts the freedom to exhaust their views. Round 2 involved rating of 55 statements from previous round. Round 3 involve ranking of statement that met consensus in previous round. Round 4 entailed rating the level of confidence on the 10 top ranked statements.

Round 1

In the first round, 30 expert panelists recommended strategies to prepare Nigerian youths for self-employment. For the open-ended questions in Round 1, participants were requested to provide recommendations on five categories pertaining to (a) skills, (b) knowledge, (c) abilities, (d) behaviors, and (e) support systems, required for preparing youth for self-employment. This categorization was informed by the conceptual frame of entrepreneurial bricolage. Round 1 produced, 515 responses from 30 panelist. The solution statements from Round 1 were distilled to 55 solution statements categorized into five segments using the conceptual framework of entrepreneurial bricolage. These 55 items were moved to Round 2.

Round 2

Panelist rated the suitability and attainability of the 55 progressive solution statements required to prepare Nigerian youths for self-employment using 5-point Likert-type scales. The threshold for reaching initial consensus in Round 2 was 70% with a median of 4.0 for both suitability and attainability. From panelists' ratings of the Round 2 questionnaire, 21 statements out of the 55 met both suitability and attainability criteria. Table 2 indicates by category the list of statement that met consensus in Round 2. The Round 2 instrument contained 55 items on strategies in five categories. Based on the Round 2 data analysis results, 21 of the 55 items met the consensus threshold used in Round 2 and advanced to Round 3.

Table 2*Items That Met Consensus for Both Suitability and Attainability in Round 2*

Category	Round 2 solution statement
Abilities required to prepare youth for self-employment	S2, S3, S5, S7, S9, S12
Behaviors required to prepare youth for self-employment	S16, S17, S23
Knowledge required to prepare youth for self-employment	S30, S31
Skills required to prepare youth for self-employment	S35, S36, S38, S41, S42, S43, S45
Support systems required to prepare youth for self-employment	S47, S49, S55

Panelists commented on low-rated items to further inform the final analysis of this study. A summary of reasons panelists gave for marking an item as low for suitability, attainability, or both in Round 2 (see Appendix M). The solution statements that did not meet the consensus for both suitability and attainability in Round 2 are in Appendix L.

Round 3

In Round 3, I presented panelists with 21 solution statements from Round 2. The panel of experts ranked the 21 forward-looking solution statements in order of importance. In the analysis of the Round 3 data collected, using a minimum of 70% frequency for ranking of 1 or 2, two solution statements emerged as the top-ranked solution statement that met the criteria. With a minimum of 70% frequency for ranking of 1, 2, or 3, six solution statements emerged as the top-ranked solution statements. By considering solutions item that received the panelist's highest selection, the analysis resulted in ten top solutions statements considered to reflect the top solution items with the highest level of importance. The ten top-ranked solution statements with the highest ranking of importance are listed in Table 3. Appendix H contains all the 21 solution statements ranked for importance placed in order of ranking by the panelists from the highest to the lowest. The ten top-ranked solution statements in Round 3 were advanced

to Round 4 for confidence rating. The 10 items that met the threshold in Round 3 were moved to Round 4.

Table 3

Solution Statement That Met Consensus in Round 3

Category	Round 3 solution statement
Abilities required to prepare youth for self-employment	S2, S3, S5
Behaviors required to prepare youth for self-employment	NIL
Knowledge required to prepare youth for self-employment	NIL
Skills required to prepare youth for self-employment	S35, S36, S38, S41, S43
Support systems required to prepare youth for self-employment	S47, S49

Round 4

In Round 4, the 26 expert panelists rated each of the ten top-ranked solution statements from Round 3 using a 5-point Likert-type scale. The frequency percentages for the panelists' confidence rating for each of the ten top solution statements in Round 4 yielded a confidence rating that ranged from 74.07% to 96.30%. Out of the 26 expert panelists, 82% indicated their confidence level was certain or reliable on the top 10 solution statements for evaluating the skill sets and support system required to prepare Nigerian youths for self-employment. Details of the confidence rating by the expert panelists in Round 4 are contained in Table 4.

Table 4

Round 4 Panelist's Confidence Rating

Solution statements	Frequency (%)
S43: The Nigerian youth need to have basic computing skills.	92.60
S3: The Nigerian youth should be self-motivated in being self-employed	92.60
S49: There should be peer support, entrepreneur forums and networking model providing support necessary to prepare youths for self-employment.	74.07
S38: Nigerian youth needs both technical and functional business skills.	92.60
S36: The Nigerian youth need business management skills to set up and be self-	96.30

employed.	
S41: The Nigerian youth need to have problem-solving skills to be self-employed.	85.19
S2: Nigerian youth needs independence, initiative-taking, and creativity to be employed.	92.60
S5: The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.	92.60
S35: The Nigerian youths need soft skills which include interpersonal, communication, and networking skills.	92.60
S47: Implement mentorship and training for the development of the skills necessary for success in self-employment.	77.78

The panelists were provided a column for optional comments on their confidence rating. Details of comments provided by some of the expert panelists for their confidence rating of the solution statements in the Round 4 questionnaire are presented in Appendix K.

Answering the Research Question

The current classical Delphi study comprised four rounds of data collection, analysis of each round of data, and results. The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare the youths for self-employment. This section covers the study results for consensus on suitable and attainable strategies by categories, guided by the conceptual framework of entrepreneurial bricolage.

Overarching Research Question

The research question that steered this study was: what are the required skill sets, abilities, and support systems required to prepare the youth for self-employment? The strategies fit within three (abilities, skills, and support systems) required to prepare Nigerian youth for self-employment, from the five categories initially proposed: abilities,

behaviors, knowledge, skills, and support system. Table 5 shows the strategies for each of the three categories chosen by panelists with a further description in Appendix J.

Summary

This classical Delphi study was a means to explore the views of a panel of Entrepreneurship and youth employment experts on the suitability and attainability of forward-looking strategies to prepare Nigerian youth for self-employment. There were 55 solution statements that emerged from 515 open-ended responses in Round 1, with subsequent rating of the 55 forward looking solution statements for suitability and attainability during Rounds 2, selection and ranking of five preferred solution statements from twenty-one consensus solution statements in Round 3, and confidence rating of the ten top ranked solution statements in Round 4 by panel of experts. Additionally, panelists commented on low-rated items in Round 2. Panelists reached consensus on ten of the ten top ranked solutions. The ten top solution statements were grouped into three categories, abilities, skill, and support system, guided by the conceptual framework. In the category of abilities required to prepare youths for self-employment, three strategies met the final consensus for both suitability and attainability: (a) Nigerian Youth needs independence, initiative-taking, and creativity to be self-employed (b) Nigerian youth should be self-motivated in being self-employed, and (c) The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.

For the category of skills required to prepare and keep youth for self-employment, the following five strategies met the final consensus for both suitability and attainability: (a) The Nigerian youths need soft skills which include interpersonal, communication, and

networking skills, (b) The Nigerian youth need business management skills to set up and be self-employed, (c) Nigerian youth needs both technical and functional business skills, (d) The Nigerian youth need to have problem-solving skills to be self-employed, and (e) The Nigerian youth need to have basic computing skills. For the category of support system required to prepare and keep youth for self-employment, the following two strategies met the final consensus for both suitability and attainability: (a) Implement mentorship and training for the development of the skills necessary for success in self-employment, (b) There should be peer support, entrepreneur forums and networking models providing support necessary to prepare youths for self-employment.

In Chapter 4, I presented the results of this study and reviewed the methodology outlined in Chapter 3. The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skills set, abilities, and support systems required to prepare the youth for self-employment. Chapter 5 includes an interpretation of the study, limitations, recommendations for future research, and social change contributions.

Chapter 5: Discussions, Conclusions, and Recommendations

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare youth for self-employment. The results were analyzed using the conceptual framework of entrepreneurial bricolage. Expert panelists reached a minimum of 92% consensus on both suitability and attainability on seven of the 10 forward-looking strategies to prepare Nigerian youth for self-employment; the other three solutions had 85%, 78%, and 74% consensus (see Appendix J for details). Chapter 5 covers the study's findings and how it compares with the peer-reviewed literature discussed in Chapter 2, an interpretation of the findings, limitations of the study, recommendations for future research, implications for positive social change, and conclusions.

Interpretation of the Findings

Analysis using the conceptual framework of entrepreneurial bricolage showed that the expert panel reached consensus on the suitability and attainability on 10 strategies that could prepare Nigerian youth for self-employment. Agreement among these experts supports the literature on the topic. The 10 strategies that expert panelists rated as both suitable and attainable spanned three categories using the conceptual framework of entrepreneurial bricolage: (a) abilities, (b) skills, and (c) support system. The following sections will discuss findings from each of the three solutions categories about the peer-reviewed literature. Also presented are areas in which the findings extend knowledge specific to how youth could be prepared for self-employment.

Recommendations on the Abilities Required to Prepare Youth for Employment

The expert panelists reached a consensus on three strategies about suitable and attainable abilities in preparing youth for self-employment: (a) Nigerian youth need independence, initiative-taking, and creativity to be self-employed; (b) Nigerian youth should be self-motivated in being self-employed; and (c) Nigerian youth should learn how to network among other entrepreneurs and clients to benefit from shared information. The experts' recommendation on abilities required to prepare youth for employment aligned with individual characteristics on personal attributes such as motivation and other emerging themes under abilities indicated by previous researchers (Alam, 2019; Chigunta et al. 2005; Yamamoto & Alverson, 2013).

Display of Independence, Initiative-Taking, and Creativity

The study's findings specific to the need for Nigerian youth to display independence, initiative-taking, and creativity to be self-employed are in line with what is reported in literature. Innovation is the action of adding value to a process or product. The theory of entrepreneurial bricolage suggests that entrepreneurs can creatively transform resources at hand into new products (Yu et al., 2019). People with an innovative mentality are more likely to initiate and sustain a business (Ayalew & Zeleke, 2018). Further, entrepreneurs who learn and develop their self-management and self-monitoring skills have more opportunities to enhance entrepreneurial experiences (Tseng, 2013). Creativity has also been identified as an essential element of entrepreneurship (Berglund & Wennberg, 2006; Salami, 2013) in addition to self-determination (Mitra, 2018) and independence and initiative-taking (Murgor, 2017). The

results revealed that the ability to work independently, creativity, and innovation positively correlates with entrepreneurial bricolage, which makes self-employment possible (Murgor, 2017).

Being Self-motivated in Being Self-Employed

The current study's findings specific to Nigerian youth being self-motivated in being self-employed confirm information in the literature. For example, Godwin et al (2016) justified self-leadership as a skill required by entrepreneurs willing to develop in entrepreneurship. Entrepreneurs should be ready to balance personal resources and life demand (Neck et al., 2013). For youth to achieve greatness, they need to take action (Maddux, 2016). Youth who are involved in self-determining activities, such as getting involved in community activities, result in them assuming different levels of responsibility (Shogren & Wehmeyer, 2016). Additionally, motivation is an important attribute of potential entrepreneurs (Alam, 2019).

Learning How to Network Among Other Entrepreneurs and Clients

Regarding the strategies of Nigerian youth learning how to network among other entrepreneurs and clients to benefit from shared information, this finding aligns with the extant entrepreneurship and youth employment literature. For example, Batistic and Tymon (2017) indicated a positive relationship between networking ability and ease of getting jobs. Birley (1985) similarly underscored the need for the budding entrepreneur and their social network to become aware of available support structures rather than on family and friends during critical business stages. Embeddedness plays a significant role in shaping and sustaining business (Jack & Anderson, 2002). When entrepreneurs

entrench themselves in the social structure, they have opportunities for improved performance. Embedding enabled entrepreneurs to use the specifics of the environment. Network among other could be applied as input to entrepreneurial bricolage in combination with other inputs to achieve self-employment.

Recommendations on the Skills Required to Prepare Youth for Employment

The expert panelists reached consensus on five strategies about skills that are both suitable and attainable for preparing youth for self-employment: (a) Nigerian youths need soft skills, which include interpersonal, communication, and networking skills; (b) the Nigerian youth need business management skills to set up and be self-employed; (c) Nigerian youth need both technical and functional business skills; (d) the Nigerian youth need to have problem-solving skills to be self-employed; and (e) the Nigerian youth need to have basic computing skills.

Interpersonal, Communication, and Networking Skills

The current study's findings specific to Nigerian youth needing soft skills is in line with the extant literature on entrepreneurship and youth employment. The need for communication is pertinent as an entrepreneur (Spartz & Weber, 2015). Communication skills are an integral part of entrepreneurial skills (Odewale et al., 2019). Further, there is a positive relationship between networking ability and ease of getting jobs (Batistic & Tymon, 2017).

Business Management Skills

This strategy regarding Nigerian youth needing business management skills to set up and be self-employed aligns with employment literature. Entrepreneurship is

perceived as a catalyst of sustainable economic growth; when entrepreneurs establish new businesses, employment is created. Since entrepreneurship contributes to economic growth, entrepreneurs must have the skills required to succeed in business venturing. (Mamabolo et al., 2017). Entrepreneurs with managerial experience obtain higher mean scores in entrepreneurial success (Staniewski, 2016). Both the entrepreneurs' conceptual and technical skills contribute to managerial skills, which has brought about growth in small and medium enterprises in Nigeria (Ikupolati et al., 2017). Therefore, having business management skills is a resource for that can bring about youth self-employment using entrepreneurial bricolage as conduit (Baker & Nelson, 2005).

Technical and Functional Business Skills

The expert finding specific to Nigerian youth needing technical and functional business skills supports literature on youth employment. The rate of unemployment for youth exceeds economic growth (Hanushek et al., 2017). The high unemployment rate has been ascribed to various social problems. But apprenticeships and vocational education can assure the smooth transition from school to work (Hanushek et al., 2017; Kayode et al., 2014). Entrepreneurial education helps generate awareness and facilitate skill development, thereby contributing to new venture creation and unemployment reduction (Kolade, 2018). Young people going into the labor market should arm themselves with specific skills in several areas in addition to inherent abilities, educational training, and work experience (Amorim et al., 2018). Technical and functional business skill are input to entrepreneurial bricolage (Yu et al., 2019).

Problem-Solving Skills

The current study's finding relating to Nigerian youth needs to have problem-solving skills to be self-employed aligns with literature. Nisha and Rajasekaran (2018) categorized problem solving as an employable skill. Any mental activity that helps solve a problem or make a decision is a manifestation of problem-solving skills (Ruggiero, 2008). Problem solving is the action of obtaining a satisfactory solution to a novel problem, or at least an issue that the problem solver has not seen before (Woods, 1975). Further, problem-solving can be described as a series of cognitive and behavioral techniques applied in various fields or areas to generate solutions (Fensel & Motta, 2001). Problem solving is the hallmark of entrepreneurial bricolage by Levi-Strauss.

Basic Computing Skills

The need for Nigerian youth to have basic computing skills also aligned with literature on youth employment. Computational skills are an employable skill (Nisha & Rajasekaran, 2018). General computer self-efficacy also plays a vital role in preparing an individual for self-employment (Albashrawi & Alashoor, 2017). Individuals skillful at computer use and basic software programs are likely to take advantage of potential opportunities available in IT-related start-up business (Chen, 2014), which is advantageous given today's technological and highly competitive business environment (Albashrawi & Alashoor, 2017). Thus, youth with job-ready, transferable digital skills can improve their chances of employment (Abbas & Natta, 2018).

Recommendations on the Support System Required to Prepare Youth for Employment

The entrepreneurship and youth employment panelists reached consensus on two strategies about support systems suitable and attainable for preparing youth for self-employment. These two strategies are: (a) Implementation of mentorship and training to develop the skills necessary for success in self-employment; (b) There should be peer support, entrepreneur forums, and networking models providing the support necessary to prepare youths for self-employment. Family support, mentors, peer support, advisory services, incubators, and safety net are factors contributing to entrepreneurial success at startup and survival (Alam, 2019).

Implementation of Mentorship and Training

The current study's findings specific to implementing mentorship and training for the development of the skills necessary for success in self-employment, corroborates findings in the peer-reviewed entrepreneurship and youth employment. Mentorship can help youths prepare for employment. Lambert and McDonald (2014) underscored the role of mentoring in helping youths prepare for employment. Lambert and McDonald carried out a counterfactual analysis of natural youths mentoring and noted that young individuals frequently cultivate natural mentoring relationships with adults, mainly non-parent or non-blood-related adults, and this relationship helps direct youths toward inherently rewarding careers. Lambert and McDonald's views were supported by Grossman et al. (2013) who appraised the youth mentoring initiative and concluded that continuous mentoring relationships were linked with increased retention of educational,

vocational, and behavioral outcomes and ultimately improved the capacity to gain employment. Ajufo (2013) underscored the importance of guidance in helping to reduce youth unemployment in Nigeria. Ajufo emphasized that career guidance can help address the missing link between the labor market requirement and the educational and training system's products. Family support, mentorship as factors supporting self-employment amongst youths (Alam, 2019).

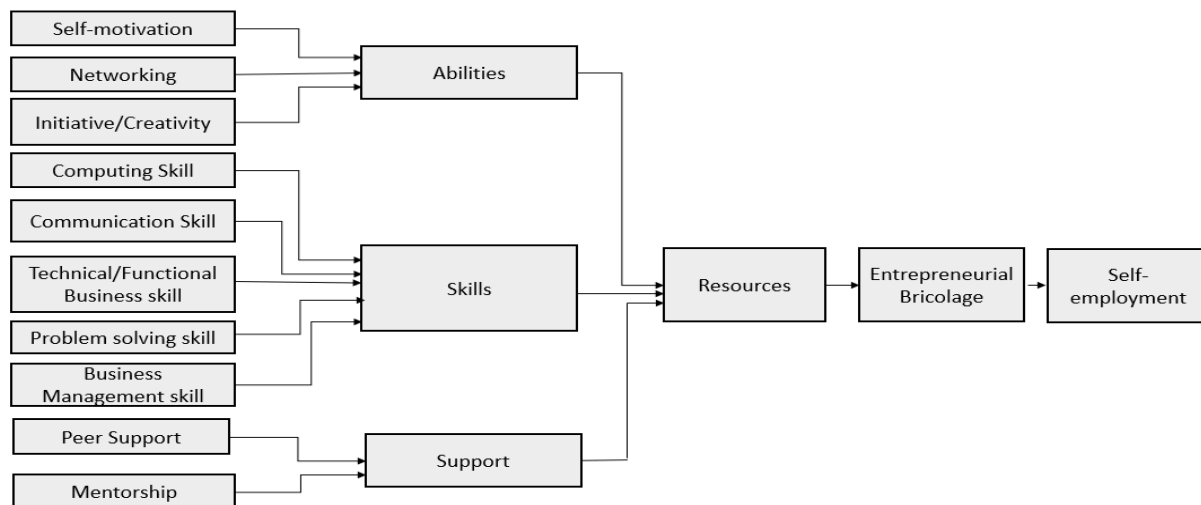
Soliciting Peer Support, Entrepreneur Forums, and Networking Models

The current study's finding soliciting peer support, entrepreneur forums, and networking models providing the support necessary to prepare youths for self-employment agreed literature. Kuhn et al. (2016) investigated small business owners' informal advice-seeking behavior from peers, using mixed-effects logistic regression analysis to test impacts of business and owner characteristics on advice-seeking and interactions with peer advisors. The investigation focused on the opportunities available by the internet for owners to acquire assistance from other owner-managers outside their local community. Kuhn et al. found out that most owners had solicited and received advice from peers; one-third of entrepreneurs studied had received advice online from a peer they had never met in person. Kuhn et al. concluded that peer advice had a positive impact on business growth. Markussen and Røed (2017) examined the prevalence of gendered peer influences in entrepreneurship, focusing on how early career entrepreneurship is affected by existing entrepreneurship among neighbors and family members. Using instrumental variables strategy, Markussen and Røed identified strong and heavily gendered peer effects. Alam (2019) mentioned networking and peer group

support entrepreneurial success. Figure 5 below summarizes the skills and support system required for Nigerian youths

Figure 5

Skill and Support Required for Youth Self-employment



Note. The figure is a summary of skills and support system that can be combined to create a venture using entrepreneurial bricolage.

Limitations of the Study

Several limitations are apparent with the current study. First, the study's result was predicated on responses received from a limited number of experts ($N = 26$) in Round 4 of this Delphi study. Second, limitations about the entrepreneurship and youth employment expert panel could pose weaknesses. Panelists may have brought their biases to this study; thus, a different set of experts may have reached different conclusions. Additionally, the experts' opinions could differ from the majority external to the panel (see Yousuf, 2007). These experts are human, so there could be flaws in their judgment (see Woudenberg, 1991). Participant attrition was an issue in all four rounds, 30 experts

participated in Round 1, Round 2 had 29 participants, while 27 participated in Round 3, and 26 took part in Round 4. The time commitment may have been a factor in panelists not continuing with subsequent rounds (see Hsu & Sandford, 2007).

Recommendations

This section contains recommendations from the study. Recommendations refer to suggestions to be considered by future researchers. These recommendation borders on research questions and methodological enhancement for the study.

Future Research Questions

Findings from the current study indicated that expert panelists' views about the suitability and attainability of forward-looking strategies for preparing Nigerian youths for self-employment. These strategies fit within three (abilities, skills, and support systems) of the five categories of (a) abilities, (b) behaviors required by youths, (c) requisite knowledge, (d) skill set, and (e) support system required for self-employment. Future scholars should address research questions relevant to these five areas. The following recommended research questions are adaptable to other types of social problems and different research designs, methodologies, and data collection instruments.

The first area in which the expert panelists extended the extant literature pertained to the youth's abilities to prepare for self-employment. The entrepreneurship and youth employment expert panelists suggested that youth's need to be (a) independent, initiative-taking, and creative about self-employed, (b) self-motivated in being self-employed, (c) learn to network amongst other entrepreneurs and clients to benefit from shared information. Future research questions addressing these expert suggestions could include,

“How can youth be encouraged to take independent initiative and creativity?”; “How do youth network amongst other entrepreneurs?”

The second area in which findings extended the extant literature was the youth's skills to prepare for self-employment. The entrepreneurship and youth employment expert offered five suggestions: (a) The Nigerian youths need soft skills which include interpersonal, communication, and networking skills, (b) The Nigerian youth need business management skills to set up and be self-employed, (c) Nigerian youth needs both technical and functional business skills, (d) The Nigerian youth need to have problem-solving skills to be self-employed, and (e) The Nigerian youth need to have basic computing skills. A future study's overarching research questions could be, “How do youth develop interpersonal, communication, and networking skills to prepare and sustain self-employment?”, “How do youth develop business management skill? “what technical and functional business skills do youth need to prepare for self-employment?”.

The third area in which the expert panelists extended the extant literature was the support system required by youth to prepare for self-employment. The panelists offered two suggestions: (a) Implement mentorship and training to develop the skills necessary for success in self-employment; (b) There should be peer support, entrepreneur forums, and networking models providing the support required to prepare youths self-employment. A future study research question could be, “How do local community leaders successfully implement mentorship and training for the development of the skills necessary for success in self-employment?”. The second research question could be,

“How do peer support, entrepreneur forums, and networking models provide the support necessary to prepare youths for self-employment?”.

Methodological Enhancements

A limitation of this study was participant attrition, which is an inherent weakness of the Delphi method resulting from the time commitment for iterative data collection rounds (see Hsu & Sandford, 2007). The risk of dropout typically increases with each round. In this study, the number of participants who dropped out in the entire four rounds was four. Following Round 1, 1 expert panelist dropped out, with another two and one panelists dropping out following Round 2 and 3, respectively. However, the proportion of expert panelists exiting the study was relatively constant with each round. This low dropout rate was due to few reminder emails sent to panelists via their email addresses provided. The number of items in Round 2 could be an issue; 55 items requiring a rating for Suitability and Attainability appeared too much for panelists, leading to participant attrition (Hsu & Sandford, 2007). In this study, the amount of time between the start of Round 1 and the start of Round 2 was almost 17 days. This time delay was the result of waiting for IRB approval for the second-round questionnaire.

Future researchers should identify varying means of gaining access to potential expert panelists' sampling frames when defining the study population. For example, researchers could increase their sampling frame through professional organization membership lists (Creswell, 2015). Expanding the sampling frame in the early stages of study design may help avoid a delay in data collection between the first and second rounds. Additionally, scholars may want to consider participant motivation when

designing recruitment strategies and identify participant selection criteria to increase the likelihood that potential panelists are intrinsically motivated and committed to the study (Hsu & Sandford, 2007). Additional methodological enhancements could involve using different qualitative research designs or quantitative or mixed-methods approaches that could extend the knowledge generated by this study. For example, future researchers could address this panelists' recommendation for the policymaker to enhance existing strategies for reducing unemployment because little is known about solving youth unemployment. A qualitative case study would be an appropriate approach to investigate this phenomenon. By interviewing unemployed people and later securing self-employment, researchers may discover specific strategies from these people's experiences. As previously stated, a possible overarching research question for a future case study could be, "what are the skills and support systems needed to prepare youth for employment?"

Entrepreneurship and youth employment expert panelists' contributions to this study helped extend the literature in youth employment policies at the national and state level. Based on the panelists' recommendations, future researchers could focus on both formal employment and self-employment. For example, scholars could design a qualitative multiple case study with about fifteen purposefully selected individuals who have work for ten years and more. Findings from such a multiple case study would be valuable for community stakeholder groups, including employers and the youth population.

Implications

This section contains the implication of this study's findings in three broad areas: positive change, theory, and practice. Each of these areas of benefits impacts the various segments of the society involving government, researchers, and practitioners.

Positive Social Change

The findings from the expert panelists' views on the suitability and attainability of skillset and support systems required to prepare youths for self-employment can positively affect the employment status in Nigeria. Because the youth employment and entrepreneurship experts may apply the forward-looking strategies within their communities, it is also possible for them to disseminate knowledge about the ten strategies throughout other groups or organizations within their spheres of influence. Such a positive impact on self-employment may also expand beyond Nigeria to other countries by disseminating this study's findings in peer-reviewed publications and professional organizations advocating for youth empowerment. The outcomes of this study may have a particular impact on national and state policy and local community advocacy activities. Policy changes might result from advocacy organizations' efforts to engage in legislative activities by contacting their elected officials and participating in efforts to educate, petition, and protest when policies harm the youth population. Local communities may see positive improvements in youth employment.

Lastly, the study's findings have a potentially positive economic impact on unemployed youths' lives. Upon implementing some or all 10 strategies identified in the current study, youth may venture into self-employment, contributing to their economic

stability and overall well-being. When few youths are self-employed, other youths could be engaged, which will have a multiplying effect on job creation (Coutts et al., 2014).

The decrease in unemployment results in increased business revenue, which contributes to Nigeria's overall economic development.

(Christiano et al., 2016).

Implications for Practice

Policymakers in youth employment could draw upon this study's findings to develop and implement strategies to provide support systems to promote self-employment amongst youth. Similarly, unemployed youth could leverage this study's findings to acquire the skill sets needed to prepare and sustain self-employment. These ten strategies could also help skills acquisition centres improve their curriculum to include this study's findings, leading to a more effective and fit for purpose outputs. The expert panelists recommended that policymakers invest in mentorship and training to develop youths for self-employment. Panelists also recommended that youth focus on developing abilities, skillset, and acquiring knowledge to create and sustain self-employment.

Implications for Theory

This study's findings could influence the interpretation and application of current theories or inform the creation of new theories pertinent to preparing youth for self-employment. The theory of entrepreneurial bricolage by Levi-Strauss justified the 10 solution statements from the 4-round Delphi. All ten solution aligns with domains of entrepreneurial bricolage theory. these solution statement could be regarded as "resources

at hand,” and these resources could be recombined for new purposes preparing Nigerian youth for self-employment (Baker & Nelson, 2005). The solution statements regarding self-motivation, problem-solving, computing skills, communication skills, networking, Peer support, Mentorship, technical and functional business skill and business management skills all could be combined through entrepreneurial bricolage to prepare Nigerian youths for self-employment.

Conclusions

The purpose of this qualitative classical Delphi study was to develop consensus among experts on the suitability and attainability of selected skill sets, abilities, and support systems required to prepare the youth for self-employment. The specific management problem is the lack of consensus on the suitability and attainability of selected skillset, abilities, and support systems required to prepare the youth for self-employment. Answering the current study’s research questions using the conceptual framework as a guide led to 10 forward-thinking strategies in the three categories: abilities, skill set, and support system required to prepare youth for self-employment. Adopting forward-looking strategies in this study namely, basic computing skills, self-motivation, peer support, communication skills, networking skills, technical and functional business skills, business management skills, problem-solving skills, independence, initiative-taking, creativity, mentorship and training for the development of the skills, may reduce youth unemployment in Nigeria. Poverty amongst youth will may be reduced to the barest minimum. The future of any country depends on youth population. Helping youths identify and acquire needed skills, empowers them for self-

employment. Empowered youth will contribute to social economic development of the country which will drastically reduce the anti-social behaviour of the youth population in Nigeria.

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Appendix A: Field Test

Hello,

My name is Edward Aigbedion. I am a doctoral student pursuing a PhD degree in Management at Walden University with a specialization in leadership and organizational change. For my doctoral dissertation, I am employing a Classical Delphi research design. The purpose of this qualitative classical Delphi study is to develop consensus among experts on the suitability and attainability of selected skills set, abilities, and support systems required to prepare the youths for self-employment. The process will include conducting four rounds of iterative questionnaire. The sample population for my study will be 26 experts with above 5 years knowledge of in entrepreneurship and youth employment.

I am seeking your support in providing feedback as to the appropriateness of the questions being asked of the study participants, and how the questions are being asked in relation to the purpose of the study. The overarching research question is: What are the required skill sets, abilities, and support systems required to prepare the youth for self-employment?

The Round 1 questionnaires are attached for your review. After reviewing the research questions, and the questions for the questionnaire, please respond to these four field test questions:

1. Based upon the purpose of the study and research questions, are the questions on the questionnaire likely to generate information to answer the research question?

2. Are the participants likely to find any of the questions on the questionnaire (the nature of the question or specific wording) objectionable? If so, why? What changes would you recommend?

3. Were any of the questions on the questionnaire difficult to comprehend? If so, why? What changes would you recommend?

Please, feel free to provide any additional thoughts about the questionnaire, which were not covered in questions 1 through 3, above.

I wish to thank you in advance for your time.

Regards,

Edward Aigbedion

Appendix B: Round 1 Questionnaire (Open-ended Questions)

Thank you for accepting to take part in my research study. The research study will be used to determine the suitability and attainability of the skills set and enabling support system required to prepare youth aged 18-30 years in Nigeria for self-employment through consensus-building among a panel of experts who have a deep and broad knowledge of entrepreneurship and self-employment.

For the under-listed questions 1-5, please provide between 3 and 5 recommendations in response to each of the questions. The recommendations should be outlined as bullet points with some descriptions for clarity.

1. What are your recommendations on the skill sets Nigerian youth need to prepare for self-employment?
2. What are your recommendations on the knowledge Nigerian youth need to prepare for self-employment?
3. What are your recommendations on abilities Nigerian youth need to prepare for self-employment?
4. What are your recommendations on the behaviors required for entrepreneurial development amongst youth?
5. What are your recommendations on the types of support needed to prepare youth for self-employment?

Appendix C: Forward-looking Solution Statements from Round 1 Questionnaire

Category A:**What are your recommendations on abilities Nigerian youth need to prepare for self-employment?**

1. The Nigerian youth should have the ability to raise start-up funds and the appropriate financial literacy.
2. The Nigerian youth needs independence, initiative-taking, and creativity to be self-employed.
3. The Nigerian youths should be self-motivated to being self-employment.
4. The Nigerian youth should have the ability to make effective and efficient business decisions.
5. The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.
6. The Nigeria youth should have the ability to identify and seek out high-potential business opportunities.
7. The Nigerian youth should have the ability to communicate business ideas.
8. The Nigerian youth should be able to adapt to changes in the business environment.
9. The Nigerian youth should have the ability to manage their own business finances.
10. The Nigerian youth should be social media savvy.
11. The Nigerian youth should be able to multitask.
12. The Nigerian youth should have emotional intelligence.
13. The Nigerian youth should move with speed and agility in dealing with business threats/opportunities.

Category B:**What are your recommendations on the behaviours required for entrepreneurial development amongst youth?**

14. The Nigerian youth should be honest in their dealings with clients.

15. The Nigerian youth need to have a trust-building ability or behaviour.
16. Nigerian youths should eschew laziness and embrace hardworking ethics.
17. Entrepreneurs must read and learn to find out about trends and increase their chances
for success.
18. Nigerian youths should have the ability to manage their own business finances.
19. The Nigerian youth should be patient and resilient at difficult times in business development.
20. The Nigerian youth should be passionate and enthusiastic about what they do.
21. The Nigeria youth should be innovative, agile, and see solutions where others only see
problems.
22. The Nigerian youth should have respect for time.
23. The Nigerian youth should take a calculated risk.
24. The Nigerian Youth should practice delayed gratification.

Category C: What are your recommendations on the knowledge Nigerian youth need to prepare for self-employment?

25. The Nigerian youth should have relevant training and educational background in business management.
26. The Nigerian youth should have a realistic awareness of the risks and benefits of self-employment.
27. The Nigerian youth should have an understanding of the basics of financial management.
28. The Nigerian youths should have prior work experience in the business area to be self-employed.
29. The Nigerian youth should have an understanding of business or market dynamics.
30. The Nigerian youth should understand the government policies and requirements for

self-employment.

31. The Nigerian youth need knowledge of funding options available for each enterprise.
32. The Nigerian youth should understand external factors affecting the business.
33. Nigerian youth should have knowledge of communication protocols.
34. Nigerian youth should have knowledge of how to pitch investors.

Category D:

What are your recommendations on the skill sets Nigerian youth need to prepare for self-employment?

35. The Nigerian youths need soft skills, which include interpersonal, communication, and networking skills.
36. The Nigerian youth need business management skills to set up and be self-employed.
37. The Nigerian youth need to have good negotiation skills.
38. The Nigerian youth needs both technical and functional business skills.
39. The Nigerian youth need to have good writing skills.
40. The Nigerian youth need to have good business planning skills to be self-employed.
41. The Nigerian youth need to have problem-solving skills to be self-employed.
42. The Nigerian youth need to have time management skills.
43. The Nigerian youth need to have basic computing skills.
44. The Nigerian youth need to have good pitching skills.
45. The Nigerian youth need to have good decision-making skills.
46. The Nigerian youth need to have critical thinking skills.

Category E:

What are your recommendations on the types of support needed to prepare youth for self-employment?

47. Implement mentorship and training for the development of the skills necessary for success in self-employment.
48. There should be financial support in the form of grant or loan from the government or

banks for youths that want to be self-employed.

49. There should be peer support, entrepreneur forums, and networking models providing support necessary to prepare youths for self-employment.
50. There should be a conducive regulatory environment that supports and encourage the set-up and survival of self-employment.
51. There should be vocational training at every level of the educational institution.
52. There should be an infrastructural improvement, such as improved power supply, communication systems, security, etc.
53. There should be a collaboration between industry and academia to prepare youth for self- employment.
54. There should be a coaching/advisory framework for youth willing to go into self-employment.
55. Establishment of research and development centers to promote entrepreneurship.

Appendix D: Round 2 Questionnaire

Welcome to the Round 2 study research for evaluating the skill sets and support systems for preparing Nigerian youths aged 18-30 for self-employment. You are invited to participate in Round 2. You will be presented with the list of solutions derived from Round 1 categorized into five major solution elements.

Round 2 has a total of 55 solution statements arranged in no particular order or priority. Each solution has a scale for Suitability and Attainability, respectively. The questionnaire will take about 20 minutes and will expire on Sunday, September 27, 2020. You may leave the SurveyMonkey and come back to finish the questionnaire. Please click submit after you have completed the Round 2 questionnaire. Thank you for your time, and enjoy the study. Using the scales provided, please, rate the Suitability and Attainability for each solution item by the panel members.

Suitability is the appropriateness of the solution.

Attainability is the practicality/ease of implementing the solution.

Feel free to include a rationale for selections (especially those with low ratings of 1 or 2) and provide comments if you would like.

Please, rate the underlisted solution items categorized into A, B, C, D, and E using the two scales for suitability and Attainability. The scales for suitability and Attainability range from 1 to 5, with:

Suitability

- 1 = Very Unsuitable;
- 2 = Unsuitable;
- 3 = Neither Suitable or Unsuitable;
- 4 = Suitable;
- 5 = Very Suitable;

Attainability

- 1 = Very Unattainable
 2 = Unattainable
 3 = Neither Attainable nor Unattainable
 4 = Attainable
 5 = Very Attainable

- Suitability is the effectiveness or benefit of the solution.
- Attainability is the practicality in the implementation of the solution.

Category A:

Recommendations on abilities required to prepare Nigerian youths for self-employment.

1. The Nigerian youth should have the ability to raise start-up funds and the appropriate financial literacy.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

2. The Nigerian youth needs independence, initiative-taking, and creativity to be self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

3. The Nigerian youths should be self-motivated in being self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

4. The Nigerian youth should have the ability to make effective and efficient business decisions.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

5. The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

6. The Nigeria youth should have the ability to identify and seek out high-potential business opportunities.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

7. The Nigerian youth should have the ability to communicate business ideas.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

8. The Nigerian youth should be able to adapt to changes in the business environment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

9. The Nigerian youth should have the ability to manage their own business finances.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

10. The Nigerian youth should move with speed and agility when dealing with business threats/opportunities.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 or 2.

11. The Nigerian youth should be able to multitask.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

12. The

		1	2	3	4	5
Nigerian youth should be social media savvy.	Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

13. The Nigerian

		1	2	3	4	5
youth should have emotional intelligence.	Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

Category B:**Recommendations on behaviors required to prepare Nigerian youths for self-employment.**

14. The Nigerian youth should be honest in their dealings with clients.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

15. The Nigerian youth need to have a trust-building ability or behaviour.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

16. Nigerian youths should eschew laziness and embrace hardworking ethics.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

17. Entrepreneurs must read and learn to find out about trends and increase their chances for success.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

18. Nigerian youths should have the ability to manage their own business finances.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

19 The Nigerian youth should be patient and resilient at difficult times in business development.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

20. The Nigerian youth should be passionate and enthusiastic about what they do.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

21. The Nigeria youth should be innovative, agile, and see solutions where others only see problems.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

22. The Nigerian youth should have respect for time.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

23. The Nigerian youth should take a calculated risk.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

24. The Nigerian Youth should practice delayed gratification.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

Category C:**Recommendations on Knowledge required to prepare Nigerian youths for self-employment.**

25 The Nigerian youth should have relevant training and educational background in business management.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

26. The Nigerian youth should have a realistic awareness of the risks and benefits of self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments or the rationale for choosing a rating of 1 or 2.

27. The Nigerian youth should have an understanding of the basics of financial management.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comments, or the rationale for choosing a rating of 1 or 2.

28. The Nigerian youths should have a prior work experience in the business area to be self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

29. The Nigerian youth should have an understanding the of business or markets dynamics.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

30. The Nigerian youth should understand government policies and requirements for self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

31. The Nigerian youth need knowledge of funding option available for each enterprise.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

32. The Nigerian youth should understand external factor affecting the business.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

33. Nigerian youth should have knowledge of communication protocols.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

34. Nigerian youth should have knowledge of how to pitch investors.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

Category D:**Recommendation on Skills required to prepare Nigerian youths for self-employment.**

35. The Nigerian youths need soft skills which includes interpersonal, communication, and networking skills.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

36. The Nigerian youth need business management skills to set up and be self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

37. The Nigerian youth need to have a good negotiation skill.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

38. The Nigerian youth needs both technical and functional business skills.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

39. The Nigerian youth need to have good writing skill.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

40. The Nigerian youth need to have good business planning skills to be self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

41. The Nigerian youth need to have problem solving skills to be self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

42. The Nigerian youth need to have time management skill.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

43. The Nigerian youth need to have basic computing skills.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

44. The Nigerian youth need to have good pitching skill.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

45. The Nigerian youth need to have good decision-making skills.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

46. The Nigerian youth need to have critical thinking skills.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

Category E:

Recommendations on Support system required to prepare Nigerian youth for self-employment.

47. Implement mentorship and training for the development of the skills necessary for success in self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

48 There should be financial support in the form of grant or loan from the government or banks for youths that wants to be self-employed.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

49 There should be peer support, entrepreneur forums and networking models providing support necessary to prepare youths for self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

50 There should be a conducive regulatory environment that support and encourage the set up and survival of self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

51 There should be vocational training at every level of educational institution.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

52 There should be infrastructural improvement, such as improved power supply, communication systems, security, etc.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

53 There should be a collaboration between industry and academia to prepare youth for self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

54 There should be a coaching/advisory framework for youth willing to going to self-employment.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.

55 Establishment of research and development centres to promote entrepreneurship.

	1	2	3	4	5
Suitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide general comment, or the rationale for choosing a rating of 1 or 2.



Appendix E: Round 2 Analysis

Solution Statement No.	Suitability						Attainability					
	Frequencies (%)					Median	Frequencies (%)					Median
	Likert Scale						Likert Scale					
1	2	3	4	5	1	2	3	4	5			
S1	3.5	0.0	13.8	41.4	41.4	4.0	6.9	27.5	20.7	37.9	36.9	3.0
S2	0.0	0.0	10.3	44.8	44.8	4.0	0.0	10.7	3.6	50.0	35.7	4.0
S3	3.5	0.0	0.0	44.8	51.7	5.0	3.5	10.3	10.3	27.6	48.3	4.0
S4	0.0	3.5	3.5	55.2	37.9	4.0	0.0	13.8	24.1	31.0	31.0	4.0
S5	0.0	0.0	0.0	48.3	51.7	5.0	0.0	6.9	13.8	34.5	44.8	4.0
S6	0.0	0.0	6.9	51.7	41.4	4.0	0.0	20.7	24.1	37.9	17.2	4.0
S7	0.0	0.0	0.0	51.7	48.3	4.0	3.5	10.3	10.3	37.9	37.9	4.0
S8	0.0	0.0	13.8	44.8	41.4	4.0	3.6	17.9	25.0	32.1	21.4	4.0
S9	0.0	6.9	6.9	34.5	51.7	5.0	0.0	6.9	20.7	41.4	31.0	4.0
S10	0.0	3.5	17.2	44.8	34.5	4.0	0.0	13.8	44.8	24.1	17.2	3.0
S11	0.0	6.9	13.8	37.9	41.4	4.0	0.0	10.3	31.0	41.4	17.2	4.0
S12	0.0	0.0	6.9	37.9	55.2	5.0	0.0	6.9	3.5	51.7	37.9	4.0
S13	0.0	0.0	10.3	51.7	37.9	4.0	3.5	3.5	27.6	48.3	17.2	4.0
S14	0.0	0.0	3.5	27.6	69.0	5.0	10.3	17.2	20.7	20.7	31.0	4.0
S15	0.0	0.0	7.1	39.3	53.6	5.0	3.5	17.2	20.7	24.1	34.5	4.0
S16	0.0	0.0	3.5	31.0	65.5	5.0	3.5	6.9	13.8	44.8	31.0	4.0
S17	0.0	0.0	3.5	48.3	48.3	4.0	0.0	6.9	20.7	41.4	31.0	4.0
S18	0.0	0.0	13.8	44.8	41.4	4.0	3.5	0.0	44.8	31.0	20.7	4.0
S19	0.0	0.0	10.3	37.9	51.7	5.0	3.5	7.1	39.3	21.4	28.6	3.5
S20	0.0	0.0	3.5	41.4	55.2	5.0	0.0	3.5	31.0	31.0	34.5	4.0
S21	0.0	0.0	10.3	41.9	48.3	4.0	3.5	0.0	37.9	27.6	31.0	4.0
S22	0.0	0.0	6.9	37.9	55.2	5.0	3.5	6.9	34.5	31.0	24.1	4.0
S23	0.0	0.0	6.9	55.2	37.9	4.0	0.0	17.1	12.7	58.6	11.5	4.0
S24	7.1	3.6	17.9	25.0	46.4	4.0	7.1	17.9	39.3	21.4	14.3	3.0
S25	0.0	3.5	10.3	41.4	44.4	4.0	0.0	13.8	20.7	37.9	27.6	4.0
S26	0.0	0.0	3.5	51.7	44.8	4.0	0.0	6.9	31.0	44.8	17.2	4.0
S27	0.0	0.0	3.5	41.3	55.2	5.0	3.5	10.3	27.6	34.5	24.1	4.0
S28	6.9	6.9	27.6	27.6	31.0	4.0	0.0	27.6	37.9	10.3	24.1	3.0
S29	3.6	3.6	3.6	50.0	39.3	4.0	0.0	6.9	41.4	41.4	10.3	4.0
S30	0.0	0.0	6.9	55.2	37.9	4.0	0.0	13.7	17.2	44.9	25.2	4.0
S31	0.0	0.0	7.4	44.4	48.2	4.0	3.5	6.9	17.2	34.5	37.9	4.0
S32	0.0	0.0	10.3	48.3	41.4	4.0	0.0	6.9	27.6	37.9	27.5	4.0
S33	0.0	3.5	10.3	41.4	44.8	4.0	0.0	13.8	20.7	37.9	27.6	4.0
S34	0.0	3.5	10.3	48.3	37.9	4.0	0.0	10.3	34.5	34.5	20.7	4.0
S35	0.0	0.0	0.0	39.3	60.7	5.0	0.0	0.0	27.6	41.4	31.0	4.0
S36	0.0	0.0	6.9	41.4	51.7	5.0	0.0	6.9	20.7	41.4	31.0	4.0
S37	0.0	0.0	6.9	44.8	48.3	4.0	6.9	0.0	24.1	48.3	20.6	4.0
S38	0.0	0.0	3.6	57.1	39.3	4.0	3.5	10.3	10.3	55.2	20.7	4.0
S39	3.6	0.0	17.9	32.1	46.4	4.0	0.0	6.9	31.0	37.9	24.1	4.0
S40	0.0	0.0	10.7	53.6	35.7	4.0	0.0	13.8	20.7	41.4	24.1	4.0
S41	0.0	0.0	17.2	37.9	44.8	4.0	0.0	6.9	20.7	41.4	31.0	4.0
S42	0.0	0.0	3.5	41.4	55.1	5.0	0.0	6.9	20.7	48.3	24.1	4.0
S43	0.0	0.0	10.3	51.7	37.9	4.0	0.0	3.5	20.7	44.8	31.0	4.0
S44	0.0	3.45	10.3	51.7	34.5	4.0	0.0	10.3	31.0	41.4	17.2	4.0
S45	0.0	0.0	0.0	58.6	41.4	4.0	3.5	3.5	20.7	48.3	24.1	4.0
S46	0.0	0.0	0.0	48.3	51.7	5.0	3.5	6.9	27.6	37.9	24.1	4.0
S47	0.0	3.6	7.1	21.4	67.8	5.0	0.0	12.3	16.9	19.9	51.0	4.5

S48	0.0	3.5	10.3	17.2	69.0	5.0	0.0	27.6	27.6	17.2	27.6	3.0
S49	0.0	0.0	10.3	31.0	58.6	5.0	0.0	3.5	26.0	34.0	36.5	4.0
S50	0.0	0.0	7.1	35.7	57.1	5.0	0.0	13.8	34.5	27.6	24.1	4.0
S51	0.0	0.0	10.7	46.4	42.9	4.0	3.5	10.3	27.6	34.5	24.1	4.0
S52	0.0	3.5	0.0	27.6	69.0	5.0	3.6	25.0	28.6	28.5	14.3	3.0
S53	0.0	3.5	3.5	34.5	58.6	5.0	0.0	6.9	27.6	27.6	37.9	4.0
S54	0.0	3.5	0.0	44.8	51.7	5.0	0.0	6.9	34.5	31.0	27.6	4.0
S55	0.0	0.0	3.5	41.4	55.2	5.0	0.0	6.9	20.7	44.8	27.6	4.0

The following are the 21 solution statements that met panel threshold in both Suitability and Attainability.

Category A:

S2: Nigerian youth needs independence, initiative-taking, and creativity to be self-employed.

S3: The Nigerian youths should be self-motivated in being self-employed.

S5: The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.

S7: The Nigerian youth should have the ability to communicate business ideas.

S9: Nigerian youths should have the ability to manage their own business finances.

S12: The Nigerian youth should be social media savvy.

Category B:

S16: Nigerian youths should eschew laziness and embrace hardworking ethics.

S17: Entrepreneurs must read and learn to find out about trends and increase their chance for success.

S23: Nigerian youth should take calculated risk.

Category C:

S30: The Nigerian youth should understand the government policies and requirements for self-employment.

S31: The Nigerian youth need knowledge of funding option available for each enterprise.

Category D:

S35: The Nigerian youths need soft skills which include interpersonal communication and networking skills.

S36: The Nigerian youth need business management skills to set up and be self-employed.

S38: Nigerian youth needs both technical and functional business skills.

S41: The Nigerian youth need to have problem-solving skills to be self-employed.

S42: The Nigerian youth need to have time management skill.

S43: The Nigerian youth need to have basic computing skills.

S45: The Nigerian youth need to have good decision-making skills.

Category E:

S47: Implement mentorship and training for the development of the skills necessary for success in self-employment.

S49: There should be peer support, entrepreneur forums and networking models providing support necessary to prepare youths for self-employment.

S55: Establishment of research and development centers to promote entrepreneurship.

Appendix F: Round 3 Questionnaire

Welcome to the Round 3 research study for evaluating the skill sets and support systems required to prepare Nigerian youth for self-employment.

You are presented with Round 3 questionnaire containing the 21(not serially arranged) solutions from Round 2 that met the panel agreement threshold in both Suitability and Attainability.

Please choose and then rank your preferred solutions for evaluating the skill sets and support system required to prepare Nigerian youths for self-employment.

Round 3 has two (2) solution questions. The first solution question has checkboxes to choose up to **five (5)** preferred solutions from 21, while the second solution question requires ranking. Please choose your preferred five (5) solutions and then rank your selected solutions by clicking on one of the preferred checkboxes from 1 to 5. Use the number 1 for the highest-ranking to the number 5 for the lowest ranking. The questionnaire will take about 15 minutes to complete.

Please click the DONE button after you have finished the Round 3 questionnaire. Thank you for your time and for allowing my study to benefit from your valuable feedback.

Please, confirm your email address at the end of the questionnaire so that I may invite you to participate in the Round 4 questionnaire.

Note: All email addresses will be kept confidential and will only be seen by me. No personally identifiable information will be shared with anyone.

1. From the 21 solutions below, please click on the checkbox to choose only five (5) preferred solutions for Evaluating the skill sets and support system required to prepare Nigerian youth for self-employment.

- S2:** Nigerian youth needs independence, initiative-taking, and creativity to be self-employed.
- S3:** The Nigerian youths should be self-motivated in being self-employed.
- S5:** The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.
- S7:** The Nigerian youth should have the ability to communicate business ideas.
- S9:** Nigerian youths should have the ability to manage their own business finances.
- S12:** The Nigerian youth should be social media savvy.

- S16:** Nigerian youths should eschew laziness and embrace hardworking ethics.
- S17:** Entrepreneurs must read and learn to find out about trends and increase their chance for success.
- S23:** Nigerian youth should take calculated risk.
- S30:** The Nigerian youth should understand the government policies and requirements for self-employment.
- S31:** The Nigerian youth need knowledge of funding option available for each enterprise.
- S35:** The Nigerian youths need soft skills which include interpersonal, communication, and networking skills.
- S36:** The Nigerian youth need business management skills to set up and be self-employed.
- S38:** Nigerian youth needs both technical and functional business skills.
- S41:** The Nigerian youth need to have problem-solving skills to be self-employed.
- S42:** The Nigerian youth need to have time management skill.
- S43:** The Nigerian youth need to have basic computing skills.
- S45:** The Nigerian youth need to have good decision-making skills.
- S47:** Implement mentorship and training for the development of the skills necessary for success in self-employment.
- S49:** There should be peer support, entrepreneur forums and networking models providing support necessary to prepare youths for self-employment.
- S55:** Establishment of research and development centers to promote entrepreneurship.

2. The five (5) preferred solutions you selected are carried forward for your ranking. Please rank the solutions using the numbers 1 for highest preference to the number 5 for lowest preference. To rank the solutions, click on any of the checkboxes under numbers 1 to 5 besides your selected preferred solution. Only one selection per row and column is allowed.

	1	2	3	4	5
Preferred solution by participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Preferred solution by participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Preferred solution by participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Preferred solution by participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Preferred solution by participant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use this space to provide any optional comments on your ranking.

3. Please, confirm your email address in the textbox below:

Appendix G: Round 3 Number and Percentage of Panelists' Ratings from 1-5

Solution Statement No.	Order of ranking ()					Top two solutions using 70% with 1 and 2 ranking	Top two solutions using 70% with 1, 2, & 3 ranking	Ranking by number of participants					Total Ranking of each solution statement by panelists
	1	2	3	4	5			1	2	3	4	5	
S2	28.57	21.43	14.29	21.43	14.29	50.00	64.29	4	3	2	3	2	14
S3	55.56	22.22	11.11	0.00	11.11	77.78	88.89	5	2	1	0	1	9
S5	10.00	20.00	30.00	20.00	20.00	30.00	60.00	1	2	3	2	2	10
S7	14.29	0.00	42.86	14.29	28.57	14.29	57.15	1	0	3	1	2	7
S9	12.50	0.00	37.50	50.00	0.00	12.50	50.00	1	0	3	4	0	8
S12	0.00	28.57	0.00	28.57	42.86	28.57	28.57	0	2	0	2	3	7
S16	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0	0	0	1	0	1
S17	0.00	0.00	0.00	50.00	50.00	0.00	0.00	0	0	0	2	2	4
S23	0.00	50.00	0.00	50.00	0.00	50.00	50.00	0	1	0	1	0	2
S30	0.00	33.33	0.00	66.67	0.00	33.33	33.33	0	1	0	2	0	3
S31	12.50	0.00	37.50	12.50	37.50	12.50	50.00	1	0	3	1	3	8
S35	23.53	23.53	11.76	5.88	35.29	47.06	58.82	4	4	2	1	6	17
S36	16.67	33.33	33.33	16.67	0.00	50.00	83.33	1	2	2	1	0	6
S38	14.29	28.57	42.86	14.29	0.00	42.86	85.72	1	2	3	1	0	7
S41	33.33	33.33	16.67	0.00	16.67	66.66	83.33	2	2	1	0	1	6
S42	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0	0	0	0	0	0
S43	0.00	0.00	100.00	0.00	0.00	0.00	100.00	0	0	1	0	0	1
S45	20.00	20.00	20.00	40.00	0.00	40.00	60.00	1	1	1	2	0	5
S47	30.00	10.00	10.00	30.00	20.00	40.00	50.00	3	1	1	3	2	10
S49	14.29	57.14	14.29	0.00	14.29	71.43	85.72	1	4	1	0	1	7
S55	33.33	0.00	0.00	0.00	66.67	33.33	33.33	1	0	0	0	2	3

Appendix H: Round 3 Analysis Highest to Lowest Ranking

Solution Statements	Highest to lowest Ranking (%)
S43: The Nigerian youth need to have basic computing skills.	100.00
S3: The Nigerian youths should be self-motivated in being self-employed.	88.89
S49: There should be peer support, entrepreneur forums, and networking models providing the support necessary to prepare youths for self-employment.	85.72
S38: Nigerian youth needs both technical and functional business skills.	85.72
S36: The Nigerian youth need business management skills to set up and be self-employed.	83.33
S41: The Nigerian youth need to have problem-solving skills to be self-employed.	83.33
S2: Nigerian youth needs independence, initiative-taking, and creativity to be self-employed.	64.29
S5: The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.	60.00
S45: The Nigerian youth need to have good decision-making skills.	60.00
S35: The Nigerian youths need soft skills which include interpersonal, communication, and networking skills.	58.82
S7: The Nigerian youth should have the ability to communicate business ideas.	57.15
S47: Implement mentorship and training for the development of the skills necessary for success in self-employment.	50.00
S9: Nigerian youths should have the ability to manage their own business finances.	50.00
S23: Nigerian youth should take calculated risk.	50.00
S31: The Nigerian youth need knowledge of funding option available for each enterprise.	50.00
S30: The Nigerian youth should understand the government policies and requirements for self-employment.	33.33
S55: Establishment of research and development centres to promote entrepreneurship.	33.33
S12: The Nigerian youth should be social media savvy.	28.57
S16: Nigerian youths should eschew laziness and embrace hardworking ethics.	0.00
S17: Entrepreneurs must read and learn to find out about trends and increase their chance for success.	0.00
S42: The Nigerian youth need to have time management skill.	0.00

Appendix I: Round 4 Questionnaire

Welcome to Round 4, the final round of the research questionnaire for Evaluating the skill sets and support systems required to prepare Nigerian youths for self-employment. You are presented with the Round 4 questionnaire containing the top 10 ranked solutions from the Round 3 questionnaire based upon the voting preferences of the research panel. Please rate your confidence in the final list of solutions for Evaluating the skill sets and support systems required to prepare Nigerian youths for self-employment using the numbers 1 to 5 for lowest confidence rating to highest confidence rating.

Confidence is the extent of certainty that you have in the cumulative panel prediction being correct about these solutions.

Use the numbers 1- 5 for the confidence rating. The confidence rating scale is:

- 1 = Unreliable (great risk of being wrong)
- 2 = Risky (substantial risk of being wrong)
- 3 = Neither reliable or unreliable.
- 4 = Reliable (some risk of being wrong)
- 5 = Certain (low risk of being wrong).

The questionnaire will take about 10 minutes to complete. Please click **DONE** after you have finished the Round 4 questionnaire.

Thank you for your time and for allowing my study to benefit from your valuable expert opinion.

The 10 top ranked solutions from the Round 3 questionnaire based upon the voting preferences of the research panel are listed below in order of preference. Please rate your

overall confidence in this group of solutions for Evaluating the skill sets and support systems required to prepare Nigerian youths for self-employment:

1) **S43:** The Nigerian youth need to have basic computing skills.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) **S3:** The Nigerian youths should be self-motivated in being self-employed.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **S49:** There should be peer support, entrepreneur forums, and networking models providing the support necessary to prepare youths for self-employment.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) **S38:** Nigerian youth needs both technical and functional business skills.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5) **S36:** The Nigerian youth need business management skills to set up and be self-employed.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) **S41:** The Nigerian youth need to have problem-solving skills to be self-employed.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7) **S2:** Nigerian youth needs independence, initiative-taking, and creativity to be self-employed.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) **S5:** The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.

9) **S35:** The Nigerian youths need soft skills which include interpersonal, communication, and networking skills.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) **S47:** Implement mentorship and training for the development of the skills necessary for success in self-employment.

Confidence Rating	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

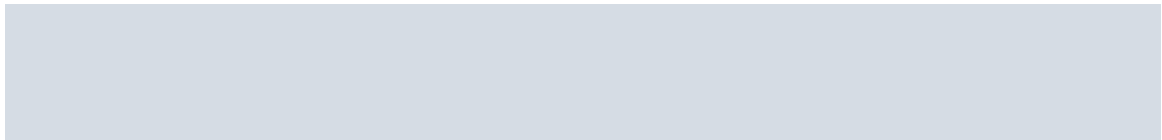
The 21 solution statements ranked from the highest to the lowest, from the Round 3 questionnaire based upon the voting preferences of the research panel are listed below to remind the panelists of the full list of solutions where the 10 top ranked solutions were generated:

- **S43:** The Nigerian youth need to have basic computing skills.

- **S3:** The Nigerian youth should be self-motivated in being self-employed.
- **S49:** There should be peer support, entrepreneur forums and networking models providing support necessary to prepare youths for self-employment.
- **S38:** Nigerian youth needs both technical and functional business skills.
- **S36:** The Nigerian youth need business management skills to set up and be self-employed.
- **S41:** The Nigerian youth need to have problem-solving skills to be self-employed.
- **S2:** Nigerian youth needs independence, initiative-taking, and creativity to be employed.
- **S5:** The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.
- **S35:** The Nigerian youths need soft skills which include interpersonal, communication, and networking skills.
- **S47:** Implement mentorship and training for the development of the skills necessary for success in self-employment.
- **S45:** The Nigerian youth need to have good decision-making skills.
- **S7:** The Nigerian youth should have the ability to communicate business ideas.
- **S9:** Nigerian youths should have the ability to manage their own business finances.
- **S23:** Nigerian youth should take calculated risk.
- **S31:** The Nigerian youth need knowledge of funding option available for each enterprise
- **S30:** The Nigerian youth should understand the government policies and requirements for self-employment.
- **S55:** Establishment of research and development centers to promote entrepreneurship.
- **S12:** The Nigerian youth should be social media savvy.
- **S16:** Nigerian youths should eschew laziness and embrace hardworking ethics.

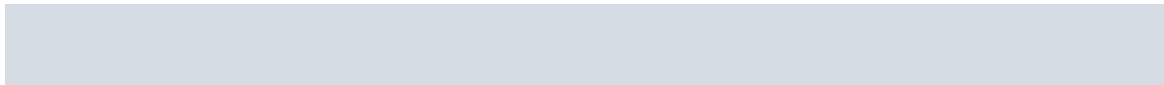
- **S17:** Entrepreneurs must read and learn to find out about trends and increase their chance for success.
- **S42:** The Nigerian youth need to have time management skill.

Please use this space to provide any optional comments on your confidence rating.



Please, confirm your email address so that I am able to share the final study result with

Note: All email addresses will be kept confidential and will only be seen by me.



Appendix J: Round 4 Panelists' Confidence Rating

Solution statements	Panelist confidence rating					% for rating of 4 & 5
	Frequency (%)					
	1	2	3	4	5	
S43: The Nigerian youth need to have basic computing skills	0.00	0.00	7.41	44.44	48.15	92.60
S3: The Nigerian youth should be self-motivated in being self-employed	0.00	0.00	7.41	40.74	51.85	92.60
S49: There should be peer support, entrepreneur forums and networking model providing support necessary to prepare youths for self-employment	0.00	3.70	22.22	33.33	40.74	74.07
S38: Nigerian youth needs both technical and functional business skills	0.00	0.00	7.41	51.85	40.74	92.60
S36: The Nigerian youth need business management skills to set up and be self-employed	0.00	0.00	7.41	77.78	14.81	92.60
S41: The Nigerian youth need to have problem-solving skills to be self-employed	0.00	0.00	3.70	48.15	48.15	96.30
S2: Nigerian youth needs independence, initiative-taking, and creativity to be employed.	0.00	0.00	14.81	37.04	48.15	85.19
S5: The Nigerian youth should learn how to network amongst other entrepreneurs and clients to benefit from shared information.	0.00	0.00	7.41	40.74	51.85	92.60
S35: The Nigerian youths need soft skills which include interpersonal, communication, and networking skills.	0.00	0.00	7.41	40.74	51.85	92.60
S47: Implement mentorship and training for the development of the skills necessary for success in self-employment.	0.00	3.70	18.52	55.56	22.22	77.78

Appendix K: Panelists' Comments for Confidence Rating of Solutions in Round 4

- The environment matters.
- Nigerian Youths needs the skills listed above to be self-employed.
- The Most important skill sets are dedication, commitment and enabling environment afterwards Financial Support system.
- You can only start by starting. Nobody wins by waiting to have everything ready or to know all about running business.
- Nigerian Youths need most of these skills to be made available to them either by themselves or by mentors.
- Innovation is also a key component and the Nigerian youth should adapt to changes especially with Technology/AI.
- The Nigerian youth need system thinking skills.
- The panelist's choice of solution rankings is very apt and the certainty of their attainability and sustainability ratios are by far greater than the risk factors.
- Additional dynamics of successful business operations may be considered to better the confidence rating.
- All the 10 factors are germane to the self-employment of Nigerian Youths.
- Mentorship and mentoring are keys to keeping the Young Entrepreneur focus and horn the other observed skillset and align their mindset.
- The Nigerian youth need drastic government support.
- I believe these final skillsets are the most important for the entrepreneurship journey.

Appendix L: Items That Did Not Meet Consensus for Both Suitability and Attainability
in Round 2

Category	Round 2 Solution Statement
Abilities required to prepare youth for self-employment	S1, S4, S6, S10, S9, S11 S13
Behaviors required to prepare youth for self-employment	S14, S15, S18, S19, S20 S21, S22, S24
Knowledge required to prepare youth for self-employment.	S25, S26, S27, S28, S29 S32, S33, S34
Skills required to prepare youth for self-employment.	S37, S39, S44, S46,
Support systems required to prepare youth for self-employment.	S48, S50, S51, S52, S53 S54

Appendix M: Panelists' Comments on Items That Did Not Meet Consensus in Round 2

CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D	CATEGORY E
<p>S1: <i>The Nigerian youth should have the ability to raise start-up fund and the appropriate financial literacy</i></p> <p>(i). This ability is only possible when such an individual exhibits high level of commitment to goal, resilience, grit, consistency and competence.</p> <p>(ii). It is difficult for youths to source fund in Nigeria and cost of fund is high.</p> <p>(iii). That will be challenging to attain</p> <p>(iv). Raising fund for a start-up is not what Nigerian youth currently enjoy.</p> <p>(v). Most Nigerian youth were not nurtured properly enough develop “balanced mentality</p> <p>(vi). Due to the current economic condition in the country, it very suitable for a Nigerian youth to have ability to raise appropriate start-up capital, but the current systems in place makes it unattainable.</p> <p>(vii). Due to the current economic condition in the country, it very suitable for a Nigerian youth to have ability to raise appropriate start-up capital, but the current systems in place makes it unattainable.</p> <p>(viii). Poor government assistance/provision for the teaming youths of the country</p> <p>(ix). Considering that accessing loans in Nigeria Banks comes with some documentations which for start-ups which might be discouraging.</p>	<p>S14: <i>The Nigerian youth should be honest in their dealings with clients</i></p> <p>(i). honesty is a core aspect business ethics which has not been fully ingrained or integrated in the mind of a Nigerian youth in business</p> <p>(ii). Due to the nature of human beings, honesty at all times may be a deterrent to achieving desired result. Being as honest as possible is advised but may not be attainable.</p> <p>(iii). Integrity has to be 5/5 but because the Nigerian youth is faced with distractions of easy money the practicability seems challenged.</p> <p>(iv). Honesty and integrity are characters good for business</p> <p>(v). Honesty and integrity are characters good for business.</p> <p>(vi). Greed and the desire to make quick money has eaten deep into the fabric of the Nigerian youth, this makes it difficult to see youths that do business with honesty and integrity</p> <p>S15: <i>The Nigerian youth need to have a trust building ability or behaviour.</i></p> <p>(i). There is a serious lack of trust in the Nigerian Society, this is not an exclusive preserve of the youth, it will take a lot of work to build back trust in our society.</p> <p>(ii). The attainability depends on the</p>	<p>S25: <i>The Nigerian youth should have relevant training and educational background in business management</i></p> <p>(i). Access and information to such relevant training (outside the formal educational institutions) is difficult.</p>	<p>S37: <i>The Nigerian youth need to have a good negotiation skill</i></p>	<p>S48: <i>There should be financial support in the form of grant or loan from the government or banks for youths that wants to be self-employed</i></p> <p>(i). Bureaucratic bottleneck is an impediment</p> <p>(ii). Such grants are politicized.</p> <p>(iii). Its available but accessibility might be a challenge.</p> <p>(iv). Provided they (youths) have developed bankable initiatives.</p>

<p>(x). Financial literacy is achievable but ability to raise start-up fund is a big challenge for many youths owing to so many reasons: 1. Banks/lending rates are high and discouraging 2. High inflation rate 3. GDP not encouraging as we are import dependent economy 4. Low minimum wage hence people can't save to raise start up fund for it to be attainable government have to be more supportive and change some policies</p> <p>(xi). Nigerian youth has the ability but being challenged by the society</p> <p>(xii). Difficulty in accessing funds for enterprise in Nigeria</p> <p>(xiii). There is no support structure to enable school leavers raise funds</p>	<p>individual</p> <p>(iii). It's difficult to put fingers around this</p> <p>(iv). true yet like stated above it must be integrated within the business ethics code.</p>	<p>S4: <i>The Nigerian youth should have the ability to make effective and efficient business decisions.</i></p> <p>(i). Ability to take business decisions come with training and experience, most of them cannot as most have not been trained to make such decisions</p> <p>(ii). in real time, the likelihood of this taking place is mostly when such a youth is business minded or have been skilled in the rudiments of effective and(or) efficient business decision making.</p> <p>(iii). Ability to take business decisions come with training and experience, most of them cannot as most have not been trained to make such decisions</p> <p>(iv). Nigerian youths often adapt timely and properly in the develop world</p> <p>(v). The Nigerian youth</p>	<p>S18: <i>Nigeria youths should have the ability to manage their own business finances</i></p> <p>(i). This skill needs additional effort which many are not willing to go through.</p> <p>(ii). Firm grip is required</p>	<p>S27: <i>The Nigerian youth should have an understand the basics in financial management.</i></p> <p>(i). This is a specialized area that many do not have</p>	<p>S39: <i>The Nigerian youth need to have good writing skill</i></p> <p>(i). Standards are dropping, so access to quality basic education at the primary school level is low for low income earners</p> <p>(ii). Learning and putting to action.</p>	<p>S50: <i>There should be a conducive regulatory environment that support and encourage the set up and survival of self-employment.</i></p> <p>(i). Poor regulatory framework and compliance</p> <p>(ii). Most times the Regulatory framework and its implementation is weak.</p> <p>(iii). Dependent on government policies.</p>
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may not be experienced enough to make the right decisions at all times
(vi). Most youths lack initiatives because there are no good models out there to motivate them.

S6: *The Nigeria youth should have the ability to identify and seek out high-potential business opportunities*

(i). In most cases, youths have become less motivated hence are looking out for fast cash opportunities.

(ii). limited by poor electricity, high cost of internet, and religion divide

(iii). The Nigerians youth may not be experienced enough to identify the high potential opportunities

(iv). Businesses this side of the globe are usually copy and paste, very few youths would take the time to seek for high potential business opportunities

S19: *The Nigerian youth should be patient and resilient at difficult times in the business development*

(i). Patience is a virtue most Nigerian youth do not have as many needs a quick money

(ii). Most times, tough times in Nigeria last very long

(iii). Yes, but government policies and unstable economy can be very frustrating for a youth that's why a mentor is advisable

(iv). They are always in a hurry to make money very fast

S28: *The Nigerian youths should have a prior work experience in the business area to be self-employed*

(i). Jobs are not readily available
(ii). Experience is for someone that has been employed before.

(iii). the unemployment statistics in Nigeria attests to the fact that not all Nigerian youth will have a work experience before venturing into self-employment. Most university graduates in the country are therefore left with the option of venturing into self-employment before gaining any experience.

(iv). The opportunities are rarely available
(v). This is a necessity but unfortunately it is difficult to achieve as there are limited job opportunities. I personally know of very intelligent graduates (close friends/relatives) who graduated since 2007 and couldn't get jobs till date. they eventually ventured into businesses, became self-employed

S40: *The Nigerian youth need to have good business planning skills to be self-employed*

(i). Access to trainings for such skills is low

(ii). These are the sure basic and inevitable building blocks.

S51: *There should be vocational training at every levels of educational institution*

(i). this is not true for all levels of the educational system in Nigeria, as there is a dearth of vocational training in the educational system in Nigeria.

(ii). Rarely available

		without any prior work experience that would have been an added advantage for them.		
<p>S8: <i>The Nigerian youth should be able to adapt to changes in the business environment.</i></p> <p>(i). Change is eminent in our clime yet, the concept of Transformational change which is in intrinsic, conscious and a positive action towards change is not widely accepted amongst youth as it requires enormous effort.</p> <p>(ii). Nigerian youths often adapt timely and properly in the develop world.</p> <p>(iii). Attainability can depend on the type of change being refereed .</p> <p>(iv). Practicability is an issue because sometimes governments policies can change business environment which a Nigerian youth may not be able to overcome.</p>	<p>S20: <i>The Nigerian youth should be passionate and enthusiastic about what they do</i></p> <p>(i). Requires training to understand this.</p> <p>S22: <i>The Nigerian youth should have respect for time.</i></p> <p>(i). Due to the popular approach to time commonly referred to as “African time” this may be unattainable for some in relations with their customer</p>	<p>S32: <i>The Nigerian youth should understand external factor affecting the business.</i></p> <p>(i). They may not know what it is all about</p> <p>S33: <i>Nigerian youth should have knowledge of communication protocols.</i></p> <p>(i). Most times, it is difficult.</p> <p>(ii). Majority of youths do not have the basic educational requirements to understand these protocols.</p>	<p>S44: <i>The Nigerian youth need to have good pitching skill</i></p> <p>(i).Access to such training is low</p> <p>(ii).Collaborations and associating with field professionals in marketing is the way to go.</p>	<p>S52: <i>There should be infrastructural improvement, such as improved power supply, communication systems, security, etc.</i></p> <p>(i). Government are not living up to expectation in infrastructural development</p> <p>(ii). over the years poor infrastructure remains one of the bane of development and sustainability of Nigerian businesses.</p> <p>(iii). Rarely available due to poor leadership.</p> <p>(iv). Very necessary but not always attainable due to bad government policies and implementation.</p> <p>(v). This is dependent on government policies. Its the responsibility of the government to provide infrastructures and basic amenities</p> <p>(vi). This can only be attainable if the government decided to help out. The support of other private corporations/individuals will come in handing too.</p> <p>(vii). There needs</p>

			to be a total change in orientation of those going into government before this can be achieved.
<p>S10: <i>The Nigerian youth should move with speed and agility in dealing with business threats/opportunity</i> (i). Truly, this should be the case, however, there are many challenges that a typical youth in business faces that affects his/her speed and agility such as lack startup capital, work space and able team.</p>	<p>S24: <i>The Nigerian Youth should practise delayed gratification</i> (i). Delayed gratification is not good for business growth. Hence not suitable and not attainable for business growth. (ii). The urge to make fast money beclouds their judgement and they end up hurting their businesses in the long run.</p>	<p>S34: <i>Nigerian youth should have knowledge of how to pitch investors</i> (i). Few get such trainings</p>	<p>S53: <i>There should be a collaboration between industry and academia to prepare youth for self-employment.</i> (i). There is a wide gap between industry and the academia</p>
<p>S11: <i>The Nigerian youth should be able to multitask.</i></p> <p>(i). Multitasking is a high-level skill which is mostly visible where there is high level of efficient managerial skills and the presence of all factors of effective operation in business. (ii). Focus is an important work ethic; the Nigerians youth should allocate time to a certain task rather than multitasking. However, this also depends on the nature of the task (iii). Multitasking reduces quality of products</p>			
<p>S13: <i>The Nigerian youth should have emotional intelligence.</i> (i). yet again this is a skill that can only be perfected through practical application and intentionality. (ii). Nigerian youth would need help to adapt reasonable “emotional intelligence”</p>			