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# Youth Entrepreneurship Among University Graduates in Anambra State, Nigeria

Mike Chike Nwosu  
*Walden University*

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# Walden University

College of Social and Behavioral Sciences

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2019

Abstract

Youth Entrepreneurship Among University Graduates in Anambra, Nigeria

by

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LLM, University of Lagos, 1995

Masters in International Law and Diplomacy (UniLag), 1994

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy & Administration

Walden University

March 2019

## Abstract

Nigerian policy is inconsistent with regard to the promotion of entrepreneurship among young adults in Anambra State that would serve as a guide to becoming self-employed. Most young adults in Anambra State lack information on entrepreneurial characteristics to become self-employed. The issues confronting Anambra State as a result of youth unemployment include increase in crime rate, drug abuse, kidnapping and suicide rate. Guided by the human capital theory, the purpose of this case study was to explore the entrepreneurship strategies that young adults in Anambra State needed to become self-employed after graduating from universities. Twenty youth entrepreneurs participated in the individual interviews, 5 participated in a focus group, and 5 policymakers participated in another individual interview. Data were coded and analysed using Yin's 5 step procedure involving compiling, assembling, analysing, disassembling and repeating the entire process three times until the themes emerged. The emerging themes were mentorship, vocational training and ad-hoc programs. These findings revealed that youth who participated in these programs (mentorship, vocational training and ad-hoc) obtained entrepreneurial strategies and consequently ran more profitable enterprises than those who did not. The implications for positive social change include recommendations to policy makers to expand the mentoring program among young adults and introduce vocational education that could enhance employment rate, thereby improving the standard of living, and create educational programs for university students with the expectation that upon graduation they may be able to develop businesses that may lead to creation of employment and empower young entrepreneurs towards national growth and development.

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## Dedication

This dissertation is dedicated first to God, who gave me the strength and abilities to start and complete the journey. To my parents, Chief and Chief Mrs Uyanna Nwosu for exemplary parenthood. And to my family members, professional associates, staff and friends who understood and supported me through the many sacrifices I had to make to achieve this personal and professional goal.

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*“It is the highest wisdom to make friends and to take every kind of trouble to keep the friendship in repair particularly as you grow old”*

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## Chapter 1: Introduction to the Study

National policies help to chart the course of growth and development to the benefit of the nation's citizens. Entrepreneurship is an important factor of national growth and development that draws the attention of government and corporate entities. Nigeria is a country where the entrepreneurial spirit is valued and shared among citizens. Nigeria will be well served by an effective national policy on entrepreneurship. However, Nigeria has no consistent policy on the promotion of entrepreneurship among university graduates in Anambra State that would serve as a guide to becoming self-employed. Most young graduates in Anambra State lack information on entrepreneurial characteristics to become self-employed. The challenges confronting Anambra State as a result of youth unemployment include increase in crime rate, drug abuse, kidnapping, and an increase in the suicide rate. Abimbola, Olowu, and Paul (2016) argued that entrepreneurship is the magic wand with prospects that can bring assistance to youth and society at large, and it can change the narratives. Entrepreneurship and self-employment could uplift the youths from its present state (Ihugbe, Odii, & Njoku, 2013).

Nigerian youths could benefit from government-sponsored resources to engender entrepreneurial growth. The prospects of such resources would help the populace overcome the challenges entrepreneurial youth face (Sciglimpaglia, Welsh, & Harris, 2013). Abimbola et al. (2016) identified Nigeria's most significant resource as its young people, constituting approximately 70% of the entire Nigerian population of 180 million, and not oil resources. Entrepreneurship information and education are essential to improve the quality of life through employment generation and stimulation of the economy. Nigeria needs to implement its entrepreneurial policies, practices, programs to conform to global best practices (Abimbola

et al., 2016). The consequence of this unemployment is that youths resort to crime, which is one of the leading challenges in the nation. These vices could be avoidable by these graduates if they were employed.

Statistics often help to put in perspective the antecedents surrounding topical national issues. An understanding of the Nigerian population vis-a-vis employment, entrepreneurship, and the business environment would be instructive. Approximately 70% of entire Nigeria's population of 180 million people are young adults who constitute 71% of the unemployed (Abimbola et al., 2016). Government policies in promoting entrepreneurship education have not stimulated economic activities and positively affected Nigerians (O'Connor, 2012). Poverty and unemployment still plague Nigeria because of its inability to grow in entrepreneurship (Ihugbe et al., 2013). Idam (2014) posited that more than 100 million Nigerians live below the poverty line on less than \$1 a day and Nigerian's human index (HDI) remains all time low at 0.453.

The unemployment scenario is another factor for comprehending the potentiality of entrepreneurship in a business environment such as Nigeria's. According to the National Bureau of Statistics (NBS), the rate of unemployment in Nigeria stood at 23.9% in 2011, whereas the urban unemployment was 29.5% in 2013. Edoho (2015b) advocated for a paradigm shift from entrepreneurship of necessity to opportunity-based entrepreneurship, which is more innovative and enhances productivity (NBS, 2010; SMEDAN, 2010). Edoho (2015a) postulated that the formal sector could play a more active role in capacity building to improve economic growth, provide jobs and assist people to extricate themselves from the clutches of poverty and hunger. Metu and Nwokoye (2014) underscored the importance of

policy formulation in entrepreneurship development in Nigeria. They illustrated that entrepreneurship is abysmal in Nigeria because of lack of government support, lack of willpower, lack of electricity, and the inability to take a risk. Government policies on entrepreneurship could be more robust, and the government could create the enabling environment for the reduction of unemployment (Metu & Nwokoye, 2014). Timmons, Eisenman, and O'conno (2015) postulated that propagators of entrepreneurship policies and practices would adapt to the local needs of the society.

Through the years, the government introduced many interventions such as the National Economic Empowerment Strategy (NEEDS), SMEDAN, and Small and Medium Enterprises Equity Investment Scheme (SMEEIS) (Odia & Odia, 2013). Other initiatives for the promotion of entrepreneurship are Subsidy Re-investment and Empowerment Program (Sure-P), the Youth Entrepreneurs (Y.E.), the Youth Enterprise with Innovation in Nigeria (You Win), and Graduate Internship Scheme (GIS) (Odia & Odia, 2013).

The citizenry of any country would look to the government for policies and programs to support the citizens' efforts toward self-sustenance. Successive governments put in place policies and programs for entrepreneurship development as a means of generation of employment, poverty alleviation and economic development. NEEDS seeks to facilitate employment generation, reduction of poverty and strengthening of the private sector. It targeted the creation of about three million jobs between 2003 and 2007. A barrier to developmental efforts in Nigeria is that every administration abandons the programs of the previous government. There is no continuity in governance. In 2007, a new government

abandoned the NEEDS program for Vision 20:2020 and the seven-point agenda, whereas the successive government came up with the transformation agenda (Anyebe, 2016).

Skills play vital roles in entrenching entrepreneurship in every society. Vision 20:2020 emphasizes vocational skills that would propel Nigeria to become one of the 20 most industrial viable nations in the year 2020. It seeks to catapult Nigeria into the league of the first global 20 economies by the year 2020 (Eneh, 2011). In 2011, the government established YouWIN as an initiative to tackle the unemployment question in Nigeria in collaboration with World Bank, DFID, and the Private Sector. The objective of YouWIN is to generate jobs by encouraging and supporting aspiring entrepreneurs to develop and nurture business and entrepreneurship plans. Like other programs, it suffered abandonment when a new administration took office in 2015. Asaju and Akume (2012) captured the realities in Nigeria when they opined that every regime that comes to power quickly abandons policies and programs of its predecessor without recourse to their prospects and cost implication.

Public and private sector organizers create programs and entities to frame skills and entrepreneurship needs of diverse groups within a nation. Some of such entities are occupational while others are geographical. SMEDAN came into being in 2003 and seeks to promote the development of Micro, Small and Medium Enterprises (MSME) of the Nigerian economy. The other mandates include overseeing the affairs of SMEs and Industrial Development Centers (IDC). This excellent program suffered policy reversal, discontinuity, and lack of implementation (Adebayo & Nasaar, 2014; Oduyoye, Adebola, & Binuyo, 2013). The federal government established the National Open Apprenticeship Scheme (NOAS) to address employment challenges of youths, especially from the secondary school. The NOAS

is a component of the vocational skills acquisition training of the National Directorate of Employment with necessary skills. The training package emphasized 80% practical and 20% theory (Nlerum, 2013). The schemes focused on vocational training in catering, welding, and fabrication, auto-mechanic, leather works, and cosmetology. These programs like other poverty alleviation programs failed (Anochie & Kalu, 2015).

The SMEEIS in Nigeria is Nigeria Banker's Initiative of 1999 with the aim of promoting Small and Medium Enterprises (SMEs) as the vehicle for rapid industrialization, poverty alleviation and employment generation. It operates on the basis that all banks in Nigeria to set aside 10% of their profit after tax for the promotion of entrepreneurship (Anochie & Kalu, 2015). The failures of these programs result to increase in social vices such as fraud, kidnapping, armed robbery, destitution, prostitution, and terrorism (Okoye-Nebo, Iloanya, & Udunze, 2014).

Governments often set up hybrid entities based on the need for creative solutions. Some of such entities might be ad hoc whereas others are standing. Other agencies set up by governments through the years included Small Scale Industries Credit Scheme (SSICS) in 1971 to provide technical and monetary support for the SMEs. The Nigerian Bank for Commerce and Industry (NBCI) came into being in 1973 to provide financial services to SMEs. The Nigerian Industrial Development Bank (NIDB) provided small-scale funding in the rural setting for rural agricultural entrepreneurship. In 2001 the Central Bank of Nigeria set-up Small and Medium Enterprises Equity Investment Scheme (SMEEIS) to liberalize access to funds through the Commercial Banks (Sanusi, 2003). Before SMEEIS, the government established the National Economic Reconstruction Fund (NERFUND) to provide

medium to long-term local and external loans for small and medium scale business especially in rural areas. The National Youth Service Corps Scheme (NYSC) came on board in 1973 to promote skill workforce and development through youth empowerment (Okoye-Nebo et al., 2014).

The purpose of diverse entities is to create, innovate, intervene, or otherwise frame entrepreneurial or developmental needs and solve such needs. These interventions have identified potentials in areas such as agro-allied, solid mineral, power generation and distribution as well as the manufacturing and repair of electronics. Despite these interventions, unemployment and social vices are still on the increase because of poor leadership and lack of continuity of policies by successive administrations (Ebiringa, 2012; Odia & Odia 2013). These programs targeted wealth creation, poverty reduction, job creation and value addition (Tajudeen & Adebayo, 2013). Entrepreneurship information and education will help young adult become self-employed after leaving universities in Anambra State. Musa, Abdullah, and Wahid (2016) advocated that government policies on entrepreneurship could incorporate the establishment of co-operatives, proven financial strategies and expand SME's projects to the local governments. Quatraro and Vivarelli (2014) advocated for a more transparent regulatory environment devoid of barriers or issues like multiple taxations, bureaucratic bottlenecks in the promotion of entrepreneurship. Shimeles (2016) canvassed for an improved school system in Africa, incorporating entrepreneurship because mindset and skills on entrepreneurship are transmitted when there is harmony. There is no research at present concerning how young adult in Anambra State can obtain information on entrepreneurial characteristics to become self-employed after leaving universities.

Nations formulate policies to guide the populace to sources of statistical resources and resolve growth and developmental problems. Some of such efforts are through the enactment of instruments requiring enforcement. According to the Nigeria Policy on Education (National Planning Commission [NPE], 2004), one of the primary goals of tertiary education in Nigeria is to teach both intellectual and physical skills that would enable the recipient to be self-sufficient and contribute optimally to the growth of the economy.

Changes often arise from the efforts about growth and development, especially regarding youth entrepreneurship. Such changes might arise from laws or penal codes channeling citizens' efforts in a programmed direction. Once such systemic features are in place, schools and corporations organize training programs to create the necessary awareness and lead the citizenry to the resources. Okolocha (2012) traced the history of education reform in Nigeria from 1970 when the emphasis was on the acquisition of certificates. The Nigerian government is working to correct this anomaly through the introduction of Vocational Technical Education (VTE). These policies focused on skills acquisition and self-employment (Baraki & Kemenade, 2013). Musa et al. (2016) postulated that policies on entrepreneurship could unlock potentials. Therefore entrepreneurship policies and practices could incorporate strengthening of the relevant agencies, establishing co-operatives, expanding SMEs, strengthening legislation and strong political will (Musa et al., 2016). Obi (2015) reviewed the entrepreneurship policies in Nigeria and identified the militating factors to its growth to include economic instability and poor leadership. Solesvik, Westhead, and Matlay (2014) interrogated several kinds of literature on entrepreneurship policies and practices, but none on

how young adults in Anambra could obtain information that would make them self-employed after leaving university.

Entrepreneurs emerge at the different levels of government such as local, state, regional, and national levels. In the case of Nigeria, Anambra State is of interest and central to this study. Asogwa and Dim (2016) investigated the relationship between entrepreneurship development and employment reduction in Anambra State and opined that policymakers and executors in Anambra State could empower the youths within the State with prospects to embrace real entrepreneurship which includes technical, managerial and business skills. One of the distinctive characteristics of Anambra State is the immense resourcefulness of its people who carry on a most active business and other relationship with people who come across them. The people are known for their enterprising and entrepreneurship dispositions. Some of the young graduates have engaged in some form of self-employment and areas like spare parts fabrication, textiles, estate and insurance agencies, shoe manufacturing and production of machine tools. However, most of the youths lack entrepreneurship information, education, technical competence, and other prospects to be self-employed (Fapohunda, 2012). Though entrepreneurship remains a fundamental concept in social, economic and human development, however, the inconsistencies in public policies and programs have aggravated the unemployment situation (Asaju, Arome, & Anyio, 2014).

This research contains a revelation of the researcher's intention to identify the gap in the literature which is how the few young adult graduates in Anambra State obtained information on entrepreneurial characteristics to become self-employed after leaving universities. The research could be useful to other young adult graduates who presently do not know how to



obtain the necessary entrepreneurship information and skills to be self-employed after leaving universities.

### **Background of the Study**

In the course of a 50-year period, the federal government of Nigeria had introduced many initiatives with the aim of promoting entrepreneurship. The initiatives have not succeeded because of policy reversals, poor leadership, mismanagement, and lack of political will. Umarik, Loogma, and Ta Fel-Viia (2014) proposed the concept of educational reform processes by applying social innovation in achieving vocational studies. Solesvik, Westhead, and Matlay (2014) stressed that Nigerians could embrace entrepreneurship education to quicken socio-economic development. Edoho (2016) investigated the roles of various Nigerian agencies like the CBN, the NBS and SMEDAN in the areas of the establishment, promotion, and funding of entrepreneurship. Edoho opined that a refocusing of public policy would be necessary for high-impact entrepreneurship that would address the shortcomings of previous programs.

Jarvi (2015) suggested ways of obtaining an education to include mentorship from superiors, partners and customers (Hietanen & Jarvi, 2015; Mundia & Salleh, 2017; Tangaard, Nelson, & Jorgensen, 2015). Kalimasi and Herman (2016) identified factors that affect entrepreneurial education to include perception and policy matters. Jackson (2015) assessed the activities and programs that advance entrepreneurial knowledge to cover, identification and development of employment characteristics and attitudes, exposing students to self-employment activities and career option. The reasons entrepreneurship succeeded in South Africa could apply to Nigeria. The reasons are a proper education of young people and

funding (Bell & Bell, 2016; Ndedi, 2013). Ofili (2014) identified factors militating against a solid foundation of entrepreneurial knowledge in Nigeria to include, poor infrastructure, inadequate finance, inadequate technology, and little government support. The criteria for evaluating entrepreneurship opportunities include return on investment, value-added potentials, competitive advantage, sound management team, market size, and personal standards.

For this study, the researcher switched nomenclatures such as entrepreneurs, entrepreneurship, small business owners, vocational studies, scheme and skills, and enterprises. The constant switch was because there seemed to be no universal definition of entrepreneurship or SMEs as countries have adopted different names (Gupta, Guha, & Krishnaswami, 2013). Different countries use different parameters in determining the size of business ventures or enterprises. Some countries use turnover on investment, whereas others adopt, the volume of sales, worth of assets, and size of the company (Gupta et al., 2013).

### **Problem Statement**

Nigeria has no consistent policy on the promotion of entrepreneurship among young adult in Anambra State that would serve as a guide to becoming self-employed (Oladokun & Ayodele, 2015). Ninety-five percent of college graduates in Nigeria were unemployed between 12 to 24 months after graduation because of job scarcity (Oladokun & Ayodele, 2015). The general problem that I addressed in this study was that diverse challenges confront Anambra State as a result of youth unemployment such as an increase in crime rate, drug abuse, kidnapping, and increase in suicide rate (Akhuemonkhan, Raimi, Patel, & Fadipe, 2014). The specific problem that I addressed in this study was that many young adults'

graduates in Anambra State lacked entrepreneurship education and the antecedent prospects of self-employment.

### **Purpose of the Study**

My purpose in this qualitative exploratory case study was to explore the entrepreneurship strategies young adults in Anambra State are required to use to become self-employed after graduating from universities. To achieve this purpose, I interviewed 20 graduates in Anambra State who have successfully embarked on entrepreneurial activities after graduating from the universities on one-on-one interviews. I obtained information from other five youth entrepreneurs through focus group interview and five policymaker participants through face-to-face interviews.

### **Research Question**

The research question (RQ) reflected the problem that a researcher wanted to explore (Bagnasco, Ghirotto, & Sasso, 2014). The research question offered directions concerning the data collection process and formed the basis of the conclusion of the study (Rojon & Saunders, 2012). The research question was exploratory: What are challenges and prospects of youths entrepreneurship amongst university graduates in Anambra?

### **Conceptual Framework**

The conceptual framework for this study was the human capital theory Becker (1994) developed. Becker (1994) evaluated human capital theory to benefit individuals investing in education and training. Becker (1994) added that the social and economic returns of an individual are directly related to their education and training. Shultz (1961) summarized the human capital development to include human capital investment in the future, more training

leads to better skills acquisition, educational institutions play a significant role in the development of human capital, and training enhances employability.

The human capital theory predicts the investment in human capital based on knowledge and skills acquisition (Bruce, McNally, & Kay, 2013). Human capital entails levels of education, employee experience, and entrepreneurial characteristics (Bruce et al., 2013). Herr (2013) enumerated various ways an individual can attain entrepreneurship information to include, individual skills, information technology skills, self-acquired skills, occupational skills, and continuous learning. This framework served as the tool for organizing and synthesizing the ideas in shaping the research inquiries on how young adult in Anambra State can attain entrepreneurial characteristic to become self-employed after leaving universities.

### **Nature of the Study**

I used a qualitative exploratory case study design to gain in-depth understanding of how young adult in Anambra State can obtain information on entrepreneurship studies to be self-employed after leaving universities. The basis for choosing the research design was appropriate to gain in-depth understanding of the case (Yin, 2014). Qualitative research is concerned with gaining an in-depth understanding of human issues and to ask participants how and why (Onwuegbuzie & Byers, 2014).

The qualitative method has five research designs of ethnography, narrative, grounded theory, phenomenology, and case study (Baskarada, 2014; Fetters, Curry, & Creswell, 2013; Onwuegbuzie & Byers, 2014). The phenomenological design was not suitable because it would entail the involvement of multiple data sources as Sloan and Bowe (2014) indicated.

Phenomenological research concentrates on the lived experience of a particular phenomenon of an individual or a group of individuals (Moustakas, 1994; Thomson, Petty, & Scholes, 2014). The objective of the study was to gain in-depth understanding and not to study the lived experience of the participants (Shah, Nair, & Bennett, 2013; Thomson et al., 2014).

Ethnography was not appropriate because it is instructive when the focus of the study relates to cultural inquiries (Goldstein, Gray, Salisbury, & Snell, 2014). Grounded theory was not useful here because it encourages researchers to build a theoretical framework to support concepts and methods of collection of data from individuals (Engward, 2013). The grounded theory relies on theory generation (Bagnasco et al., 2014; Hussein, Hirst, Salyers, & Osuji, 2014). Narrative design was not adequate for the study because the design is better when the mode of data collection is by storytelling (Souto-Manning, 2014).

The qualitative exploratory case study method was suitable for this study; the design allows a researcher to explore the concept of human understanding through an open-ended interview question (Davidson, Paulus, & Jackson, 2016; Marshall & Rossman, 2016). An exploratory case study was better because the essence is to explore how young adult in Anambra State can obtain entrepreneurial characteristics to become self-employed after leaving universities. Quantitative methodology was not suitable for the study because the methodology is mainly to test hypotheses, study mathematical relationship, statistical elements, and variable for a broad inquiry (Dasgupta, 2015; Ketokivi & Choi, 2014; Westerman, 2014; Yilmaz, 2013). A mixed method was also not appropriate for this study as the quantitative element negates the direction of this investigation. A mixed method research is a combination of quantitative and qualitative research in a single body (Fielding, 2012).

The unit of analysis consisted of graduates who have successfully embarked on vocational activities after graduating from universities as a result of the acquired experience, training and knowledge on vocational studies and policymakers who design curricula in universities. The researcher interviewed 20 participants in Anambra State using a semi-structured interview and 5 member focus group interviews as data collection tools. The study also involved interviewing five participants from the Ministry of Education and Youth Development (Policymakers) who develop curricula for the young adult in universities in Anambra State. The study's findings may serve as contributions to knowledge in the area of youth development, and may also contribute to positive social change by creating awareness on youth engagement in job creation. The study involved the use of two data collection tools; there were semi-structured and a focus group interview. I used a semi-structured interview to administer the interview questions in the interview protocol to the 20 graduate participants and five policymakers, with follow up questions when necessary. The focus group was composed of five different participants who were not part of the semi-structured, one-on-one interview. The basis for the focus group was to compare its data with the one emanating from a one-on-one interview to achieve triangulation.

### **Definitions of Terms**

The following terminologies have been given meaning for clarity and to enhance comprehension by the reader.

*Anambra State:* Anambra State is one of the 36 states in the Federal Republic of Nigeria. The capital is Awka, but it has Onitsha and Nnewi as its primary commercial and entrepreneurial centers. The Onitsha central market is reputed to be the largest of the kind in

Sub-Saharan Africa. Anambra has a population of about 4.5 million people according to the 2006 population census. It shares boundaries with five states, Abia, Delta, Enugu, Imo, and Kogi. The Igbo language is the mother tongue, but English is the lingua franca.

*Bureaucratic bottlenecks:* Government-imposed challenges or regulations that hinder the operation of a business (Gottlieb & Makower, 2013).

*Economic development:* An increase in economic growth or structural changes in society, region or country. Factors determining economic development in society include changes in the percentage of employment, production, and an increase in research (Ezeala-Harrison, 1996).

*Entrepreneur:* An entrepreneur is a human factor that coordinates the other three factors of production of land, labor, and capital (McEwan, 2015). Entrepreneurs are change agents who recognize opportunities where others see chaos and confusion (Stam, Arzlanian, & Elfring, 2014).

*Entrepreneurship:* The ability to identify and pursue an opportunity that offers a potential for both reward and risk, and most often requires the capacity for innovation (McEwan, 2015).

*Entrepreneurship skills:* Skill obtained by a mentor or trainees. Such skills could lead to the provision of specialized services to clients for free. It could allow such a trainee to become self-employed (Valliere, 2015).

*Entrepreneurial intent:* This is an individual's belief, attitude, and behavior toward entrepreneurship (Valliere, 2015).

*Innovation:* New methods of production that entail creativity or modern approach to doing things (Richet, 2014)

*Small scale business:* An independently own business that provides goods and services to local markets with a minimum of 10 staff and posting an annual profit of approximately 1,000 dollars or less (about ₦ 300,000.00).

*Sustainability:* A growing business concern that has survived up to 4 years or more after inception (Raudeliuniene, Tvaronaviciene, & Dzemyda, 2014; Septiani, Dewi, & Siregar, 2013)

*Start-up:* current business or recently launched business with the aim of making a profit (McEwan, 2015; Ulvenblad, Berggren, & Winborg, 2013).

*Youth:* The official definition of youth age varies from country to country. In Nigeria, any person who reaches the age of 18 years is legally considered an “adult” with voting rights. However, the United Nations defines youths as people between the ages of 15 and 24 (UNDESA, 2015). For this research, a youth includes a young university graduate in Anambra state. In Nigeria, the National Population Commission (NPC, 2013) defined *youths* as individuals between 15 and 34 years of age. The Nigeria youth policy document defined youths as persons between ages of 18 to 35 years.

### **Assumptions**

Assumptions are expectations that are beyond the control of a researcher but can shape the course of study (Kirkwood & Price, 2013). Therefore, assumptions reflect the nature of knowledge which determines the scope of inquiries and findings in a study (Fan, 2013;



Kirkwood & Price, 2013). I made many assumptions that included that if a young adult in Anambra State obtained information on entrepreneurship, they would be self-employed after leaving university. Another assumption was that the participants would provide open and realistic answers to the questions as they relate to their experiences, and thus would result in a reliable and valid data (Irvine, Drew, & Sainbury, 2013; Nimon, Zientek, & Henson, 2012). Another assumption was that once the interview environment was friendly and convivial, with the required consent, the participants would live up to expectation. I assumed that once the criteria for selecting participant were appropriate, it would lead to the realization of the objectives of the research.

### **Scope and Delimitations**

#### **The Scope of Study**

I conducted this research using an exploratory case study. The scope of the study consisted of 20 graduates who are already in self-employment and five policymakers from the Ministry of Education and Youth Development and another five youth entrepreneurs for focus group interviews. The participants answered both open-ended questions in a semi-structured interview and a focus group interview. Addressing transferability was necessary through offering explanations that would aid the future researchers to make proper decisions regarding the applicability of this study to other domains.

#### **Delimitation**

Delimitations are considerations a researcher impose to limit the scope of a study (Bloomberg & Volpe, 2012). Delimitation allows for the narrowing of the scope of the study. The participants were graduates already in self-employment and policymakers.

### **Limitations**

A factor that could have posed a limitation in this study was the fact that although 20 graduates, five focus group participants, and five policymakers serve as participants, there was the belief that their views did not represent the views of all graduates in self-employment and other policymakers. I concentrated on the young adult in Anambra State. The selection of participant might have also created a limitation. The young adult participants were people running a business.

### **Significance of the Study**

The barrier confronting young adult from obtaining information on entrepreneurship is the critical issue of this study. If other young adults discovered how to obtain entrepreneurship information to become self-employed, it would mark the actualization of the objective of this study.

### **Significance to Practice**

This study was significant to practice in that it included a recommendation for possible solutions to the specific problem which included, other young adult identifying how to obtain their entrepreneurial information to be self-employed like their colleagues already in self-employment. Government agencies could use the recommendations from the study to promote policies that could address the lack of skills about entrepreneurship development among young adults.

### **Significance to Theory**

This study may be significant to theory because the working of the theory in the domain of this research topic would manifest through the participant contributions, thereby

contributing to the literature on entrepreneurship education. Future researchers who seek to promote further knowledge in this field may find this study significant of future researchers who want to extend the cause of study on young adult entrepreneurship in creating new literature that might be useful. The emphasis was the challenges and prospects of youth entrepreneurship amongst university graduates in Anambra Nigeria. Research on entrepreneurship as a panacea for young adult empowerment echoed that entrepreneurship education for young adult leads to quality leadership, problem-solving skills, creativity, and productivity (Putta, 2014). The study may be relevant to future researchers who may be interested in advancing the body of knowledge.

### **Significance to Social Change**

The findings may have the potential to create awareness and change the paradigm on youth development in Nigeria. It may contribute to the curricula to educate other young adults in other States. The study's findings may help in reducing poverty and enhancing the need to promote the economic development of Nigeria. The research may also be significant to various non-governmental organizations and tiers of government in Nigeria (Federal, State, and Local Governments) in formulating policies on youth empowerment programs. The study may be significant to the youth by adopting the finding in enriching the training provided for youth on vocational training. Another objective of the study was to create awareness among youths in Anambra on entrepreneurship studies to enhance their standard of living and remain law-abiding to the State. This research activity conformed to Walden University's social change agenda of using research and skills in transforming communities and achieving positive social change.

I begin this chapter with information on policies and practices of entrepreneurship, and barriers to obtaining entrepreneurship characteristics. I provided an alignment among the subunits of the problem statement, purpose statement, research question, and the conceptual framework. The argument was that it appeared most young adult in Anambra State lacked information on entrepreneurial characteristics to become self-employed after graduating from universities. The qualitative exploratory case study intends to explore the entrepreneurship strategies young adult in Anambra State require to become self-employed after graduating from universities. Chapter 2 contains a review of the relevant gap in the literature about the inquiry. It included the literature review, analysis, and evaluation and a review of the framework underpinning the study.

## Chapter 2: Literature Review

Scholarly revelations are essential to circumscribe Nigeria's status in the matter of employment and entrepreneurship. Ninety-five percent of college graduates in Nigeria are unemployed between 12 to 24 months after graduation because of job scarcity (Oladokun & Ayodele, 2015). The issues confronting Anambra State as a result of Youth unemployment included (a) Increased crime rate, (b) drug abuse, and (c) increase in suicide rate (Akhueomonkhan et al., 2014). Abimbola et al. (2016) argued that entrepreneurship was the magic wand that could bring assistance to the youths, the society at large, and change the narrative; unfortunately, the exploration has not occurred. The aim was to explore how young adult graduates in Anambra could obtain information on entrepreneurial characteristics to become self-employed after leaving Universities.

In the literature review, I aimed to identify relevant literature that might support or counter the provision of information on challenges and prospects of youth entrepreneurship in Anambra, Nigeria. The research question addressed the extent to which young graduates obtained information on entrepreneurial characteristics to become self-employed after leaving Universities. To assist in answering the research question and explaining the literature on entrepreneurship and entrepreneurship education and training, the researcher evaluated scholarly peer-reviewed journals using various databases and platforms.

### **Literature Search Strategy**

In answering the question, an evaluation of scholarly peer-reviewed journal articles was instructive through searching library databases such as Emerald Management, ProQuest, and Sage. Other platforms the researcher explored were

Google alert and Google scholar. The key words were *human capital theory, entrepreneurship, small business activities, entrepreneurship education, learning and skills, vocational training, entrepreneurship policies and practices in Nigeria, entrepreneurship policies, and practices in other countries*. Most of the literatures were those within 5 years of publishing. There appeared to be a gap in the literature concerning how young adults in Anambra could obtain characteristics to become self-employed after leaving Universities.

### **Human Capital Theory**

Undergirding a research study with theory contributes to useful contextualization of the research study. The conceptual framework for this study was the human capital theory (HCT). Becker (1994) evaluated human capital theory to benefit individuals investing in education and training. Becker (1994) added that the social and economic returns of an individual were directly related to their education and training. Becker (1994) suggested that skills training tend to improve individuals' chances of employment, thereby contributing to their individual ability to cater for their welfare. Shultz (1961) summarized the human capital development to include human capital investment in the future, more training leads to better skills acquisition, educational institutions play a significant role in the development of human capital, and training enhances employability.

The human capital theory predicts the investment in human capital based on knowledge and skills acquisition (Bruce et al., 2013; Garba, Djafar, & Mansor, 2013). Human Capital entails levels of education, employee experience, and entrepreneurial characteristics (Bruce et al., 2013). Herr (2013) enumerated various ways individuals can attain

entrepreneurship information to include, individual skills, information technology skills, self-acquired skills, occupational skills, and continuous learning. This framework served as the tool for organizing and synthesizing the ideas in shaping the research inquiries on how young graduates in Anambra state could attain entrepreneurial characteristics to become self-employed after leaving university.

### **Entrepreneurship**

For centuries, economists have discussed how the sociology of entrepreneurship brought about the industrial revolution and economic development. The evidence is visible in the treaties of Adam Smith, “The Wealth of Nations,; and Joseph Alois Schumpeter, “The theory of economic development” in 1934. The consensus of these researchers, psychologist, and sociologist is that man is the centrepiece and the real engine of industrial revolution and entrepreneurship (Ahlstrom & Ding, 2014). The greatest of human endowments are intelligence and entrepreneurship. Some countries have little or no natural endowments like Oil, solid minerals, but have high entrepreneurial culture; examples of such countries are Israel and Japan.

Abimbola et al. (2016) were of the view that entrepreneurial activities could function differently in different climes. For instance, in advanced nations, increased entrepreneurial activities serves to reposition dying industries, creating new jobs to compensate for jobs lost during restructuring and downsizing. It also catalysed technology progress. In less developed countries, entrepreneurship stimulate economic growth, replaced crumbling government agencies the colonial masters created, generates employment and empowers the less privileged.

There is no internationally accepted definition of entrepreneurship because of its multifaceted nature. It has been described variously as self-employment, start-up business, enterprises, and small-scale business. In a literal sense, an entrepreneur is a person who identifies opportunities, new realities, unmet market needs, explore and exploits them (before others) and translates them into wealth creation. Glasser and Kerr (2015) submitted that entrepreneurship had become a platform for wealth creation, economic growth, and innovation.

The application of the word *entrepreneur* in the business and economic sense started in the 18<sup>th</sup> century. The Irish economist resident in France, Richard Cantillon is credited to be the first to use the nomenclature (Aspromourgous, 2014). He described an entrepreneur as a risk bearer and an extraordinary economic *guru* who engages in risk and uncertainty (Mandel & Noyes, 2016). An entrepreneur is a French word, *entreprendre*, meaning “to undertake” (Musai & Mehrara, 2014). Schumpeter advanced the theory of entrepreneurship by stating that an entrepreneur is an innovator with capacities in innovation, risk management and technology (Ahlstrom & Ding, 2014; Casson & Casson, 2014). Ndedi (2013) adopted the Schumpeterian definition of entrepreneurship to represent a person of influence and an innovator unlimited by barriers. Galindo and Mendez, (2014) identified the motivating factors for entrepreneurship to include, self-actualization, desire to be one’s boss, willingness to be innovative and creative, opportunity to create personal wealth and security of survival. Vossenberg (2016) identified a lack of managerial skills as one of the primary constraints to successful entrepreneurship.



The terms *entrepreneurship* and entrepreneur are similar. Being an entrepreneur associates an individual or individuals with creation, owner-management, developing and renewal venture (Casson & Casson, 2014). The difference is that being an entrepreneur is being in a state of entrepreneurship while being entrepreneurial is a disposition. A small number of people are entrepreneurs at a particular time, while so many people are entrepreneurial most time through their natures. Every person has the potential to be entrepreneurial at any given time (Atherton, 2012). Some researchers have focused on the attitudes of the entrepreneurs, while others dwell on capacities and competencies resulting to placing people in the right place at the right time (Costa, Caetano, & Santos, 2016). These authors postulated that entrepreneurship is an economic mechanism that provides employment, increase socio-economic activities and represent a viable alternative to formal jobs. Roueche and Jones-kavalier (2015) argued that entrepreneurship is the ability to identify and pursue an opportunity that offers the potential for both reward and risk, and most often requires the capacity for innovation. Therefore, an entrepreneur is that person who identifies opportunities, new realities, unmet market needs, explores and exploits them (before others), and translate them to wealth creation (Bayon, Vaillant, & Lafuente, 2015).

Valliere (2015) categorized entrepreneurship into entrepreneurs of necessity and entrepreneurs of opportunity. Entrepreneurs of necessity are those who are unemployed and started entrepreneurship to gain employment, while entrepreneurs of opportunity are opportunity seekers who aim to break new grounds. Munir, Idrus, Shukur, Ithin, and Sarah (2015) described entrepreneurs as risk takers who exploit opportunities and maximize them.

McEwan (2015) posited that an entrepreneur is a human factor that coordinates the other three factors of production of land, labor, and capital.

Entrepreneurship is multifaceted and multidisciplinary with roots in economics, psychology, sociology, skill acquisition, and management (Carlson et al., 2013). It is the bedrock of most developmental aspirations of most developed nations (Memon, Rozan, Ismail, Uddin, & Daud, 2015). Kannadhasan, Avamvalarthan, and Kumar (2014) in contrast opined that entrepreneurship has no clear-cut definition because it is multi-faceted and complex. Frese and Gielnik (2014) interrogated the concept by submitting that entrepreneurship is a construct with three phases, a prelaunch, a launch, and a post launch, but, the motivations differ from person to person, time and space.

Omoredede (2014) echoed that some reasons for entrepreneurship include personal needs, training, entrepreneurship information and job creation. Ezeibe, Diogu, Eze, and Uzoamaka (2013) on the other hand categorized the essential characteristics of an entrepreneur to include independence, risk-taking, management of resources and innovativeness. Other factors that motivate people into entrepreneurship include freedom, security, satisfaction, and economic necessity (Rao, Venkatachalm, & Joshi, 2013). Smith and Chimucheka (2014) illustrated that it is a catalyst for economic emancipation and socio-economic development, while Obschonka et al., (2013) demonstrated the inherent characteristics of entrepreneurship to include risk perception, self-efficiency, innovativeness, and proactiveness. Vardhan (2014) identified the factors that influence resource based entrepreneurship to include, problem-solving, business formation, dreams, and technology transfer. Abimbola et al. (2016) identified competencies for superior entrepreneurial

performance to include initiative, looking for opportunity, persistence, information seeking, and quality consciousness, commitment to work, commitment to efficiency, proper planning, problem-solving skills, self-confidence, assertiveness, persuasiveness, active monitoring, and effective strategy.

Entrepreneurs have more risk propensity than those in salaried employment, and risk is the most critical success factor of an entrepreneur (Gudmundsson & Lechner, 2013; Mathieu & St-Jean, 2013). Entrepreneurial efficacy presupposes the inherent confidence and capacity of an entrepreneur to excel in a business venture. Therefore, self-efficacy is a significant index in measuring entrepreneurial success (Wennberg, Pathnak, & Autio, 2013). Fayolle and Linan (2014) illustrated this proposition by indicating that self-efficacy confers confidence and challenges entrepreneurs to optimize their potentials.

It is common knowledge that innovativeness is a core staying power of entrepreneurs. It is by remaining innovative and creative that an entrepreneur creates products and develops markets. It is an essential component of the entrepreneurship mind-set (Abebe & Amgriawan, 2014; Ahlstrom & Ding, 2014; Casson & Casson, 2014). Factors that accentuate the positive capabilities of entrepreneurs include, determination, exploiting opportunities, charisma, and persistence (Mehta & Gupta, 2016). Entrepreneurial proactiveness correlates with the intention to achieve excellence (Glaub, Frese, Fischer, & Hoppe, 2014). The success of entrepreneurial endeavors is predicated on the level of motivation because motivation is a driving force in entrepreneurial schemes (Germak & Robinson, 2014). Abimbola et al. (2016) argued that the barriers to the success of entrepreneurship include, adequate access to loan, the

absence of collateral, high-interest loan from financial institutions, lack of managerial process and the zeal and will to take risks.

Dalborg and Wincent (2014) identified three motivational factors for successful entrepreneurship to include people who pushed, pulled or people who undergo training and programs. The Global Entrepreneurship Monitor Report illustrated that 21% of entrepreneurs in the United States started out of necessity (Poschke, 2013), while about 75% started because of the pull to explore opportunities (Braunerhjelm & Henrekson, 2013). Solesvik (2013) on the other hand reported that entrepreneurs who undergo training, education, and skills are more likely to engage in entrepreneurship than those who did not. The role of education and knowledge in entrepreneurship is pertinent because education improves self-image, awareness of the society, foresight, and provides the appropriate skills. These skills could be technical, business and management, and personality oriented skills. The professional and business skills are easy to acquire, but personality-oriented abilities, such as persistence, imagination, risk-taking, courage, innovativeness, are a bit difficult to teach. Therefore education and knowledge contribute to streamlining and reducing attendant risk in entrepreneurship (Solesvik, 2013).

Human Capital represents skills, learning and education entrepreneurs acquire through formal and informal platforms (Jaskiewicz, Combs, & Ran, 2015). Cassar (2014) supported this view by stating that human capital entails academic and educational attainment which impacts positively on entrepreneurial success. A higher level of education is advantageous to survival and success in entrepreneurship because it opens more vistas and opportunities for entrepreneurs (Jones, Matlay, Penaluna, & Penaluna, 2014; Lofstrom, Bates, & Parker, 2014).

Uy, Foo, and Song (2013) expatiated on the advantages of superior education in entrepreneurship to include, superior skills, and on-the-job training. Marom and Lussier (2014) evaluated the six critical success factors for entrepreneurship as capital, financial control, industry experience, management experience, planning, and professional advice. Xiaoyu and Xiangming (2015) on the other hand underscored the fact that it is a catalyst for promoting employment in emerging markets and enhancement of employment.

To achieve objectives in entrepreneurship requires a synergy of the entrepreneurial mindset, building capacity and taking the risk (Malebana, 2014). In contrast, Fatoki (2014) is of the view that the militating factors in achieving entrepreneurship goals include, lean resources and lack of motivation. Other factors that contribute to failures are inadequate resources and the inability to adapt to success factors (Mandl, Berger, & Kuckertz, 2016). Dejaeghere and Baxter (2014) underscored the importance of entrepreneurship as a panacea to poverty and a pathway out of youth unemployment.

Harnessing self-employment could become the platform for modern economic recovery from the global recession (Jackson, 2015; Stuetzer, Obschonka, & Schmitt-Rodermund, 2013). Kuratko, Morris, and Schindehutte (2015) supported the adoption of entrepreneurship as a driving force for accelerating economic growth, job creation, and poverty reduction. These are the motivating factors that could inspire young people to engage in entrepreneurship. Winschiers-Theophilus et al. (2017) focused on other motivating factors to include the promotion of employment and creation of alternative sources of income. Scholman, van Stel, and Thurick (2014) evaluated the persons that engage in entrepreneurship to include (a) Individuals who are pushed to start, (b) those pulled to creating a business or

who went through entrepreneurial training. The last is a (c) those urged to start a new business out of necessity because of unemployment or underemployment. Kuratko et al. (2015) interrogated how factors like innovation, risk-taking can contribute to economic activities, wealth creation and generation of employment. Entrepreneurship as a means of creating positive social change is necessary if young adult graduates in Anambra State know how to attain entrepreneurial characteristics that can help them be self-employed after leaving Universities.

### **The Role of Entrepreneurship in a Developing Society**

Entrepreneurship is a *sine qua non* for the development of any economy. Kuratko, Morris, and Schindehutle (2015) corroborated this assertion and opined that all over the world, entrepreneurship had become a catalyst for the development of the economy. The developing countries like Nigeria acknowledge its strategic importance to development. The contributions to the society include employment generation, productivity, facilitation, and adaption of technology and an increase in resource utilization (Kuratko, Morris, & Schindehutle, 2015). Other contributions include stimulation of growth, re-invigoration of large-scale enterprises and encouraging individuals to build potentials and capacities for self-employment.

Most big corporations and public sector Parastatals depend on the activities of small and medium scale enterprises (SME's) to supply them with raw materials and assist them in the distribution of the finished goods to the final consumers. It has contributed immensely to the transformation of the public sector into a viable market and profitable ventures. Timmons, Eisenman, and O'conno (2015) summarized the benefit of entrepreneurship to include, the opportunity to create own company, opportunity to make a difference and opportunity to reap

an impressive profit. Timmons et al. (2016) underscored the disadvantages of entrepreneurship to include, the uncertainty of income, the risk of losing entire investment, and long hours of hard work. Costa, Caetano, and Santos (2016) identified the major characteristics of successful entrepreneurship to include problem-solving skill, risk-taking, agenda setting, and management of resources.

### **Small Business Activities**

Start-up companies make significant contributions to the socio-economic development of Nations and contribute up to 99% of business ventures in the World (Gomez-Aranjo & Bayon, 2017). It forms the primary component of economic growth, employment generation, and innovative activities and diversification of the economy (Gomez-Aranjo & Bayon, 2017). Gomez-Aranjo and Bayon, (2017) argued that start-ups provide the platform for enhancement of skills for the rural settlers and provide the stimulus for the local economy. The impact on rural development increases when young adult carry out the activities in those localities (Brixiova, Ncube, & Bicaba, 2015; Ulvenblad et al., 2013).

The European Commission (2012) submitted that the involvement of young adult in entrepreneurial activities is increasing because of the flux in the economic activities. Therefore, young adult is more in entrepreneurship because they are better risk-takers than older adults. Minniti and Naude (2014) further illustrated this point by stressing that young adult is better risk-takers because it is always easier to return to salaried employment when they fail. When an individual gets older, they find the idea of starting a new business less desirable because of the risk consequences inherent in aging. Brixiova et al. (2015) equally

submitted that the capacity for charting new courses and challenges and the desire to take risk are the motivating factors.

Entrepreneurship has lifted countries from developing to developed status, Third World to the First World status through the creation of employment, driving growth, substantial economic returns and an increase in GDP (Baker & Welter, 2017). Singer, Amoros, and Moska (2014) contrasted the ways of attaining entrepreneurship to include, by chance, by need, by choice, and by force. Researchers such as Baker and Welter (2017), focused on the expected qualifications of entrepreneurs for success to include requisite technical skills, independent opinion, innovativeness and capacity of adopting the Schumpeterian view which is innovativeness.

The Global Entrepreneurship Monitor posited that start-up ventures are the link between job creation and wealth generation (Singer et al., 2014; Ulvenblad et al., 2013). Most successful entrepreneurs are aggressive, and as a result tend to earn more compared to people in regular employment (Salem, 2014). While Ezeibe et al. (2013) submitted that reasons for the multiplicity of start-ups are to be "own boss," but most entrepreneurs have the tendencies of risk-taking and innovative practices. Olowu and Aliyu (2015) echoed that the success or failure of entrepreneurship depends on capacity and competence. Agwu and Emiti (2014) on the other hand evaluated the reasons for the failure of start-up businesses in African Countries to include; (a) Absence of skills (b) Low cash flow (c) Unorganized control mechanism, and (d) Management.

Hafer (2013) argued that other factors that cause start-up failures in developing Countries include weak environment, the paucity of funds, lack of skills, and lack of capacity.



Considering the high unemployment rate among young adult, and lack of job opportunities, the promotion of start-up, has become inevitable. Some interventions that would help are entrepreneurship education, training, and workshops. This intervention can inspire young adults to think outside the box and embrace alternative sources of livelihood (Sospeter, Rwelamila, Nchimbi, & Masoud, 2014; Ulvenblad et al., 2013). This argument is in sync with the motivation of entrepreneurship which is the desire to earn more than is expected from salary employment (Njoroge & Gathunga, 2013; Putta, 2014). Promoting young adult entrepreneurship and start-ups have become a global phenomenon. One of the objectives of Europe 2020 is to encourage employment through entrepreneurship, represented through the initiative of European Union Youth Strategy (OECD, 2016a). Agwu and Emeti (2014) underscored this point by echoing that; maybe, it is in encouraging entrepreneurship and start-ups that the World would attain the aim of one billion jobs by the end of the century. Jarvi (2015) on the other hand submitted that acquiring business education can occur under the supervision of a mentor. The assertion as mentioned earlier can assist young adult to obtain information on entrepreneurship characteristics and become self-employed after leaving Universities.

### **Entrepreneurship Education**

Every entrepreneur requires three skills to succeed, technical, business management and personal entrepreneurial skills. Technical skills entail excellent communication; business management is the capacity for planning and taking a decision, while own skills are discipline or self-control, risk-taking, and innovativeness (Solesvik, 2013). Entrepreneurship skills are training which empowers the learners to produce practical results (Putta, 2014). Maritz and

Brown (2013) identified the components of entrepreneurship education to include technical skills, knowledge gained, and knowledge acquired. The inherent characteristics of most entrepreneurs include innovativeness, risk-taking, self-actualization and competitive spirit (Lee-Ross, 2015). Gimmon (2014) reported that without adequate skills and learning, entrepreneurs could not function effectively. Gimmon suggested improvement in capacity, competences, and innovativeness. Despite this assertion and information on entrepreneurship education, there appears to be none on how young adults in Anambra could acquire entrepreneurship education.

Entrepreneurship education leads to quality leadership, problem-solving skills, creativity, productivity, critical thinking and planning (Putta, 2014). This training is knowledge, skills, and ability (Boyles, 2013). Boyles (2013) inferred that formal education on entrepreneurship includes University education incorporating knowledge, skills, and expertise. Horngvist and Leffler (2014) reported that entrepreneurial training provides more motivation and avail people more valuable information to use when they become self-employed. The knowledge the youths acquire from the University becomes useful when setting up their enterprise (Huggins & Thompson, 2015). Entrepreneurship training aims to enhance entrepreneurial spirits to achieve economic development and curb social vices (Clifton, Huggins, Morgan, & Thompson, 2015). Adequate training may always focus on case analysis and brainstorming (Georgiadis & Pitelis, 2014).

While Dada, Jack, and George (2015) evaluated the impact of government organized training on entrepreneurship with the performance of the entrepreneurs, Kalimasi and Herman (2016) described entrepreneurship education as that with the goal of promoting creativity,

innovation and self-employment. Morsell and Ajello (2016) are of the view that the core of entrepreneurship education is turning ideas into action and developing a sense of initiative. Morsell and Ajello (2016) contrasted entrepreneurship education from enterprise education and stressed that while enterprise education equips students with the capacity to generate ideas and skills to make them happen, entrepreneurship education provides value addition in the area of knowledge and capacity in setting up business.

The concepts of entrepreneurship and enterprise are similar because for somebody to be an entrepreneur, he/she needs to be enterprising. In the United Kingdom, an enterprise is a scheme that encourages the acquisition of enterprising skills, behavior, and attitude. Entrepreneurship education could be expensive and require a high cost of fees. However, they could be interventions in the form of education funds and grants (Finkle, Menzies, Kuratko, & Goldsby, 2013). Edoho (2016) identified barriers to entrepreneurship development in Nigeria to include, corruption, economic instability, bureaucratic holdup, policy inconsistencies, poor management, financial impendent, structural and cultural factors, low skills and technological skills. Ogbaekirigwe (2015) is of the view that other militating factors to entrepreneurship development in Nigeria especially in the Nigeria North East are insurgency and religious fanaticism.

Entrepreneurship education and skills are essential for increasing output (Nawakitphaitoon, 2014). People acquire skills through training and consistent practice (Kramer, 2015). Chell (2013) categorized entrepreneurial skills into cognitive, personality, social and interpersonal, business, motivational and learning skills (Fisher, Maritz, & Lobo, 2014). The hallmark of entrepreneurship skills is its capacity for translating ideas into reality

and monetary values (Ndubisi, 2014; Segal, Sartori, Tacconi, & Caputo, 2015). We need to discover how young adult in Anambra state can attain entrepreneurship characteristics to become self-employed after leaving Universities. Entrepreneurship is a process that emerges out of people's desire to create wealth, challenge the *status quo*, create employment, and reduce social vices. People imbibe entrepreneurship characteristics out of their desire to make a profit out of what they like doing, and it has become the most realistic alternative to job creation by government agencies. It entails exploring opportunities and running enterprises like products, services or delivering projects with the aim of making a profit.

Hietanem and Jarvi (2015) categorized learning into formal and informal. Both require consistent and sustainable effort to produce beneficial outcomes. Isaksson, Garvare, Johnson, Kuttainen, and Pareis (2015) discriminated that competitive learning in a formal or work environment amongst colleagues could help in developing an entrepreneurial mindset. Mentorship and on-the-job self-education are suitable approaches to learning small business activities (Jarvi, 2015). Massis (2015) explored the influence of positive attitude on entrepreneurship vis-a-vis starting new enterprises and expanding the market. Edoho (2013) is of the view that entrepreneurship development requires a level of technological advancement which is presently at a low ebb in Nigeria. Edoho (2016) reported the six factors hindering the development of information technology in Nigeria to include, low ICT infrastructure, regulatory and public policy framework, low level of literacy and education, and financial resources. Blenken, Elmholdt, Frederickson, Korsgaard, and Wagner (2014) echoed this point by illustrating how information and communication technology (ICT) has become the bedrock of modern entrepreneurship.

Self-employment results when a person explores, exploits and innovates various opportunities for self-sustenance (Dominika, 2014). A young adult could choose to become self-employed because of lack of employment, inadequate income, to be "own boss" (Dominika, 2014). The entrepreneurship learning impacts the level of innovativeness and performance (Olufunmilola & Helen, 2016). Kajalo and Lindblom (2015) explored the role of entrepreneurial orientation (E.O) as an instrument for exploring small-scale enterprises. Therefore graduates who obtain entrepreneurial orientation would utilize it during self-employment (Gruber-Muecke & Hofer, 2015). Continued entrepreneurship education and characteristics would help young adults commence various businesses and create employment (Ali, 2014; Middleton, 2015).

Arthur-Mensah and Alagaraja (2013) identified vocational-technical education and training as the platform for building capacities of workers. The essence is to ascertain to what extent young adult can obtain information on entrepreneurial characteristics to become self-employed after leaving universities. Storen (2014) evaluated the concept of mentoring as a process where a superior person in a particular skill impacts the knowledge to an inferior. It is a scenario where a mentor is imparting learning to a mentee. Some researchers on entrepreneurship like Mark and Meyer (2015) advocated for an integrated form of entrepreneurship called entrepreneurial eco-system (E.E). It is a synergy between human capital, markets, financial resources, policy, and culture. Even though E.E could advance entrepreneurship, no study has been carried out on how E.E could assist young adult in Anambra gain entrepreneurial characteristics (Mark & Meyer, 2015).

Odia and Odia (2013) reported the efforts of the National University Commission (NUC) in the year 2000 on the advancement of entrepreneurship by incorporating entrepreneurship into the curricula. Other ways of promoting entrepreneurship are literature and training (Blenken et al., 2014). Reuter (2013) identified five features of an employer to include, identifying skills, knowing the customers, satisfying the customer of his choice, developing a scheme for success, and attaining marketing skills (Peticca-Harris & Mckenna, 2013). The United Kingdom Department of Business Innovation and Skills (UK BIS) reported that entrepreneurship training has the capacity of making young adult self-employable, have confidence and contribute to nation building (Jackson, 2015).

### **Vocational Training**

The vocational training scheme in Nigeria is still developing and entails a system where a master takes in an artisan (apprentice) to learn a skill or trade for a certain number of years, upon payment of a token as consideration. This system involves more practice than theory (Adigwe & Oriola, 2015; Stuetzer, Obschonka, & Schmitt-Rodermund, 2013). Vocational training could be through trade tests, agricultural education, or business education (Kennedy, 2015). Okolocha (2012) traced the history of education reforms in Nigeria from 1970 when the emphasis was on the acquisition of certificates. The Nigerian government corrected the anomaly through the introduction of vocational-technical education (VTE). This policy focused on skill acquisition and self-employment (Baraki & Kemenade, 2013). Despite these interventions by the government, there seems to be no existing policy on how young adult in Anambra could attain entrepreneurial characteristics. The challenges to the growth of

vocational education include lack of qualified teachers and inadequate resources (Baraki & Kemenade, 2013).

Solesvik et al. (2014) interrogated several kinds of literature on entrepreneurial policies and practices, but none on how young adults could obtain entrepreneurial information that would make him self-employed. Liang, Ip, Wu, & Ching (2017) underscored the barriers faced by entrepreneurs to include bureaucracy, a multiplicity of tax, finance, government bottlenecks, and strict legal and regulatory framework. Most times start-up capitals come from non-financial institutions (Altin, Passon, Kautz-Freimuth, Berger, & Stock, 2015; Liang et al., 2017). For entrepreneurship policy program to be successful, it would require three ingredients, (a) a substantial market audience with insightful costumers, (b) a transparent program, and (c) clear organizational procedures (Fayolle & Gaily, 2015). Fayolle and Gaily (2015) equally suggested for adaptability and collaboration as central factors for entrepreneurship support.

Encouraging young adult in entrepreneurship increase job capacities enhances self-employment and promotes micro-enterprises (Liang et al., 2017). While Stadler and Smith (2017) explored how entrepreneurship and vocational education can provide platforms for sustainable income and poverty reduction, Smith and Paton (2014) submitted that entrepreneurship education would enhance accessibility, inclusivity and maximize opportunities. Galloway, Kapasi, and Whitlam (2015) supported the inclusion of entrepreneurship in curricula at all levels of education and submitted that entrepreneurship education could develop skills and abilities.

The activities and programs that advance entrepreneurial education include the identification and development of employment characteristics and attitude, exposing students to self-employment activities and career options (Jackson, 2015). The objectives of entrepreneurship skills include the acquisition of knowledge through experience and experimentation, then translating the skills into action for the development of the society. Entrepreneurship training in tertiary institutions entails translation and application of creative ideas and innovations to practical situations. It represents the individual's capacity to translate ideas into wealth creation through innovation, creativity, and measures of risk (Jackson, 2015).

Udefuna, Akalefu, and Asogwa (2013) are of the view that Nigerian education system is not productive because there is more emphasis on Arts and Humanities as against vocational and entrepreneurial courses. Therefore, while entrepreneurial education in Nigeria is still evolving, in other climes like the United States and the United Kingdom, it is part of the curricula in schools. The authors opined that encouraging entrepreneurship education in every Nigerian University, Polytechnic, and College of Education will enhance entrepreneurship. The proposition notwithstanding, there appears to be no information on how young adult in Anambra could obtain entrepreneurship information to become self-employed after leaving Universities.

Winschiers-Theophilus et al. (2017) proposed that entrepreneurship education may not only be a social or economic issue but a moral issue. This view is supported by Solesvik, (2013) who opined that entrepreneurship had become both an economic necessity and morally imperative. People who participated in entrepreneurial training are more likely to engage in



entrepreneurship than those who do not. Entrepreneurs and small business owners require education, skills, training and prudent management to succeed (Fayolle & Gailly, 2015; Wright, Coff, & Moliterno, 2014).

### **Skill Acquisition**

Nowak (2016) postulated that the role of educational institutions in entrepreneurship is the transmission of knowledge, formation of skills and attitudes including productively deploying knowledge to attain economic height. Entrepreneurship education that includes ethical mindset prevalent in a locality and the learning trajectories would emphasize the promotion of entrepreneurship and enterprising characteristics (Chikweche & Fletcher, 2017). Policymakers can demonstrate appropriate sensitivities towards entrepreneurship and be more involved in collaborative efforts to facilitate a proactive entrepreneurship orientation. The level of government entrepreneurship orientation would positively impact on delivery structure (Nielsen, 2016).

Chikweche and Fletcher (2017) are of the view that the essence of entrepreneurial education is the encouragement of self-employment, impart skills and promote start-up enterprises, and therefore contributing to socio-economic development. Nielsen, (2016) contrasted formal and informal entrepreneurship education. The author argued that entrepreneurship education given in lecture hall is formal, while those obtained from skill Centers are informal. Shepherd and Douglas (2000) on the other hand submitted that the entrepreneurship process entails both arts and science. While the science aspect is teachable, the art part involves innovative attributes and not teachable.

Barba-Sanches and Atienza-Sahuguillo (2016) encouraged the teaching of entrepreneurship in primary schools to have better insights and perspectives. A higher level of education is an advantage to survival and success in entrepreneurship because it enhances the management skills of the entrepreneur and more sustainable (Lofstrom et al., 2014). Marom and Lussier (2014) evaluated six critical success factors for entrepreneurship as capital, financial control, industry experience, management experience, planning, and professional advice. Brickmann and Kim (2015) identified ways entrepreneurs can gain valuable information concerning their product or service, industry, competitors, and projections vis-a-vis their short-term, mid-term, and long-term goals. Jarvi (2015) suggested that mentorship is the best approach to learning small business activities. Kramer (2015) contrasted by suggesting on the job self-education as the best approach. We do not know how college graduates in Anambra State could gain entrepreneurship characteristics to be self-employed after leaving universities. Caskey (2015) reported the features that a start-up business person could possess to include competitive spirit, marketing skills, leadership, information, and service orientation. Olufunmilola and Helen (2016) explored how entrepreneurship learning impacts on the level of innovativeness and performance of employees. Kajalo and Lindblom (2015) focused on the role of entrepreneurial orientation (E.O.) as an instrument for expression for small-scale enterprises.

### **Entrepreneurship after Leaving Universities**

Graduates who obtain entrepreneurial orientation would utilize it during self-employment (Gruber-Muecke & Hofer, 2015). Storen (2014) reported that the acquisition of entrepreneurship information would help young adults commence various businesses and

create jobs (Ali, 2014). Jaskiewicz et al. (2015) categorized individuals according to their entrepreneurship and motivation. While some individuals have a positive spirit to engage in entrepreneurship, some are motivated by paid employment to remain in their comfort zone. Chell (2013) categorized entrepreneurship skills into cognitive, personality, social and interpersonal, business, motivational, and learning skills.

Mark and Meyer (2015) advocated for an integrated form of entrepreneurship called entrepreneurial ecosystem (E. E.). It is synergy between human capital, markets, financial resources, policy, and culture. Even though entrepreneurial ecosystem could advance entrepreneurship, no study has indicated how the entrepreneurial ecosystem (E. E.) could assist college graduates in Anambra gain entrepreneurial characteristics. Reuter (2013) identified five processes a prospective employee would undergo before becoming an employer to include identifying the skills, knowing the customers, satisfying them, developing schemes for success, and attaining marketing skills (Peticca-Harris & McKenna, 2013).

Gimmon (2014) reported that without adequate skills and learning, entrepreneurs could not function effectively. They suggested improvement in capacity, competencies, innovativeness, and perseverance. Despite this information on counseling, there appears to be none on how graduates in Anambra could obtain entrepreneurship information.

Entrepreneurship training empowers and equips people to attain information and be innovative (Putta, 2014). Hornqvist and Leffler (2014) reported that entrepreneurial training provides more motivation and avail people more valuable information to use when they become self-employed. The knowledge transfer from the university to youths and graduates become useful when setting up their enterprises (Huggins & Thompson, 2015). Dada et al. (2015) evaluated

the impact of government organized training on entrepreneurship and opined that it would always focus on case analysis and brainstorming. In Nigeria, the vocational training scheme entails a system where a master engages an apprentice in learning for a certain number of years, and the apprentice would pay a token as consideration (Adigwe & Oriola, 2015). This system is more practical than theoretical (Ineson, 2014).

Despite these interventions by the government, there seems to be no existing policy on how young adult in Anambra could attain entrepreneurial characteristics. Solesvick et al. (2014) explored various literatures on entrepreneurial skills and vocational education, but none indicated how young adults could obtain entrepreneurial information that would make them self-employed.

### **Policies and Practices of Entrepreneurship in Nigeria**

Raimi et al. (2015) explored the reasons for the failure of these entrepreneurship interventions. They identified barriers to success to include, corruption, lack of continuity of programs and political instability. The failed policies and unattainable projections have resulted in massive youth unemployment and social vices. The NBS in 2012 indicated that more than 14 million youth lost jobs in 2010. NBS projects that by 2018; more than 60 million out of an estimated population of 180 million Nigerians would be unemployed. We do not know the challenges and prospects of youth entrepreneurship amongst university graduate in Anambra.

While Raimi et al. (2015) argued that small and medium enterprises programs contribute between 70-90% of employment in China, South Korea, and Indonesia, Sofoluwe, Shokunbi, Raimi, and Ajewole (2013) submitted that Nigerians require consistent

entrepreneurship education for boosting human capital development and job creation. Siu and Lo (2013) canvassed for the streamlining of regulatory frameworks for the practice of entrepreneurship to maximize efficiency because useful policy framework makes entrepreneurship accessible and encouraging. The ease and simplification of the regulatory framework in Countries like China and India boosted their entrepreneurship quest (Gupta, Guo, Canever, Yim, Sraw, & Liu, 2014; Panda & Dash, 2014).

Street (2013) advocated for one-stop shop business hubs for entrepreneurs to ease the crucibles prospective start-ups undergo in business regulation. Street (2013) emphasized that those countries with one-stop-shop centers for entrepreneurs are faster in doing business. Lukyanova (2015) re-echoed this point and posited that nations with abridged business regulations are faster than countries with multiple procedures. Therefore, the abbreviated business registration period is always beneficial and adds more to the GDP of such Countries (Khamis, 2014).

Ofili (2014) argued that before the advent of entrepreneurship education in Nigeria, the Nigerian University graduates lack information on entrepreneurship characteristics. Clifton et al. (2015) stressed that entrepreneurship training aims to enhance entrepreneurial spirit of Nigerians to compete domestically and globally to achieve socio-economic development. Government organized entrepreneurship training are usually on case analysis basis with the aim of expanding the horizon of National development (Dada et al., 2015; Georgiadis & Pitelis, 2014). The Nigerian government corrected the initial emphasis on acquisition of academic certificates with the introduction of Vocational Technical Education (VTE). This policy focused on skills acquisition and self-employment (Baraki & Kemenade,

2013). Despite the reforms, there seems to be no existing policy on how young adult in Anambra could attain entrepreneurial characteristics.

The objective of establishing IDC by the Federal Government of Nigerian was to promote small and medium enterprises and to provide technical and professional assistance to SME's in the areas of training and education (Hassan & Olaniran, 2012). The government merged IDC and SMEDAN to improve and upgrade the mandate of obtaining entrepreneurship information (Tseng, 2013). Solesvik et al. (2014) agreed with Tseng (2013) on the issue of obtaining entrepreneurship information in Nigeria, but none yet on how young adult in Anambra could obtain same that would make them self-employed.

### **Challenges to the Promotion of Entrepreneurship in Nigeria**

Though the practice of entrepreneurship in Nigeria is as old as the country, governments support and encouragement is a recent development. The entrepreneurial culture has blossomed in Nigeria resulting to setting up low and medium types of ventures like textiles, food processing, plastics, breweries, auto and machine parts production, including pharmaceuticals (Udefuna et al., 2013). The challenges to the promotion of entrepreneurship in Nigeria include, (a) lack of synergy between departments of government (b) lack of sufficient start-up capital. Others include (c) lack of infrastructural facilities like power, and (d) lack of qualified and professional teachers (Coleman, Cotei, & Farhat, 2016; Udefuna et al., 2013). Udefuna et al. (2013) advocated for the establishment of departments of entrepreneurship education in every Nigerian University, Polytechnic, and Colleges of Education. Udefuna et al. (2013) further emphasized that Nigerian education system is not

productive because it emphasizes more on Arts and Humanities as against Vocational and entrepreneurship courses.

Tomkins-Bergh and Miller (2015) averred that the barriers to the inclusion of Further Education and Training (FET) to entrepreneurship education include poor methodology, lack of competition and poor research methodology. Yang (2016) supported the argument of Tomkins-Bergh and Miller argument and echoed that entrepreneurship education failed to thrive due to student's lack of conviction as well as teacher's perception and orientation of the program. Since teachers are the driving force for the actualization of the set goals, they could undergo job training and supported with the necessary materials (Yang, 2016).

Isiwu and Onwuka (2017) evaluated the World Human Development Index Report of 2015 and indicated that Nigeria ranked 152 out of 187 Countries in human development in 2014 and by estimation still maintain the position in 2015. The implication is that Nigeria ranks low in the index of development. This situation contributes to unemployment and poverty. Jayeoba (2015) submitted that entrepreneurship would boom in Nigeria when (a) people start creating new things of value, (b) when people start exhibiting characteristics towards creating economic opportunities, and (c) when people start creating platforms for new products and markets. Gamede and Uleanya (2017) postulated that the designers of secondary school curricula might take into account the different social, economic and technical backgrounds of learners. Stakeholders in entrepreneurship education in secondary schools could support interventions, incentives, and innovations to enable it to produce a result. Therefore, entrepreneurship would thrive on skill acquisition and knowledge of a particular career or occupation. Entrepreneurship education may, therefore, be a purposeful intervention

by a trainer in the life of a trainee to impart skills to enable the trainee achieves distinction, raising the consciousness of the trainee to start a new business through innovation (Altin et al., 2015; Gamede & Uleanya, 2017). Musa et al. (2016) identified barriers to entrepreneurship to include unpopular policy thrust, lack of capacity building and lack of resources.

Abubakar (2015) suggested that the government ought to provide the enabling environment and framework for the success of entrepreneurship. Abubakar questions why the government is not providing financial resources to willing and young prospective entrepreneurs in Nigeria. This situation has necessitated most of the funding to come from families, banks, and non-bank financial institution (NBFIs). Entrepreneurship is low in Nigeria because the government controls virtually all aspects of the economy (Edoho, 2015). Edoho (2015) is of the view that mortality rate of new businesses is high and therefore suggested that entrepreneurs could ensure proper record keeping, employee promotion, financial control, and marketing strategies. Entrepreneurship education could convey the competencies to create and provide the best approach to understanding the process. Therefore, entrepreneurship has the potential to contribute to developing new business ventures and acquisition of skills (Fayolle, Verzat, & Wapshott, 2016).

Even though formal or university education provides the much-needed development of entrepreneurship, Boyles (2013) stated that the essential characteristics of an entrepreneur are knowledge, skills, and ability. Graduates can obtain these skills through the formal training or on-the-job training schemes (Boyles, 2013). The essence of obtaining information for entrepreneurship is to enable college graduates from Anambra State to become self-employed after leaving universities (Putta, 2014). Entrepreneurship education provides more motivation,



confidence, management skills that the graduate requires to excel (Hornqvist & Leffler, 2014). Stadler and Smith (2017) investigated how the pattern of teaching and habit of lecturers can help in developing student's attitudes towards entrepreneurship and vocational education. Therefore, the initiative for entrepreneurship should characteristically start from primary and secondary schools.

While Sofoluwe, Shokunbi, Raimi, and Ajewole, T (2013) underscored that the promotion of entrepreneurship and SME among the youths would contribute to achieving economic growth, enhance GDP, and development in Nigeria. Segal-Karpas and Werner (2014) advocated that entrepreneurial training focus on financial knowledge, saving culture and management skills. Kalimasi and Herman (2016) identified factors that affect entrepreneurial education to include perception and policy matters. Fox, Pittaway, and Uzuegbunam (2018) highlighted how games, especially computer simulation could assist in learning entrepreneurship within the ecosystem.

Musa et al. (2016) submitted that entrepreneurship is a veritable tool for poverty reduction in developing countries and accelerating economic growth, development, and reduction in youth unemployment. Obi (2015) submitted that factors like skilled workforce and poor infrastructure contribute to a low level of entrepreneurship. The problem remains that most young adult in Anambra State lack information on entrepreneurial characteristics to become self-employed after leaving universities. There is no policy on the promotion of entrepreneurship among young adults in Anambra State that would serve as a guide to becoming self-employed after leaving university (Oladokun & Ayodele, 2015). Ninety-five percent of college graduates in Nigeria are unemployed between 12 to 24 months after

graduation because of job scarcity (Oladokun & Ayodele, 2015). The issues confronting Anambra State as a result of youth unemployment include, increase in crime rate, drug abuse, increase in suicide rate (Akhuemonkhan et al., 2014).

Baraki and Kemenade (2013) identified the barriers to the growth of entrepreneurship education to include; lack of qualified teachers and inadequate resources. Liang et al., (2017) underscored the obstacles to include a multiplicity of tax, finance, strict legal and regulatory framework. The Nigerian education system is not productive because there is more emphasis on Arts and Humanities as against vocational and entrepreneurship courses. While Raimi et al. (2015) argued that small and medium enterprises programs contribute between 70-90% of employment in China, South Korea, and Indonesia, Sofoluwe et al. (2013) submitted that Nigeria require consistent entrepreneurship education as a strategy for boosting human capital development and job creation. Raimi et al. (2015) explored the reasons for failure in Nigeria to include corruption, maladministration, lack of continuity in programs and political instability.

### **Prospects of Youth Entrepreneurship**

Gruber-Muecke and Hofer (2015) posited that graduates who obtain entrepreneurial orientation would utilize it during self-employment. Encouraging young adult in entrepreneurship increase job capacities, self-employment, and promotes micro-enterprises (Liang et al. 2017). Entrepreneurship is the magic wand that can bring succor to the youths, the society at large, and change the narrative (Abimbola et al., 2016). Youth entrepreneurship will help in reducing poverty and enhance the need to promote the economic development of Nigeria. Entrepreneurship and self-employment could uplift the youths from its present state

(Ihugbe et al., 2013). Nigeria like other African countries has long-standing poverty and unemployment challenges. Hence the reliance on youth entrepreneurship for the solution would be appropriate. Asaju et al. (2014) posited that youth entrepreneurship presents the best solution to socio-economic development if there is adequate education, appropriate training, finance and government support. Other prospects of youth entrepreneurship include an improved standard of living, favorable youth engagement and economic contribution by youths. It would improve learning and enhance the productive capacities of youths. The International Labour Organization (ILO, 2015) identified prospect of youth entrepreneurship for potentials to creating value. The European Commission postulated that youth entrepreneurship has the potentials of building capacity and becoming change agents (OECD, 2015).

The efforts of donor agencies like IBRD, World Bank, and IMF are critical anchors for socio-economic growth in Africa (Edoho, 2015; Genberg, Martinez, & Salemi, 2014). Lackeus and Middleton (2015) evaluated how bridging entrepreneurship education and technology transfer would assist young graduates to obtain entrepreneurship characteristics; it is instructive to state that no previous study on how college graduates in Anambra State can gain entrepreneurial characteristics to become self-employed after leaving Universities.

### **Small and Medium Enterprises (SME's)**

Small and Medium Enterprises (SME's) is a policy that encourages start-up business, creates employment, reduces poverty and social vices in emerging economies like Nigeria (Lasserre & Lin, 2015). In Nigeria, more than 90% of the firms in the manufacturing industry started as SME's (Sehrawat & Giri, 2015). Small and medium industrial enterprises

investment scheme (SMEIS) in Nigeria categorized SME's as associations with a minimum capital base of=20 million naira, minimum of 10 and maximum of 300 employees (Sehrawat & Giri, 2015).

The efforts of SME's in promoting entrepreneurship across the globe are significant. Vences, Acedo, and Roldan (2014) reported the situation in Latin American Countries in the following ways, 70% of the firms in Argentina are SME's, in Brazil 60%, 63% in Chile, 67% in Columbia. Others include 55% in Ecuador, 75% in Mexico, 77% in Paraguay, 68% in Peru, 69% in Uruguay and 38% in Venezuela. Raimi and Ogunjirin (2012) on the other hand reported that with additional efforts and international affiliation, Nigeria could exceed its present 63.7%. A factor that militated against entrepreneurial activities in the developing countries like Nigeria was the initial concentration and emphasis on subsistence agriculture. While developed nations concentrated on obtaining entrepreneurship education, developing nations like Nigeria relied mostly on subsistence agriculture (Ahlstrom & Ding, 2014). While Omorede (2014) echoed that the motivation for entrepreneurs differs from person to person, time and space. Timmons et al. (2015) posited that entrepreneurship education varied from nation to nation; there is no study yet on how graduates in Anambra state could obtain information on entrepreneurship characteristics.

An organized and streamlined regulatory framework would advance entrepreneurial practices, and entrepreneurship (Sin & Lo, 2013). It is the position in countries like the United States, Canada, Germany, and The United Kingdom (Autio, Kenney, Mustar, Siegel, & Wright, 2014). In these countries, the concept of career guidance is at advanced stages, but nothing of such on how graduates in Anambra State could obtain it (Irving, 2013). Adisa,

Abdulraheem, and Mordi (2014) reported that for every 100 start-ups only about 50 make it to three years because of the following factors; lack of adequate resources, lack of expertise, poor power infrastructure, and multiple taxations.

Agwu and Emeti (2014) on the other hand are of the view that it is in encouraging SME's that the World would attain the aim of one billion jobs globally by the end of the Century because SME holds the solution to poverty alleviation, the creation of jobs and reduction in social vices. For Nigeria to attain socio-economic development, it needs to increase its output in youth entrepreneurship and SME (Sofoluwe et al., 2013). To achieve objectives, the youths could attain entrepreneurship education, skills, and learning. These capacities would create positive social change. It may equally help graduates in Anambra State obtain information on entrepreneurship characteristics.

Abimbola et al., (2016) stressed that entrepreneurship could curb youth unemployment in Nigeria if the federal government embarks on the following activities, stabilize the energy sector because power is a significant factor in the economy, control of religious, political and ethnic violence that most times lead to the exit of foreign investors. Other factors including supporting policies that regulate entrepreneurship, updating entrepreneurship policies, practices, and programs that would include sponsorship packages and access to finance.

### **Entrepreneurship and International Development**

Entrepreneurs are agents of change because they add socio-political and economic values to themselves and others (Casson & Casson, 2014). While the Anglo-Saxon countries and the USA play front-row roles in the promotion of entrepreneurship, most African countries are not yet prepared to attain entrepreneurial characteristics because of primordial

reasons (Milana, 2012). Global Entrepreneurship Monitor (2014) compared the situation in the United Kingdom and Brazil. While the U. K. strive and drive policies that encourage entrepreneurship in public universities, Brazil posted minimal changes and success because of poor policies.

Considering the high unemployment rate among young adults, lack of job opportunities which increase the percentage of social vices across the globe, the promotion of entrepreneurship has become inevitable. Kalden, Cunningham, and Anderson (2017) stressed that the German economy is prosperous, buoyant, stable, robust and thriving because of its high level of entrepreneurial activities, despite the fact that German entrepreneurs are not of the highest status in the German society. Linan, Moriano, and Jean (2016) supported this contention by arguing that the underestimation of entrepreneurs in the German society is as a result of cultural issues because the German culture encourages stability over change (Linan et al., 2016).

Entrepreneurship would continue to be a destination because it is a process that emerges out of people's desire to create wealth, challenge the *status quo*, create employment, and reduce social vices. Irrespective of the country, the factors that determine the success of entrepreneurship or self-employment are the educational attainment of the person, business environment, cognate experience, affluence of the individual, and the time invested in the new business (Millan, Congregado, & Roman, 2012).

### **Entrepreneurship Perspective in the USA**

Historically, entrepreneurship has been a fundamental source of wealth creation, employment generation, and increase in GDP in the United States (Glaeser, Kerr, & Kerr,

2015). American entrepreneurship is more rooted than other countries. It is more robust, buoyant, and dynamic than Europe because it is more consistent in giving birth to new companies and letting them grow. The American entrepreneurs are active and innovative personalities, who overcome the *status quo*, thereby creating goods and services, changing lifestyles and institutions through technology, and ultimately creating wealth, employment, values, and skill.

A focus on new business and start-ups as standards for measuring entrepreneurial activities in countries like Nigeria, UK, and the USA show more activities in the USA. It explains why the USA is more entrepreneurial than other countries (E.C. 2003 Green Paper on Entrepreneurship in Europe). The Office of Advocacy in the United States describes a small business as having less than 500 employees (SBA, 2015c). Small firms in the U.S account for about 99.7% of the U.S. employer firms (SBA, 2015c), and 60% of net jobs since after the recession of 2009 to mid-2013. In a recent survey in the US, more than 60 percent of respondents said that schools provide the best platforms for entrepreneurial attitude and initiative (Ewing, Marion Kauffman Foundation, 2009).

Entrepreneurs who engage in start-ups and operate small business firms play a pivotal role in creating job opportunities and adding to the net job growth of the U. S. economy (Decker et al., 2014). Firms with less than 100 employees have the most significant increase in small business employment, while also accounting for 55 million of the nation's private workforce in 2011 (SBA, 2015c). In contrast firms with 500 plus employees employ 51% of the nation's private workforce (SBA, 2015c). The big U. S. companies that employ over 500 employees have made an enormous impact on the national economy. Through their

innovation, they bring new products and services to the market such as the I-pad, Microsoft Windows, Facebook, and Google (Gohmann & Fernandez, 2014).

The Global Entrepreneurship Monitor Survey of entrepreneurs from 60 countries indicates that about 75% of US entrepreneurs are pulled into entrepreneurship to seize an opportunity (Braunerhjelm & Henrekson, 2013). Firms that survive and reach sustainability are products of the pursuit of opportunity rather than necessity (Gohmann & Fernandez, 2014)

The Obama Administration introduced Start-Up America Program to support entrepreneurs in different ways, financially, mentoring and acceleration programs (Nielsen, 2016). The United States News service (2017) stressed that ILO joins forces in the promotion of decent jobs for youths. The thematic priorities include skills acquisition, suitable apprenticeship, youth entrepreneurship and self-employment. The global initiative on decent jobs for youths has consistently advocated for the commitment of funds to encourage entrepreneurial activities. It equally encourages entrepreneurship and creativity among primary school pupils (Barba-Sanchez & Atienza-Satuquillo, 2016).

Young adult entrepreneurship in the U. S. is mostly driven by necessity to be "own boss," unemployment, underemployment or lack of good jobs. According to the Global Entrepreneurship Monitor (GEM), a significant percentage of youths are new entrepreneurs or business owners. The distribution in 2016 is about 10% in Asia and Oceania, 15% in Africa, and 17% in Latin American and the Caribbean (Barba-Sanches and Atienza-Sahuguillo 2016). The official definition of youth age varies from country to country. In Cote d'Ivoire, it is between 16-35 years (2016 -2020, National Youth Policy), 15-29 in Peru (2012, National Youth Strategy), and 16-30 in Vietnam (Youth Law and 2011 Youth Development Strategy).



United Nations defines young adult as people between the ages of 15 and 24 (UNDESA, 2015).

Recently, the United Nations Industrial Development Organization (UNIDO) came up with a policy – Inclusive Development and Entrepreneurship for All (IDEA) Strategy to enhance youth entrepreneurship. Kassean, Liguori, and Winkel (2015) submitted that the impact of typical undergraduate entrepreneurship classroom activities can affect entrepreneurship careers. Student's entrepreneurial self-efficiency (ESE) is a driving force in classroom activities enhancing student's intentions. Gibson, Harris, and Barber (2014) compared entrepreneurship activities in Brazil, Russia, India, and China (BRIC Nations) which are middle-income countries with the United States which is a high-income country. While the U.S thrives on competition, innovation, and growth; the BRIC nations are still developing their infrastructure to promote entrepreneurship. Therefore entrepreneurs in high-income countries focus more on opportunities, while entrepreneurs from middle-income countries seem to be entrepreneurs of necessity.

Street (2013) advocated for one-stop shop business hubs for entrepreneurs to ease the cumbersomeness, prospective start-ups go through in business. Therefore countries with a one-stop-shop hub for entrepreneurs are faster in doing business. Lukiyanova (2015) underscored this point by evaluating countries with abridged business regulating countries with multiple procedures. Lukiyanova insisted that business thrive faster in the former. Therefore, the reduced business registration period is always beneficial and adds to the GDP of countries (Khamis, 2014). Reuter (2013) identified five processes a prospective employee would undergo before becoming an employer. The factors include, (a) identifying skills, (b)

developing a scheme for management, (c) satisfying the customers, (d) developing a scheme for success, and attaining marketing skills (Peticca-Harris & Mckenna, 2013). While Kennedy (2015) explored vocational training through trade tests, home economics, agricultural education and business education, Irving (2013) stressed that in developed countries like U.S., UK, and Japan, the concept of career guidance is at advanced stages. None of this information appears to be available to young graduates in Anambra State.

### **Entrepreneurship and Europe**

European Commission (2015) justified why entrepreneurship education is compulsory in almost all European countries. It opined that entrepreneurship education is an activity that prepares people with skill and determination to achieve goals, make them employable and have a fulfilled life. Jones (2014) explored the position of entrepreneurship in the European Union vis-a-vis the promulgation of Lisbon Strategy. They stressed that the strategic aims and initiatives of the framework include, improving the quality and efficiency of education and training, enhancing creativity and innovation, and encouraging entrepreneurship education at all levels.

The systematic increase of youth unemployment coupled with a lack of new job opportunities especially among rural dwellers has caused social disconnections (Ceptureanu & Ceptureanu, 2015). Youth unemployment remains one of the factors why policymakers in the European Union are encouraging entrepreneurship. Therefore the European Union considers job creation and sustainable development a primary concern for its policy agenda. To encourage entrepreneurship amongst the youths, the European Union is encouraging skill acquisition, and technical studies (Ceptureanu & Ceptureanu, 2015).

The European Union entrepreneurship 2020 Action Plan encourages entrepreneurial spirit but identified challenges to entrepreneurial characteristics. The challenges are (a) lack of enterprise education, (b) inappropriate academic program (c) wrong teaching methods (d) lack of trained teachers and (e) lack of business and education links (European Commission, 2013). The United Kingdom sustains entrepreneurial and enterprise policy framework through the Quality Assurance Agency for Higher Education (QAAHE). This framework brought to fore the importance of entrepreneurial activities (Jones, 2014). Fayolle and Gaily (2015) expressed that entrepreneurship in Spain has grown to become the necessary tool for generating employment, creating wealth and expanding socio-economic development. Therefore conceiving projects with creative elements is the bedrock of entrepreneurship (Fayolle & Gaily, 2015).

Collaboration and adaptability to local challenges enhance the development of entrepreneurship and job creation. Policymaker sensitivity towards entrepreneurship would lead to higher involvement in these collaborative efforts to facilitate a proactive entrepreneurship orientation. Therefore, the level of government entrepreneurship orientation positively impacts on the developing structure (Fayolle and Gaily 2015). The European Commission established the Small Business Act, "Think small first" principle into policy-making to boost entrepreneurship and SME growth. The Organization for Economic Cooperation and Development (OECD) Conference of Ministers responsible for Small and Medium-sized Enterprises (SME's) stated that the shortcomings are problems that characterize the integration of entrepreneurship into education curricula. The shortcomings include; (a) lack of sufficient resources which result to limited teaching and research in entrepreneurship

(b) lack of coordination among government when designing and implementing initiatives (c) non-acceptance of entrepreneurship education (d) lack of improved data (OECD, 2010, Istanbul, Turkey). The reason for the upscale movement of entrepreneurship training is the increase in recognition of the importance of entrepreneurship in socio-economic development agenda (OECD, 2010).

Ceptureanu and Ceptureanu (2015) explored the role of innovative attributes in improving entrepreneurship and economic development in Poland and canvassed the elimination of administrative and regulatory barriers. The primary factor in improving the competitiveness of companies is innovativeness. It entails the collaboration between the spheres of science and business (Altin et al., 2015). The driving force in the future growth in the European Union would predicate on knowledge and innovation. In 2017, the OECD in Paris submitted that the surge in the population of youths in developing countries had necessitated the need for entrepreneurship to fill the gap in job creation and employment opportunities (OECD, 2017). The Eurostat Entrepreneurship Indicators Program (EIP) in 2016 became the first organization to provide dimension and framework for the measurement of entrepreneurship with perspective on risk-taking, creativity, and innovation (OECD, 2016).

Promoting youth entrepreneurship has become a mantra in the European Union. One of the objectives of Europe 2020 is to encourage employment through entrepreneurship promoted by the European Union's Youth Strategy 2010-2018 (OECD, 2016a). The UN Conference on Trade and Development (UNCTAD) developed a blueprint for entrepreneurship known as Entrepreneurship Policy Framework and Implementation Guidance Methodology. The Ernst and Young G20 Entrepreneurship Barometer reported that

it is a synergy by governments, entrepreneurs, and educational institutions that can sustain entrepreneurship growth (Kegel, 2013).

Jackson (2015) explored the development of a comprehensive and systematic approach to entrepreneurship education in the United Kingdom. Jackson suggested a synergy of critical thinking, and problem-solving and individual development. Recently, the UK's Quality Assurance Agency for Higher Education called for greater emphasis on entrepreneurship and enterprise education so that graduates would be fit and proper to face the challenges of entrepreneurship (QAA, 2012). The United Kingdom Department for Business, Innovation, and Skills (UK BIS) reported that entrepreneurship training has the capacity of making young adults self-employable, have confidence and contribute to Nation building (Jackson, 2015). None of these studies have evaluated how young adults in Anambra can attain entrepreneurship characteristics to become self-employed after leaving universities.

### **Entrepreneurship in Asia**

Entrepreneurship is the engine that drives the economic development of most Asian Countries. It helps in policy formulation and plays a pivotal role in socio-economic development. China economic fortunes and successes are the direct outcome of the substantial release of entrepreneurial potential. The Chinese use an integrated approach including the workshop for students, business competition, case studies, and project-based hearing (Gupta et al., 2014). Cultural differences play a critical role in the success or failure of entrepreneurship in countries like Saudi Arabia, Pakistan, Taiwan, and China (Tang, Chen Jin, Xie, Li, 2014). Gupta et al. (2014) are of the view that, entrepreneurship education is a new concept in Chinese Universities. The Chinese students have accepted entrepreneurship as a platform for

students to access resources and technical know-how. The ease and simplification of regulatory frameworks in countries like China and India boosted their entrepreneurial *quest* (Gupta et al., 2014).

The reports of global entrepreneurship monitor (GEM) on Taiwan and Singapore confirmed the positive impact of government on entrepreneurship (Singer et al., 2015; Yu, Goh, Kaw, & Wu, 2017). Entrepreneurship played a cardinal role in the revival of the Malaysian economy, translating it to middle-income economic power (Bin Yusoff, Zainol, & Ibrahim, 2015). Saeed, Muffatlo, and Yousuff (2014) submitted that entrepreneurship has equally grown, and increased the GDP of Pakistan. The Ministry of Education (MoE) of Malaysia reported that only 1.7% percent (as at 2013) of university graduates is self-employed, engaged in entrepreneurial activities and therefore graduate entrepreneurs (Ahmed, 2013). It is inadequate for an estimated projection target (Mohamad et al., 2014). Entrepreneurship education could be through formal or informal. Graduates who have both educations become more successful entrepreneurs (Mohamad et al., 2014).

Yeng and Shuhymee (2012) are of the view that Malaysians see entrepreneurship as a catalyst for transforming their country. Ahmed (2013) identified the factors that can encourage the actualization of entrepreneurship in Malaysia to include funding, physical infrastructure, and business advising services through an institution like graduate entrepreneurship and National Institute of Entrepreneurship. The 10<sup>th</sup> Malaysian plan considered entrepreneurship as the solution to unemployment (Ahmed, 2013). The Plan (2011- 2015) also established human development as its vital agenda. It canvassed for the enlargement of the curriculum to include skills and aptitude needed for starting a business (Ahmed, 2013).

Salem (2014) investigated how the kingdom of Saudi Arabia encouraged entrepreneurship through changing mindsets and provision of necessary skills. Most successful entrepreneurs are aggressive, and as a result, tend to earn more per hour compared to people in regular employment. Saudi Arabians have the gift of entrepreneurship skills, and their level of ownership of business is more than other Gulf nations (Bayt, 2013; Sharaf et al., 2013). Al- Habib (2012) reported that Saudi students succeed in entrepreneurship because of four related factors, (a) innovativeness (b) risk-taking (c) the locus of control (d) high level of enthusiasm.

### **African Perspective**

In the last decade, scholars and researchers reported and acknowledged the upsurge in entrepreneurship in Africa because of increase in education, awareness, and innovation (Nyadu-Addo, Serwah, & Mensah, 2017). According to the 2016 Global Entrepreneurship Monitor (GEM) report, Sub-Saharan African's (SSA's), total early entrepreneurship activity (TEA) rates were significantly higher than all regions around the world at 28%. Some countries like Zambia 41%, Ghana 37%, Angola 32%, and Nigeria 35% show some of the highest TEA levels in the world (GEM, 2012).

Boateng (2014) described entrepreneurship in Ghana as a multifaceted and multilayered phenomenon, primarily affected by cultural and social traditions, and contributing to wealth creation and employment. The philosophy of entrepreneurial ecosystem will enhance entrepreneurship practice because it involves a synergy that integrated policy, finance, culture, human capital and markets (Mark & Meyer, 2015). The interconnectedness of the factors like personal characteristics and sense of achievement are determinants of

entrepreneurial success (Dutta, 2016). Adjimah and Perry (2014) advocated for stable and consistent policies and programs by the government of Ghana in support of entrepreneurship. They encouraged the youths to have a smooth transition from school to business, commended the efforts of global development agencies like the United Nations, the World Bank, and the ILO in encouraging entrepreneurship in Ghana.

The policy framework in Ghana encourages the teaching of entrepreneurship as a compulsory subject in all tertiary institutions (Adjimah & Perry, 2014). The scholars evaluated the effectiveness of entrepreneurship development program (EDP) in Ghanaian Polytechnics for stimulating and encouraging entrepreneurship. Entrepreneurship education is more in developed countries than developing countries. For instance, in sub-Saharan African countries, the colonialist encouraged more teaching of Arts and Humanities as against technical, vocational and entrepreneurship courses (Adjimah & Perry, 2014). The role of entrepreneurship in the economic development of Ghana is immeasurable because it contributes to GDP, increases National income, increases the output in industries and promotes international trade (Adjimah & Perry, 2014). Arthur-Mensah and Alagaraja (2013) identified vocational-technical education and training as the platform for building capacities of workers in Ghana. The position in Ghana has not provided us the answer to the inquiry, which is the Challenges and Prospects of Youth Entrepreneurship amongst University Graduates in Anambra.

Winschiers-Theophilus et al. (2017) explored the importance of promotion of youth entrepreneurship as a panacea for unemployment and national development in Namibia through vision 2030 and Namibia's Policy 2011. Establishment of SME banks to fund



entrepreneurship and training has increased the tempo of activities. Winschiers-Theophilus et al. (2017) suggested that boosting the quality of education and training would improve skills and enhance competitiveness. The institutional bottlenecks and risk factors in entrepreneurship in Tunisia include finance, management, and capacity (Abubakar, 2015). Fulgence (2015) reported that entrepreneurship education is compulsory in Tanzania's Universities for all first-year students.

Development in the education sector has contributed to the success of entrepreneurship studies in Tanzania. Cameroun has a population of about 20 million people and mostly agrarian. Valliere (2015) reported that 35% of Cameroonians are in entrepreneurship. The factors that encourage entrepreneurship in Cameroun include synergy, intellectual stimulation, and reward. South Africa has made concerted efforts in introducing entrepreneurial studies into their school curricula. These include Junior Achievement which aims to encourage young people to experiment with business skills and opportunities (Valliere, 2015).

Ndedi (2013) reported that half population of young South Africans between the ages of 15 and 24 are jobless because of lack of relevant skills, lack of entrepreneurial education, declining infrastructure and lack of competition. The South African higher education system has proposed the setting up of entrepreneurial universities. It is to discourage the idea of having entrepreneurial education in Business faculties of higher institutions. Ndedi (2013) explored the effectiveness of Sector Education Training Authorities (SETA) in South Africa. The scholar stressed that it is a necessary policy that encourages entrepreneurship development in South Africa. The core mandate of the policy is to encourage skill training and acquisition among the youths.

Obtaining entrepreneurship information would help young graduates commence various businesses and create jobs (Ali, 2014; Storen, 2014). Lackeus and Middleton (2015) evaluated how entrepreneurship education could assist young college graduates to attain entrepreneurial characteristics through bridging entrepreneurship education and technology. Despite the literature reviewed, there appears to be a gap in the literature concerning how college graduates in Anambra State can obtain entrepreneurship characteristics to become self-employed after leaving universities.

### **Gap in Literature**

The purpose of this qualitative exploratory case study was to explore the entrepreneurship strategies young adults in Anambra State required to become self-employed after graduating from universities. Of critical importance in this activity would be how young adult in Anambra State obtained information on entrepreneurship characteristics to become self-employed after leaving University. The gap in literature required the use of Human Capital Theory (HCT) by Becker 1994, Shultz (1961), Bruce et al. (2013), and Tan (2014). HCT entails the level of education, job experience, mentorship, and self-experiences. The various ways to attain entrepreneurship information included individual skill, information technology, occupational skill and continuous education learning (Stuetzer, Obschonka, & Schmitt-Rodermund, 2013; Terjesen, Hessels, & Li, 2013). Cassar (2014) stated that human capital entails academic and educational attainment which impacts positively on entrepreneurial success.

This study differed from other studies because it involved exploring how young adults in Anambra obtained information on entrepreneurship characteristics to become self-

employed after leaving universities. The foundation of this study involved a review of the literature on entrepreneurship, entrepreneurship education, youth employment, vocational studies, skills acquisition, entrepreneurship skills, policies and practice of promoting entrepreneurship; there was no literature on how young adult in Anambra could obtain information on entrepreneurship characteristics to become self-employed after leaving universities.

### **Summary and Conclusion**

The purpose of this qualitative exploratory case study was to explore the entrepreneurship strategies young adults in Anambra State required to become self-employed after graduating from universities. The inquiry encapsulated how young adult in Anambra State obtained information on entrepreneurship characteristics to become self-employed after graduating from universities. The study involved tracing the origin of entrepreneurship development in Nigeria, the establishment of various agencies and departments that provide policies and practice for its promotion (Odia & Odia, 2013). The research supported the efforts of the Federal Government of Nigeria thus far by suggesting solutions for the promotion of entrepreneurship in Anambra State (Raimi et al., 2015). The above frameworks may provide the contextual assessment for further inquiry for the attainment of the information. The application of the conceptual framework guided the research design. The factors that determined the success of entrepreneurship or self-employment in most countries are the educational attainment of the person, business environment, cognate experience, resources, and time invested in the new business (Millan et al., 2013). While Ofili (2014) opined that entrepreneurship education in Nigeria commenced in the 1980's, and before then

Nigeria University graduates lacked information on entrepreneurship characteristics, Sofoluwe et al. (2013) submitted that Nigerians required consistent entrepreneurship education as a strategy for boosting human capital development and job creation. A research gap existed in understanding how young adults in Anambra State can attain entrepreneurial characteristics to be self-employed after leaving universities. Chapter 3 provided the research methodology for the inquiry.

### Chapter 3: Research Method

In this study, I adopted the qualitative approach because it answered the *why* and *how* of research questions (Yin, 2014). My purpose in this qualitative exploratory case study was to explore the entrepreneurship strategies young adult in Anambra State required to become self-employed after graduating from universities. A major antecedent of this exercise was to learn from participants how young adult in Anambra state obtained information on entrepreneurial characteristics to become self-employed after leaving universities. The study involved using semi-structured and a focus group interview method to collect data from 20 graduates who have already graduated from universities and are presently entrepreneurs. The research equally adopted a focus group approach. The focus group included five participants who were not part of the semi-structured one-on-one interview. The ground for instituting the focus group was to compare its data with the one arising from the semi-structured one-on-one interview to achieve triangulation. I interviewed five officials (policy makers) in the Ministry of Education and Youth Development.

The unit of analysis were graduates who had successfully embarked on entrepreneurship activities after graduating from universities as a result of the acquired experience, training and knowledge on vocational studies. The study adopted semi-structured interview and focus group interview as data collection techniques. The five participants from the Ministry of Education and Youths Development (policymakers) were the people who developed curricula for young adult's education at the University in Anambra State. This information assisted other graduates to obtain similar information to help them become self-

employed and reduce poverty (Idris & Agbim, 2015) and help the graduates become independent (Ogidi, 2014).

For this chapter, I included, in the study procedure, the research design, the rationale for conducting a qualitative exploratory case study, and the research question that guided the inquiry. I explained the selection of participants, data collection strategies, and data analysis, processing and interpretation practices. The chapter included the role of the researcher, issues of trustworthiness, ethical contributions, and the summary.

### **Qualitative Paradigm**

In this study, I adopted the qualitative research method to explore the case study, which topic was the Challenges and Prospects of Youths Entrepreneurship among University Graduates in Anambra, Nigeria. Yin (2014) opined that qualitative research questions answer the why and how of research questions, while quantitative research deals with data operations, data management, data corroboration, and data reporting and testing. In this study, I involved adopting a face-to-face semi-structured and focus group interviews to collect primary data in line with the postulations of Saunders and Rojon (2014).

Participants in this investigation were 20 graduates who were already in self-employment, 5 other graduates participants for focus group and five policymakers from the Ministry of Education and Youth Development. The study adopted purposeful sampling in identifying the participants. The research adopted inclusion and exclusion criteria in selecting participants. Graduates who were already self-employed were eligible for inclusion in the study, while those without self-employment were ineligible. The researcher interviewed 20

participants to ensure saturation and to obtain enough data. Other sources of data were five policymakers and a focus group of five new and distinct participants.

### **Research Design and Rationale**

I adopted exploratory case study design because of its appropriateness for answering the research question: what are Challenges and Prospects of Youths Entrepreneurship among University Graduates in Anambra? The research question reflected the problem the writer eventually explored, provide the framework, and assisted in organizing the study by ensuring direction, relevance, and coherence.

### **Research Design**

Qualitative research has different research approaches and methodologies (Peters, & Halcomb, 2015; Thomson et al., 2014). These approaches are phenomenology, narrative, ethnography, heuristic, grounded theory, content analysis, and case study (Armstrong, Jackson, McNicol, Dixon-woods, Kenyon, & Tarrant, 2013; Marshall & Rossman, 2016). The case study design is prevalent among qualitative researchers (Abdurrahman, 2015; Yazan, 2015) and better for varying types of research interests and topics addressing research questions and asking “how” and “why”( Lewis, 2015; Yin, 2014).

The case study involved exploring events, programs, and activities about issues (Yin, 2014). A case study was appropriate for the in-depth understanding of a single or a small number of cases (Yin, 2014). A characteristic of a case study is its specificity (Alsaidi & Mo, 2014; Poulis, Poulis, & Plakoyiannaki, 2013). It allows the researcher to gain a rich and full understanding of the case under study in their natural environment (Harland, 2014). The qualitative exploratory case study design in this inquiry enabled me to explore the Challenges

and Prospects of Youths Entrepreneurship amongst University Graduates in Anambra, Nigeria? The essence of a qualitative case study is to explore the research problem and not to generalize the findings.

### **Research Rationale**

Exploratory case study design allows the researcher to gain a rich and full understanding of the case under study in their natural environment (Boblin et al., 2013; Harland, 2014). It seeks to achieve an in-depth understanding of a single or a small number of cases set in the real-world context and to allow the researcher to ask the participants how and why (Yin, 2014). Jensen, Seshadri, and Carstenson (2013) adopted a single case study design research on a small retail business in the Mid-West, USA. Thomas, Painbeni, and Barton (2013) conducted a single case study design for research on a small business firm in France. Yazan (2015) is of the view that the entrepreneurial case study analysis is ideal for research in academic settings.

The case study design analysis is ideal for research in academic settings. The case study design was therefore the most appropriate and effective design for this study, since the objective of this qualitative exploratory case study was to explore the entrepreneurship strategies young adults in Anambra state required to become self-employed after graduation? The unit of analysis consisted of graduates who had successfully embarked on vocational activities after graduating from their respective universities. The researcher interviewed 20 participants in Anambra State using semi-structured and focus group interviews as data collection tools. The study also involved interviewing five participants from the Ministry of



Education and Youth Development (policymakers) who developed curricula for young adult's education in universities in Anambra State.

The researcher recorded the interview with an audio recorder and later transcribed according to themes and codes as Schwandt (2015) recommended. The researcher interviewed the participants through a semi-structured interview to pose open-ended questions as well as a focus group interview. A semi-structured interview is the most popular form of data collection in qualitative research (Jamshel, 2014). It gives the interviewer much extra information. It is usually in-depth and therefore allows participants to answer present and open-ended questions (Gibbins, Bhatia, Forbes, & Reid, 2014; Onwuegbuzie & Byers, 2014). Semi-structured in-depth is better when interviewing one person or a group, and the duration is between 30 minutes and an hour. An exploratory case study was ideal since the objective was to explore the entrepreneurship strategies young adults in Anambra State required to become self-employed after graduating from universities.

### **Role of the Researcher**

In qualitative research, the relationship between the participants and the researcher is usually informal unlike in the quantitative method (Kendall & Halliday, 2014). Qualitative researchers deploy direct human contact as strategies for ensuring the trustworthiness of the findings (Nobel & Smith, 2015). Peredaryenko and Krauss (2013) submitted that in a qualitative study, the researcher is the primary instrument for data collection, using a personal lens for data collection and exploration. As the primary data collection instrument in this study, the researcher collected data using semi-structured face to face, and a focus group interviews.

Avoidance of personal biases was necessary to trustworthiness through researcher self-detachment from every form of bias (Parker & Henfield, 2012). The interview protocol guaranteed consistency and reduces friction during the interview process. Consequently, the researcher in this instance transcribed the recorded interview for coding. A researcher plays many roles in the interview process, such as an interpreter, teacher, evaluator, and mentor (Browning, Thompson, & Dawson, 2014). A researcher could exhibit professionalism in the interview to avoid bias since he is responsible for data collection, data analysis, and data interpretation (Collins & Cooper, 2014).

### **Data Collection Instruments**

The two data collection tools were semi-structured and focus group interviews. Twenty youths who were already entrepreneurs served as participants. Another group of participants was five policymakers who were in the Ministry of Education and Youth Development, the third group was five distinct participants for focus group interview. The study involved adopting open-ended questions in collecting data from the participants in semi-structured interviews. It enabled the participants to provide a suitable answer because of their education and information on entrepreneurship. Open-ended questions are essential since the participants are not restricted to answer "yes" or "no."

The semi-structured interview process enabled interviewer to ask follow-up questions (Paine, 2015). It necessitated the interviewees' avail in-depth meaning in their responses (Yin, 2014). It is essential to know that the interest of the study was to understand the meaning the participants could make out of the case under review (Seidman, 2013). The researcher is usually the primary instrument for data collection (Roulston & Shelton, 2015). Doody and

Noonan (2013) were of the view that semi-structured interviews are the most common type of interviews in qualitative research.

Focus group was the second data source for the study. The focus group involved five distinct participants who were not part of the semi-structured, one-on-one interview. The researcher expected the participants to respond to the questions and share their perspectives. The questions reflected the research question and themes in the literature. A researcher's avoidance of an intimate relationship with members of the focus group would help to prevent flexibility (Schwandt, 2015). Flexibility is the outcome of a threat in conversation (Rossetto, 2014; Willig, 2013).

The basis for the focus group was to compare its data information with the one from the one-on-one interview to promote reliability and achieve triangulation. Achievement of triangulation reduces the risk of subjectivity (Gorissen, Van Bruggen, & Jocherris, 2013). The study involved member checking to achieve saturation of data. Member checking is relevant because it confirms and authenticates the result of the interviews (Fusch & Ness, 2015). The researcher developed the interview questions in line with the qualitative study paradigm to explore the entrepreneurship strategies young adults in Anambra State would require to become self-employed after graduating from the universities. The researcher started with open-ended questions, then asked probing questions, if necessary, to create an elaborate discussion so that the researcher might appreciate the participant's response in line with the postulations of Coleman (2015). According to De Massis and Kotler (2014), the use of multiple data sources strengthens case study research and assists the researcher in achieving triangulation for research validity (Boblin et al., 2013).

### **Procedures for Interview of Participants and IRB approval**

Interviews allow participants to respond to open-ended questions in their words and provide researchers the opportunity to understand participants (Birchall, 2014; Lunnay, Borlagdan, McNanghton, & Ward, 2015). The researcher followed due process to achieve professionalism and efficiency. Therefore, the author adopted the following steps: (a) obtain approval from Walden IRB with an approval number; (b) obtain consent from the participants for the interview, and (c) obtain permission from Walden IRB to research the topic. Others included giving consent forms to the 20 participants and five policymakers, organizing member checking by encouraging the participants to review the interview for authentication, and protecting the identities of the participants by adopting a pseudonym scheme.

### **Procedures for Recruitment of Participants**

The participants were representatives of their cohort. They are a portion of a larger population (Miles, Huberman, & Saldana, 2014). The researcher recruited participants through non-random sampling. When participants were few, mutual trust between the researcher and the participants would be necessary (Atkinson & Flint, 2001; Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015). The reason for the selection of the participants in this investigative activity was because they were already entrepreneurs or they were policymakers who formulated curricula for use in the university.

The researcher contacted the participants initially through e-mail, phone and face-to-face. The study involved identifying some potential participants who appeared to have the requirements for participation. Once the IRB approval came out, the researcher sent to them expression of interest and consent forms. An additional method the researcher used in

identifying the participants was by procuring a database of active young adult entrepreneurs from the chamber of commerce and industry or "Yellow pages." The databases of Yellow pages usually included young adult business owners' names, addresses, telephone numbers, and e-mail address.

The researcher sought a letter of approval from Walden to conduct the interview, collect data, and transmit the letter to the participants recruited through e-mail for discussion on the subject matter. The researcher sent e-mails to the prospective participants for recruitment. The author also sent consent forms to participants and focus group members indicating that participation would be voluntary and without inducement.

### **Research Setting**

The researcher interviewed the participants at a mutually agreed place. The interviews were in the participants' offices or other convenient places. The researcher pre-suggested venues that were close to the participants' offices and at lunch time to ensure their office work was not affected. The researcher used the interview protocol and ensured the place was free of harm and threat.

### **Researchers Decision for Data Gathering**

The researcher gathered the data in person and at designated locations convenient for the participants. The primary consideration was the comfort of the participants. The researcher undertook some telephone sessions with some participants who were difficult to reach face-to-face probably because of their schedules. This situation was only a last resort.

### **Data Collection Plan**

The data collection process commenced upon receiving the necessary approval from Walden University's IRB. The data collection systems included one-on-one interviews and focus group interview. The unit of analysis comprised of the 20 graduates already on self-employment, five distinct participants for focus group interview and another one-on-one interview for five policymakers from the Ministry of Education and Youth Development. A researcher who listens more and talks less during data collection process would readily capture verbal and nonverbal data (Granot, Brashear, & Cesar, 2012).

Recording and transcribing of the interviews helped enrich the body of knowledge on the subject of this study, as Morse (2015) advised. Furthermore, capturing participant responses through recording helped to confirm any new or additional information from the participants until no more new information emerged. Through member checking, the study involved a verification of accuracy and meanings as Coombs et al. (2013) and Perkins, Columna, Lieberman and Bailey (2013) recommended. The final transcript became raw data input in NVivo software to code and highlight descriptions that would aid the understanding (Zamawe, 2015).

### **Data Analysis Plan**

The objective of data analysis in qualitative research is to help understand the phenomenon under study (Baskarada, 2014). The researcher performed data analysis on the data collected from the semi-structured and focused group interviews. Data analysis began with the review of pieces of data then to categorization (Aydin, 2013). Using NVivo software program required creating a Microsoft Excel spreadsheet with row and columns, assigning

tabs for each interview question. Hand-coding was equally necessary for allocating themes and codes. Data organization tools such as NVivo were pertinent in interviews like semi-structured and focus group. The raw data were in a Microsoft Excel spreadsheet with rows and columns.

NVivo is preferable in organizing data. NVivo capacity for coding, categorizing and managing data is specific to qualitative research. To assist in correlating the data, the researcher analyzed the data relative to the critical constructs of entrepreneurship policies as Ahlstrom and Ding (2014) and Aspromourgous (2014) discussed. The data from the interview transcripts were in rows and columns. Richardson, Earnhardt, and Marion (2015) opined that NVivo software is preferable for coding, categorizing and managing data. The major process for this research study was as follows:

Upload raw data to NVivo qualitative data analysis software.

Create a word cloud to identify frequencies.

Check observations that tally with participants responses.

Search theme alignment with the topic, problem, purpose and research question.

Furthermore, the researcher gathered all the results and findings to create a summary. There was a repeat of the analysis process to see if the result would be the same or different. If the results remained the same, then a final report would be created, but if the results differed, the researcher would identify the point at which the difference occurred, make the necessary corrections and repeat the process.

**Informed Consent**

Informed consent is a condition precedent for data collection. A participant would grant informed consent to the researcher before data collection (Ritchie, Lewis, Nicholls, & Ormston, 2013). It requires informing the participants the purpose of the study, the source of research fund, the use of the impending data, and the requirements of the participants (Ritchie et al., 2013). The researcher pre-informed them of the expected interview duration, reasonable questions, and member checking. The researcher also informed them that participation was voluntary. The researcher offered the participants Walden Consent Form and assured them that all data would undergo destruction at the end of the project.

**Confidentiality**

Confidentiality entails shielding the personalities of the participants from their comments in the interview (Ritchie et al., 2013). A participant's personal information was not open to the public. A participant's comments remained anonymous. Bojanc and Jerman-Blazic (2013) described data confidentiality as making data secured from unauthorized parties. The researcher protected the records using a hard drive on a secure computer and introducing password for its protection from unauthorized access.

**Ethical Procedures**

The participants required protection; therefore it was necessary to inform them of their expectation as well as their role in the study. The researcher informed them that participation was voluntary; therefore they had the right to decline answering any question. The participants exercised the right of collecting the interview notes. Protecting a participant's rights was fundamental. The study adhered to the guidelines for the protection of participants throughout



the research by Belmont Report as Zuraw (2013) echoed. Maintaining confidentiality was vital in confirmation of ethics (Morse & Coulehan, 2015).

### **Protecting Participants from Harm**

The participants required protection, by informing them of the nature of the study, the consequences inherent in participation as well as their role in the study. The researcher informed the participants that participation was voluntary; therefore they had the right to decline answering any question (Fiske & Hauser, 2014). To ensure that participants were free from harm, the researcher undertook an agreement addressing issues of confidentiality, anonymity, and accuracy of information (Miles et al., 2014). The other standards included confidentiality and anonymity; namely that only the participants had access to the data.

### **Protecting Participants from Risk**

It is the responsibility of the researcher to inform the participants of potential inherent risks. Therefore a researcher would be aware if there would be a risk to the participants before recruiting them so that they could be averted (Seidman, 2013). The researcher in this instance explained to the participants that the exercise was voluntary; and the interviewees could stop participation at any time. The researcher assured them of their anonymity; the researcher ensured that the participants did not face any form of threat.

### **Presentation of the Results**

The results are in Chapters 4 and 5. The researcher identified the data that answered the research question and explained in details the purpose of the study. Notable quotes from the participants added value, including the use of metaphors to elucidate points. Flashbacks were useful in identifying places and events and exploring how they happened. The researcher

put the events in a proper perspective and ensured that the findings were bias-free for easy understanding of the readers as well as the phenomenon under investigation (Bloomberg & Volpe, 2012).

### **Central Concepts/Phenomenon**

The central concept was to explore the entrepreneurship strategies young adult in Anambra State required to become self-employed after graduating from universities. Information from some graduates in Anambra State, who had successfully embarked on entrepreneurship activities after graduation were necessary. It was equally instructive to interface with policymakers in the Ministry of Education in Nigeria to determine their level of awareness on how young adult could obtain such entrepreneurial information.

The research question and interview questions would form the lens through which to understand how the essentials would affect the participants. A case study will normally be useful to gain an in-depth understanding of the subject matter (Yin, 2014). The case study will allow this researcher to explore the concept of human understanding through an open-ended interview question. Marshall and Rossman (2016) made the recommendation.

### **Managing Research Bias**

The researcher was conscious that biases could come up in the course of the study - mainly unintentional biases - because of the strategic significance and geography of the focus of the research - Anambra State. However, objectivity underscored the study process and procedure. Another method the researcher deployed to avoid bias was through reflexivity. Reflexivity enables a researcher to be conscious at all times. The participants emerged from amongst

professionals with knowledge of the subject matter rather than by the researcher's prior knowledge of them to avoid bias. The interviewees were fit and proper as participants

### **Sample Size**

This researcher had 20 graduates' entrepreneurs for one-on-one interviews, another 5 graduate entrepreneurs for focus group interviews, and five policymakers who formulates and design curricula for universities who equally faced one-on-one interviews. The sample was sufficient to address the research question. The sample was large enough to achieve the result. Creswell (2013) postulated that the primary component of sample size in qualitative research is to obtain an in-depth look at the participants and verify information. Purposeful sampling is appropriate because the participants are people who have experience of the subject matter. Addington et al. (2014) used purposeful sampling method. Sanjari, Bahramnezhad, Fomani, Shoghi, and Cheraghi (2014) also used the sampling method.

### **The relationship between Saturation and Sample Size**

The sample size was large enough to explore how young adult in Anambra State could obtain information on entrepreneurial characteristics to become self-employed after graduating from universities. This number was large enough to achieve saturation and discover all the participant's views. It is trite that if the population is too large, the data emerging would be redundant (Marshall, Cardon, Poddar, & Fontenot, 2013). Data saturation in qualitative research enhances trustworthiness and strengthens validity (Robinson, 2014). Houghton, Casey, Shaw, and Murphy (2013) posited that in qualitative research data saturation is reached when there is no new information, no new themes, no new coding to be

obtainable from the participants in the investigative activities (Le Roy, 2013). The researcher ensured data saturation through member checking and triangulation as Roy et al. (2015) noted.

### **Eligibility Criteria for Study Participants**

The participants were the young adults in Anambra State who were already entrepreneurs as a result of their entrepreneurship education. The other participants were policymakers who design curricula for use in the universities. The common denominator for the two groups was their knowledge on how young adult could obtain information on entrepreneurial characteristics to become self-employed.

### **Participant Selection Logic**

The participants for this study consisted of 20 young adults in Anambra State who were already in self-employment after graduating from university, another 5 self-employed graduate for focus group, and five policymakers from the Ministry of Education and Youth Development. The justification for the selection was the knowledge of how young adult could obtain information to become self-employed after leaving university. Purposeful sampling stems from the understanding that the participants appreciate the essence of the inquiry (Bagnasco et al., 2014). It is a non-random approach of selecting members of a case considering experience, education, status or knowledge (Roy, Zvonkovic, Goldberg, Sharp, & LaRossa, 2015; Sharafizad & Coetzer, 2016). Purposeful sampling is appropriate when all the participants are proficient with the subject (Robinson, 2014).

### **Data Collection Procedures**

The researcher used a tape recorder to record the audio portions of the interview to ensure accuracy during analysis. Hand note taking was equally instructive. The interview

package contained (a) consent form for participants to sign before the interview, (b) an interview guide, (c) an explanation of the essence of the interview, (d) a document indicating that the participants are not under duress, from risk or harm during the interview and that participants are anonymous and voluntary and could withdraw at will. It is essential for an ethical working relationship (Ross, 2015; Yanchar, 2015).

### **Potential Unpredictable Adverse Events**

The interview protocol contained specific steps to deliver the interview questions. The protocol helps in sequencing the interview process to maintain a standardized and uniform treatment of interviewees. By so doing, all participants answered questions; and if follow-up questions became necessary, the researcher followed the steps in the protocol to deliver the follow-up questions. The interview protocols included provisions regarding the withdrawal of participants anytime they felt uncomfortable during the interview activity. The researcher informed the participants to indicate anytime the interview became uncomfortable.

### **Additional Participant Recruitment**

The researcher collected the data on a daily basis, and conducted up to five interviews a day. The investigative activity involved recording the interviews. The participants were adequate for the research, but if it became essential, the researcher would recruit more participants. However, that need did not arise, as saturation occurred before the 20<sup>th</sup> interviewee

### **How Participants Exit the Study**

The participants had the opportunity to ask questions about the research. The researcher debriefed the participants after the completion of the interview. The debriefing

helped the participants to clarify uncertainties they felt about participation. Jackson (2008) opined that debriefing assists the participants in understanding how the research will help them as well as improve their understanding. It is an opportunity to allay perceived fears by the participants. It was the responsibility of the researcher to inform the participants when they can get help in the event of distress.

### **Follow up Procedures**

A follow-up interview is, therefore, germane after transcription if there is disagreement or discrepant cases or unclear information. Specific questions are essential to clear doubts, discrepant or issues that are in disagreement with the research questions. It is incumbent on the researcher to review the interview summary. It is instructive that if the summary is in agreement, new information becomes unnecessary, but if there is disagreement, the modification will become necessary (Chetty et al., 2014).

### **Study Population and Justification for the Decision**

The population under study included 20 graduates in Anambra State who had successfully embarked on entrepreneurial activities after graduation. The second group was five participants who constituted the focus group. The third population was five policymakers who design curricula for universities and who were the staff of the Ministry of Education and Youth Development. The reason for this population of 20 graduates and 5 graduates respectively was because they were already entrepreneurs as a result of information they have on entrepreneurial characteristics. The researcher found out how they obtained their information. For the five policymakers, they were the designers of policies for young adult and, therefore, knew where to get the information. Thorough interviews were instructive for

all the participants to establish similarities and differences between them. Triangulation occurs when the outcomes are the same from different groups. According to Robinson (2014), purposeful sampling is appropriate, especially when individuals involved are conversant with the issue of the research (Krause, 2015).

### **Coding**

Coding entails placing a word or mark on a transcript to represent what a researcher thinks (Kim, 2014). The researcher analyzed the data to the saturation point for similarities, differences, and themes. All the interviews underwent analysis. After the analysis, the researcher made sense of it. Coding enables the researcher to link the data to the transcribed interview (Kim, 2014). Data saturation occurs when there is no new data, no new coding, no new themes, and the result replication is feasible (Fusch & Ness, 2015). The major process for analysing data in this research study included (a) uploading raw data to NVivo qualitative data analysis software, (b) creating a word cloud to identify frequencies, search their alignment with the topic, problem, purpose, and research questions and (c) matching any resultant charts and graphs with a research question.

### **Member Checking**

Perkins et al. (2013) were of the view that member checking entailed conducting a follow-up interview with the participants or allowing the participants to read a report written by the researcher for clarity and accuracy. It entails ascertaining the presence of new information and its meaning. The study process followed steps towards enhancing the reliability and validity by using member checking (Chan, Fung, & Chien, 2013; Williams & Murray, 2013). Member checking equally entailed conducting the initial interviews with

participants and thereafter sharing draft study findings with them to ensure their views or ideas have been accurately recorded and to add new information if necessary (Green 2015). This member checking process formed part of the quality control measure in this study.

### **Issues of Trustworthiness**

Some of the criticisms associated with qualitative research included threats to validity. Validity ensures that data collected is accurate and unbiased. Validity is about trustworthiness and dependability that the evaluators place on it (Elo et al., 2014; Lincoln and Guba, 1985). Dependability and conformability in a study are outcomes of the audit trail (Houghton et al., 2013). Validity is concerned about the truthfulness and believability of the research. It equally entails authenticity.

### **Credibility**

Maintaining credibility (internal validity) suggests that multiple sources of evidence are preferable to a single source (Yin, 2014). The rule of triangulation served as an underlining strategy for ensuring credibility because both interviews and focus group discussion were in use. The researcher administered one-on-one interviews with 20 participants who were already entrepreneurs. The researcher would equally interview one set of focus groups of five participants. Furthermore, five policymakers from the Ministry of Education and Youth Development faced interviews. The above stated process helped in maximizing the potentials for an in-depth understanding and insight into the case under study. Using individual and focus group interview ensured data saturation because multiple data enhances credibility. Note taking is essential because it mitigates incidences of bias during the interview process. Using peer debriefing can further strengthen the research process



(Houghton et al., 2013). The researcher made sure the participants read their respective transcribed interview to ascertain contents and meaning.

### **Transferability**

The readers determine whether a study is transferable or not (Marshall & Rossman, 2016). Transferability indicates how research outcomes are useful to individuals, the environment, and society (Marshall & Rossman, 2016). The participants in this study were the young adult already in self-employment and had become policymakers. To determine transferability, the researcher explained the findings to future readers to make informed decisions about the transferability of the findings to a specific organization, location or context (Marshall & Rossman, 2016). The areas included in the research description were the research methods, research design, and data presentation and research so that readers and future researchers could make their interpretations.

### **Dependability**

Dependability entails how consistent the data is as well as rigor in qualitative research (Morse & McEvoy, 2014). The provision of an audit trail would be critical to outline the research activities as well as justifying the rationale for the research method and design (Houghton et al., 2013). The researcher scrutinized the processes to arrive at the findings and enhance dependability. To enhance dependability in the study, the researcher examined all the processes adhered to in arriving at the findings.

### **Confirmability**

Confirmability is related to dependability since the process of establishing them are similar (Gibson, Benson, & Brand, 2013). It refers to the precision of the data and its

impartiality (Houghton et al., 2013). Documenting all reflections regarding personal experiences and biases that will influence the research process forms part of the investigative process (Houghton et al., 2013). Houghton et al. (2013) postulated that the credibility of the study is not only on the research procedures but also from the self-awareness of the researcher throughout the research process. The researcher used member checking to ensure reliability and validity of data.

### **Data Management**

The researcher stored the data to ensure the participant's confidentiality. The storage ensured the integrity of the data. The data, field notes, transcripts, tape recordings, memos, coded data with all code keys will be in safe custody for five years before destruction. The researcher would be the only person to have access to the data until they undergo destruction. To guarantee confidentiality and privacy, the researcher used fictional names to conceal the identity of the participants as Rogers and Lange (2013) admonished. NVivo qualitative software also assists in the process of storage beyond the processing and analysing of data (Zamawe, 2015). All information will remain in a secure, password-protected memory device and put in a confidential file, in secure storage accessible to only the researcher. The data would remain in that safe storage for 5 years before destruction.

### **Summary and Transition**

The study adopted a qualitative exploratory case study to explore entrepreneurship strategies the youth in Anambra require to become independent after graduating from the university. Qualitative exploratory case study design was useful to gain an in-depth understanding of how some young adult graduates in Anambra State who were already entrepreneurs acquired

entrepreneurial characteristics. The focal points were young adult graduates in Anambra State who were already entrepreneurs as a result of information on entrepreneurial characteristics and five policymakers from the Ministry of Education and Youth Development. The two data collection methods were a semi-structured one-on-one interview and focus group interview. The focus group consisted of five participants who were not part of the sample for a one-on-one interview. This chapter provides details of the research method and design, population, and sampling, research rationale, the procedure for recruitment and approvals, data collection and analysis. Chapter 4 contains a review of the process of data collection and analysis of the study.

## Chapter 4: Results

In this chapter, I detailed the research data, findings, and conclusions based on the results. It includes the study settings, demographics, data collection, data analysis, and evidence of trustworthiness. It equally contains the result of the interview with the 20 youth entrepreneurs, the five-member focus group and five policy makers. My purpose in this qualitative exploratory case study is to explore how 20 young adult entrepreneurs in Anambra obtained entrepreneurship characteristics to become self-employed after graduating from universities.

Using purposeful sampling, I selected 20 youth entrepreneurs from Anambra State, a focus group of five participants and five policy makers from the Ministry of Education and Youth Development. They participated in the semi-structured and focus group interviews and shared their views and in-depth understanding (Lasch, & Acquadro, 2014). I used NVivo Version 11 qualitative computer software to organise the interview transcripts. The central research question in the study is: What are the challenges and prospects of youth entrepreneurship in Anambra, Nigeria?

To address the research question, I prepared 15 semi-structured interview questions for the individual interviewees, nine interview questions for the focus group, and eight interview questions for the five policy makers. The interview protocols were used to ensure consistency in response, and I followed up with additional questions if clarification was necessary. All interviews were audio recorded, and I took notes as part of the field research.

## **Research Setting**

The study setting remained consistent during the data collection process. I offered the participants the opportunity to choose the most preferred location, time, and date of interview. Fifteen out of the 20 participants preferred to have the interviews in their offices during weekdays. Five opted for a leisure Park on weekends. The five policy makers preferred to be interviewed in their offices, whereas the focus group interview took place in a Leisure Park (Alex Ekwueme Park, Awka, Anambra State).

Before the interview, I explained the purpose, and focus of the study to each participant. Every participant confirmed that they were adequately included based on the inclusion criteria and capable of answering the interview questions without any bias. Using the informed consent Form signed before the interview, I informed the participants that all data collected, including the transcripts and audio-recorded files, would be kept securely for a minimum of 5 years. The interview protocol was used strictly in the interview process to ensure consistency in the data collection process.

## **Demographics**

I recruited participants in the course of a 1-week period. I sent a letter of expression of interest to the individuals and subsequently received their signed consent. All the 20 youth entrepreneurs, five-member focus group and five policy makers expressed interest in participating in the study. The 20 participants (youth entrepreneurs), five-member focus group and five participants (policymakers) signed the consent form to participate for the semi-structured interview and focus group interview if selected. The five-member focus group were not part of the individual interview. All the participants have their businesses in Anambra,

while all the five policymakers are the staff of both Ministries of Education and Youth Development in the State.

**Table 1:** *Breakdown of the Demography of the 20 Participants*

| Participants   | Gender | Education         | Type of Business                 |
|----------------|--------|-------------------|----------------------------------|
| Participant 1  | F      | Bachelor's degree | Bakery & catering                |
| Participant 2  | M      | Bachelor's degree | Sale of recharge card            |
| Participant 3  | M      | Masters           | Rice farming                     |
| Participant 4  | F      | Bachelor's degree | Cosmetology                      |
| Participant 5  | M      | Bachelor's degree | Laundry/dry cleaning             |
| Participant 6  | F      | Bachelor's degree | Hair dressing salon              |
| Participant 7  | M      | Bachelor's degree | Fish farming                     |
| Participant 8  | F      | Bachelor's degree | Extra moral classes              |
| Participant 9  | M      | Bachelor's degree | Real estate agency               |
| Participant 10 | M      | Bachelor's degree | Mining                           |
| Participant 11 | M      | Bachelor's degree | Sale of recharge card            |
| Participant 12 | F      | Bachelor's degree | Dress making/designing           |
| Participant 13 | F      | Masters           | Bakery & catering                |
| Participant 14 | M      | Bachelor's degree | Hair Cut & dressing<br>Salon     |
| Participant 15 | M      | Bachelor's degree | Electrical electronics<br>repair |
| Participant 16 | M      | Bachelor's degree | Fish farming                     |

|                |   |                   |                       |
|----------------|---|-------------------|-----------------------|
| Participant 17 | F | Bachelor's degree | Production of breads  |
| Participant 18 | M | Bachelor's degree | Auto-mechanic service |
| Participant 19 | M | Bachelor's degree | Real estate agency    |
| Participant 20 | M | Bachelor's degree | Cattle ranching       |

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*Note:* Interview transcript from 7 December, 2018.

**Table 2:** *Demographic Overview of the Five Policymakers*

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| Participants  | Highest education | Length of service<br>(years) | Position                        |
|---------------|-------------------|------------------------------|---------------------------------|
| Participant 1 | PhD               | 33                           | Director, youth development     |
| Participant 2 | PhD               | 34                           | Director, education Development |
| Participant 3 | PhD               | 32                           | Director, mass education        |
| participant 4 | PhD               | 35                           | Director vocational education   |
| participant 5 | PhD               | 29                           | Director vocational education   |

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**Table 3:** *Demography for Five-Member Focus Group*

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| Participants   | Gender   | Age (years) | Education       | Type of business                          |
|----------------|----------|-------------|-----------------|---|
| 5 participants | 2 female |             | Bachelor degree | Production of bead<br>real estate agency, |
|                | 3 male   | 25-29       | Bachelor degree | and fish farming                          |

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### **Data Collection**

After receiving approval from Walden University IRB (#11-16-18-0590513), I began the recruitment process of the youth entrepreneurs, focus group and policymakers. The participant recruitment was through purposeful sampling. I sent them letters of expression of

interest. Upon receipt of feedback indicating a willingness to participate in the interview process, I sent informed consent forms (See Appendix “A”). Three potential participants email were inactive. I made in-person visits to them and invited them to participate by providing them with hard copies of the informed consent Form. Upon learning of the potential participant’s willingness to be interviewed for the case study, I requested them to sign and return the Inform Consent Form to indicate formal interest in the study.

I arranged a mutually convenient time and location for the interview with the participants. Fifteen participants preferred to have the interviews in their offices during weekdays. Five opted for a leisure park on weekends (Alex Ekwueme Park, Anambra). The interviews for the five policymakers took place in their offices in the Ministry while that of the focus group took place in a Leisure Park. I collected the data through semi-structured and focus group interviews that were audio-recorded. The duration for the semi-structured interviews was between 45 and 60 minutes, while the focus group interview lasted up to 90 minutes. The timeline for the entire data collection process lasted for 2 weeks. During the face-to-face interviews, I observed the participants gestures, intonations, and the enthusiasm to provide answers to the interview questions.

To encourage conversational session, the focus group interview began by asking each of the five participants to introduce themselves by providing their names, their areas of businesses and something about themselves that the others in the group did not know before the interview. In the focus group interview, the interview protocols served as a guide in preventing argument and other personal bias that could have delayed the process. I recorded all interviews using an audio recorder and transcribed the data immediately after each



interview session. Data analysis commenced after the completion of data collection. The interview protocols as stated in Appendix “B” served as a tool in data collection. There was no deviation from the data collection plan.

### **Data Analysis**

I used semi-structured and focused group interviews to compare and triangulate the data. I conducted data analysis using the five steps recommended by Yin (2014). The steps include data compilation, data disassembly, data reassembly, data interpretation, and data conclusion before deriving the meaning. Maxwell (2013) opined that a research approach in an exploratory qualitative case study should sequentially and carefully organize the data plan in a succinct pattern to guide the study in a step-by-step process.

The first step in the data collection process involved data compilation and familiarization by reading the transcript of the 20 participant’s interviews, five policymakers, and the focus group interview. The second step was data disassembly and assigning initial coding to each sentence of participants responses to the interview questions. The third step was data reassembly and exploring possible themes that could replace each code. The fourth step was to re-examine each theme for correctness, identification, and labeling of the theme to create clusters of common themes. The final step was the collaboration of themes by identifying the themes that had the highest percentages and ranked highest, in ascending order. I used NVivo and Microsoft Excel to organize the data in a tabular format.

I have presented the themes in the order of percentage ranking. Sub-themes emerged from responses that followed main interview questions using the interview protocols. The research question served as the lens in the formation of codes and categories in the study. By

repeatedly listening to the audio recordings of the interviews, I achieved accuracy in the data transcription process. The participants also validated the accuracy of their interview responses through member checking by reviewing the copies of the transcript for discrepancies.

### **Evidence of Trustworthiness**

#### **Credibility**

To ensure credibility, I carried out member checking (Cronic, 2014; Fusch & Ness, 2015). To confirm the credibility of the study, I made a copy of the transcript to members for comments. I conducted member checking after interviewing all the participants using semi-structured interview and focus group interviews to ensure the authenticity of the interviewee's answers to interviews questions. I presented the interpretations of the interview to all the participants to ensure the credibility of the data. These processes supported the authenticity of the themes and findings.

#### **Transferability**

Transferability is always left to the reader to decide (Marshall & Rossman, 2016). However, the results of the study may be transferable to other government organizations or other youth to assist them acquire entrepreneurship characteristics that may enable them to become self-employed after graduating from universities. I will store the detailed data collected from semi-structured and focus interviews for 5 years before destruction. The findings may stimulate positive social change initiative.

**Dependability**

I ensured dependability through a rigorous audit trail. I documented clear information concerning the specific research steps I took through to reporting the study outcomes. My audit trail tracked information which included transcribed interviews, data analysis procedures, and the analysis process to identify data themes. This audit trail resulted in a clear description of the specific research path I chose, the decisions I made, and the process I took to evaluate and manage the data.

**Confirmability**

Confirmability is the objectivity and correctness of data (Houghton et al., 2013). In ensuring confirmability, I affirmed the study's credibility, transferability, and dependability. In the data analysis section, I corroborated the findings with the conclusions and interpretations to avoid personal bias in the study. I used member checking to ensure reliability and validity of data by interpreting the transcripts of the participants and receiving feedback that validated the data collection process.

**Study Results**

This section contains the research question and interview questions. Using methodological triangulation, themes emerged from codes of the semi-structured interview and focus group interviews; the recurring themes became themes that aligned to the research question. Themes with 30% and above occurrences are analyzed further in the study as the themes are in convergent with the literature review as well as provide answers to the research question. I presented the non-recurring themes that have below 30% recurrences as discrepant

responses. Participants' interviews underwent transcription; and the transcription served as evidence of the theme formation. I transcribed the interviews word-for-word but removed such words as 'umms', 'ahhs'. I presented the themes in the highest order of occurrence and in order of the interview questions using the semi-structured and the focus group interview protocol to triangulate the data.

### **Research Question**

What are challenges and prospects of youth entrepreneurship in Anambra, Nigeria?

### **Findings**

The findings are the outcome of answering the research question.

### **Data Analysis**

I engaged the Nvivo version 11 computer software to accurately identify the tendencies, categories of descriptives, and emergent themes. I used content analysis to identify common words and terms in respondent's perceptions, feelings and in-depth understanding (Guest & MacQueen, 2012). Following also the approach of Virginia Braun and Victoria Clarke (2006), I endeavoured to observe the six coding phases of getting myself familiar with the entire data, exerting the logical reasoning of generating initial codes, using a good chunk of figure to search for themes among the codes and review the themes and fittingly re-defining and naming the themes.

I analyzed the coding structure repeatedly by going in a cycle as a means of ensuring efficiency and effectiveness concerning information gathered and organised. I used data from the semi-structured interviews which I considered at the level of twenty youth entrepreneurs,

focus group and five policymakers. Aided by the Nvivo computer software, I was able to strengthen the validity of the codes and themes that emerged from my mass of data, in addition to determining pattern matches and discrepancies as explained in the work of Yin (2014). I re-examined the comments from the interviewees after participant checking and sense-making (Reilly, 2013; Snyder, 2012; White et al., 2012). I did not identify new themes, as the responses were consistent with what transpired during the interview. The next set of tables is a presentation of codes associated with the information gathered about the challenges and prospects of youth entrepreneurship in Anambra, Nigeria.

### **Emergence of Themes**

#### **Twenty Youth Entrepreneurs**

Major themes and minor themes emerged from the views and in-depth understanding freely given by the twenty participants concerning the challenges and prospects of youth entrepreneurship in Anambra, Nigeria. I have decided to enumerate the themes within the categories in which they emerged.

**Table 4:** *Second Stage codes used to categorize the major and minor themes emerging from the semi-structured interview of twenty youth entrepreneur*

| <b>Code</b>                       | <b>Major Themes</b>                 | <b>Minor Themes</b> |
|-----------------------------------|-------------------------------------|---------------------|
| Source of entrepreneurship skills | Mentorship, and Vocational training | Ad-hoc programs     |
| Nature of enterprise              | Service                             | Manufacturing       |
| Influence on choice               | Satisfaction of human needs, and    |                     |

|  |   |  |
|--|---|--|
|  | passion for the enterprise  |  |
| Meaning of entrepreneurship              | Knowing about business, socio-economic networking and self-employment                     |  |
| Effective method of acquiring the skills | Mentorship, satisfaction of human needs and self-employment                               |  |
| Source of start-up capital               | Savings from under-employments, assistance from family and friends                        |  |
| Challenges and difficulties              | Insufficient capital  | Risks of self-employment                     |
| Overcoming the challenges                | Mustering will-power to remain in business  | Change in strategy and use of effective team |
| Prospects                                | Rewarding enterprise sectors, high in commercial activities, and high in human population |  |
| Advice to future entrepreneurs           | Focus and determination, brace up to challenges   | Be passionate about the enterprise           |

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In table 4, the major themes are on the second column while the minor themes are on column 3.

**Sources of entrepreneurship skills**

Three themes emerged as a result of question 1 of the semi-structured interview. They include mentorship, vocational training and ad-hoc programs. While mentorship was at the centre of discussion by participants, a significant number of them cited other sources of acquiring entrepreneurship skills. Entrepreneurship education is the process of providing individuals with the concepts and skills to recognise opportunities that others did not see and to have the insight, self-worth, and knowledge to act where others have hesitated (Gwija, Eresia-Eke & Iwu, 2014).

**Nature of the Enterprise**

Manufacturing and agric-business emerged as minor themes while the major theme is 'services'. Minor themes are minor ideas that emerged from the data analysis

**Influence on Choice**

Two major themes emerged under this category. They were both equally impactful on the participants. They include the satisfaction of human needs and passion for the enterprise. No minor theme occurred.

**Meaning of Entrepreneurship**

Two major themes emerged. They included knowing business and socio-economic networks as well as self-employment.

**Effective Methods of Acquiring Skills**

The major theme that emerged here is mentorship while self-training was comparatively the minor theme.

**Motivation**

Satisfaction of human needs and passion for the enterprise both emerged as major themes. No other themes could fall into the minor category.

**Source of Start-Up Capital**

The major themes here are savings from under-employment and assistance from family and friends. Savings from NYSC allowance emerged as the minor theme.

**Challenges**

The two major themes and two minor themes that emerged are insufficient capital, unstable government policy, and irregular electricity and risks of self-employment, respectively.

**Overcoming Challenges**

The major and minor themes that emerged are mustering will-power to remain in business and change in strategy and use of effective team respectively.

**Prospects**

The three themes that are equally dominant here are rewarding enterprise sectors, high commercial activities, and high human population.

**Advice to future entrepreneurs**

The two major themes are focus and determination, and passion for enterprise while discipline and responsibility emerged as a minor theme.



**Table 5:** *Second stage codes used to categorize the major and minor themes emerging from the interview of the focus group*

| <b>Code</b>                              | <b>Major Themes</b>  | <b>Minor Themes</b>         |
|--|--|-----------------------------|
| Source of entrepreneurial skills         | Vocational training and mentorship   | Subsidiary school program   |
| Meaning of entrepreneurship              | Knowing business and socio-economic networks, self-employment                                      |                             |
| Effective method of acquiring the skills | Mentorship   | Self-training               |
| Motivation                               | Satisfaction of human needs and passion for the enterprise   |                             |
| Source of start-up capital               | Savings from under-employment, assistance from family and friends, NYSC allowance                  |                             |
| Challenges                               | Insufficient capital, irregular electricity, high collateral demands, and risks of self-employment | Unstable government policy  |
| Overcoming challenges                    | Mustering will-power to remain in business   | Change in business strategy |
| Recurring resource                       | Insufficient capital   |                             |

constraint

Advice to future

entrepreneurs

Focus and determination,

Discipline and

responsibility

---

The second column of table 5 lists the major themes which emerged from the focus group interview.

In column 3 are the minor themes.

### **Focus Group of Youth Entrepreneurs**

#### **Sources of Entrepreneurship Skills**

At the focus group level of the interview, three themes emerged. Mentorship and vocational training are major themes while subsidiary school programs emerged as the minor theme.

#### **Meaning of Entrepreneurship**

Knowing business and socio-economic network, and self-employment are the two equally dominant themes that emerged.

#### **Effective Method of Acquiring the Skills**

Mentorship emerged as the major theme along with self-training as the minor theme.

#### **Motivation**

Satisfaction of human needs and passion for the enterprise are the two equally dominant themes.

#### **Source of Start-Up Capital**

The themes savings from under-employments, assistance from family and friends emerged as the dominant while savings from NYSC allowances occurred as a minor theme.

### **Challenges**

Insufficient capital, irregular electricity, and risks of self-employment are major themes while unstable government policy is a minor theme.

### **Overcoming Challenges**

The two dominant themes are mustering will-power to remain in business and change in business strategy.

### **Recurring Resource Constraint**

Insufficient capital emerged as the considerable theme.

### **Advice to future entrepreneurs**

Focus, determination, and discipline are dominant themes.

**Table 6:** *Second stage codes used to categorize the major and minor themes emerging from interview of policy makers*

| <b>Code</b>                            | <b>Major Themes</b>   | <b>Minor Themes</b>               |
|--|---|-----------------------------------|
| Form of youth intervention             | Curriculum review and development, liaison for vocational and entrepreneurial skills, giving advice and sending materials to training centres |                                   |
| Intervention in youth formal education | Local and Global curriculum contacts with universities and employers.   | Youth technical exchange programs |

|   |   |   |
|---|---|---|
| Intervention in youth skills acquisition    | Training within formal programs<br>facilitating opportunities for vocational training |   |
| Supporting strategies for skill acquisition | Series of ad-hoc platforms  | Facilitation of technical exchange programs                           |
| Challenges                                  | Start-up capital and irregular electricity  | Multiple taxation, high bank collateral and bureaucratic bottle necks |
| Prospects                                   | High in commercial and industrial activities  |   |
| Feedback techniques                         | Ad-hoc programs and medium of youth liaison teams                                     |   |

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Major themes from policy makers' interview are on column 2 of Table 6. The third column of the table lists the minor themes.

## **Policy Makers**

### **Form of youth intervention**

Three major themes emerged. These are curriculum review and development, liaison for vocational and enterprise skills, and giving advice and materials to training centres.

### **Intervention in youth formal education**

Two major themes and one minor theme emerged. They include local and global curriculum contents and universities and employers contact as major themes; and youth technical exchange programmes as the minor theme.

**Intervention in youth skills acquisition**

Two major themes emerged. These are training within formal programs and facilitating opportunities for vocational training.

**Supporting Strategies for skill acquisition**

One major theme and one minor theme which emerged are series of ad-hoc programs and facilitation of technical exchange programs respectively.

**Challenges**

Two major themes and three minor themes emerged. They include start-up capital and irregular electricity as major themes while the minor themes were multiple taxation, high bank collateral and bureaucratic bottlenecks.

**Prospects**

Two themes that emerged are high commercial and industrial activities and the presence of large market. However the former was more instructive to the participants than the latter.

**Feedback Techniques**

Two major themes emerged. They include ad hoc programs and youth liaison teams.

The preceding analysis corroborates Yin's (2014) series of steps for conducting qualitative research. The series of steps include data compilation, data disassembly, data reassembly, data interpretation, data conclusion and meaning derived. The report details table of data and emergent themes achieved through the sequence of data compilation and familiarization by reading the transcripts of 20 interviewees, five member focus group, five policymakers and document review. By the second step, I carried out data disassembly and assigning of codes to each statement of data volunteered by each participant in response to the interview questions.

The third step involved data assembly and exploration of emerging themes that could accurately substitute each code. The fourth step was a review of the emergent themes to distinguishing between major and minor themes based on the percentage ranking of each emergent theme within its interview levels. Data interpretation, data conclusion and meaning derived will be part of Chapter 5 of this report. The NVivo version 11 computer software was useful in all the foregoing. The Microsoft Excel enabled me to create tables of data presentation. The two data collection methods were used to ensure comparison and triangulation.

### **Evidence of Trustworthiness**

#### **Credibility**

To achieve credibility for this qualitative exploratory case study, I involved the interviewees in member checking, in-depth engagement and peer debriefing (Houghton, Casey, Shaw, & Murphy, 2013). Contacts with participants provided them the opportunity to validate or refute the evolving interpretations of the views and in-depth understanding they shared with me in the course of the interviews. According to Harper and Cole (2012), a researcher achieves credibility by adopting processes which ensure the accuracy of his findings.

I achieved construct validity (Saunders & Rojor, 2014; Tanggard, 2014; Zohrabi, 2013) by using semi-structured interviews, a focus group interview, and policymaker's interview to gather data from multiple sources. My data collection strategy corroborates the views of Yin (2014) who stated that maintaining credibility entails that multiple sources of evidence are preferable to a single source of evidence.

At the data analysis stage, I took steps that will ensure the achievement of both internal and external validity in the research sequence. I ensured that my biases did not interface with the work-in-progress. I put my values, beliefs, and worldviews in check so as not to interfere with my data collection, analysis, and interpretation as advocated by Kler (2012) and Smith & Noble (2014). These activities were useful in authenticating the themes and findings.

### **Transferability**

According to Marshall and Rossman (2016), the readers decide whether a study is transferable or not. However, the outcomes of exploratory research on the challenges and prospects of youth entrepreneurship, even though the focus is on Anambra, Nigeria would be a befitting contribution to the intractable problem of youth unemployment in Nigeria and Sub-Saharan Africa, especially the correlation between unemployment and poverty. Transferability connotes how research findings and outcomes are useful to the environment, individuals and a country (Borego, Douglas and Amelik, 2011). Many writers see youth as a potentially destabilizing force, especially in Sub-Saharan Africa (Ruhl, 2013).

This research has integrated the views and in-depth understanding of both policymakers and youth entrepreneurs in the search for an answer to the central research question. This understanding provided the platform upon which its transferability as an alternate agenda for action plans for resolving the “youth question” is likely to secure wide acceptance.

### **Dependability**

Dependability is an important element of the rigor of the entire research. The dependability of this study arose through a well-developed audit trail. My data was obtained through multiple data sources which I regularly cross checked with the three levels of interviewees. As an

academic, I leveraged on the intellectual practice of involving experts in a case study in my environment through cross-breeding of ideas. About three of such intellectuals in qualitative research gave their useful suggestion on the appropriateness of my interview questions in respect to their ability to generate the required answers to the central research question. I cross checked all interview transcripts with the participants with a view to determining any discrepancies in the in-depth understanding they shared with me in the course of the interviews. The audit trail has a logical clarity of activities which enables a reader to understand how I have progressed in the entire research to the conclusion.

### **Confirmability**

According to Houghton et al. (2013), the attribute of confirmability of research is contingent upon the objectivity and correctness of data. The data collection procedure for this research ensured that participants at the interviews represent stakeholders from both sides of the issues and are related to the central research question. So, the participants were from youth entrepreneurs and policymakers whose responsibility entails creating the enabling climate for enterprises to thrive. Another aspect to the objectivity and correctness of data is my regular collaboration with participants through member checking to avoid any form of overstatement or understatement of the views and in-depth understanding by the participants. The feedback received from the participants helped to validate the interview transcriptions that involved twenty youth entrepreneurs, five member focus group and five policy makers.

### **Study Results**

A total of sixteen (16) major themes emerged. The second stage nodes and codes used to categorize the major and minor themes emerging from the three levels of interviews created



tables 11, 12 and 13. The three tables showed the data into major and minor themes. So many themes emerged from each interview levels, and therefore, I used a criterion of 30% and above occurrences to identify major themes while data with a frequency lower than 30% became the minor theme.

Table 7 showed a an enumeration of the themes that are common across data obtained from the twenty interviewees and focus group while Table 8 are themes that are common to the three levels of interviewees.

**Table 7:** *Common themes across the levels of semi-structured and focus groups interviews*

| <b>Codes</b>                      | <b>Twenty Interviewees</b> | <b>Percentage Rating within Level (%)</b> | <b>focus Groups</b>  | <b>Percentage Rating within Level (%)</b> |
|-----------------------------------|----------------------------|---|--|---|
| Source of entrepreneurship skills | Mentorship                 | 28.5                                      | Mentorship   | 34.78                                     |
|                                   | Vocational training        | 25  | Vocational training  | 30.34                                     |
| Meaning of entrepreneurship       | Knowing business           | 57.89                                     | knowing business and socio-economic networks self-employment | 34.78                                     |

|                  |                       |       |                       |       |
|------------------|-----------------------|-------|-----------------------|-------|
|                  |                       |       |                       | 114   |
|                  | socio-economic        | 26.31 | socio-economic        | 30.34 |
|                  | networks, Self-       |       | networks Self-        |       |
|                  | employment            |       | employment            |       |
| Effective        | Mentorship,           | 69.23 | Mentorship            | 68.42 |
| methods of       |                       |       |                       |       |
| acquiring skills |                       |       |                       |       |
|                  | Self-training         | 15.38 | Self-training         | 21.05 |
| Motivation       | Passion for the       | 33.33 | Passion for the       | 52.17 |
|                  | enterprise,           |       | enterprise            |       |
|                  | Satisfaction of       | 19.04 | Satisfaction of       | 30.43 |
|                  | human needs,          |       | human needs           |       |
|                  | Self-employment       | 28.57 | Self-employment       | 13.04 |
| Source of start- | Savings from          | 40    | Savings from          | 28    |
| up capital       | under-employments     |       | under-employments     |       |
|                  | Assistance from       | 24    | Assistance from       | 28    |
|                  | family and friends    |       | family and friends    |       |
|                  | NYSC allowance        | 12    | NYSC allowance        | 24    |
| Challenges       | Insufficient capital  | 58.33 | Insufficient capital  | 36.36 |
|                  | Risks of self-        | 20.83 | Risks of self-        | 22.72 |
|                  | employment            |       | employment            |       |
| Prospects        | High commercial &     | 25.9  | High commercial &     | 90    |
|                  | industrial activities |       | industrial activities |       |

|                                |  |       |  |       |
|--------------------------------|--|-------|--|-------|
|                                |  |       |  | 115   |
| Overcoming Challenges          | Mustering will-power to remain in business | 63.15 | Mustering will-power to remain in business | 42.85 |
|                                | Focus and determination                    | 37.5  | Focus and determination                    | 34.48 |
| Advice to future entrepreneurs | Discipline and responsibility              | 12.5  | Discipline and responsibility              | 27.58 |
|                                | Brace up to challenges                     | 29.16 | Brace up to challenges                     | 17.24 |
|                                | Passion for the enterprise                 | 20.83 | Passion for the enterprise                 | 20.68 |

**Table 8:** *Common themes across the levels of semi-structured, focus group and policymakers Interviews*

| <b>Code</b> | <b>Twenty Interviewees</b>  | <b>Focus Groups</b>         | <b>Policy Makers</b>        |
|-------------|-----------------------------|-----------------------------|-----------------------------|
| Challenges  | Insufficient capital        | Insufficient capital        | Insufficient capital        |
|             | Irregular electricity       | Irregular electricity       | Irregular electricity       |
|             | High bank collateral demand | High bank collateral demand | High bank collateral demand |
|             |                             |                             |                             |

|           |                       |                       |                       |
|-----------|-----------------------|-----------------------|-----------------------|
|           |                       | High                  |                       |
| Prospects | High commercial &     | commercial            | High commercial       |
|           | Industrial activities | Industrial activities | Industrial activities |
|           | Large market          | Large market          | Large market          |

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### **Research Question**

What are the challenges and prospects of youth entrepreneurship in Anambra, Nigeria?

### **Major Themes**

#### **Emergent Theme 1: Mentorship**

This theme dominated participants' views and in-depth understanding on how to acquire entrepreneurial skills. It was in response to the interview question which is: How did you acquire entrepreneurship skills? It was interesting to discover that participants who did not acquire the skills through mentorship agreed with others that mentorship has been an effective medium of acquiring skills when data triangulation also occurred at the focus group level.

Interviewee 1 described his experience as: "training in a farm yard", interviewee 2 said: "as a course unit in my degree program", interviewee 3 answered: "training for the skills", interviewee 4 said he was a mentee, interviewee 5 undertook training for the skills, interviewee 6 says: "I received vocational training", interviewee 7 described his experience as "self-training", interviewee 8 experienced mentorship and vocational classes provided by NYSC, interviewee 9 acquired the experience through "mentorship and personal research", interviewee 10 was mentored, interviewee 11 undertook entrepreneurship training,

interviewee 12 says: “I was mentored at my mother’s restaurant”, interviewee 13 described his experience as: “mentorship by my grandmother”, interviewee 14 says: “while serving under the NYSC scheme”, interviewee 15 described her experience as: “home and online tutorial in addition to training received from friends who are into business”, interviewee 16 reported his experience as: “workshop training and under a mentor”, interviewee 17 reported adhoc programs which include seminars, interviewee 18 had the experience at NYSC orientation camp”, interviewee 19 says: “I have been under the mentorship of a sister who is a stylist”, interviewee 20 was a mentee.(Interview transcript, 7<sup>th</sup> December, 2018).

**Table 9:** *Medium of acquiring entrepreneurship skills*

| <b>Medium</b>                | <b>Recurrence in<br/>Interview<br/>Conversation</b> | <b>Percentage (%)</b> |
|------------------------------|---|-----------------------|
| Mentorship                   | 11  | 39.29                 |
| Vocational<br>training       | 8   | 28.57                 |
| Ad hoc program<br>subsidiary | 3   | 10.71                 |
| school program               | 3   | 10.71                 |
| Self-training                | 3   | 10.71                 |

**Emergent Theme 2: Vocational Training**

Acquiring entrepreneurship skills through vocational training took a significant portion of the in-depth understanding participants shared regarding interview question 1. They viewed vocational training as a laudable intervention in the effort to bridge the gap between formal education and employers' desire for employable graduates. The responses to the focus group interview and relevant document reviews assisted in data triangulation. The allusion to skill acquisition through vocational training was in the statement of Interviewee 6 where he said: "I received vocational training," interviewee 8 said: "I received vocational training at the NYSC orientation camp. The focus group says: "training and workshop, mentorship and training." Another participant said, "While I was a student of the university and through vocational institutions after graduation." The other participant said that "mentorship and online tutorials were useful." The fourth participant described his experience as: "mentorship and through programs facilitated by the National Youth Service Corps (NYSC), at a vocational institution after my university education where I received training in beadmaking and head-tie styling. The fifth participant says: "from training received in a family of caterers, and through apprenticeship."

**Emergent Theme 3: Knowing Business and Socio-Economic Networks**

Theme number 3 is the participants' understanding of what entrepreneurship meant. This understanding was in response to interview question 5 which states: "What does acquiring entrepreneurship skills and entrepreneurial training mean to you?" interviewee 1 described it as follows: "It means life, happiness, and liberty." Interviewee 2 says: "Broadens my knowledge about business activities and enhances my socio-economic networks."

Interviewees 3 declared that: “it means self-employment.” Interviewee 4 says it means: “facing challenges and overcoming them.” Interviewee 5 understands it as: “offering oneself to be trained in a vocation.” The in-depth understanding expressed by interviewee 6 states: “Knowing which area of business you are good and where to get customers.” According to interviewee 7, it means: “looking around you and identifying the needs of people that are not being provided.” Interviewee 8 says: “solving problems within the needs of people and creating employment for others.” Interviewee 9 sees it as “being an innovator” while interviewee 10 says it means “Innovation and risk taking for profit making.” These responses fully saturated what the twenty interviewees had to say in respect of this interview question. The responses to the same interview question by the focus groups served in the data triangulation. The focus groups gave in-depth understanding that ranged from engaging skills to tackling challenges of the entrepreneurship, to being self-employed, owning one’s business and assisting the under-privileged to secure employment.

**Table 10:** *Participants understanding of entrepreneurship*

| <b>Medium</b>                                      | <b>Recurrence in<br/>Interview Transcript</b> | <b>Percentage (%)</b> |
|--|---|-----------------------|
| Knowing business and<br>socio-economic<br>networks | 11  | 55                    |
| Self-employment                                    | 6   | 30                    |
| As a past time                                     | 1   | 5                     |

|  |   |    |
|--|---|----|
| Learning how to<br>overcome economic<br>challenges | 2 | 10 |
|--|---|----|

---

#### **Emergent Theme 4: Self-Employment**

Self-employment attainment took significant attention in the in-depth understanding expressed by the twenty youth entrepreneurs. This understanding is also in response to interview question 5 which probed into the understanding of entrepreneurship. The participants in the focus group interview described it as: “getting me prepared for risks associated with business and enabling me to provide job to the younger ones; and to resist unemployment and contribute to the economy.” These submissions were consistent with the interview question in the focus group interview.

#### **Emergent Theme 5: Satisfaction of Human Needs**

Satisfaction of human needs emerged as a theme in the response of the participants to the inquiry which states: what motivated you to become an entrepreneur? Interviewee 1 said, “as a contributor to solution of food inadequacy.” Interview 2 described it as: “the need to provide employment for self and others.” Interviewee 6 said, “to be self-employed and create employment for the unemployed.” Interviewees 7 stated that “the need to help those who are not performing well in examination.” The other participants corroborated the previous interviewees. However, the responses of the focus group served in the triangulation exercise.

**Table 11:** *Number of people employed*



| <b>Number of Employees</b> | <b>Participants</b> | <b>Percentage (%)</b> |
|----------------------------|---------------------|-----------------------|
| 3 to 5                     | 8                   | 42.10                 |
| 6 to 10                    | 5                   | 26.31                 |
| 11 to 20                   | 3                   | 15.78                 |
| 21 to 100                  | 2                   | 12.52                 |
| 101 to 152                 | 1                   | 5.26                  |

Evidence of youth entrepreneurship positive contribution to finding a solution to human needs is on table 11 and 12. From the data on table 11, 42.10% of the entrepreneurs employ between 3-5 persons. Another 5.26% of them helped to remove 101-152 persons from the scourge of unemployment. Between these two extreme values, another set of 26.31%, 15.78% and 10.52% of the participants respectively employed 6-10, 11-20, and 21-100 persons. Youth entrepreneurship has the potential of making a significant impact on social change. It can transform a section of the population that was once vulnerable as recruits for armed robbery, and political violence; and take to escapism through alcoholism, drug addiction, prostitution, and other social vices to valuable contributors to the State's Gross Domestic Product (GDP).

**Table 12:** *Annual Earnings from Entrepreneurship (Exchange rate: N 360 = \$ 1)*

| <b>Range of Annual Income(₦)</b> | <b>Participants</b> | <b>Percentage (%)</b> |
|----------------------------------|---------------------|-----------------------|
| 600,000-1,000,000                | 1                   | 5                     |
| 1,100,000-1,500,000              | 2                   | 10                    |
| 1,600,000-2,000,000              | 6                   | 30                    |
| 2,100,000-2,500,000              | 2                   | 10                    |

|                     |   |    |
|---------------------|---|----|
| 2,600,000-3,000,000 | 9 | 45 |
|---------------------|---|----|

---

Table 12 provides evidence of youth entrepreneurship contribution to Anambra and national (Nigeria) GDP. The lowest earner among the participating entrepreneurs takes home between ₦600, 000- ₦1, 000,000 annually while the highest earner in this sampled group makes ₦ 3, 000, 000 million in a year. At the time of writing this dissertation, the exchange rate of the US Dollar to Nigeria naira was ₦360 to \$1. Below is Table 13 which gives at a glance the annual earning in equivalent U.S. Dollar.

**Table 13:** *Annual Income in Equivalent U.S. Dollars*

| <b>Range of Annual Income (\$)</b> | <b>Participants</b> | <b>Percentage (%)</b> |
|------------------------------------|---------------------|-----------------------|
| 1,666.7-2,777.8                    | 1                   | 5                     |
| 3,055.6-4,166.7                    | 2                   | 10                    |
| 4,444.4-5,555.6                    | 6                   | 30                    |
| 5,833.3-6,944.4                    | 2                   | 10                    |
| 7,222.2-8,333.3                    | 9                   | 45                    |

---

**Table 14:** *Influence on choice of business*

| <b>Influence on Choice</b>  | <b>Recurrence in<br/>Interview Transcript</b> | <b>Percentage (%)</b> |
|-----------------------------|---|-----------------------|
| Passion for the enterprise  | 7   | 35                    |
| Satisfaction of human needs | 6   | 30                    |
| Exploiting an opportunity   | 4   | 20                    |

|                                   |   |    |
|-----------------------------------|---|----|
| Self-employment                   | 2 | 10 |
| Value addition to personal skills | 1 | 5  |

---

### **Emergent Theme 6: Passion for the Enterprise**

Passion for the enterprise is a reoccurring answer by the participants to the probe into the motivation of youth entrepreneurs for small and medium scale business ownership.

Interviewee 2 alluded to the theme when he described it as: “passion for the trade.”

Interviewee 3 says: “passion for the skills I acquired.” Interviewee 8 described it as: “passion for it and contribution to solving unemployment problem.” Other responses which contributed to this theme did not have a different meaning from these quotes. This data triangulation hinged on the focus group interview. The focus group transcript described it as “I love and have passion for entrepreneurship.”

### **Emergent Theme 7: Savings from Under-Employments**

Under-employments are previous low paying jobs engaged in by the university graduates as a substitute for unemployment. Some university graduates have been very determined to make out savings from such low paying jobs through personal sacrifices. This theme emerged in response to the interview question which states: how did you raise money for your business?

Interviewee 1 described it as: “savings from menial jobs.” Interviewee 2 in-depth understanding is: “I inherited properties from my father who I sold to raise capital for my enterprise.” Interviewee 8 described his source as “from meagre allowances earned from NYSC.” All the other answers which aligned with emergent theme 7 reactivated the argument.

I triangulated the data with responses from the focus group interview. The focus group described the means as: “savings from menial jobs before starting an enterprise; and personal saving earned from my NYSC allowance.” Other descriptives in the focus group transcript corroborated this argument.

**Table 15:** *Getting enough start-up capital*

| <b>Source of Initial Capital</b>      | <b>Recurrence in<br/>Interview Transcript</b> | <b>Percentage (%)</b> |
|---------------------------------------|---|-----------------------|
| Savings from under-<br>employments    | 10  | 40                    |
| Assistance from family and<br>friends | 6   | 24                    |
| NYSC allowance                        | 6   | 24                    |
| Mentor’s financial<br>assistance      | 1   | 4                     |
| Government soft loan                  | 2   | 8                     |

### **Emergent Theme 8: Assistance from Family and Friend**

Many of the participants identified financial assistance from family and friends as a significant contributor to youth entrepreneurship start-up capital. Evidence of this is in the interview transcriptions. Interviewees 2, 5, 6, 8, 13, 14, and 19 respectively of the semi-structured interview responded with descriptives which aligned with emergent theme 8: “I inherited property from my father which I sold to raise capital for my enterprise; contribution from

family members; saving from previous low paying jobs and family assistance; meagre allowance of NYSC and contribution from family; friends contributed money for the start-up capital; savings over the years even while I was a student, in addition, to the support from family and assistance from relatives”. The triangulation of this data was from the focus group interview transcription, and the focus group gave the following lines of statements: “family members; the contribution of family members; personal savings earned from NYSC allowance plus a soft loan from my family members; and personal savings from previous low paying jobs and assistance from relatives.”

### **Emergent Theme 9: NYSC Allowance**

National Youth Service Corps (NYSC) started after the Nigerian Civil War that took place from 1967 to 1970. It is compulsory for fresh graduates of tertiary institutions who are Nigerians and are not above 30 years of age to undertake a one year National Youth Service. The government pays them a meagre amount of money as monthly allowance. In this study, many of the participants said they painstakingly raised their business start-up capital through self-imposition of denials to achieve the feat. Evidence of this abounds in this interview transcript. Interviewees 8, 9, 12, 15 and 19 respectively recounted their in-depth understanding with the following lines of statements: “from the meagre allowance paid by NYSC; savings from the meagre NYSC allowance; savings from the meagre income while in NYSC; savings from my NYSC allowance.” I triangulated this data with the transcription of the focus group interview. A participant in the focus group interview stated: “personal savings earned from my NYSC allowance plus a soft loan from family members.” Another participant said: “savings from my meagre income during NYSC” and a fourth person stated: “savings

from the meagre NYSC allowance was used to pay for vocational study in bead making and head-tie styling.”

### **Emergent Theme 10: Insufficient Capital**

Insufficient capital is a theme that was too dominant in the entire data expressed by participants. This theme emerged in response to the interview question: What are the challenges and prospects of youth entrepreneurship in Anambra, Nigeria? The descriptives given by the twenty interviewees which aligned with this theme are as follows: “capital base was still insufficient for recurrent and capital expenditure; not enough capital base; insufficient capital base; not having enough starting capital; not having starting capital; not having start-up capital, and not having starting capital.” The various allusions to lack of access to investment funds took a whopping 41.67 percent (table 6). They represent quotes from interviewees 2, 4, 5, 6, 11, 12, 16, 17, and 19. I triangulated this data with the transcripts of the focus group interview and policymakers’ interview.

Descriptives in the transcripts of the focus group interview which aligned with this theme include: “starting capital; insufficient capital to grow the business; insufficient finance to grow the business; operating with insufficient capital; I don’t have enough trucks to convey my cattle to where there is a large market for them; difficulties in accessing loan from financial institutions; there are certain facilities that make business growth easier, but they are capital intensive to acquire; resources to aid the expansion of my business are insufficient; capital to build more schools due to the growing population of clients; I need vehicles in my business; and lack of resources to establish a training centre to train new set of bead makers and head-tie stylist.” Other responses from the transcripts of policy maker’s interview

included: “the graduates lack adequate capital base to set-up their businesses; among the challenges is financial insufficiency; lack of insufficient start-up capital and; the major challenge of graduate entrepreneurship is how to source for investment capital.”.”

In a related work, Ruhl (2013) observed that youth are particularly disadvantaged concerning access to finance. The writer further revealed that without a credit history, their schemes are less likely to attract formal financing. Therefore, without the networks and experience of their elders, they will find it more difficult to find and negotiate the government and commercial services required to support their operation.

**Table 16:** *Challenges and difficulties encountered by youth entrepreneurs*

| <b>Nature of Challenges and Difficulties</b> | <b>Recurrence in Interview Transcript</b> | <b>Percentage (%)</b> |
|--|---|-----------------------|
| Insufficient Capital                         | 40  | 41.67                 |
| Irregular electricity                        | 8   | 33.33                 |
| Risks of being self-employed                 | 6   | 25                    |

### **Emergent Theme 11: Risks of Self-Employment**

The fear of failure motivates youths to succeed in entrepreneurship. They imagine how harrowing it would be if the business comes crashing down on their heads. To them, failure would mean losing all they have painstakingly invested and becoming debtors. The literature is replete with allusions to entrepreneurship as venture risk-taking. This theme also emerged in response to a question that borders on challenges and difficulties of being an entrepreneur.

The interviewees gave in-depth understanding with the following descriptives in the interview transcript of twenty youth entrepreneurs as follows: “highly risky to be self-employed; different kinds of risk; so many risks are associated with entrepreneurial activities; risks associated with owning a business; there are numerous risks to take; and indecision and numerous risks to take. I triangulated this data with transcripts from the focus group interview and found the line of statement: “being a risk bearer and operating with insufficient skill.”

### **Emergent Theme 12: High Commercial and Industrial Activities**

This theme emerged from participant’s in-depth understanding in response to the interview question: what are prospects of youth entrepreneurship? A cultural attribute of Nigerians from Anambra State is entrepreneurship as a basic vocation. Anambra State, the case study of this qualitative exploratory case study happens to be the nerve centre of commercial and industrial activities of Nigeria. In the transcripts of the semi-structured interviews, responses which aligned with theme 12 include: “agric-business is highly rewarding to a hard-working university graduate that undertakes the risk involved in being self-employed; products of leather works, mineral mining, thrift and credit. Anambra has a large area of arable land, and the residents have a good appetite for a variety of farm produce. Equally, there is a high rate of telephonic communication and internet users”.

There is a high number of automobiles on Anambra roads and a high population of people using technical equipment; prospects hinge on Anambra’s large market due to its diverse and skilled human population; enough investment capital can be accessed; electrical/electronic is highly patronized service in Anambra state; including high growth in GSM communications; and market for baked food and products of catering is large,”



I triangulated this data from the transcripts of the policymakers' interview. First policymaker said "I can say that the prospects are enormous due to the commercial activities of the state. There is a high influx of people into the state for business purposes." Third policy maker observed that "the prospects include reduction of poverty and enhancing economic development, improved standard of living, and favourable youth engagement. It increases learning and enables the youths to become change agents themselves". Fourth policy maker opined that "the prospects are enormous but can be fully exploited when power infrastructure stabilizes". He further said: "meanwhile, entrepreneurship has reduced the incidents of youth restiveness in Anambra. It has increased industrial development in the state". Fifth policymaker stated that "Prospects in enterprise success depends heavily on the high commercial activities in Anambra State. The state has the largest market in West Africa (Onitsha Market). It is largely a market-oriented state where you can empower youths in the cities and local government areas".

**Table 17:** *Chances of entrepreneurship succeeding in Anambra Nigeria*

| <b>Prospects</b>                             | <b>Recurrence in<br/>Interview Transcript</b> | <b>Percentage (%)</b> |
|--|---|-----------------------|
| High in commercial and industrial activities | 12  | 60                    |
| Rewarding enterprise sectors                 | 3   | 20                    |
| Arable land and industrial estates           | 3   | 20                    |

**Emergent Theme 13: Mustering will-power to remain in business**

This theme emerged in response to the interview questions which state “how did you overcome those challenges and difficulties? At the semi-structured interviews level, the transcript of the interview is replete with responses which aligned with theme 13. The transcripts contain in-depth understanding that states: “persistence and patience; being focused and putting the right employees, focused and persistence; being able to pinpoint the problem and taking the right steps in solving them; being focused and not wavering in the resolve to succeed; making effort to go ahead with the little capital base; determination to succeed in spite of the challenges; steadfastness and determination to succeed; being focused, self-discipline and foregoing certain needs of pleasurable living; being persistent and devising solutions to the challenges; and hardworking and perseverance.”

I triangulated this data from the transcripts of the focus group interview. The responses include “utilizing little capital enables you to overcome lack of capital; being steadfast, focused and disciplined with your capital; identifying the problems; hard work to overcome the challenges; perseverance in the face of the impediments and going extra mile to surmount challenges; reaching out to friends and family for support and believing you can surmount; entrepreneurs need training on how to overcome the challenges of distrust and lack of confidence in teachers by parents; I obtained a loan to buy a generating plant to solve irregular supply of power from PHCN; and I used fund obtained from cooperative societies to acquire resources needed to expand my business.”

**Table 18:** *Overcoming challenges and difficulties in entrepreneurship*

| <b>Resourcing Ability</b>                       | <b>Recurrence in<br/>Interview Transcript</b> | <b>Percentage (%)</b> |
|---|---|-----------------------|
| Mustering will-power to<br>remain in business   | 12  | 60                    |
| Financial assistance from<br>family and friends | 6   | 30                    |
| Bank loan                                       | 2   | 10                    |

**Emergent Theme 14: Focus and Determination**

This theme emerged in response to the question: “what advice would you give future entrepreneurs? From the transcripts of the semi-structured interviews, the following descriptives gave rise to the emergence of theme 14: “be focused and determined and stop shying away from challenges; the entrepreneur must be passionate about his or her choice of business in order to succeed; making the right choice of business; persistence and being focused; determination and staying focused; self- confident and do not give up in the face of challenges; be critical of your environment and identify people’s needs with a view to providing for self-employment; be focused and do not shy away from risks; make effort to satisfy those you give service and make amend where you have fallen short; be innovative and be ready to take risks and maintain a good book keeping practice; be willing to accept the risk associated with self-employment; be steadfast, hardworking and give close supervisory functions to your business; be yourself and go into an area you have passion for; be focused

and self-confident; be focused, committed and be willing to take the risks associated with the enterprise; be steadfast and solve all problems arising quickly; take time to specialize in your chosen enterprise and apply your energy to it; and hit the ground running even if you have inadequate capital.”

I triangulated the data with observations and understanding expressed by participants in the transcripts of the focus group interview and these statements aligned with theme 14: “be persistent in spite of impediments; be focused and have self-confidence; you will miss the point if you take your eyes off the goal; be self-confident and closely monitor activities of your enterprise; be focused and do not doubt your abilities; be resilient; be focused and hardworking; live your dream and know when to leave your comfort zone; be productive; hard working and never give up; be self-determined and give the best to what you know how to do; and be passionate about your chosen enterprise.”

**Table 19:** *Experience and benefit of hind sight*

| <b>Advice to young entrepreneurs</b> | <b>Recurrence in Interview Transcript</b> | <b>Percentage (%)</b> |
|--------------------------------------|---|-----------------------|
| Focus and determination              | 12  | 50                    |
| Passion for the enterprise           | 6   | 25                    |
| Brace up to challenges               | 3   | 12.5                  |
| Discipline and responsibility        | 3   | 12.8                  |

**Emergent Theme 15: Irregular Electricity**

The epileptic power supply has been an intractable problem in Nigeria. It has continued to impact negatively on the socio-economic lives of Nigerians. The theme of irregular electricity was significant in the transcribed semi-structured interviews, focus groups interview, and policymakers interview results. It is participants' response to the questions: what are the challenges and difficulties of being an entrepreneur. It also forms the theme in answer to the question: "what resource do you require but currently do not have access to" in the focus group interview.

From the in-depth understanding of the youth entrepreneurs with this problem, interviewee 8 described it as: "inconsistent policy of the government on enterprise support and inadequate electricity." Interviewee 12 said: "not having sufficient capital and inadequate electric power supply." I triangulated this data from the transcripts of the focus group and found these matching responses: "supply of electricity is not regular most times; Machinery remain idle for lack of energy: For example, I pay for fuel when there is no electricity to power my machines; and irregular power supply and means of transportation has been the challenges encountered."

Government officials could not deny the fact that a serious challenge to youth entrepreneurship is government inability to solve the problem of inadequate supply of electricity. I further triangulated this data from the transcripts of policymakers' interview and the in-depth understanding they shared with me gave credibility to the complaints of the youth entrepreneurs. In response to the question: what are the challenges and prospects of youth

entrepreneurship in Anambra, Nigeria? Policymaker 1 described it as: “The graduates lack adequate capital base to set up their businesses.

There is also the challenge of the epileptic power supply. In a population of about 200 million people, there are less than 5000 megawatts of electricity compared to South Africa that has less than 50 million people but generates more than 50,000 megawatts of electricity. The USA with a population of about 300 million harnesses up to 1.5 million megawatts electricity for its citizens. These comparisons give the picture of the unfortunate state of youth entrepreneurship”.

Policymaker 3 identified “lack of infrastructural facilities like power”. The fourth policymaker said: “another problem is the epileptic power supply which hinders development. Almost every business relies on electricity. Most satellite towns in Nigeria experiences power less than 30 minutes out of 24 hours in a day. Therefore, most entrepreneurs deploy generators with the attendant high cost of fuel and diesel”.

Also alluding to the problems of irregular electricity is policy maker five who stated thus: “another source of challenge is lack of regular power supply to enable the business to thrive” (interview conversation, 27<sup>th</sup> September, 2018).

In Nigeria, the generation and supply of electricity have been the monopoly of the federal government. Such an important commodity left in the hands of less qualified and corruptible government employees results in ineffectiveness and inefficiency. A consequence of this erratic power supply is visible on Table 20 below.

**Table 20:** *Distribution according to industrial sectors*

| <b>Industrial Sectors</b> | <b>Participants</b> | <b>Percentage (%)</b> |
|---------------------------|---------------------|-----------------------|
|---------------------------|---------------------|-----------------------|

|                |    |    |
|----------------|----|----|
| Services       | 11 | 55 |
| Manufacturing  | 5  | 25 |
| Agric-Business | 4  | 20 |

Table 20 shows that distribution of industrial sectors is preponderated by the services (55%). This scenario is in contrast to the thin distribution of Agric-business (20%) and manufacturing (25%) among youth entrepreneurs. Many participants were discouraged from manufacturing due to the erratic and high cost of electricity needed to power manufacturing machines.

#### **Emergent Theme 16: High Collateral Demand by Banks**

Availability of bank loans that can be accessed by youth entrepreneurs was a recurring issue in the course of gathering data for this qualitative exploratory case study. This theme reoccurred several times in response to the questions: what are the challenges and difficulties of being an entrepreneur? (Semi-structured interview); what resource do you require but currently do not have access to? (Focus group interview) and what are challenges and prospects of youth entrepreneurship in Anambra, Nigeria? (Policymaker's interview), the transcripts of these interviews contain the observation and understanding participants shared that align with theme 16.

Interviewees 1, 2, 4, 5, 6, 9, 11, 12, 13, 14, 15, 16, 17, and 20 respectively expressed their frustrations as: “capital base was still insufficient for recurrent and capital expenditure; waiting to get enough capital base results in time losses; insufficient capital, not enough capital base; meeting the credit requirements of capital lenders; insufficient capital base and risks associated with owning a business; not having sufficient capital; insufficient land and

having a source of mobility; not having enough starting capital; difficulty in having starting capital; start-up capital and numerous risks to take; not having starting capital due to high collateral from loaning institutions; and insufficient capital”; capital to build more schools due to the growing population of clients; I had set back of inability to secure soft loan from government loaning institutions; I need vehicles in my business; I have the desire to expand into several cities, but the resources are not available; and there is a lack of resources to establish a training center to train new set of bead makers and head-tie stylists” (Interview Conversation, 7<sup>th</sup> September, 2018).

I triangulated this data with interview transcripts of the focus group and the following responses also aligned with theme 16: “insufficient finance to grow the business; I don’t have enough trucks to convey my cattle to where there is large market for them; I have difficulties accessing loan from financial institutions; acquisition of enough land space is a serious resource inadequacy; there are certain facilities that make business growth easier, but they are capital intensive to acquire.” Transcripts from the policymaker’s interview were further useful to triangulate this data. Again the observation and understanding they shared with me aligned with theme 16. Policymaker 2 stated it as: “they are faced with unemployment rate and banks who are demanding very high collateral for financial loans to new entrepreneurs.” Policymaker 4 said: “Furthermore, the loaning institutions like the bank have been demanding too high collateral and interest rates to the discouragement of young entrepreneurs” (Interview Conversation 27<sup>th</sup> September, 2018).

A highly recurring phrase in this data is “insufficient capital.” All other responses such as: “I don’t have enough truck to convey my cattle to where there is a large market for them”;



“acquisition of enough land space is a serious resource in adequacy,” and “there are certain facilities that make business growth easier, but they are capital intensive to acquire” (focus group), all boils down to inability of youth entrepreneurs to secure loans from the banks due to their high demand of collateral. Interviewee 9 stressed the high collateral demand by banks when he said, “meeting the credit requirements of capital lenders is too high” (Interview conversation, 7<sup>th</sup> December, 2018). Interviewee 19 was direct with the expression: “not having starting capital due to high collateral from loaning institutions.”

Insufficient capital for youth venture creation has been exacerbated by the unwillingness of commercial banks who dominates financial institutions in Anambra, Nigeria to give loans to youth entrepreneurs.

Ruhl (2013) remarked that Nigerian youth is particularly disadvantaged regarding access to finance. He further submitted that, without a credit history, their schemes are less likely to attract formal financing. Furthermore, without the network and experience of their elders, they will find it more difficult to find and negotiate the government and commercial services required to support their operations (Ruhl, 2013). Raising the bar of credit guarantees in the form of high collateral demand by banks will continue to make the problem of insufficient capital insurmountable.

### **Summary**

This chapter detailed the organization of data and presentation of the result I obtained for this qualitative exploratory case study. The results are the views expressed by participants in response to the central research question: what are challenges and prospects of youth

entrepreneurship in Anambra, Nigeria. The interviews that produced the results occurred at three levels for the purposes of triangulation of data. The levels include semi-structured interviews (entrepreneurs & Policymakers), and focus group. The chapter includes the findings about the setting, demographic variable and interview conversations (7<sup>th</sup> December - 20<sup>th</sup> December, 2018) which bothers on the central research question.

The interviews were audio-recorded, transcribed and organized for the thematic analysis which followed through the aid of NVivo version 11 software. The technology was very useful in helping me bring order, structure, and meaning to the mass of data I collected. The Codes emerged from the mass of data which adhered to large chunks of words, phrases, descriptives, and sentences. The emerging themes include (1) mentorship, (2) vocational training, (3) knowing business and socio-economic network, (4) self-employment, (5) satisfaction of human needs, (6) passion for the enterprise, (7) savings from under-employments, (8) assistance from family and friends, (9) NYSC allowances, (10) insufficient capital, (11) Risks of self-employment, (12) high commercial and industrial activities, (13) mustering will-power to remain in business, (14) focus and determination, (15) irregular electricity, and (16) high collateral demand by banks.

Constructs and descriptives within the interview transcripts that did not garner significant recurrence from the interview conversations (7<sup>th</sup> December, 2018 - 20<sup>th</sup> December, 2018, 2018) were reported in the initial percentage based statistical analysis but did not form part of the major themes.

In chapter five, I will present a discussion of the findings and conclusion. Based on the findings, I will make my recommendations. Further to this, I will make the interpretation of

my findings clear. I will state the limitations of the research, reflections, and the implications for social change and recommendation to future researchers.

## Chapter 5: Discussion, Conclusions, and Recommendations

My goal in this study was to find answers to the challenges and prospects of youth entrepreneurship among university graduates in Anambra State. A gap in the literature exists regarding the entrepreneurship strategies young adult graduates in Anambra require to be self-employed after leaving universities. I elucidated data from two categories of participants, youth entrepreneurs, and policymakers. Policymakers design curricula for students in the university and create youth intervention programs.

I gathered data through semi-structured, (one-on-one interview), and focus group. The basis for the focus group is to compare its data information with the one generated during a one-on-one interview to achieve triangulation. Semi-structured is the most popular form of data collection method in qualitative research because it gives the researcher enough information. It is in-depth and therefore allows participants to answer the present and open-ended question. I used NVivo software to organize the data for coding and themes formation. The findings came from responses of 20 youth entrepreneurs through semi-structured interviews, five policymakers through a semi-structured interview, and another set of five new youth entrepreneurs for the focus group interview.

### **Interpretation of Finding**

The construct of a central research question concerning what it seeks to find will guide a researcher to what methodology to select and apply to obtain the relevant and required data for answering the research question: What are Challenges and Prospects of Youth Entrepreneurship in Anambra, Nigeria? The findings in the study will close the gap in the

literature concerning the entrepreneurship strategies young adults in Anambra require to become self-employed after graduating from universities.

Probing inquires such as how to acquire entrepreneurship skill, influence on the choice of business and motivation for entrepreneurship were used to elicit critical data from research participants. Other issues such as the age of enterprise, yearly income, sourcing start-up capital, challenges, recurring difficulties and prospects were useful in gathering useful answers to the central research question: What are Challenges and Prospects of Youth Entrepreneurship in Anambra, Nigeria? From the findings, the most recurring medium of acquiring entrepreneurial characteristics for graduates in Anambra State to become self-employed is mentorship and vocational training. Concerning the frequency of recurrence in the interview conversation, mentorship and vocational training scored the highest frequencies of 11 and eight respectively. There are scholarly works that confirmed this outcome. Jarvi (2015) observed that a way of obtaining entrepreneurship training is mentorship from superiors, partners, and customers. Kramer (2015) observed that people acquire skills through training and consistent practice.

Mentorship and on the job self-education are suitable approaches to learning small business activities (Jarvi, 2015). Arthur-Mensah and Alagaraja (2013) recognized vocational technical education and training as avenues for developing capacities of workers. Other factors that motivate graduates to go into entrepreneurship include socio-economic networks, self-employment, the satisfaction of human needs and passion for entrepreneurship.

The first of the four themes are in agreement with the submission of Ruhl (2013) submitted that entrepreneurship is a means of integrating the youth into the mainstream of

society and enabling them to achieve adulthood. Dominika (2014) submitted that the second theme results when a person explores, exploits, and innovates various opportunities for self-sustenance. A graduate youth could choose to become self-employed as an alternative to lack of employment, inadequate income, and the desire to be own boss.

The third theme aligns with the findings of Gomez-Aranjo and Bayon (2017) that underscored the point that small business activities form the primary component of economic growth, employment generation, and diversification of the economy. The fourth theme can lean on the contrast drawn by Valliere (2015) about types of entrepreneurship—entrepreneurship of necessity and opportunity. This research aligns with the proposition that entrepreneurship of opportunity is opportunity seekers who aim to break new grounds. Liang et al. (2017) interrogated them as entrepreneurs who identify opportunities: new realities, unmet market needs, explore and exploit them, and translate them to wealth creation.

Getting adequate start-up capital has been an intractable problem to graduate entrepreneurs in Anambra, Nigeria. The response to the inquiry into how they raise money for the business (Table 15) was emotional. Emergent themes include savings from underemployments, assistance received from family, friends, and meagre savings from their monthly stipend from the National Youth Service Corp Scheme (interview transcript, 7 December 2018). Start-up capitals from under-employment include monies saved from meagre earnings of low paying jobs which the graduates accepted as a temporary measure against unemployment.

Only determined graduates with entrepreneurial orientation (Kajalo & Lindblom, 2015; Gruber-Mucke & Hofer, 2015) could endure self-denials like going on a two square

meal, wearing cheap and fairly used clothes, Shunning romance, and holding assistance from dependent relatives who will often drop-by to seek help. It is instructive that not all would be graduate entrepreneurs in Anambra, Nigeria have access to financial assistance from family and friends.

While the source of small and medium enterprises (SME) financing has significantly contributed to the rise of the level of industry, it was found to be common only among graduate entrepreneurs from middle and upper-class families. Those from families below this class do not have enough disposable income to loan out to family members (interview transcript 7<sup>th</sup> December 2018). Raising SME start-up capital from the stipend paid by the government as youth (NYSC) allowance is like scratching from penury.

Many investment ideas have been consigned to the grave yard of untried ideas due to the recurring challenge of inadequate investment capital. Abimbola et al. (2016) observed that among the impediments to the success of entrepreneurship include inadequate access to loan, high collateral demand by banks and high-interest rates on loan from financial institutions. Fatoki (2014) identified lean resources as a militating factor in achieving entrepreneurship goal. Fatoki (2014) also observed that among the factors that cause start-up failures in developing countries as Anambra, Nigeria is a paucity of funds. The epileptic nature of electricity supply has worsened the challenges of graduate entrepreneurship in Anambra Nigeria.

This phenomenon explains why a preponderance of them opted for businesses with less electric power consumption. Table 20 shows the distribution of the various enterprises engaged in by the youth entrepreneurs according to industrial sectors. While 55% of the

youths are found in the services sector, the lower percentages of the entrepreneurs are in Agric-business (20%) and manufacturing (25%). Manufacturing entrepreneurs are thinly distributed among the participants because the supply of electricity is erratic and when it is available, the cost is prohibitively high.

The risks with being self-employed remain a challenge to a significant number of graduate entrepreneurs. It stems from the fear that entrepreneurs might lose the borrowed start-up capital due to a myriad of variables within the socio-economic space. These include unstable economy, the competitive advantage of foreign products and services, corruption, widening the gap between the rich and poor and disappearing middle-class family. Among the attendant consequences are indebtedness to financiers, a relapse into unemployment and disenchantment with society and its governing structures (Ruhl, 2013).

Entrepreneurs are more exposed to a myriad of risk than their peers and age groups in salaried employment, and risk is the most critical success factor of an entrepreneur (Gudmundsson & Lechner, 2013; Mathieu & St. Jean, 2013). Scholars like Timmon et al. (2016) enumerated certain risks of entrepreneurship to include uncertainty of income, the probability of losing entire investment, and long hours of hard work.

The chances of entrepreneurship succeeding in Anambra, Nigeria constituted another significant theme in the findings of this qualitative exploratory case study. High commercial and industrial activities of its socio-economy took a dominant place in the data collected during interviews. Overcoming challenges and difficulties depend on the entrepreneur. Nowak (2016) suggested that among the role of tertiary institutions is the transmission of knowledge, formation of skills and attitude, including productively applying knowledge to risk to



economic height. Various constructs used by participants described what they would do and have been doing in challenging and difficult situations. Liang and Ching (2017) underscored the barriers faced by entrepreneurs to include bureaucracy, a multiplicity of tax, finance, government bottleneck and strict legal and regulatory framework. Many SMEs are struggling or dying because of regulatory tyranny and legalized extortion. Ruhl (2013) argued that if the rules governing businesses are onerous, unpredictable, opaque or costly, economic activity and employment is constrained. Vivarelli (2014) advocated for a transparent regulatory environment devoid of barrier or issues like multiple taxations, bureaucratic bottlenecks in the promotion of entrepreneurship. An element of will-power to remain in business include acceptance of start-up capital from non-financial institutions (Liang et al., 2017).

Participants acknowledge that future entrepreneurs should have focus and capacity to surmount challenges. This stance is because successful entrepreneurs do not allow difficult situations to dampen their resolve to succeed. Mandel and Noyes (2016) underscored this proposition and stated that entrepreneurs are risk bearers and extra-ordinary economic guru who engage in risk and uncertainty.

The responsibilities of policymakers in Anambra State include articulating policies for youths and graduates on entrepreneurship. It is instructive that long before this qualitative exploratory case study; Okolocha (2012) reported that the federal government of Nigeria has since the 1970's switched from emphasis on certificates to vocational education. The introduction of Vocational Technical Education (VTE) brought about skill acquisition and self-employment (Baraki & Kemenade, 2013). In Anambra, forms of youth intervention include curriculum review and development, liaison for vocational and enterprise skills and

advising and assisting youth training centres with materials and facilities. The ministry organizes technical exchange programs, workshops, seminars, and exhibitions where technicians and youths in diverse formal education programs use 'hands-on' methods to benefit mutually from each other.

### **Limitations of the Study**

The limitations of this study are those characteristics of research design and methodology which can influence the adequacy of the findings. They act as constraints to generalization, transferability or utility of my findings. Theoretically and empirically, the outcome of qualitative research is subjective. This subjectivity largely contributes to leaving transferability to the reader to decide (Houghton et al. 2013). To minimize any form of personal biases, I used both transcript and member checking to ensure the dependability of data.

Although the recruitment of 20 youth entrepreneurs, including five member focus group and five policymakers, from Anambra State, Nigeria was through the purposeful sampling method to participate in the study, there is a chance that the views of the participants selected may not represent the views of all youth entrepreneurs in Anambra. Personal bias and interpretation of findings pose a bias. Every person has a bias, whether conscious or not. Largely, bias occurs when a person, place, event, or thing is viewed or shown in a consistently inaccurate way. As a result of the personal account of challenges and prospects of youth entrepreneurship in Anambra State given by interview participants, it is subject to the researcher's interpretation, his understanding and application of information is not acceptable to other interpreters of the same result.

Another limitation is the geographical location of the research. Focusing only on Anambra State posed a limitation regarding gaining a stronger insight of the information about barriers influencing youth entrepreneurship on a broader scale as the research result may not be transferable to the entire country or other research sites. Houghton et al., (2013) confirmed this by stating that the primary aim of all qualitative research is not to generalize the research finding, but to leave the transferability decision to the reader.

### **Recommendations**

Based on the findings of this study, the following recommendations are instructive. The government, non-governmental organizations and other stakeholders should come together to find lasting solutions to graduate unemployment challenge by creating opportunities for them to acquire entrepreneurship skills through mentorship programs and vocational education. This positioning is because governments owe youth entrepreneurs the responsibility of providing both financial and infrastructural support (Adeola & Ezenwafor, 2016). This support should include business friendly policies that encourage youth entrepreneurs. As Boateng (2014) stated that though entrepreneurship is multifaceted and multi-layered phenomenon and affected by culture and social traditions, however, it contributes to the development of an economy.

Anambra State should direct its policy toward youth based sectors for development. It is a good choice concentrating on Agric-business, ICT, entertainment, and Hospitality which appear more popular. Agriculture and Agric-business employ a large population of youth in Anambra and contributes to the GDP. There is a need for the provision of incentives such as support in irrigation, fertilizer and extension services.

Tertiary and vocational education should be made more relevant to the market through industry linkages and joint ventures. Skill training must be incorporated in all aspects of education at all levels so that the graduates will be equipped for employment or be able to seek alternatives in business and entrepreneurship.

There should be a review and update on curricula in the areas of academic advisory services, admission and evaluation policies in the post-secondary education sector. The policymakers in the state should expand existing economic opportunities and effectively deliver basic services to people of all age group.

The result from the study reveals that financial institutions charge a high interest rate as well as the strongest requirement required for loans. This loan structuring discouraged youths from applying for loans. The huge problem of youth entrepreneurs' limited access to investment capital can be ameliorated through interventions by the policy and socio-economic institutions. A feature of the former is the activation of moral suasion by the Central Bank, the state's regulatory agency on financial and economic matters. In recent times, the use of moral suasion by the apex bank has tilted loans award agric-business sector in Nigeria.

Networking and alliance by youth entrepreneurs through co-operative societies have helped in ameliorating the issue of demand for collaterals for loans. Financial institutions have substantially granted loan facilities to graduate entrepreneurs who belong to government certified co-operation societies on liberal terms (Gibson, Hardy, & Buckley, 2014).

Introduction of entrepreneurship into the education curriculum of universities in Anambra will enable more youths to attain entrepreneurship knowledge. On the other hand, Munir, Idris, Shukur, Thin, & Sarah (2015) emphasized that attending seminars equip the

youths and provide opportunities to improve their skills such as problem-solving, critical thinking, analytical and networking skills. The unemployment stake is still high in Anambra, Nigeria. Mostly affected are young people of age bracket of 18 and 35. This “Lost generation” are still unemployed, underemployed or stuck in jobs that do not challenge them. The odds are that a greater percentage of this “lost generation” will struggle for the rest of their lives. The way out is to put into practices the recommendations in this dissertation.

### **Implications for Social Change**

Youth unemployment in Anambra, Nigeria poses a grave danger to society due to its link to increase in crime rate, drug abuse, kidnapping, and increase in suicide rate (Akhueomonkhan, Raimi, Patel, & Fadipe, 2014). Ruhl (2013) observed that the consequences of young graduates unemployment in Nigeria has led to their being dangerously characterized as “Societal madness,” “wondering lost souls,” loose molecules and unstable social fluid that can ignite. However, successes recorded by graduate youths in entrepreneurship are gradually changing the narratives to positive socio-economic impact on society. On the table 12, the data indicates that some earn as much as ₦ 3,000,000.00 (which is equivalent to USD 8,333.3) (Table 13).

Entrepreneurship confers on graduates’ socio-economic status. It represents a change from being a source of the increase in government security budget and social welfare provisions to being contributors to the GDP. Besides solving these individual unemployment and poverty problem, many of them employ as many as 10 persons in a single business (see table 11). By this achievement, they also contribute to reducing unemployment in society. Kuratko, Morris, and Schindehutte (2015) illustrated this point by stating that success in youth

entrepreneurship brings about social change through their re-integration into the mainstream of society. It saves the society of the challenge of youth inability to transit from “youth-man” into “man-hood,” choosing the path of escapism through drugs and alcohol. Therefore the youth will no longer be a worry to society. By offering the best of their skills and talents, henceforth, the entire society is lifted to a new era. Smith and Chuncheka (2014) underscored it as a catalyst for economic emancipation and socio-economic development. It may help the government to develop policies that would educate the youths on the importance of skills and knowledge acquisition which could result in economic development and poverty reduction.

It may have the potential to create awareness and change the paradigm on youth development in Nigeria. It may contribute to the curricula to educate other youths in other states. It may create awareness among youths in Anambra on entrepreneurship to enhance their standard of living, be law abiding, reduce poverty and promote economic development. The implication of social change can also be visible in the experience shared by Dejaeghere and Baxter (2014) who observed that youth entrepreneurship is a panacea to poverty and a pathway out of youth unemployment. Kuratko, Morris, and Schindehutte (2015) described its impact on social change as a driving force to accelerating economic growth, job creation, and poverty reduction. Gomez-Aranjo and Bayon (2017) were instructive on their position that start-ups provide the platform for enhancement of skills for the rural settlers and provide the stimulus for the local economy. The impact on rural development increases when young adult carry out the activities in those localities (Brixiova, Ncube, & Bicaba, 2015). By adopting the recommendations of this study based on the research findings, it may illuminate the need for federal, state, or local government to focus on and provide information to youth in Nigeria to

develop economically. The federal government of Nigeria may also benefit from this study as the research results may foster understanding and insights to help guide officials and policymakers in developing and implementing an appropriate policy that could assist poverty alleviation among youths. This situation will in turn result in economic development.

### **Reflections**

I sought to conduct this study to gain a better understanding of the research phenomenon which in turn forms the basis of the proposed strategies that may help to address the issue. Twenty youth entrepreneurs, five member focus group and five policymakers in Anambra State participated in this study. In the course of the study I strove to maintain integrity while attempting to eliminate bias throughout the research process. The participants displayed passion and a deep sense of responsibility as they provided answers to the interview questions. Some participants noted that the case under study was not only timely but also needed at this time in the country.

During data analysis, I strove to identify the core emergent themes as well as subthemes that contributed contextually to the study. It is important to state that the research findings from the data analysis represented the core and meanings that were both significant and helpful to understand the research phenomenon. It addressed the gap in the literature regarding youth entrepreneurship in Anambra and information concerning the barriers. Such barriers include lack of required skills, skills development, and other related skills that tend to impede the growth of youth entrepreneurship (Broto, 2014).

## **Summary and Conclusion**

### **Summary**

This exploratory case study identified a gap in literature where there is no guide on strategies young adults in Anambra State could adopt in order to acquire the entrepreneurship characteristics that would make them self-employed.

The central research question – What are Challenges and Prospects of Youth Entrepreneurship in Anambra was instructive in guiding the study. An appropriate data collection method was helpful in administering interview questions to 20 graduate entrepreneurs, five policymakers and a five member focus group. The interview questions included 15 for graduate entrepreneurs, nine for a focus group, and eight for policymakers.

The interviews were audio-recorded, transcribed and entered into NVivo qualitative software for analysis. NVivo software enabled me to discover tendencies, recognize themes and drive conclusion from the transcribed interviews.

The results were organized in tables and presented in chapter 4. The analysis and interpretation of the results in chapter five answered the central research question. The findings were useful in the recommendation and identifying the positive social change components.

### **Conclusion**

Graduates in Anambra State, Nigeria could obtain information on entrepreneurial characteristics to become self-employed after leaving universities through school programs, ad hoc programs, self-training, vocational training, and mentorship. The most effective methods



are mentorship and vocational training. These methods of learning and training incorporate hands on activities for a long duration. These strategies are achievable concurrently.

The influence on the choice of enterprise and motivation for entrepreneurship is due to the opportunity to become self-employed and contribute to the solution of human needs. Saving the start-up capital is mostly possible from low-paying jobs graduate youths engaged during periods of waiting for gainful employment. Youth from middle and upper-class families do receive a contribution to their business start-up capital from families and friends. Irregular and erratic electric power supply is a dominant factor responsible for the dominance of the services sector over the sectors with youth investments. Anambra State presents potentials to be investment and entrepreneurship nerve-center in Nigeria as soon as issues like multiple taxations and bureaucratic bottlenecks which persist to this day are eliminable. Though the road to entrepreneurship is cold, frustrating, and riddled with potholes, however most youths in Anambra state possess strong capabilities needed to speed up the growth, development, and full employment if the various economic and societal barriers are eliminated (Tajadeen & Adebayo, 2013). Therefore eliminating poverty among youths is achievable when they receive exposure to information regarding the ability to increase access to economic opportunities (Revenga & Shetty, 2012).

Entrepreneurship holds the key to economic liberation of any developing society; hence Nigeria should encourage entrepreneurs by providing electricity, good roads, access to funding, the rule of law and good policies. Once these essentials are in place, entrepreneurship thrives, and then the economy booms.

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## Appendix A: Expression of Interest Email to Potential Participants

### **Doctoral Research Study**

My name is Mike Nwosu, a doctoral student at Walden University. My field of focus is Public Policy and Administration with a specialty in Global Leadership. My Supervisor is Dr. Lisa M. Saye of My School. You have been selected to participate in this research. What is the research about?

To explore to what extent can young adult in Anambra State obtain information on entrepreneurial characteristics to become self-employed after leaving universities?

What does participation in this research involve?

Participation will involve 20 young adult graduates already on employment and five policymakers from the Ministry of Education and Youth Development. It will include semi-structured interview and a focus group interview that would explore your opinion and experience on the subject matter. The focus group will constitute five participants in a group of four. All assessment result is confidential. The duration will be between 30 minutes to 60 minutes. The study is not compulsory. Should you accept to participate, you also have the opportunity to withdraw at any time through the study.

### Guarantee of Confidentiality

All information is confidential unless disclosure is required by law. The results may be used in reports, presentations and publications. Participants will not be identified.

### Confirmation of Participation

By replying to this e-mail using "(your name here) I'm interested in participating in this research", you agree that you have this information. You are also saying that you have

understood the intent of this research and that you know what you are asked to do. Please print a copy of this consent information for your records. By responding to this e-mail with this phrase included, you are giving consent for me to contact you to participate. I am happy to respond to any question or concerns you have about the research. I can be reached through my e-mail.



## Appendix B: Interview Protocol

- i. Introduce self to the participant (s)
- ii. Present consent form, go over consents, answer questions and concerns of participant (s)
- iii. Participant (s) sign consent form
- iv. Give participant copy of consent form
- v. If using a recording device, turn on the device
- vi. Follow the procedure to introduce participant (s) with pseudonym/coded identification, note the date and time
- vii. Begin the interview with Question # 1; follow through to the final question
- viii. Follow-up with additional questions
- ix. End interview sequence, discuss member checking with participant (s)
- x. Thank the participant(s) for their part in the study. Reiterate contacts numbers for follow-up questions to clarify responses and interviewers interpretation of their answer, and address concerns from participations
- xi. End protocol

### Appendix C: Interview Questions

#### **Research Question**

The research question is; to what extent can young adult in Anambra State obtain information on entrepreneurial characteristics to become self-employed after leaving universities?

#### **Interview Questions for 20 Entrepreneurs**

1. How did you acquire entrepreneurship skills?
2. What does acquiring entrepreneurship skills and training mean to you?
3. What are the methods you consider most effective in acquiring the skills and training?
4. What motivated you to be in entrepreneurs?
5. How did you raise money to start your business?
6. What are the challenges and difficulties of being an entrepreneur?
7. How did you overcome those challenges and difficulties?
8. What resource do you require but currently do not have access to?
9. What advice would you give future entrepreneur?

#### **Appendix D: Interview Questions to Five Policymakers**

1. Where do you work?
2. What does your work entail?
3. How long have you been working?
4. How do you design curriculum for students?
5. How long does the entrepreneurship training last?
6. How do you mentor young entrepreneurs?

7. What are your feedback techniques?
8. What are the challenges and prospects of post University Youth Entrepreneurship in Anambra Nigeria?

## Appendix E: Focus Group Interview Protocol

1. How did you acquire entrepreneurship skills?
2. Where did you acquire the skills?
3. Which area of business are you into?
4. What influenced your choice of business?
5. What does acquiring entrepreneurship skills and entrepreneurial training mean to you?
6. What are the methods you consider most effective in acquiring the skills and training?
7. How long have you been in business?
8. What motivated you to become an entrepreneur?
9. How much do you make in a year?
10. How many employees do you have?
11. How did you raise money for your business?
12. What are the challenges and difficulties of being an entrepreneur?
13. How did you overcome those challenges and difficulties?
14. What resources do you require but currently do not have access to?
15. What advice would you give future entrepreneurs?