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Entrepreneurial Orientation and Youth Skill Development in Anambra State Local Government

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ABSTRACT: This study examined the relationship between entrepreneurial orientation and youth skills development in Anambra State,. The study specifically investigated the relationship between entrepreneurial risk-taking and personality skills development of youths, ascertain the correlation between entrepreneurial innovation and organizational skill development of youth and evaluate the relationship between entrepreneurial autonomy and competencies skills development of youth in Anambra State Relevant literature was reviewed under conceptual, theoretical and empirical. Correlational research design was adopted in this study. The survey instrument used in this study was structured questionnaire response on 5 Likert scale response. The population of the study comprised 4,177,828 unemployed youth in Anambra State Local Governments. Purposive sampling technique was use get 550 youth from 21 local government area in Anambra State. The instrument was subjected to face and content validity. The reliability of the questionnaire was established through test-retest and Cronbachi Alpha. Simple percentage analysis was used in the analyzing research question. Hypotheses for the study were tested using Pearson Product Correlation Moment. The findings revealed that entrepreneurial risk-taking had a significant positive relationship with personality skill development of youths, entre entrepreneurial innovation had a significant positive correlation with organizational skill development of youths; and entrepreneurial autonomy has a positive relationship with competencies skill development of youths in Anambra State The study concluded that that there is a significant positive relationship between entrepreneurial orientation and youth skill development in Anambra State, Nigeria. The study recommended that government should ensure that youth are always considered as calculated risk takers. Risks should be taken, but it should be calculated. Government should also organize workshop, training and seminars on youth innovation and unemployment in order for youth to be creative, recognize and encourage creative culture, always update their knowledge with recent technologies, which will reduce unemployment.

Keyword: Entrepreneurial Risk-Taking, Entrepreneurial Innovation and Entrepreneurial Autonomy.

INTRODUCTION

Skill development of youth is the brain behind entrepreneurship orientation in Nigeria. Skill development of youth is paramount to the entrepreneurship orientation in Nigeria. Onwumere (2018) saw entrepreneurship orientation as the basis for youth skill development for socio-political, economic and cultural development that enhances the

production of skilled manpower for entrepreneurship orientation. The teaching and learning of Entrepreneurship Education in tertiary institutions is of paramount interest to skill development of youth through entrepreneurship orientation. Entrepreneurial skills development are said to be the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skills acquisition are those necessary skills an entrepreneur needs to successfully run a business or add value to work. Agu, Chiaha and Ikeme (2023) argued that development of skills must be nurtured through proper education so that it can be directed to responsible and enriching youth endeavours that will benefit the individuals and the communities in which the entrepreneurs live. Entrepreneurship skills development can also be defined as those skills that an individual should possess to enable him/her succeed in a virtual learning environment. Entrepreneurial skills development are the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying personal, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich & Peters, 2022). Entrepreneurial skill acquisition is the ability to of an individual to exploit an idea and create an enterprise (Small or Big) not only for personal gain but also for social and developmental gain (Olagunju, 2021). Formal descriptions/definitions characterize entrepreneurial skills development as ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity (Salgado-banda, 2015).

It has been globally acknowledged, that skill development of youth has been identified as a remedy to the challenges facing businesses that desire to attain performance. It is one of the tools to enhance youth skill development and with entrepreneurial orientation can respond to challenges effectively and properly in a competitive and dynamic environment. (Neneh, 2016; Shane & Eckhardt 2023). Entrepreneurial orientation is one of the most widely used concepts in strategy literature for enhancing youth skills development t Neneh, & Van Zyl, (2021). Syed, Muzaffar, and Minaa (2017) opined that entrepreneurial orientation is innovative, risk-taking and proactive behaviour that lead youth employee. Sok, Snell, & Lee, (2017) added to entrepreneurial orientation dimensions, innovativeness, risk-taking, autonomy, pro-activeness, and competitive aggressiveness which help organizations to succeed. Youth skills development is associated with innovativeness, pro-activeness and risk-taking behaviour of the country, which refers to entrepreneurial orientation (EO) Covin, Green & Slevin (2015). Consequently, the role of entrepreneurial orientation has not been fully exploited, and there is limited research dedicated to the field of business enterprises regarding the development of enthusiasm of entrepreneurial orientation among youth in developing economies liken Nigeria. It is widely acknowledged that entrepreneurship is important for economic growth, productivity, innovation and employment creation and many countries have made entrepreneurship an explicit policy priority Semasinghe (2021). As globalization reshapes the international economic landscape and technological change poses new challenges and results in creating new opportunities in the world of youth skills development. As a result, many experienced business people, political leaders, economists and educators believe that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national, and global scale.

Throughout the world, shifts in population demographics, technological changes,

fluctuating economies and other dynamic forces have transformed societies as never before, bringing new challenges and opportunities to the forefront. Among the responses to these shifting forces is an increased emphasis on entrepreneurship by governments, organizations and the public (Global Report, 2022). Youth skill development through employment play an important economic role in many countries of the world. Their activity is a source of new jobs and an important factor in a free-market economy; a significant impact on economic development and immense influence on entrepreneurship scholars have attempted to explain skill development by investigating the relationship between entrepreneurial orientation and youth skill development (Lumpkin & Dess, 2021) . Zahra and Garvis (2020) studies found that entrepreneurial orientation enables youth skills development newly built or less than ten years old to perform better than competitors (Ireland, Hitt, & Sirmon, 2023).

Entrepreneurial Orientation is a significant factor for the success youth skill development (Wang, 2018). Entrepreneurial orientation has been conceptualized as the process and decision making activities used by entrepreneurs that leads to entry and support of business activities (Lumpkin & Dess, 2021). Entrepreneurial orientation has been conceptualized as comprising different dimensions namely innovativeness, risk-taking and pro-activeness (Naman & Slevin, 2023). Hakala (2021) points out that several distinct strategic orientations of businesses, such as market, customer, learning, technology, and entrepreneurial orientations have gained considerable attention from both managers and management scholars. Several studies have provided evidence that one of these orientations alone (Wiklund & Shepherd, 2015) and also the interaction between the orientations or different combinations of the orientations may provide a source of high performance or competitive advantage for youth (Hult, 2004). As these strategic orientations are significant drivers of a Youth skill development.

Entrepreneurial orientations was measured using the three dimensions developed by Miller (1983), (Mahmood & Hanafi, 2023). Entrepreneurial orientations is a crucial factor that help youth to build and sustain a competitive advantage, particularly for those youth in fast-changing market environments. (Racela, 2021). Entrepreneurial orientations can be seen as a potential source of competitive advantage; and equally a potential source of higher competitive youth skill development. Mahmood and Hanfi (2023). Therefore this study focuses on entrepreneurial orientation and youth skill development in Anambra state local government, Nigeria.

Statement of the Problem

One of the greatest challenges facing the Nigeria is skill development which has maintained a rising trend over the years. The problem of skill development in Nigeria is a national issue that should be handled with care. The rate of skill development in Nigeria since 1973 has been growing in a geometric progression and the issue has become a world-wide phenomenon demanding for increased attention as the impact is more devastating. According to the National Bureau of Statistics Nigeria rate of skill development stand at 19.7%. In fact, skill development as one of the major challenges confronting the Nigeria – economic development. The menace of skill development in Nigeria since early 1980s has been an issue of great concern to the economists, policy makers, economic managers, individuals, government and many others. The effect of personal crisis on public and private sectors has led to renew attention on the phenomenon. Skill development is as a result of the inability to develop and utilize

the nation's manpower resources effectively. The Nigerian youths are confronted with poverty, skill development, urbanization, lack of capacity and skills needed to move the economy forward. This is because the youths are deficient in basic entrepreneurial orientation and productive skills required to function effectively. Skill development and poverty especially among the youths have remained major challenges threatening the economic growth and development of Nigeria.

Entrepreneurial orientation on youth skill development remains a major problem to every government in the developing nations. the problems comprise different dimensions, namely innovativeness, risk-taking, pro-activeness and autonomy. The problem of entrepreneurial orientation of a firm: innovativeness, proactiveness, risk taking, competitive aggressiveness and autonomy. Access to new markets remains a major challenge to the youth skill development all over the world. While several factors that may affect the likelihood of small enterprises to access new markets have been identified in literature the role of entrepreneurial orientation is not well understood. Since it is time consuming and difficult for youth to develop all the resources necessary to successfully commercialize a business idea alone, they normally rely on external contacts for accessing scarce and specialized resources that the firm needs in order to become established and to grow. Deriving from the foregoing, this study seeks to establish the relevance of the five dimensions of entrepreneurial orientation on youth skill development in Anambra State, Nigeria.

Objectives of the Study

The main objective of the study is to investigate the relationship between entrepreneurial orientation and youth skills development in Anambra State, Nigeria while the Specific Objectives include to:

i. Examine the relationship between entrepreneurial risk-taking and personality skills development of youths in Anambra State
ii. Ascertain the correlation between entrepreneurial innovation and organizational skill development in Anambra State
iii. Evaluate the relationship between entrepreneurial autonomy and competencies skills development of youth in Anambra State Local Government

Hypotheses

The under listed tentative statements were formulated to guide this study.

Ho_1: Entrepreneurial risk-taking has no significant positive relationship with personality skill development of youth in Anambra State

Ho_2: Entrepreneurial innovation aggressiveness has no significant positive correlation with competencies skill development in Anambra State

Ho_3: Entrepreneurial autonomy aggressiveness has no positive relationship with competencies skills of youths in Anambra State

LITERATURE REVIEW

Conceptual Review

Entrepreneurial Orientation

In recent decades the concept of entrepreneurial orientation (EO) has attracted considerable attention in the field of entrepreneurship research. By entrepreneurial orientation we generally refer to a firm's propensity to be innovative, to be proactive and to take risks (Andersén, 2020). The entrepreneurial orientation concept is widely used in the field of entrepreneurship. For instance Wales, Vishal, and Mousa, (2021) pointed out that more than 150 studies of entrepreneurial orientation have been

conducted, implying that the conceptual meaning of entrepreneurial orientation is widely accepted and that it is widely considered as relevant concept and a cornerstone in the literature on firm-level entrepreneurship. Masters and Meier (2023) defined entrepreneurial orientation as the policies and practices which enable a firm to adopt an entrepreneurial position when facing new business opportunities. Entrepreneurial orientation refers to a youth strategic orientation and capturing of specific aspects of decision-making styles, methods and practices all of which indicate the entrepreneurial posture of the firm (Pratono & Mahmood, 2015). Entrepreneurial orientation is a strategy-making process based on entrepreneurial actions and decisions Tom Lumpkin & Dess, 2016). It is the integration of entrepreneurship and strategic thinking. EO is considered as a firm critical strategic posture that contributes to youth performance (Jambulingam, Kathuria, & Doucette, 2015). Entrepreneurial orientation is a process construct and refers to the processes, practices, and decision-making activities that lead up to a new business venture (Odhiambo 2015). Entrepreneurial orientation is a firm-level behaviour that makes a firm have the propensity to innovate, take risks, and become proactive (Callaghan & Vente, 2021). It also implies to the strategy making processes that provide organizations with a basis for entrepreneurial decisions and actions, it reflects the methods, practices and decision-making styles managers use to act entrepreneurially.

The advantage of entrepreneurial orientation was to possess the ability to discover and exploit new market opportunities and companies with entrepreneurial orientation can respond to challenges effectively and prosper in a competitive and dynamic environment (Shane & Eckhardt,2020; Wiklund and Shepherd (2023). Meanwhile, the disadvantage of entrepreneurial orientation is that there has been no significant or widely acknowledged adaptation as to how entrepreneurial orientation construct can or should be conceptualized since the publication of Lumpkin, et.al. (2020) work. Also, some researchers defined entrepreneurial orientation as decision-making styles, processes, and methods, as a form of strategic orientation, but entrepreneurial orientation should be considered more as an attitude within the firm rather than being product oriented Thus, there are different views on entrepreneurial orientation in literature (Wiklund & Shephard, 2023; Wieland & flavel, 2015).Literature reviews show that entrepreneurial orientation has become a central concept in the domain of entrepreneurship that has received a substantial amount of theoretical and empirical attention (Covin, Greene, & Slevin, 2016). Entrepreneurial orientation has been linked with organizational performance, whereby the higher the entrepreneurial orientation, the higher the level of performance. Entrepreneurial orientation is the presence of organizational-level entrepreneurship and a combination of risk taking, innovation and pro-activeness that must positively cover in order for an entrepreneurial orientation to be manifested (Wiklund &Shepherd, 2015). Burgelman, 2021) identified competitive aggressiveness and autonomy as additional components of the entrepreneurial orientation construct.

Dess and Lumpkin (2021) posit that entrepreneurial orientation is an organizational-level strategy-making process that involves the intentions and actions of key players functioning in a dynamic generative process aimed at new-venture creation. An earlier research by Mintzberg (1973) asserts that entrepreneurial orientation is a managerial disposition rooted in decision

making and is an area where knowledge is developing. There is a general agreement that entrepreneurial orientation has an impact on youth skill development (Lyon, Lumpkin & Dess, 2020). It is therefore essential in the study since it is a driving force behind youth skill development pursuit of entrepreneurial activities for instance youth skill development that are of great benefit to the economy in terms of job creation, development of skills and adaptation of appropriate technologies. Therefore, the promotion of youth skill development is the best strategy to achieving economic development (Kazem and Van der Heijden, 2016; Hallberg, 2020).Entrepreneurial Orientation is usually defined as a multidimensional construct, applied at the organizational or entrepreneur's level, which characterizes entrepreneur's or firm's entrepreneurial behaviour and includes one or several of these three dimensions: risk-taking, innovativeness and pro-activeness The study explored the key aspects of entrepreneurial orientation (innovation; Proactiveness; risk taking; Autonomy and Competitive Aggressiveness (Njeru 2023).

Entrepreneurial Innovation

Silas and Joyce (2017) defined Innovation as the willingness to depart from existing technologies or practices and the creation or adoption of an idea or behaviour new to the organization, and venturing beyond that current state which resulted in new products and services. Innovation strategy is a key driver for the performance of youth skill development (SMEs) by applying a culture of innovation in a strategic and structured way and it is a form of organisational mindset and a specific set of capabilities that drive innovation activity Olaniran, Muturi and Narnusonge (2016). Also innovativeness is the intentional generation, promotion and realization of new ideas within a work role, work-group or organization by an employee in order to benefit role performance, the group or the organization (Gilbert, 2018; Margaret, Patrick & Dennis, 2019). Innovative work behaviour is defined as individual's behavior aiming to achieve the initiation and intentional introduction of new and useful ideas, processes, products or procedures and also a propensity to adopt new ideas that lead to the development and the launch of new products (Rubera & Kirca, 2022). Lisetchi and Brancu (2023), away from direct competition with other companies and those that aggressively pursue their competitors target markets. Furthermore, Innovation is an important component of a youth strategy mainly because it constitutes one of the principal means through which it can seek new business opportunities (Lumkpin and Dess, 2021). Also, SMEs are highly innovative than large enterprises and they can reach productivity levels above those of large companies. But, innovativeness is cumbersome and can be stressful because it entails an employee figuring out new ways to accomplish tasks, thinking in alternative ways, searching for improvements, applying new work methods looking for new technologies, investigating and securing resources to make new ideas happen (Akpan & Akpan, 2021).

Entrepreneurial Risk-taking

Verbano & Venturin, (2023) defined **r**isk taking as an enterprises willingness to seize an entrepreneurial opportunity, it involved an enterprises willingness to tolerate uncertainty, even though it has no guarantee or way of knowing if the venture will be successful or not and again, risk-taking is an entrepreneurial quality that refers to the youth willingness to break away from the true-and-tried, and venture into the unknown. Also, risk taking is defined as the perceived probability of receiving rewards associated with the success of a situation that is required by the individual before he/she will subject himself/herself to the consequences associated with failure, the alternative situation

providing less reward as well as less severe consequences than the proposed situation" (Brockhaus, 2023). Risk-taking is simply taking bold actions to commit significant resources to opportunities and new markets having a reasonable chance of costly failurewith uncertain outcomes and these risks are typically manageable and calculated (Otieno, Bhisa & Kihoro, 2023). On a business level, risk-taking refers to the tendency to support projects with uncertain expected returns (Walter, Auer & Ritter, 2016).Three types of risks were identified namely, business Risks associated with entering new markets or supporting unproven technologies, Personal Risks relating to heavy borrowing or committing a significant amount of resources for growth, the personal exposure required and the risk/return profile of the new venture (Dess & Lumpkin, 2020). Risk taking is an important tool that provides opportunities to new inventions and building of new markets (Kuhn &Marisck, 2020).

Entrepreneurial Autonomy

Entrepreneurial Autonomy is defined as the ability to proceed with independent action and to make decisions by an individual or a team directed at bringing about a new venture, a business concept or vision and seeing it to fruition, without any restrictions from the organization (Rauch, Wiklund, Lumpkin & Frese,2019; Lumpkin, 2019) Ismail, (2021). Autonomy refers to independent action in terms of "bringing forth an idea or a vision and carrying it through to completion", including the concept of free and independent action and decisions taken (Lumpkin, et. al 2020). Entrepreneurs are associated with more of a degree of freedom in combining and organizing resources and the success of a firm dependent on the level of autonomy exhibited by the entrepreneurs (Lumpkin, Cogliser, & Schneider, 2019). According to Coulthard(2017), an advantage of Autonomy is a significant factor for improving performance in existing youth , autonomy

Youth Skill development

Skill development occurs when people are without jobs and they have actively sought for job within the past four weeks (ILO 2017). Fajana (2020) refers to it as a situation where people who are willing and capable of working are unable to find suitable paid employment. (Patterson et al, 2016) defined it as a situation in which people who are willing to work at the prevailing wage rate are unable to find jobs. It is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the skill development rate in an economy the higher would be the poverty level and associated welfare challenges. Skill development is one of the developmental problems that face every developing economy in the 21st century, and Nigeria is not exempted. Its impact is felt more by the youths, leading to youth skill development. Okafor, (2020) observed that skill development is a global trend, but occurs mostly in developing countries of the world, with attendant social, economic, political, and psychological consequences. Thus, Oyebade, (2023) added that massive youth skill development in any country is an indication of far more complex problems.

Nigeria's skill development can be grouped into two categories: the older unemployed who lost their jobs through retrenchment, redundancy or bankruptcy; and the younger unemployed, most of who have never tasted what it is to be employed. Furthering the discussion are scholars such as Echebiri, (2015) and Onah, (2021) who described youth skill development as the conglomerate of youths with diverse background, willing and able to work, but cannot find any. When the supply of labor outstrips the demand for labor, it causes joblessness and skill development.

Given the lack of sufficient employment opportunities in the formal sector, young people may be compelled to engage in casual work and other unorthodox livelihood sources, thus leading to underemployment.

According to statistics from the Manpower Board and the Federal Bureau of Statistics, Nigeria has a youth population of 80 million, representing 60% of the total population of the country million of them unemployed, while 1.6 million are under-employed. The 1990 - 2020 data on youth skill development showed that the largest group of the unemployed is the secondary school graduates. There are also 40% skill development rate among urban youth aged 20 - 24 and a 31% rate among those aged 15 - 19. Two-third of the urban unemployed ranges from 15 – 24 years old. Moreover, the educated unemployed tended to be young males with few dependents. There are relatively few secondary school graduates and the lowered job expectations of primary- school graduates. There is no consistent trend of skill development rates in Nigeria. An increase in one or two years is sometimes followed by a decline in the subsequent years (Okafor, 2011).A published report from Punch editorial of June 10, 2003 referred to a report by the National Poverty Eradication Programme (NAPEP) in 2021 saying that the universities and other tertiary institutions in the country produce an average of 120,000 graduates each year while another 500,000 school leavers or college graduates are turned out each year, without the hope of any job. Although NAPEP admitted that the figures were not available on the actual number of the unemployed, the agency said that 50% of the unemployed is assumed to be youths (The Punch Newspaper, 2023).

Personality Skills Development: As most roles require people to work with others, personal skills are vital skills for most employees and job candidates. Most employees need basic personal skills, while people working closely with customers and colleagues need advanced personal skills. Highlighting your personal skills can help you secure employment and promotions. In this article, we explain what personal skills are, their importance and ways to improve and promote your personal skills. Personal skills are abilities that help people positively interact with one another. Sometimes called interpersonal skills or people skills, personal skills are soft skills. That means people acquire them naturally or through practice, rather than formal study. People get and develop personal skills by interacting and forming relationships with others. Personal skills help employees interact with customers, colleagues, supervisors and suppliers. People with good personal skills find communicating and collaborating with others easier. Forming connections easily through strong personal skills can help you succeed and progress in your career. People with strong personal skills typically make the best first impressions on others. People with good personal skills also find maintaining relationships easier. Their personal skills bring cohesion and stability to the teams they're a part of youth prefer candidates with strong personal skills as they know they'll be assets to their business. People with strong personal skills help workplaces operate smoothly and make the lives of all employees easier. Their skills can boost the success of team projects, customer loyalty and profits. As personal skills are inherent, employers may hire applicants with less experience or technical skills than other candidates if their personal skills are very strong.

Organizational Skill Development

Organizational skills are a set of techniques used by entrepreneurial orientation to facilitate the efficiency of future-oriented learning, problem-solving, and task

completion. Organization requires the integration of several elements to reach a planned goal. Dawson and Guare (2020) define organization as "the ability to design and maintain systems for keeping track of information or materials. Organization skills are soft skills that help youth expectations, stay on top of tasks, and deliver results in a timely fashion (Dorminy, Luscre & Gast 2019). Organizational skills help youth to focus their time, effort, and resources on work that matters. Organizational skills also help to keep all stakeholders on track to meet shared goals through entrepreneurial orientation. By doing so, you're not holding back team members from making progress on their deliverables. Organizational skills are the abilities that let you stay focused on different tasks, and use their time, energy, strength, mental capacity, physical space, etc. effectively and efficiently in order to achieve the desired outcome through entrepreneurial orientation (Hartford, & Hooper 2023). Organizational skills are all about being able to prioritize tasks, maximize efficiency, and maintain structure throughout a workday or a project's lifespan. Discipline, cognitive flexibility, and memory are all crucial to being a strong organizer. With strong organizational skills, deadlines are never a cause for concern; just another factor in determining which tasks get done first. Hiring managers aren't just looking for folks who can keep their desks fluttered; they want intellectually nimble employees who can fit into the overarching organizational structure of the company (Gyori2016).

Competencies Skills Development

Competence skills comprise management competence, social or relational competence, cognitive or knowledge competence, personal competence, ethical competence and Meta-competence (Francoise & Winterton, 2015; Ismail & Abidin, 2018). The way managers relate with others in their workplaces, is determined by their level of social competence. Individuals possessing social competence are known to be experienced, knowledgeable to cope with various social challenges (Frey & Ruppert, 2023). Social competencies enable youth to enhance their productivity and establish and maintain healthy business relationships with both internal and external stakeholders (Hogan & Warrenfeltz, 2023). Individuals who are socially competent have been proved to be good in communication, team playing, networking, lobbying , maintaining meaningful relationships with internal and external business stakeholders and understanding their expectations (Mumford, Zaccaro, Connelly, & Mars, 2020). Youths cognitive competence explains management level of knowledge. As postulated by Janjua, Naeem, and Kayani, (2016), cognitive competence consists of cognitive ability to handle business issues and problems. Cognitive competence also involves youyh thinking ability to identify and solve work-related problems and also consist of analytical thinking, systematic thinking, visionary thinking and creative thinking (Nordhaug, 2018). Youth cognitive thinking skills are developed when managers engage in a thinking process which, according to Skarzauskiene (2018) involves manipulating information, forming of concepts, and way of problem solving, searching for reasons. Youths who possess cognitive competencies are able to provide solutions to work- related problems. In order for youth to execute their managerial functions effectively and efficiently, they need to be knowledgeable in business issues to enable them to have understanding of the business and industry of the firm they serve and by applying the understanding of the integrated value chain and the way the firm creates value (Bosilie & Paauwe, 2015).

Entrepreneurial Orientation Theory

Entrepreneurial theories relate to the individual or the enterprise (Callaghan, 2019). At the individual level of entrepreneurship, the origins of definitions of entrepreneurship go back to Cantillon's definition (circa 1700) of an entrepreneur as a rational decision maker who assumes the risk and provides management for the firm. The entrepreneur is also seen as an economic actor having a driving force for economic development

(Schumpeter, 1934). Schumpeter (1934) viewed entrepreneurs as revolutionaries of the economy whose economic function is the realization of new combinations in the course of which they are the active element while McClelland's (1961) theory relates to entrepreneurs as having a higher need for achievement (Callaghan, 2019). Callaghan (2019) adds to the Schumpeterian spectrum of entrepreneurial orientation, two dimensions; Learning and Achievement orientations. The individual level theoretical basis of entrepreneurship has not been without criticism. For instance, Shapero and Sokol (1982) criticize individual centered perspectives of entrepreneurship and argue against McClelland's (1961) need-for-achievement theory on the deficiency of the theoretical process resulting in what they call "an oversimplification of the subject. Shane (2016) argues that the "trait" approach, whereby an individual's distinguishing characteristics, including personality characteristics, are related to entrepreneurial variables, is often studied according to a flawed approach. However, Mappiagu and Agussalim (2023) report that a number of research studies have argued the need for small firm entrepreneurs to develop entrepreneurial and managerial competencies as proper allocation of these two roles crucially underpin small firm survival (Inyang and Enuoh, 2019; Silinevica, 2021; Peljhan, 2022).

At the firm level, Callaghan (2019) notes that the currently prevalent firm level entrepreneurial orientation was originally developed with the psychological claim to distinguish between managers and business owners and laments that it was abandoned in a still quasi-psychological stage before individual entrepreneurial orientation success relationships were even investigated. According to Covin and Wales (2021) the theoretical foundation of entrepreneurial orientation research is and traceable to Mintzberg (1973), Miller (1983) Covin and Slevin (1989), Miller and Friesen (1982) and Lumpkin and Dess(2016). One of the strategy making modes put forth by Mintzberg (1973) is the entrepreneurial one which is based on active search for entrepreneurial opportunities and growth. The other modes include planning - concerned with systematic information gathering for situational analysis, generation of alternate and selection of appropriate strategies; and the adaptive mode which focuses on reactive solutions than proactive search for new opportunities. Support for the entrepreneurial mode is given by Khandwalla (1976/1977) who refers to entrepreneurial management style as consisting bold, risky and aggressive approach to decision-making in contrast to a more cautious stability-oriented approach.

Empirical Review

Entrepreneurial orientation on youth skill development has been empirically examined by so many scholars. For instance, Aroyeun, Adefulu, and Asikhia, (2019) examined the effect of entrepreneurial orientation on youth skill development in Ogun State, Nigeria. Survey research design was employed for this study. The population was 1794 registered SMEs in Ogun state, Nigeria. The sample size was 412 which were determined using Cochran's sample size determination technique. Out of total 412 questionnaires distributed, 386 were filled and returned. This represents a response rate of 93.69%. Set of questionnaire on entrepreneurial orientation and youth skill development were self-administered for the collection of the primary data. A pilot study was carried out to test the validity and reliability of the research instrument using Cronbach Alpha reliability test which revealed the coefficient ranging from 0.735 to 0.885. The data collected were analyzed using both descriptive and inferential statistics. The findings of this study

revealed that Entrepreneurial Orientation (EO) has positive effect on performance. Pro-activeness has positive significant effect on growth, positive significant effect of competitive aggressiveness on youth skill development. (β=0.973;, entrepreneurial innovativeness has a positive significant effect on youth skill development . Also, Risk taking initiative has positive significant effect on youth skill development, entrepreneurial autonomy had positive significant effect on youth skill development. The study concluded that entrepreneurial orientation affected youth skill development in Ogun State, Nigeria. The operators in this sector of the economy should see entrepreneurial orientation as a necessity for enhancing youth skill development

Kaya and Ağca (2019) carried out a study on the effect of entrepreneurial orientation on youth skill development Turkish. The objective of the study was to examine whether entrepreneurial innovativeness, entrepreneurial proactiveness and entrepreneurial risk taking has effect on youth skill development in Turkey. The study collected data from youth. The study utilized multiple regression to analyse the data collected. Result showed that innovativeness and proactiveness have significant effect on youth skill development. On the other hand, risk taking does not have significant effect on youth skill development in Turkey. The number of responses used for analysis is considered inadequate and may not be sufficient for their study. The present study however, improved on the shortcoming of the study by increasing the sample size.

Ibrahim, Keat, and Abd Rani, (2017) analyzed the moderating role of government support policy on the relationship between entrepreneurial orientation, technology orientation and youth skill development in northeast Nigeria. The study adopts quantitative survey method using structured questionnaires; data was collected from 240 SME owner-managers in northeast Nigeria. The data collected was analyzed using Partial Least Squares PLS-SEM. The findings of the study indicates a significant positive relationship between entrepreneurial orientation and Youth skill development. Additionally, the outcomes of the study authenticate that government support policy moderates the relationship between entrepreneurial orientation and youth skill development in Nigeria.

Arisi-Nwugballa, Matthias, and Chinedu (2016) evaluated the relevance of the dimensions of entrepreneurial orientation on youth skill development in Ebonyi State, Nigeria. To achieve this, the researchers randomly distributed 400 copies of questionnaire to a sample of youth in the State, and 246 copies were retrieved, representing 61.5 per cent return rate. Data generated were analyzed using Pearson Product Moment Correlation. The study found that three dimensions of entrepreneurial orientation namely; innovativeness, proactiveness and competitive aggressiveness were relevant to, youth skill development in Ebonyi State. Innovativeness and proactiveness have significant correlation with customer performance, while competitive aggressiveness has significant relationship with youth skill development. Risk-taking and autonomy had no significant correlation with youth skill development, suggesting they are not relevant to youth skill development in the State. An important implication of these findings is that strategic policy decisions of MSMEs should, given the present status of Ebonyi State, focus on enhancing their positions in respect of innovativeness, proactiveness and competitive aggressiveness; towards improving their overall youth skill development. The study also provided evidence for the non-universality of the dimensions of entrepreneurial orientation and

support for the five-dimensional model of studying entrepreneurial orientation.

Khadhraoui, Lakhal, Plaisent and Bernard (2016) carried out a study on the impact of entrepreneurial orientation on youth skill development. The aim of the study is to examine the impact of entrepreneurial orientation on v. The study utilised questionnaire to assess the impact of entrepreneurial orientation on youth skill development. The study used 56 university spin-offs established in incubators and cyber parks as sample size. The study utilised correlation analysis, to examine the effect of entrepreneurial orientation on youth skill development. The study found out that entrepreneurial orientation has effect on youth skill development.

Orlando and Alexandra (2016) carried out a study linking entrepreneurial orientation to export performance. The study utilised questionnaires to collect data from respondents. 42 valid questionnaires were used for analysis, constituting 25% response rate. The study used linear regression to analyse data collected from respondents. The authors concluded based on the findings of the study that both innovativeness and proactiveness has positive significant effect on export performance of youth in Portugal.

Vasconcelos, Silveira and Bizarrias (2016) examined the relationship between entrepreneurial orientation and youth skill development in Brazil. The study utilized primary source of data by means of questionnaires to collect data from respondents. The study used stratified random sampling to distribute questionnaires to 200 managers of retail and service companies in Brazil. The study used structural equation modelling to analyse data. The study found innovativeness, proactiveness and risk taking to be significantly related to youth skill development in Brazil.

METHODOLOGY

Correlational research design was adopted in this study. Correlational research design was applied because of its capability to summarize the relationship between two variables and large quantities of data using understood measures in form of graphical and numerical techniques (Burns, 2020). This study was carried out in Anambra State. Anambra State is a Nigerian state, located in the southeastern region of the country. Documents, literary texts, experiments, surveys, observations, interviews, focus groups and panels of respondents specifically set up. The population of study was made up of 4,177,828 unemployed youth in all the 21 local government in Anambra State. The sample comprise 550 unemployed youth from 21 local government area in Anambra State. The research employed purposive sampling technique to choose the respondents to get the desired target due to large number of the sample size. The researcher used structured questionnaires and face validation of the instruments. The researcher used test-retest and Cronbach Alpha method in order to test reliability of the research instruments. Simple percentage was adopted to answer the research questions while, Pearson Product Correlation Moment to test hypotheses to evaluate the relationship between of entrepreneurial orientation and youth skill development.

DATA PRESENTATION, RESULTS AND DISCUSSION OF FINDINGS

A total of five hundred and fifty copies of questionnaire were distributed to the respondents, out of which five hundred copies of questionnaire were returned properly filled and found relevant to the study. Fifty copies

of questionnaire were not properly filled. Therefore, the analysis in this section was based on the five hundred relevant copies which represent 90.9% of the entire copies (500). The section covers A the demographic features of the respondents. The section B analyzed the data relevant to research questions

Demographic Characteristics of the Respondents

In this section, the demographic features of the respondents such as gender, marital status, age bracket, educational qualification and working experience are presented and analyzed, based on (500) valid copies of returned questionnaires were presented in the table below.

Table 1: Demographic Features of the Respondents

Response	Category	Number of Responses	Percentage
Gender	Male	170	34.0
	Female	330	66.0
	Total	**500**	**100.0**
Age Bracket	18 - 30 years	140	28.0
	31 - 40 years	200	40.0
	41 - 50 years	120	24.0
	51 years and above	40	8.0
		500	**100.0**
Marital Statues	Single	250	50.0
	Married	190	38.0
	Others	60	12.0
	Total	**500**	**100**
Educational Qualification	O'Level	160	32.0
	OND/NCE	130	26.0
	B.Sc./HND	120	24.0
	M.Sc./MBA	50	10.0
	PhD/Others	40	8.0
	Total	**500**	**100**
Number of Years in Business	Below 5 years	200	40.0
	6 - 10 years	150	30.0
	11 - 20 years	90	18.0
	21 years and above	60	12.0
	Total	**500**	**100.0**

Source: Field Survey, 2025/SPSS

Table 1 shows the demographic profile of the employees of the sampled local government in Anambra State. A higher proportion of the respondents (66%) are female while 34% of the respondents are male. Table 1 revealed the age distribution of the respondents. The distribution shows that 28% of the respondents are between the age brackets of 18 to 30 years while 180 respondents, representing 40% are within the age bracket of 31 - 40 years. On the same note, 24% of the respondents are within the age bracket of 41 - 50 years while the remaining respondents 8% are within 51 years and above. Table 1 also shows that 50 % of the respondents are single, 38 % are married while the remaining 12% of the respondents are either divorced or separated. Table 1 further shows that 32 % of

the respondents have O'level as their educational qualification. The table also shows that 26% of the respondents have either Ordinary National Diploma or National Certificate on Education as their educational qualification. 24.5 % of the respondents agreed that they have either Bachelor of Science (B.Sc.) or Higher National Diploma (HND). It also shows that 10% of the respondents have M.Sc./MBA educational qualifications while 8 % of the respondents have PhD as their educational qualification.

Table 1 shows that 40% of the respondents have been business with the between zero to five years while 30% of the respondents have worked between 6 to 10 years. On a similar note, 18% of the respondents have business between 11 to 20 years while the remaining 12% have being in business between 21 years and above.

Presentation of Data relevant to the Research Questions

Research Question One: To what extent does entrepreneurial risk-taking relate with personality skill development of youths in Anambra State

Table 2: responses on the relationship between entrepreneurial risk-taking relate with personality skill development of youths in Anambra State Local Government

S/N	ITEMS	SA	A	U	D	SD
1	Risk taking increase negative effect youth personality skill development	151 30.2%	226 45.2%	59 11.8%	46 9.2%	18 3.6%
2	Risk taking has positive effect on youth skill development	149 29.8%	200 40%	61 12.2%	52 10.4%	38 7.6%
3	Youth in business are encouraged to take calculated risks with new ideas	134 26.8%	197 39.4%	41 8.2%	60 12%	68 13.6%
4	Business emphasizes both exploration and experimentation for risk taking opportunities	120 24%	193 38.6%	52 10.4%	72 14.4%	63 12.6%
5	Youth in business do not take risks result youth skill development	157 31.4%	219 43.8%	43 8.6%	50 10%	21 4.2%

Source: Researcher's Field Survey, 2025

Table 2 presents the relationship between entrepreneurial risk-taking personality skill development in Anambra State Local Government. Regarding the issue bordering on risk taking has a negative effect youth skill development 151 30.2% of the total sample strongly agreed, 226 45.2% agreed. However, 59 11.8% undecided, 5911.8% disagreed and 18 3.6%were strongly disagreed. On percentage for risk taking has positive effect on youth skill development, 149 (29.8%) respondents strongly agreed and 200 40% agreed. On the other hand, 52 10.4% respondents disagreed, 38 7.6% strongly agreed and 61 12.2% were undecided. On questions that bordered on whether youth in business are encouraged to take calculated risks with new ideas, 134 (26.8%) respondents strongly agreed and 197 39.4% agreed. Conversely, 60 (12%) disagreed, 68 (13.6%) strongly disagreed and 41 (10.3%) were undecided. On whether Youth in business do not take risks result youth skill development, 120(30%) respondents strongly agreed and193 (48.3%) agreed. On the other hand, 22(5.5%) disagreed, 33 (8.3%) strongly disagreed and 32 (8%) were undecided. The result on Table 4.3 indicates that 157(39.3%)

respondents strongly agreed Youth in business do not take risks result youth skill development, 169(42.3%) disagreed, 20(5%) strongly disagreed and 43 (10.8%) were undecided. This implies that there is a relationship between entrepreneurial risk-taking and personality skill development in Anambra State Local Government.

Question Two: To what degree does entrepreneurial innovation correlate with competencies skill development in Anambra State Local Government?

Table 3Respondents on the correlate between entrepreneurial innovation and competencies skill development

S/N	ITEMS	SA	A	U	D	SD
1	Youth actively introduce improvements and innovations in our business reduces youth skill development	151 30.2%	226 45.2%	59 11.8%	46 9.2%	18 3.6%
2	Youth in business is creative in the manner it carries out operations reduces youth skill development	149 29.8%	200 40%	61 12.2%	52 10.4%	38 7.6%
3	Youth seeks out new ways to do things reduces youth skill development	134 26.8%	197 39.4%	41 8.2%	60 12%	68 13.6%
4	Local government encourage new ideas from youth regardless of their position reduces youth skill development	120 24%	193 38.6%	52 10.4%	72 14.4%	63 12.6%
5	Youth emphasize on research and development reduces youth skill development	157 31.4%	219 43.8%	43 8.6%	50 10%	21 4.2%

Source: Researcher's Field Survey, 2024

Table 3 in Anambra State, Nigeria. Regarding the issue bordering on youth actively introduce improvements and innovations in our business reduces youth skill development, 151 30.2% of the total sample strongly agreed, 226 45.2% agreed, however, 59 11.8% undecided, 5911.8% disagreed and 18 3.6%were strongly disagreed. On youth in business is creative in the manner it carries out operations reduces youth skill development, 149 (29.8%) respondents strongly agreed and 200 40% agreed. On the other hand, 52 10.4% respondents disagreed, 38 7.6% strongly agreed and 61 12.2% were undecided. On questions that bordered on whether youth seeks out new ways to do things reduces youth skill development, 134 (26.8%) respondents strongly agreed and 197 39.4% agreed. Conversely, 60 (12%) disagreed, 68 (13.6%) strongly disagreed and 41 (10.3%) were undecided. On whether local government encourage new ideas from youth regardless of their position reduces youth skill development, 120(30%) respondents strongly agreed and193 (48.3%) agreed. On the other hand, 22(5.5%) disagreed, 33 (8.3%) strongly disagreed and 32 (8%) were undecided. The result on Table 3 indicates that 157(39.3%) respondents strongly agreed that youth emphasize on research and development reduces youth skill development, 169(42.3%) disagreed, 20(5%) strongly disagreed and 43 (10.8%) were undecided. Using a cutoff point of 2.50 for the rating scale, all the items had mean scores above the cutoff point. This implies that entrepreneurial innovation correlate with competencies skill

development in Anambra State local government.

Question Three: To what extent does entrepreneurial autonomy relate with organizational skill development in Anambra State Local Government?

Table 4: Responses on the relationship between entrepreneurial autonomy and organizational skill development

S/N	ITEMS	SA	A	U	D	SD
1	Entrepreneurial autonomy permitted to act and think without interference	157 31.4%	202 40.4%	73 14.6%	57 11.4%	31 6.2%
2	Entrepreneurial autonomy allow to make and instigate changes in the way they perform their work tasks	152 30.4%	184 36.8%	78 15.6%	52 10.4%	44 8.8%
3	Entrepreneurial autonomy given freedom and independence to decide on their own how to go about doing their business	129 25.8%	212 42.2%	68 13.6%	56 11.2%	45 9.0%
4	Entrepreneurial autonomy given freedom to communicate without Interference	122 24.4%	139 27.8%	79 15.8%	82 16.4%	68 13.6%
5	Entrepreneurial autonomy given authority and responsibility to act alone if they think it to be in the best interests of the business.	131 26.2%	178 35.6%	77 15.4%	69 13.8%	61 12.%

Source: Researcher's Field Survey, 2025

Table 4 shows that 157(31.4%) respondents strongly agreed that Small and medium enterprise owner are permitted to act and think without interference, 202(40.4%) disagreed, 57(11.4%) strongly disagreed 31 (6.2%) while 73 (14.6%) undecided. Small and medium enterprise owner perform jobs that allow them to make and instigate changes in the way they perform their work tasks, 152 (30.4%) respondents strongly agreed, 154(38.5%) agreed, 184(36.8%), disagreed, 52 (10.4%), strongly disagreed44 (8.8%) and 78 (15.6%) were undecided. 129 (25.8%) respondents strongly agreed that small and medium enterprise are given freedom and independence to decide on their own how to go about doing their business, 212(42.2%) agreed, 56 (11.2%) disagreed, 45 (9.0%) strongly disagreed and 68 (13.6%) were undecided. 122 (24.4%) respondents strongly agreed that Small and medium enterprise are given freedom to communicate without Interference, 139 (27.8%) agreed, 82 (16.4%) disagreed, 68 (13.6%) strongly disagreed and 79 (15.8%) were undecided . Small and medium enterprise are given authority and responsibility to act alone if they think it to be in the best interests of the business, 131 (26.2%) respondents strongly agreed and 178(35.6) agreed. However, 99(13.8%) disagreed, 61(12%) strongly disagreed while 77 (15.4% were undecided. This implies that there relationship between entrepreneurial autonomy and organizational skill development in Anambra State.

Test of Hypothesis

Hypotheses One

H_0: Entrepreneurial risk-taking has no significant positive relationship with

personality skill development in Anambra State Local Government

Ho_1: Entrepreneurial risk-taking has a significant positive relationship with personality skill development in Anambra State Local Government

Table 5: Result of Pearson product-moment correlation analysis between Entrepreneurial risk-taking and personality skill development

Correlations			
		Entrepreneurial Risk-Taking	**Personality Skill Development**
Entrepreneurial Risk-Taking	Pearson Correlation	1	.869**
	Sig. (2-tailed)		.000
	N	500	500
Personality Skill Development	Pearson Correlation	.869**	1
	Sig. (2-tailed)	.000	
	N	500	500

****. Correlation is significant at the 0.05 level (2-tailed).**
Source: Field Survey, 2024

Table 5 presents result of Pearson Product Moment Correlation (PPMC) test on the relationship between entrepreneurial risk-taking and personality skill development. The correlation table revealed that there is a strong and significant positive relationship between entrepreneurial risk-taking and personality skill development in Anambra State Local Government, Nigeria ($r = 0.869$, $p<0.05$). This implies that entrepreneurial risk-taking helps to increase youth personality skill development in Anambra State Local Government, Nigeria. Therefore, the finding indicates that Entrepreneurial risk-taking has a significant positive relationship with personality skill development in Anambra State Local Government. Based on this result, the null hypothesis one (H_0) which states that entrepreneurial risk-taking has a significant positive relationship with personality skill development in Anambra State Local Government was rejected. Therefore we can state that entrepreneurial risk-taking has a significant positive relationship with personality skill development in Anambra State Local Government, Nigeria

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Hypotheses Two

H_0: Entrepreneurial innovation aggressiveness has no significant positive correlation with organizational skill development in Anambra State Local Government

H_1: Entrepreneurial innovation aggressiveness has a significant positive correlation with organizational skill development in Anambra State Local Government

Table 6: Result of Pearson product-moment correlation analysis between entrepreneurial innovation aggressiveness and organizational skill development

		Organizational Skill Development	**Entrepreneurial Innovation Aggressiveness**
Organizational Skill Development	Pearson Correlation	1	.813**
	Sig. (2-tailed)		.000

	N	500	500
Entrepreneurial	Pearson Correlation	.813 **	1
Innovation	Sig. (2-tailed)	.000	
Aggressiveness	N	500	500

****. Correlation is significant at the 0.05 level (2-tailed).**
Source: Field Survey, 2025

The correlation in Table 6shows that there is a significant relationship between entrepreneurial innovation aggressiveness and organizational skill development. The Pearson's product moment correlation coefficient values reveal a strong positive and significant correlation between entrepreneurial innovation aggressiveness and organizational skill development ($r = 0.813$, at $p<0.05$). This implies that an increase in entrepreneurial innovation aggressiveness will decrease organizational skill development in Anambra State Local Government. Based on the findings, the study therefore rejects the null hypothesis four (H_0) which states that entrepreneurial innovation aggressiveness has no significant positive correlation with organizational skill development in Anambra State Local Government. Therefore we can state that entrepreneurial innovation aggressiveness has a significant positive correlation with organizational skill development in Anambra State Local Government.

Hypotheses Three

H_0: Entrepreneurial autonomy has no positive relationship with competencies skill development in Anambra State Local Government

H_1: Entrepreneurial autonomy has a positive relationship with competencies skill development in Anambra State Local Government

Table 7: Result of Pearson product-moment correlation analysis between entrepreneurial autonomy and competencies skill development

		Competencies Skill Development	Entrepreneurial Autonomy
Competencies Skill Development	Pearson Correlation	1	.874**
	Sig. (2-tailed)		.000
	N	500	500
Entrepreneurial Autonomy	Pearson Correlation	.874 **	1
	Sig. (2-tailed)	.000	
	N	500	500

****. Correlation is significant at the 0.05 level (2-tailed).**
Source: Field Survey, 2025

The correlation in Table 7 shows that there is a significant relationship between entrepreneurial autonomy and competencies skill development. The Pearson's product moment correlation coefficient values reveal a strong positive and significant correlation between entrepreneurial autonomy and competencies skill development ($r = 0.874$, at $p<0.05$). This implies that an increase in entrepreneurial autonomy will decrease competencies skill development in Anambra State Local Government. Based on this result, the null hypothesis five (H_0) which states entrepreneurial autonomy has no positive relationship with competencies skill development in Anambra State Local

Government is hereby rejected. Therefore we can state that entrepreneurial autonomy has a positive relationship with competencies skill development in Anambra State Local Government.

Summary of Findings

1. Entrepreneurial risk-taking has a significant positive relationship with personality skill development in Anambra State Local Government, Nigeria. (r = 0.869, p 000<0.05).
2. Entrepreneurial aggressiveness has a significant positive correlation with organizational skill development in Anambra State Local Government. Entrepreneurial innovation had a correlation coefficient values of (r = 0.813, at p 000<0.05
3. Entrepreneurial autonomy has a positive relationship with competencies skill development in Anambra State Local Government. Entrepr (r = 0.874, at p 000<0.05)

CONCLUSION

This work examined the relationship between entrepreneurial orientation youth skill development in Anambra State, Nigeria. Data were sourced from primary sources and were analyzed using simple regression analysis, entrepreneurial risk-taking has a significant positive relationship with personality skill development , entrepreneurial aggressiveness has a significant positive correlation with organizational skill development; entrepreneurial autonomy has a positive relationship with competencies skill development in Anambra State. Therefore, the study concluded that there is a significant positive relationship between entrepreneurial orientation and youth skill development in Anambra State Nigeria. From the finding and conclusions the following recommendations are made:

1. Government should ensure that their youth is always considered as being risk takers. Risk has been seen to be the most important predictor of success. Therefore, youth should not shy away from taking risks.. Risks should be taken, but it should be calculated. Calculated in the sense that, there should be some possibility of returns.
2. Government should again organize workshop, training and seminars on youth innovation and skill development in order for youth to be creative, recognize and encourage creative culture, always update their knowledge with recent technologies that will reduce skill development.
3. Youth entrepreneurial should strive to maintain a low central authority and not depend solely on their judgment in decision making. They must also have the ability to be self-directed and seek advice in the pursuit of business opportunities.

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