

Critical Thinking in Entrepreneurship and Youth Attitudes towards Entrepreneurial Skill Acquisition in Plateau State, Nigeria

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Abstract: *The high rate of unemployment among the youths in Nigeria has geared towards the growing wave of crime in the society as they continue to struggle for survival with the economic hardship. The perception of the Nigerian youths toward entrepreneurial skills acquisition is that it is relegated and meant to cater for those who could not make it in school. This study therefore seeks to examine the attitude of Nigerian youths toward entrepreneurial skills acquisition and seeks to clarify the notion that entrepreneurial skills acquisition is necessary and important for all individuals across any cadre. The objective of this study was to examine influence of critical thinking among entrepreneurs on youth attitude toward entrepreneurial skills acquisition in Plateau State, Nigeria. Descriptive survey design was adopted for this research as it has maximum reliability and reduces the possibility of biasness. The population of interest comprised of all youths in the Northern zone of Plateau State, which has six Local Governments namely: Jos East, Jos North, Jos South, Bassa, Barkin Ladi and Riyom. The population therefore comprised of 906,895 registered voters in Bassa, Barkin Ladi, Jos East, Jos North, Jos South and Riyom LGAs, of Plateau State. A sample was chosen from within each unit. From the population of 906,895, using Taro Yamane formula sample size. A standard questionnaire with both closed and open ended questions was administered to gather data from the sampled respondents. The findings of this research revealed that critical thinking among entrepreneurs have significant influence on youth attitude toward entrepreneurial skills acquisition. The findings further revealed that critical thinking entrepreneurs always seek and evaluate opportunities; they manage risk and learn from outcomes. Critical thinking therefore enables entrepreneurs to conceptualize, observed, analyzed and evaluate before embarking on innovation of products. It was concluded that entrepreneurs need to think critically, as doing that help them seek and evaluate opportunities. There is need for entrepreneurs to think critically of new ideas, seek opportunities and bring new products into existence or add value to existing products or services. Among the best outcomes of critical thinking for an entrepreneurial mindset is innovation.*

Keywords: Attitude, Entrepreneurial, Skills, Acquisition, Youths, Nigerian

1. Introduction

Entrepreneurs play vital roles in all economies as they bring about innovation which leads to introduction of new products, as well as new ways of doing things in the society. Entrepreneurship creates employment, promotes economic growth and wealth creation. In developed economies of the world entrepreneurship has contributed immensely in reducing the extent of unemployment among the youths. In the developing nations such as Nigeria, unemployment has become a recurrent ailment that desire urgent cure. According to a report by Voice of America VOA (2018) the National Bureau of Statistic 2018 last quarter report of the year indicated that Nigeria's unemployment jumped by nearly 30 percent in 2018 to 16 million with another two million expected by the end of the year. According to Okebukola (2005) cited in Odunayo (2014) most of the economically active population (the youths) in Nigeria are over dependent and oppressed by the bourgeoisies due to their insufficient funds; resources and low level of entrepreneurial skills. Worried about this macroeconomic syndrome, successive government introduced various programmes that would provide employment and reduce poverty among its citizen. According to Chiekezie, Nzewi and Erhinmwieonose (2016) in an effort to check the growing problem of social vices among the youths, the government established different programmes with the hope of creating employment and reduce poverty among the youths. Among the programmes were: Better Life for Rural dwellers, Operation Feed the Nation, Green Revolution and Mass Mobilization for Rural Women among several others.

In spite of these laudable programmes, the unemployment rate has been on the increase and there is an increase in the rate of poverty among youths in Nigeria.

Entrepreneurial skills equip youths with different skills which enables them to think creatively of new ideas or adding value to existing products. The development of the nation depends largely on the kind of skills that the graduates of its educational institutions are equipped with. Skill acquisition refers to the process of acquiring or gaining effective and ready knowledge in developing ones attitude and ability in a particular field. SMEDAN (2018) Diono-Adetayo (2006) posited that the introduction of entrepreneurship programmes to the children at a lower level of education will enhance children's attitudes and further develop awareness of entrepreneurial opportunities and skills to form entrepreneurial ventures. The thirst for university education in Nigeria has brought a negative attitude among youths on entrepreneurial skills acquisition.

The value attached to academic qualification in Nigeria has made the youths developed a negative mindset for entrepreneurial skills acquisition with most thinking it exclusively prepared for school drop outs and as a blue-collar job. Adegun and Akomolafe (2013) identified some attributes and behaviors of Nigerian youths towards entrepreneurial skills to include: fear of taking risk in business and stigma of failure with a mindset that they have seen many who started small business but could not continue. Similarly, most youths of today desire to get rich

quick and are too ambitious in acquiring wealth and luxury from employment.

1.1 Statement of the Problem

The high rate of unemployment among the youths in Nigeria has resulted in growing wave of crime in the society as they continue to struggle for survival with the economic hardship. Nnaike (2016) opined that the growing rate of unemployment among the youths was observed by Prof Olugamiro Jegede the pioneer Vice Chancellor of National Open University of Nigeria that with a population of about 180 million people, 50 per cent are unemployed, and 80 per cent of the youth are unemployed. The economically active population is about 103 million (age 15 to 64 years) and with a labour force of about 75 million available for work and actively seeking for jobs while the jobs are not available. According to Nwachukwu and Nwamuo (2010) when the youths are not gainfully employed either in the public or private sector of the economy, they become vulnerable to criminality such as kidnapping, terrorism, rape, armed robbery and many other social vices. The education curriculum is tailored much acquiring academic papers qualification than practical and technical aspect of doing the job. This practice has further worsened the unemployment situation as universities produced a large number of graduates each year that do not fit into the society little and available job vacancies.

Entrepreneurship which serves as the engine room of growth for most developed and developing economies of the world has not played significant influence in Nigeria. Entrepreneurial skill which prepares and equips individuals with the necessary tools to become enterprising is therefore necessary for Nigerian youths. According to Essay, UK (2018) entrepreneurial skills help in making the youths to not only become job creators but wealth creators. Entrepreneurial skills therefore lead to wealth accumulation, and contribute immensely in reducing the extent of unemployment among the youths. It is however worrisome that the attitude of Nigerian youths toward entrepreneurial skills acquisition is disheartening. The youths do not have enthusiasm in acquiring entrepreneurial skills because the society attached much respect to university education. The perception of the Nigerian youths toward entrepreneurial skills acquisition is that is relegated and tends to cater for those who could not make it in school. This study therefore sought to examine the attitude of Nigerian youths toward entrepreneurial skills acquisition and seeks to clarify the notion that entrepreneurial skills acquisition is necessary and important for all individuals. The findings of this research study may help in bridging the knowledge gap that entrepreneurial skills acquisition is necessary for all individuals in Nigeria and not mend for out of school drop outs.

1.2 Objective of the Study

The objective of this study was to examine influence of critical thinking among entrepreneurs on youth attitude toward entrepreneurial skills acquisition in Plateau State, Nigeria.

1.3 Hypothesis

Ho: Critical thinking among entrepreneurs do not influence youth attitude in Plateau State, Nigeria.

2. Literature Review

2.1 Conceptual Issues

2.1.1 Entrepreneurship/Entrepreneurial Skills

Entrepreneurship is the process of developing, organizing and managing an enterprise willingly through risk taking of committing some amount of resources. According to Kiraka and Ngunjiri (2018) entrepreneurship is the process of coming up with new processes, new products, new markets and or new services to achieve a set of objectives. Contributing, Ovute, Dibia and Obasi (2015) opined that entrepreneurship is a process of owning and managing a new venture or improving on existing products or services that creates value. Entrepreneurship involves creating something new or adding value to an existing product. Entrepreneurship is a process of identifying an opportunity related to needs – satisfaction and converting it to a thing of value. It is a process driven by the desire to innovation through production of new things (goods and services), or improving on existing ones.

Amadi (2012) posited that entrepreneurial skill is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education. Skill therefore is knowledge demonstrated by actions or ability to perform in a certain way. In a submission, Anho (2014) opined that entrepreneurial skill is associated with various activities but not limited to the following: innovation, creativity, risk – taking, initiative, visionary focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need for achievement, profit oriented, persistent and persevering, energy for hard work, adjustment to challenges and future looking. According to Aggarwal, Windell and Hoyle (2016) entrepreneurial skills are central to improving employability and livelihood opportunities, reduce poverty, increase productivity and promote sustainable development. Entrepreneurial skill therefore has to do with the ability to have self – confidence, inner discipline, boldness, tenacity, passion, innovativeness, persistence, and the ability to recognize opportunity.

Entrepreneurial skill acquisition is very important for the development of the society as it helps in creating employment and economic growth. Buttressing this fact, Anyaebu, (2015) posited that entrepreneurial skill development in any society today need not be over emphasized because gone are the days when jobs were available everywhere both in the private and public sectors of the economy and employers go about looking for potential graduates for employment, the story has changed. Entrepreneurial skills are very vital in Nigeria today as it creates employment and indeed serves as a special form of employability for the youths. Entrepreneurial skills molds the youths to become self – employed, it help the society not

to depend on white collar jobs, it reduces crimes and poverty and increases economic development.

Entrepreneurial skill acquisition centres helps in linking the overall growth of the nation through their activities in the economy. In line with this, Emaikwu (2011) opined that globally, entrepreneurship skill acquisition programmes introduced into educational institutions were meant to produce the level of education or knowledge needed to exploit entrepreneurial opportunity which could help in economic development of the country.

According to Samain and Buntat (2012) cited in Ekpe, Razak, Ismail and Abdullah (2015) entrepreneurial skills acquisition centres aims at impacting skills attitudes, aspirations and competencies in the youths to enable them practice entrepreneurship or create self – employment as well as help generate employment for others thus contributing to economic growth of the nation. The problem of unemployment and joblessness in Nigeria can be attributable to our tertiary institutions. Chiekezie, Nzewi and Erhinmwionose (2016) posited that our tertiary institutions concentrate much in teaching theory and ignoring the practical aspect. This practice has rendered our graduates ineffective as they cannot put into practice the claimed qualification they obtained.

2.1.2 Attitude

Attitude refers to a feeling or evaluative reaction to an idea, object or situation. Attitude depicts the negativity or positivity of an individual's feeling toward a particular idea, object or situation. According to Dionco-Adetayo (2006) Socio-Psychologist argued that there is no universally accepted precise definition of attitude. But recent development on the definition view attitude as a multidimensional issue. Mayer and Sutton (1996) cited in Dionco-Adetayo (2006) opined that the attitude of an individual is a function of: the strength of each of a number of beliefs, the person holds about the various aspects or attributes of an idea, object or situation and the evaluation the person gives to each belief as it relates to the idea or object. In view of this Adebayo and Kavoo (2016) posited that attitude plays vital role in youth perception toward entrepreneurial skills acquisition, hence, investigating attitude is a common research to deduce entrepreneurial interest and intention among the youths. Contributing, Luthans (1989) cited in Dionco-Adetayo (2006) opined that among many factors that influence attitude, culture makes a more significant contribution to personality. Considering personality as a psychological process of perception, learning and motivation, culture dictates what a person will learn.

Attitude of Nigerian youths need to be tailored toward entrepreneurial skills acquisition so that the growing rate of unemployment could be reduced. Unemployment has brought about frustration among the youths and many of them are disappointed. However, youths that acquire entrepreneurial skills have more chance of becoming self – employed and employing others, and can be able to provide for their needs and that of their family, thus breeding a better society. Buttressing this fact, Suleiman (2010) posited that when the youths are given adequate training in skills, they

can be self – employed even after schooling. The skills serve as a rehabilitator, re-orientator, motivator and empowerment to the less privileged youths. Entrepreneurial skills is vital for the Nigerian youths as it provides individuals with skills that will make him/her self – reliant and also employers of labour, instead of job seekers. Entrepreneurship is the engine room that fuels innovation, employment generation and economic growth.

2.1.3 Critical Thinking Skill

Critical thinking could be referred as a process of deciding an action by the entrepreneur. It is self – directed, self – discipline, self – monitored, and self – corrective thinking. According to Samoszuk (2017) critical thinking is a reflective thinking aimed at making decision on what to believe and what business to do. The entrepreneur makes reasonable choices through conceptualization, observation, analysis and evaluation. Contributing, Figliuolo (2016) posited that critical thinking among entrepreneurs is the ability to think reflectively and independently and make thoughtful decisions with the aim of succeeding. Critical thinking skills therefore is a more analyzed and objective way of thinking about a problem or idea where logical reasoning is also involved with solutions of how to achieve those ideas or problems.

2.2 Empirical Review

Ekong and Ekong (2016) conducted a study on how unemployment problem could be tackled through skills acquisition by National Directorate of Employment in Akwa Ibom, Nigeria. Using both primary and secondary data sources of data for a period of 1987 – 2012, the result indicated that a positive link exist between skills acquisition by NDE and unemployment reduction in Akwa Ibom State, Nigeria. Skills acquisition is a vital instrument creating and promoting employment among the youths in Akwa Ibom, Nigeria. Similarly, Adefu and Ocheja (2013) carried a study on the conduct of skill acquisition and training in alleviating unemployment and poverty in Kogi State, Nigeria. The study collected primary data through questionnaire administered to some selected districts in the six Local Government Areas of the State. The study used descriptive statistics in data analysis. The result revealed that there exist a significant positive relationship between entrepreneurial skill acquisition and employment generation and poverty reduction in Kogi State, Nigeria. The study concluded that youths that have acquired skills were self – employed and were able to afford the basic necessities of life and were living comfortable from the results.

A study was carried by Chiekezie, Nzewi and Erhinmwionose (2016) on entrepreneurial skill acquisition and job creation in Benin City, Nigeria. The study used both primary and secondary sources of data. Pearson's Product Moment Correlation was employed to test the hypothesis. The findings revealed that acquisition of entrepreneurial skills is an indispensable means of making jobs available in Benin City, Nigeria. In a similar study, Ediagbonya (2013) carried an empirical study on the role of entrepreneurial skills in ensuring economic empowerment and development. The findings revealed that entrepreneurial skills acquisition helps in reducing high dependency ratio. Enu-Kwesi and

Asitik (2012) conducted a study in the Ajumako – Enyan – Essiam District in the Central region of Ghana, the target population was young people aged 15 – 35 years and 105 households were selected and interviewed. The study revealed that most of the youths in the district had secondary education and not employed, under-employed or self-employed in informal enterprises. The study concluded that the district assembly should encourage entrepreneurial skills training among youths and that educational institutions should incorporate entrepreneurship in their curriculum so that the youths will be trained to become equipped with entrepreneurial skills and become self-employed.

2.3 Theoretical Review

2.3.1 Psychological Theory of Entrepreneurship

The theory was put forward by David McClelland a psychologist and emeritus Professor of Harvard who offers that entrepreneurs possess a need for achievement that drives their activity. Also Julian Rotter put forward a locus of control theory that people with a strong internal locus of control believe their actions can influence the world and research supports most entrepreneurs possess the trait. According to the psychological/ trait theory, entrepreneurship gets a boost when society has sufficient supply of individuals with necessary psychological characteristics. Psychological theory of entrepreneurship focuses on the individual and the mental or emotional elements that drive individuals entrepreneurially (Landstrom, 1998). The psychological characteristics of entrepreneurs are the need for achievement, foresight and ability to face challenges. These characteristics are developed during the upbringing of the individual and are geared toward achieving self – reliance and excellence. Coon (2004) defined personality traits as stable qualities that a person shows in most situations and that they are enduring inborn qualities or potentials of the individual that naturally make him an entrepreneur.

Some of the characteristics or behaviours associated with entrepreneurs are that they tend to be more opportunity driven, demonstrate high level of creativity and innovation, and show high level of management skills and business know-how. They have been found to be optimistic, emotionally resilient and have mental energy, they are hard workers, show intense commitment and perseverance, thrive on competitive desire to excel and win, tend to be dissatisfied with the status quo and desire improvement, entrepreneurs are transformational in nature, they are lifelong learners and use failure as a tool and springboard and maintain locus of control. Rotter (1996) refers to locus of control as an individual's perception about the underlying main cause of events in his life. The entrepreneur's success comes from his/her abilities and also from outside support. The outside support is the external locus of control while the individual effort is internal locus of control.

McClelland (1961) cited in Abdul-Halim, Muda, and Mohd-Amin (2011) explained the need for achievement that human beings need to succeed, accomplish, excel or achieve. The focus is personal traits, motives and incentives. This is the case for entrepreneurs who are driven by this need to achieve and excel. However the locus of control is correlated

with variables such as risk taking, need for achievement, and tolerance for ambiguity. The entrepreneur believes in his or her capabilities to commence and complete things and events through his or her own actions. Since the entrepreneur has locus of control and believes in his capabilities he or she develops the concept of establishing an enterprise with the full confidence that the enterprise will succeed and generate income. According to Szpiro (1986) findings on risk taking strengthens earlier empirical studies which indicates that aversion to risk declines as wealth rise that is, one's net assets and value of future income.

3. Research Methodology

The descriptive survey design was adopted for this research as it has maximum reliability and it reduces the possibility of bias. Creswell (2003) posited that descriptive research design is used when the data are collected to describe persons, organizations, settings or phenomena. The descriptive research study helps in describing the research variables which are critical thinking, and youth attitude. The research also carried inferential statistic of the independent and dependent variables to determine how critical thinking, influence youth attitude. Multiple regression tests were conducted to show the statistical relevance of the variables.

Population refers to the entire group of interest for the study. According to Sekeran (2010) population refers to an entire group of individuals or objects having common observable characteristic. The population of interest comprised of all youths in the Northern zone of Plateau State, which has six Local Governments namely: Jos East, Jos North, Jos South, Bassa, Barkin Ladi and Riyom. Due to non-availability of data on the number of working and non-working youths in the six LGAs in Plateau State, the study decided to make use of data from Independent National Electoral Commission (INEC) office. The population therefore comprised of 906,895 registered voters in Bassa, Barkin Ladi, Jos East, Jos North, Jos South and Riyom LGAs, of Plateau State. This provided a more comprehensive and reliable data. It therefore implies that the population includes both employed and unemployed citizens in the six LGAs from where a sample was drawn.

Table 1: Number of 2015 Registered Voters

LGA	Registered Voters
Bassa	118,430
Barkin Ladi	96,082
Jos East	59,892
Jos North	373,175
Jos South	196,546
Riyom	62,770

Source: INEC, website, 2015

Sampling is an element of data collection and is defined by a fragment or section of the population that is selected for the research study. The sampling technique used for this research was multi stage sampling. A sample was chosen from within each unit. From the population of 906,895, using Taro Yamane formula sample size was drawn as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n = Sample Size

N = Population of the study

e = Error of margin at 5% level

1 = Constant

n = 400

Data were obtained from primary and secondary sources. The study collected secondary data from journals, textbooks, manuals and internet while primary data was collected using structured closed ended questionnaires designed by the researcher. The questionnaires were distributed on “drop and pick later” basis by the researcher who also took time to explain some of the questions to the respondents based on their level of education. The questionnaires were administered to unemployed and underemployed youths in Bassa, Bakin Ladi, Jos East, Jos North, Jos South and Riyom LGAs of Plateau State. The respondents were given a five point Likert Scale with scoring weight as follows: Strongly Disagree= 5, Agree=4, Neutral=3, Disagree= 2, strongly Disagree=1.

4. Results and Discussion

The study had a total of 400 questionnaires administered to the respondents. A total of 370 questionnaires were fully filled and returned. This constituted 92% response rate. Response rate refers to the extent to which the final data set including all sample members and calculated as the number of people with whom interview were conducted divided by the total number of people in the entire sample including those who refused to participate and those unavailable (Fowler, 2013).

4.1 Demographic Results

The research required background information of the respondents. The results were presented in frequency and percentage in Table 2.

Table 2: Descriptive Results of Demographic Data of Respondents

Variable		Frequency	Percent (%)
Gender	Male	220	59.5
	Female	150	40.5
	Total	370	100
State	Plateau	245	66.2
	Others	125	33.8
	Total	370	100
LGA	Bassa	60	16.2
	Barkin Ladi	55	14.9
	Jos East	65	17.6
	Jos North	70	18.9
	Jos South	70	18.9
	Riyom	50	13.5
	Total	370	100
Age Bracket	18 – 25 years	105	28.4
	26 – 35 years	185	50
	36 – 45 years	70	18.9
	Above 45 years	10	2.7
	Total	370	100
Marital Status	Married	119	32.2
	Single	196	52.9
	Divorced	25	6.8

Variable		Frequency	Percent (%)
	Widower	30	8.1
	Total	370	100
Educational Status	Post graduate	15	4.1
	Graduate	47	12.7
	Secondary Education	171	46.2
	Primary Education	85	22.9
	No school attended	52	14.1
	Total	370	100
Employment Status	Works with government full time	83	22.4
	Works with government part time	62	16.8
	Works with private	51	13.8
	Self – employed	112	30.2
	Not working at all	62	16.8
	Total	370	100
Number of years in employment or self employed	1 – 5 years	235	63.5
	6 – 10 years	106	28.7
	Above 10 years	29	7.8
	Total	370	100
Your current source of Income	Salary only	196	53
	Income from business	162	43.8
	Multiple sources of Income	12	3.2
	Total	370	100

Source: Author’s fieldwork Computation, 2019

The findings showed that male were in majority at 59.5% compared to female respondents that participated in the study. The results state of respondents that participated in the study. The results showed that 66.2% of the respondents were from Plateau State while 33.8% are from other States. The research further showed the percentage of youth that participated in the study according to their various LGAs as follows: Bassa 6.2%, Barkin Ladi 14.9%, Jos East 17.6%. Jos North 18.9%, Jos South 18.9% and Riyom 13.5% respectively. The research sought to find out the age brackets of the respondents. The findings indicated that 50% of the respondents were of the age bracket of between 26 – 35 years and 28.4% were between 18 – 25 years, 18.9% were between 36 – 40 years and 2.7% were above 45 years. The findings implied that the sample was representative of the study and adequate to make conclusions. The study sought the marital status of the respondents, 52.9% were single, and 32.2% were married while 6.8% and 8.1% were divorced and widower respectively.

Similarly, the research ascertains to establish the educational qualification of the respondents. The findings showed that 46.2% are secondary education holders, 22.9% were primary education holders, 12.7% were graduates only 4.1% has post graduate qualifications and 14.1% did not attend any school at all. The study in addition sought to establish the employment status of the respondents. The findings revealed that 30.2% were self – employed, 22.4% works with government as full time workers, 13.8% works with government as part time workers while 16.8% were not working at all. Also the research sought to establish the number of years in employment or self – employed of the respondents. The findings showed that 63.5% were in employment or self – employed for a period of between 1 – 5 years, 28.7% were in employment or self – employed for a period of 6 – 10 years while only 7.8% were above 10 years in employment or self – employed. The study further sought

to establish respondent's current sources of income, 53.0% source of income is from salary alone, 43.8% source of income is from their business enterprise and 3.2% were having multiple sources of income. This shows that a larger percentage of respondent's sources of income are from their business.

4.2 Descriptive Results of the Study Variable

The study used percentages, mean and standard deviation to describe the data. Descriptive analysis was carried on the objectives of the study.

4.2.1 Critical Thinking and Youth Attitude

The objective of the study was to determine the influence of critical thinking among entrepreneurs on youth attitude in Plateau State, Nigeria. The findings of descriptive statistics are presented in Table 3.

Table 3: Descriptive Results for Critical Thinking and Youth Attitude

	SD	D	N	A	SA	Mean	St. D
Entrepreneurial skills acquisition encouraged youth in generating fresh ideas and think about opportunities.	7.1%	6.5%	11.1%	36.2%	39.1%	3.94	1.7
The youths are always creative and see situations from a variety of perspectives.	7.4%	7.7%	13.2%	31.0%	40.6%	3.9	1.68
Entrepreneurial skills acquisition do not leads to solving sound economic problems in the society.	20.4%	25.6%	12.0%	23.9%	18.1%	2.94	1.41
Entrepreneurs do not train youths to develop a plan and think of coming up with something new.	21.7%	27.3%	13.0%	21.3%	16.7%	2.84	1.42
New products seen in the market are of entrepreneurs' creative ideas.	5.2%	7.1%	11.9%	31.9%	43.9%	4.02	1.74
Entrepreneurial skills result in creative destruction.	6.1%	5.5%	10.4%	37.7%	40.3%	4	1.73
Entrepreneurs who think critical are innovative.	5.2%	8.7%	11.6%	36.8%	37.7%	3.93	1.69

Source: Author 2019.

The research examined whether entrepreneurial skills acquisition encouraged youths in generating fresh ideas and think about opportunities. The findings showed that 39.1% of the respondents strongly agreed, 36.2% agreed, 11.1% of the respondents were neutral while 7.1% and 6.5% of the respondents strongly disagreed and disagreed respectively. The result further showed that the statement had a mean of 3.94 which confirmed that a larger number of the youths agreed and strongly agreed with the statement.

The research also sought to examine whether the youths are always creative and see situations from a variety of perspectives. The findings showed that 40.6% strongly agreed, 31.0% agreed, 13.2% were neutral while 7.4% and 7.7% strongly disagreed and disagreed respectively. The mean of this statement was 3.90 which also confirmed that majority of the respondents were in agreement with the statement. These findings implied that the youths see situations from different perspectives and are creative.

On whether entrepreneurial skills acquisitions do not leads to solving sound economic problems in the society. The findings showed that 18.1% strongly agreed, 23.9% agreed and 12.0% were neutral, while 20.4% and 25.6% strongly disagreed and disagreed respectively. These findings were further confirmed by the mean of 2.94 implying if properly harnessed, it will solve sound economic problems in the society. In addition the research sought to find out whether entrepreneurship does not train youths to develop plan and think of coming up with something new or new ideas. 16.7% strongly agreed, 21.3% agreed, 13.0% were neutral while 21.7% and 27.3% strongly disagreed and disagreed respectively. The statement had a mean response of 2.84 which confirmed that majority of the respondents disagreed and strongly disagreed with the statement. This implied that entrepreneurship trains youths to develop plans and think of coming up with new ideas and new products.

The research further sought to determine whether new products seen in the market are results of entrepreneur's creative ideas. The result showed that 43.9% of the respondents strongly agreed, 31.9% agreed. The mean of 4.02 further confirmed that majority of the respondents agreed and strongly agreed with the statement. Those who disagreed and strongly disagreed were 7.1% and 5.2% respectively. These findings implied that majority of new products seen in the market results from creative ideas of entrepreneurs.

In addition the research sought to know if entrepreneurial skills result in creative destruction. The result showed that 40.3%, 37.7% of the respondents strongly agreed and agreed respectively. The mean of 4.00 further confirmed that majority of the respondents agreed and strongly agreed with the statement. Those who disagreed and strongly disagreed were 5.5% and 6.1% respectively. These findings implied that entrepreneurial skills results in creative destruction in Plateau Sate, Nigeria. The research further sought to determine whether entrepreneurs who think critically are innovative. The result showed that 37.7% and 36.8% strongly agreed and agreed respectively. On the other hand 8.7% and 5.2% disagreed and strongly disagreed respectively. The findings implied that the respondent in the research believed that entrepreneurs who think critically can be innovative and influence youth attitude toward acquisition of entrepreneurial skills in Plateau State, Nigeria.

4.3 Regression Analysis

A multivariate regression model was carried to test the joint relationship of all the independent variables and the dependent variable. In order to establish the statistical significance of the hypotheses relationship, multiple linear regression was conducted at 95 per cent confidence level ($\alpha = 0.05$). The result is presented in Table 3.

Table 3: Model Summary Regression Analysis

Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.850 ^a	.722	.722	.52528

a. Predictors: (constant), Critical Thinking

Source: Author using SPSS, 2019

The findings revealed a relationship $R = 0.850$, indicating a strong positive association between critical thinking and youth attitude toward acquisition of entrepreneurial skills in Plateau state, Nigeria. R Squared = 0.722 which indicates that 72.2% of variation in youth attitude toward entrepreneurial skills acquisition can be explained by critical thinking among entrepreneurs, 27.8% is accounted for by other factor not captured in the regression model.

Table 4: ANOVA^a Regression Analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	264.137	1	264.137	957.295	.000 ^b
Residual	101.538	368	.276		
Total	365.676	369			

a. Dependent variable: Youth Attitude

b. Predictors: (constant), Critical Thinking

Source: Author using SPSS, 2019

The ANOVA test result showed that F – value is 957.295 with a significant p – value of 0.000 which is less than 0.05, meaning there is a significant relationship between critical thinking and youth attitude toward entrepreneurial skills acquisition in Plateau State, Nigeria.

Table 5: Coefficient Regression Analysis

Model	Unstandardized coefficients		Standardized coefficients		
	β	Std. Error	Beta	t	Sig.
(Constant)	5.692	0.088		64.779	0.000
1 Entrepreneurial Drive	-0.846	0.027	-0.85	-30.94	0.000

Dependent Variable: Youth Attitude

Source: Author using SPSS, 2019

Hypothesis Testing

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Y = Youth attitude

β_0 = 5.692 (constant)

β_1 = -0.846 (coefficient of critical thinking)

ϵ = Error term

Ho: Critical thinking among entrepreneurs do not influence youth attitude toward entrepreneurial skills acquisition in Plateau State, Nigeria

The coefficient of critical thinking was ($\beta = -0.846$, $p = 0.000 < 0.05$) which revealed a statistically significant relationship between critical thinking among entrepreneurs and youth attitude in Plateau State, Nigeria. Hence the study rejected H_0 at $\alpha = 0.05$ and concluded that critical thinking among entrepreneurs influence youth attitude toward entrepreneurial skills acquisition in Plateau State, Nigeria. The findings of this study concur with Amadi (2012) who posited that entrepreneurial skills help in equipping the entrepreneur with skills and knowledge which he demonstrates and perform through practical production of products. Entrepreneurial skills acquisition leads to employment creation as youths who acquire such skills will

be self – employed and also employ others, thus reducing crime rate in the society. According to Samoszuk (2017) entrepreneurs are able to succeed due to their courage and believe in critical thinking that they will actually succeed in what they are doing by having confidence. The findings of this research revealed that critical thinking among entrepreneurs have significant influence on youth attitude toward entrepreneurial skills acquisition. The findings further revealed that critical thinking entrepreneurs always seek and evaluate opportunities; they manage risk and learn from outcomes. Critical thinking therefore enables entrepreneurs to conceptualize, observed, analyzed and evaluate before embarking on innovation of products.

5. Conclusion

Based on the findings of the research, it was concluded that entrepreneurs need to think critically, as doing that help them seek and evaluate opportunities. It was further concluded that critical thinking enables entrepreneurs to manage risk effectively and learn from outcomes. It was also concluded that critical thinking leads entrepreneurs to conceptualize, observed, analyzed and evaluate opportunities before embarking on innovation.

5.1 Recommendations

Based on the conclusion the research made the following recommendations:

- 1) There is need for entrepreneurs to think critically of new ideas, seek opportunities and bring new products into existence or add value to existing products or services.
- 2) Entrepreneurs should be critical thinkers so that it will help them to manage risk effectively and also learn from previous outcomes.
- 3) There is need for critical thinking among entrepreneurs as it enables them to conceptualize, observed, analyzed and evaluates opportunities and thereafter embarked on innovation and come up with new products and services.

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