



Effect of Life Skills on Youth Empowerment to Practice Entrepreneurship In Uganda: Conveyor belts for Poverty Reduction

Kaziba Abdul Mpaata

**Fellow of the Uganda National Academy of Sciences (FUNAS)
and Professor of Business Administration, Uganda**

E-mail: kampaata@yahoo.com

Ibrahim Abaasi Musenze

**Dean, Faculty of Management Sciences,
Busitema University, Pallisa, Uganda**

Email: ibramusenze@yahoo.com

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Abstracts

The study investigated the effect of life skills on youth empowerment to practice entrepreneurship in Uganda. It focused on 12 community-based associations recognized by the Community Development Offices in Busoga Region including Bugiri, Mayuge, Luuka, Bugweri, Buyende, and Kaliro. The specific objectives were; (1) to determine the relationship between the personal skills developed and youth empowerment to practice entrepreneurship; (2) to assess the relationship between developed social roles and youth empowerment to practice entrepreneurship; and (3) to analyze the effect of common family values on youth empowerment to practice entrepreneurship. A survey questionnaire approach was used for data collection from the different youths who were registered members in 12 community-based associations.

The study reveals that social roles developed have a positive and significant influence on youth empowerment to practice entrepreneurship ($\beta = .662$, $t = 5.636$, $p = 0.0001$). Similarly, family values were found to have a significant influence on the youth empowerment to practice entrepreneurship ($\beta = .370$, $t = 3.311$, $p < 0.0001$). On the contrary, it is also revealed here that the current personal skills emphasized in the youths today have a negative influence on their empowerment to practice entrepreneurship ($\beta = -.318$, $t = 6.576$, $p < 0.0001$).

It was concluded therefore that there is need for both parents and educators to integrate life skills which focus on problem solving, decision making, creative and critical thinking, effective communication, empathy, self-awareness, coping with stress and emotions, among others.

*Corresponding author e-mail: kampaata@yahoo.com

Meanwhile, both the government and parents have a gargantuan task to ensure that appropriate personal skills relevant to entrepreneurship practice are inculcated in the youths because the present have negative impact on entrepreneurship development initiative.

Keywords: Life skills, Entrepreneurship, Social Roles, Personal Skills, Family Values

1.0 Introduction

As the country grapples with the question of how to empower the youths and subsequently tackle the challenge of unemployment (National Population Council, 2021), there is an urgent need to analyze the contribution of life skills on the empowerment of youths to practice entrepreneurship in Uganda. In both the Uganda Development Plan agenda and the National Statistics Body, it is documented that Uganda currently faces the enormous challenge of not only generating economic growth by increasing the volume of goods and services produced but with the gigantic civic duty of ensuring employment for youths who are aged between 18–30 years (UBOS, 2017). Evidence from studies that have been documented about the unemployment debacle also show that approximately 400,000 Ugandan youths enter the job market annually to compete for the meager approximately 9,000 jobs available (Magelah & Ntambirweki-Karugonjo 2014). This cumbersome trend is not only unique to Uganda alone but elsewhere as well because studies by the World Bank (2015) have equally documented that unemployed youths make up a third of the global population and out of these, Africa and Asia share high dependency ratios of people younger than 15 and older than 64 (Kilimani, 2017). The study by Atinc, et al. (2005) also warned that Africa's youngest growing population is increasing at an increasing rate that accounts for close to half of the entire world's unemployed youths and hence the need for a proper plan to absorb them in the labor market. According to Shefiu (2011), the formulation of an economic policy aimed at job creation, sustainable income generation and poverty alleviation which does not recognize and incorporate entrepreneurship is most likely to fail. Therefore, entrepreneurship creation among the youths is expected to increase access to economic opportunities by providing useful information on manpower training and skills development, access to capital and business development (Oteje, 2010). Consequently, youth development and empowerment that is juxtaposed with soft skills are vital in life for building the human capital that allows young people to avoid poverty and lead better, and possibly have a more fulfilling life (Erni & Suhana, 2015).

This study therefore contributes to this phenomenon by linking the key aspects of life skills and pro-social behaviors as potential precursors for youth empowerment to practice entrepreneurship in Uganda. According to UNESCO, UNICEF and WHO, the list of core life skills that are also linked to the literature on successful entrepreneurial personal characteristics include decision making, problem solving, creative thinking, effective communications skills, interpersonal skills, self-awareness building, empathy, coping with emotions, as well as coping with stress. Life skills comprise those competencies which help such young people in functioning well in their day-to-day life; they help them to promote their mental wellbeing and ably face the realities of life (Borah, Nurnahar, & Kollipara, 2020). The dictum here is that while efforts have

been made to ensure youth empowerment, the key to the assimilation and resilience for the youths to change their mindset is not entirely a preserve of academic education they acquire per se but their life skill knowledge they get as they develop. It is such skills that have to be continuously integrated with their academic achievement level as they grow to encounter less difficulty in earning a living. This is in line with Mpaata (2017) who noted that despite their basic qualification in terms of degrees, diplomas and certificates, many youths are prone to aspects of moral decadence, participation in crime coupled with low spiritual commitment and substance abuse which are not only counterproductive behaviors but a high risk to the economic and social development of the country.

Moreover, in the African setting, it is observed that it takes a village to raise a child and therefore, the place where a child grows, the parents and or guardians as well as the village values strongly determine the type of character and the basket of life skills to which such a child is progressively exposed. In fact, according to Arati (2016), family life and society plays a crucial role in shaping the personality of an individual. With life skills, the youths are expected to learn how to deal positively with their problems and in this way, they are less prone to becoming victims of any social or personal evils (Chhadva & Kacker, 2013). Consequently, life skills education is vital for the youths to understand their aptitude and capacities to work in a more productive way because it empowers them to develop leadership capacity, effective communication, good interaction, understanding of self and take quality decisions besides working with groups (Zuma, 2021). Socially, life skills have also been found to significantly correlate with the youths' future ability to not only acquire knowledge and cultivate good attitude (European Commission, 2013) but they also correlate strongly with good healthy behaviors and reduced violence (Maddah, et al., 2021). Put another way, neglected life skill nurturing and integration during childhood is positively associated with other negative self-destructive behaviors such as drug abuse, risky sexual practices, unintended teenage pregnancy and suicide ideation (Francis, 2007).

Besides, studies by Subramanian (2016) have supported the argument that creative and useful life skills are reflected in not only the personal development process of the young people but also interpersonal and family values that the young people cherish. Recently, Opstoel, et al. (2020) also concluded that life skills provide a gateway for the formation of not only the core and foundation of an individual but also in building the personality self-concept, self-esteem, self-efficacy and the responsibility they demonstrate from childhood as they embrace the future. Put another way, childhood nurturing and guidance provides the stage at which values are determined, life get planned, social roles get accepted and appropriate patterns of behavior get formed and managed (Tem, Kuroda & Tang, 2020). This indicates that family values are at the centre of goalsetting and future success since they determine the person's place in life and bring out aspects such as curiosity and other aspects of positive interest comprising moral and ethical issues which contribute to the formation of such traits like kindness, royalty, generosity, creativity, innovation that are linked to successful entrepreneurship worldwide (Tang, 2019).

This study adopts the Experiential Learning Theory that was developed by Kolb (1984) where he states that learning is a process grounded in experience and not an outcome. According

to this theory, knowledge is created through the transformation of experience and it is a result of a combination of grasping and transforming experience which comprises a 4-stage learning cycle that are; concrete experience, reflection, thinking/conceptualization and taking action. This implies that life skills require an interactive process that is derived from both the parents, guardians and the school/institution from which the youths get education. After acquiring these skills therefore, it is argued that youths must be motivated to be entrepreneurs through practice and experience whose foundation are the family values and the social roles they encounter as well as the personal skills they demonstrate.

The main purpose of this study therefore is to investigate the contribution of life skills on youth empowerment to practice entrepreneurship in Uganda. In this way, life skills remain key to a person's career success, the education qualifications attained notwithstanding. They have the potential to act as conveyor belts on what a person will become and what one can do as they interact with the community in which they live. The argument is that for young people to be effectively empowered, there should be a firm assimilation of life skills in order for them to tangibly practice successful entrepreneurship. Consequently, such skills are key for the nation to grow and prosper multidimensionally.

For this study therefore, the specific objectives were;

1. To determine the relationship between the personal skills developed and youth empowerment to practice entrepreneurship.
2. To assess the relationship between developed social roles and youth empowerment to practice entrepreneurship.
3. To analyze the effect of common family values on youth empowerment to practice entrepreneurship.

Consequently, the tested null hypotheses were;

1. There is no significant relationship between the personal skills developed and youth empowerment to practice entrepreneurship.
2. There is no significant relationship between developed social roles and youth empowerment to practice entrepreneurship.
3. There is no significant effect of common family values on youth empowerment to practice entrepreneurship.

This study is significant because while most governments would agree that the youths are a vital social capital with the potential physical and intellectual capacity to drive the future engine of growth and development, many of them continue to find roadblocks associated with deficiency in life or soft skills despite their level of qualification. Many lack guidance, motivation and are most often than not lured in a lot of anti-social behaviors aspects like alcoholism, drug abuse, sexual violence including very many inhumane and unthinkable criminal activities instead of productive ventures (Borah, Nurnahar, & Kollipara, 2020). It is such negative activities that do not only deteriorate their physical and intellectual capabilities but also stand as stumbling blocks in the general development of the

nation given the soaring unemployment levels within nations (Hanbury & Malti, 2011). Hence, this study has the potential to help governments and policy makers to not only allocate time and space to socially emphasize the importance of life or soft skills alongside the financial empowerment models but also view the youths as the country’s main future human resource assets who need assistance to grow their abilities (Hurrell, 2016). Put another way, life skills have the potential to spur youth entrepreneurship development because they can help young people navigate the challenges and intricacies of life so that they are able to grow into responsible productive adults (Majid, Liming, Tong, & Raihana, 2012).

2.0 Conceptual framework

In developing the conceptual framework for this study, the independent variable comprises the life skills aspects of; (1) personal skills developed; (2) positive social roles; and (3) family values responsible for productive upbringing. The dependent variable comprises the youth empowerment to practice entrepreneurship as shown in Figure 1.

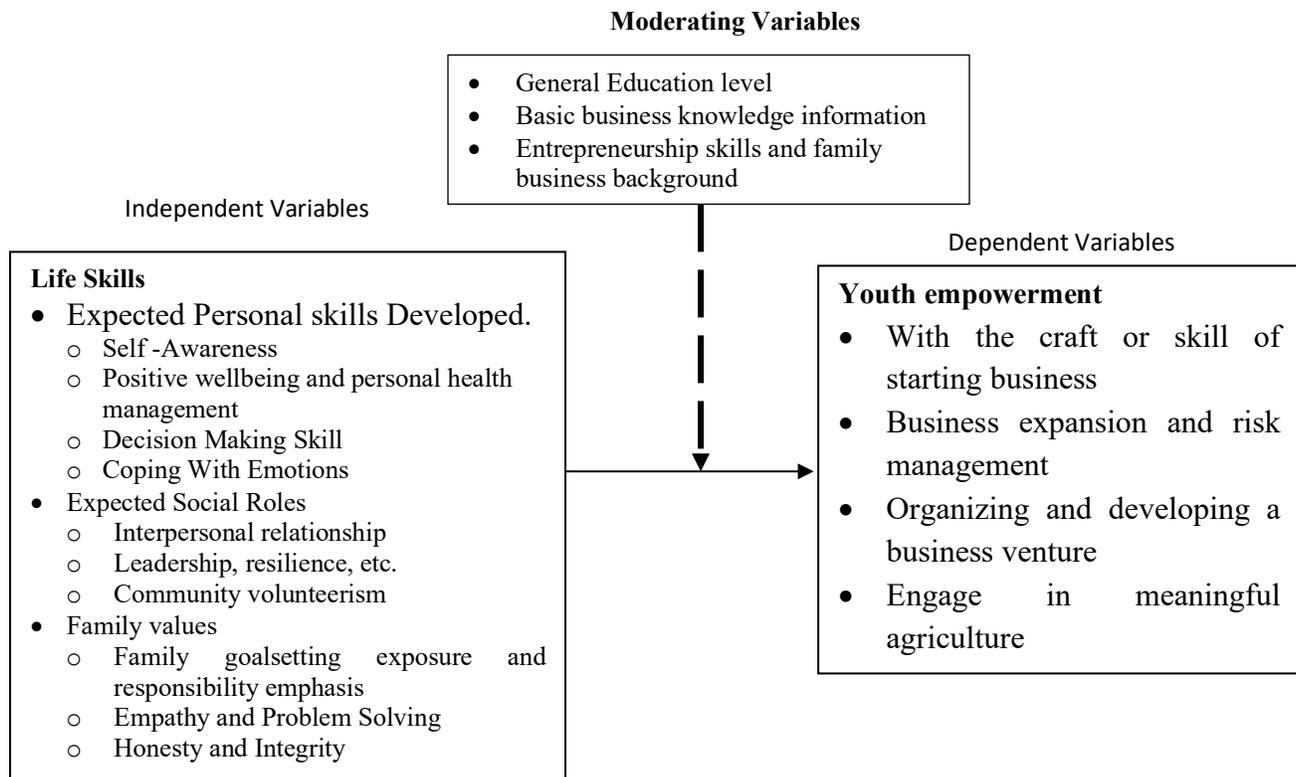


Figure 1. Conceptual Framework

3.0 Literature Review

The study by Buvaneswari and Sylvia (2017) document that life skills have the highest potential to help promote mental wellbeing and competence development in young people

as they face the realities of life. Such skills are critical for someone to lead a healthy, meaningful and productive life (Sukumar, 2022). They are consequently vital for not only career development and problem solving but in the daily interaction with society (Gerami, et al., 2015).

According to Arati (2016), family values of caring relationships, respect and responsiveness have significant influence on interpersonal relationship dimension of life skills that equip children with skills for lifelong learning. If youths can learn how to deal positively with their problems, they are less prone to becoming victims of any social or personal evils and more likely to register success in life in not only their general education but even entrepreneurship practice (Chhadva & Kacker, 2013). In fact, Higgins-D'Alessandro, Guo, Sakwarawich, and Guffey (2011) aver that families that are hardworking, cohesive and are entrepreneurial oriented take on an important role to socialize their individual youths by creating trusting and respectful relationships, cooperative activities, building positive norms and expectations.

Relatedly, Borah, Nurnahar, & Kollipara (2020) observed that developing life skills helps youth to develop knowledge, attitudes and values in a healthy manner, such as acquiring the ability to reduce special health risks and adopt healthy behaviour that improve their lives in general and avoid the negative mixed messages about irresponsible sex, drug use, alcohol and adolescent pregnancy. It is through such life skills that youths can face these challenges and protect themselves from various problems in their day-to-day life (Nasheeda, 2008), and this can help young people to improve their decision-making skill as well as their ability to analyze things using the right sense which later helps them improve their contributions to the society (Nusrat, & Sultana, 2019).

The study by Nagaraju (2016) found that life skills are vital for development of psychosocial competencies and interpersonal skills that help people (i) make informed decisions, (ii) solve problems, (iii) think critically and creatively, (iv) communicate effectively, and (v) build healthy relationships apart from empathizing with others. It is such skills that have the potential to help individuals cope and manage their lives in a healthy and productive manner (Prajapati, Bosky, & Dharmendra, 2017). This means that life skills empower young people to not only take positive action at an early stage but also to protect themselves and cultivate healthy and positive social relationships with their colleagues and adults (Francis, 2007).

Moreover, earlier studies like that of Yuen, Lau, et al. (2003) defined life skills as competencies necessary for operating effectively in personal, social, and academic domains and concluded that they are vital for career planning and development. Meanwhile, Gysbers and Henderson (2006) warned that unless the youths are equipped with skills such as (i) self-knowledge, social and emotional skills, (ii) decision-making and problem-solving skills, (iii) time management skills, and (iv) career-planning skills, many are most likely to fail to cope with the rapidly changing social conditions.

In support of this thesis, Tang (2018) confirmed three important life skills needed for youths to shape their future entrepreneurship ambitions and engage in business. They are (i) leadership, (ii) critical thinking and problem-solving, (iii) communication skills; and (iv) interpersonal skills. Interpersonal skills are those that you use to interact and communicate with society by humour, mentoring, networking, and public speaking. Youths who have interpersonal skills are expected to hold a competitive advantage for becoming successful (Mitchell, 2010). In this regard, Claxton (2016) recommended that interpersonal skills are the precondition for successful careers. This argument had already been supported by Latham, Latham, & Whyte (2004) who found that individuals with exceptional technical knowledge but lack the ability for being team players demonstrated a high risk for failure in their career path. Similarly, communication is one of the most influential life skills in today's global business environment (John, 2009). It is also defined as a process to understand the environment with nonconscious, semi-conscious and conscious ways (Salleh, Sulaiman, Mohamad & Sern, 2017). Besides, among other variables that are linked to life skill success in the future of adolescents is the perspective of leadership development and participation in activities such as project management, empathy, selflessness, agility, listening, humility, cultural intelligence, authenticity, versatility, generosity and trust (Nolan-Arañez and Ludvik 2018, Crowne, 2019). Such leadership skills are responsible for positive behavior and employability of individuals because leadership is the art of motivating a group of people to achieve a common goal because such leadership skills are not easy to learn instant and even by traditional education methods such as descriptive lectures alone (Sheriff, 2017). Additional empirical findings by Mpaata (2017) noted that there is need for trustworthiness, respect, responsibility, fairness, kindness, mindfulness, curiosity, courage, resilience, and ethics that are important social qualities in helping the youths to achieve success.

Meanwhile, the study by the National Network of Business and Industry Associations (2017) documented the importance of employability skills in transforming the youths to be responsible citizens and noted the need for such essential skills and behaviors that are transferable to many jobs including personal and people skills of adaptability, work ethics, team work, creativity, time management, communication and problem solving. Equally, Robles et. al., (2012) identified 10 life skills perceived as the most important by business executives that include (i) integrity, (ii) communication, (iii) courtesy, (iv) responsibility, (v) social skills, (vi) positive attitude, (vii) professionalism, (viii) flexibility, (ix) teamwork, and (x) work ethic. Meanwhile, Malik's (2018) research on the educational challenges of the 21st Century that are needed for sustainable development noted that apart from the broad set of knowledge, skills, work habits and character traits, there is need for ICT skills, problem solving, interpersonal civil competencies, cultural awareness, flexibility, adaptability, working independently, critical thinking that are critical for self-directed learning to spur entrepreneurship in the present generation.

4.0 Methods

The sample comprised youths who were registered members in 12 community-based associations recognized by the Community Development Offices in Busoga Region including, Bugiri, Mayuge, Luuka, Bugweri, Buyende, and Kaliro. Purposive sampling technique was employed in that only those youths who reached senior secondary and sat for at least O Level and were members affiliated to a duly registered community-based organization were contacted. This sampling technique yielded a total of three hundred and five (325) respondents out of whom three hundred five (305) returned completed and usable questionnaires. A five-point Likert Scale was used for rating the items of the opinion survey ranging from (5 = Strongly Agree to 1 = Strongly Disagree).

Reliability of the questionnaires was determined using Cronbach Alpha that stood at 0.913 implying that the questionnaire registered highest in terms of reliability.

Regression analysis was performed using SPSS package version 20 to test the effect of background life skills on empowerment of youths to practice entrepreneurship in Uganda.

5.0 Results

Youth entrepreneurship empowerment comprised the dependent variable and it was measured by the extent to which youths are able to start their own businesses and if possible employ others, among others. The full details of the youths' responses to these items as summarized in table 1 reveal that majority of the respondents agree with the statement that youths in their respective localities have the ability to start up own businesses once availed with capital (67.2%) and also employ at least one fellow youth (91.8%). However, 44.6% of the respondents observed that youths in their localities lack the requisite entrepreneurial skills to do business and 79% rated themselves to have the characteristic open to any innovation in the course of doing business. Similarly, as many as 44.9% of the respondents had no motivation to doing numerous businesses. Besides, 66.9% of the youths agreed that it is difficult to raise the money needed to start a new business venture while 55.1% of the youths are not aware of the programmes government provides to help start businesses. Finally, 55.7% of the respondents disagreed with the statement that it is too risky to start business in Uganda at present. In line with the findings here, Shiefu (2011) stressed the significance of entrepreneurship in promoting innovation and invention, adding value to the lives of the local communities through the provision of goods and services, making youths responsive to new economic opportunities and trends, creating employment opportunities, as well as addressing socio-psychological problems and delinquency that arise from joblessness.

Table 1; Some Responses on Youth Empowerment to Practice Entrepreneurship

No.	Item	Responses		
		SA & A	N	D & SD

		%	%	%
1.	Youths in my village have the ability start up own businesses once availed with capital.	67.2	4.9	27.8
2.	Youths in my village are able to employ at least one fellow youth.	91.8	1.6	6.6
3.	Youths in my village have the required entrepreneurial skills to do business.	30.8	24.6	44.6
4.	I have a characteristic open to the innovations coming up during my business.	79.0	16.4	4.6
5.	My motivation and tendency to different businesses are strong.	33.4	44.9	21.7
6.	It would be very difficult to raise the money needed to start a new business.	66.9	9.5	23.6
7.	I know how to have access to the assistance I would need to start a new business	27.2	5.9	66.9
8.	I am aware of programmes the government provides to help people start businesses	34.1	10.8	55.1
9.	I am too busy to consider starting my own business	71.1	9.2	19.6
10.	It is too risky to start own business	33.8	10.5	55.7

Analyzing Descriptive Statistics On Social Roles

Analysis of this facet in the descriptive statistics terms as indicated in table 2 reveals that majority of the youths (67.2%) involve in either voter registration or voting itself in local and general elections. However, 65.6% of the youths surveyed do not participate in any meeting with locals and 72.1% of the youths surveyed do not even attend workshops to do with public speaking, communication, etc. Meanwhile, results also reveal that only an average number of the youths surveyed (55.7%) participate in community volunteerism aspects such as tree planting, cleaning trading centers and wells. Another average number of 54.1% of the youths surveyed recorded that they participate in debates on local issues. Whereas the youths investigated were from the rural setting, as many as 75.4% of them reported that they experience mentoring relationship with positive role models and 77% of the youths reported to have served in leadership roles such as team captain, coach or club members confirming the interest of the different leaders such as Members of Parliament in funding games mainly football in their respective areas. To support this 59% of the youths surveyed agreed that they are involved in sports and recreational activities and as many as 68.9% of the respondents maintain close contact with their local leaders.

Table 2; Some Responses on Youth Involvement in Social Roles

No	Item	Responses		
		SA & A	N	D & SD
		%	%	%
1.	I get involved in voter registration or voting in local, and general elections.	67.2	8.2	24.6

2.	I participate in meetings with locals.	29.5	4.9	65.6
3.	I am involved in community volunteerism like organizing a community clean-up.	55.7	9.8	34.4
4.	I always participate in a debate on community issues.	54.1	11.5	34.5
5.	I experience mentoring relationship with positive role models in our society.	75.4	8.2	16.4
6.	I welcome opportunities to serve in leadership roles such as team captain, coach, or club member.	77.0	3.3	19.7
7.	I involve myself in sports and recreational activities.	59.0	11.5	29.6
8.	I often attend workshops to get communication skills such as public speaking.	14.8	13.1	72.1
9.	I maintain close contact with my local leaders.	68.9	9.8	19.7

Testing the Relationship between the Developed Social Roles and Youth Empowerment to Practice Entrepreneurship.

After the descriptive analysis above, a correlation matrix was generated to establish the relationship between developed social roles and youth empowerment to practice entrepreneurship. As indicated in table 4, there was a positive and significant correlation between developed social roles and youth empowerment to practice entrepreneurship. ($r = .784^{**}$, $p < 0.001$) implying that social roles such as engagement in community volunteerism, debates and maintenance of close contact with leaders have the potential to affect the success of the youth entrepreneurship in Uganda. The findings here support the research by Mitchel (2010) who emphasized that it is social roles that drive an individual to have sensitivity, empathy, mentoring, humour, networking, patient, tolerance, public speaking, positive reinforcement and diplomacy in dealing with the different types of people with whom they interact.

Table 3; Correlation matrix

	Social Roles	Personal Skills	Family Values	Youths Empowerment
Social Roles	-			
Personal Skills	.956**	-		
Family Values	.731**	.697**	-	
Youths Empowerment to Practice Entrepreneurship	.784**	.781**	.424**	-

Analyzing descriptive statistics on Personal Skills

Before determining the relationship between personal skills developed and youth empowerment to practice entrepreneurship, descriptive statistics was first analyzed. As

indicated in table 5, the results reveal that most of the respondents (80.3%) agreed that they set long-term goals like earning a degree, owning a company, etc. However, 63.9% of the youths surveyed do not talk to anyone when they are upset. The analysis also reveals that 78.7% of the youths surveyed concentrate on a pleasant activity when they are feeling low while 60.7% of the respondents agreed that they understand and go for prayers as prescribed by their respective religions and 72.1% of the respondents take on tasks to help the community. In addition, 70.5% of the youths surveyed have a positive self-concept of involving in meaningful work that offers advancement in career progress. Also, 82% believe it is not necessary to be sexually active before marriage. However, only 57.4% of the respondents believe it is important not to use alcohol or other drugs and only 54.1% believe it is important to determine whether the consequences of their decisions are socially acceptable.

Table 4; Some Responses on Personal Skills

No.	Item	Responses		
		SA &A	N	D & SD
		%	%	%
1.	I have a positive self-concept of involving in meaningful work that offers advancement and career progress.	70.5%	9.8%	19.7%
2.	I believe it is important not to be sexually active before marriage.	82.0%	11.5%	6.6%
3.	I believe it is important not to use alcohol or other drugs.	57.4%	11.5%	31.1%
4.	I believe it is important to determine whether the consequences of my decisions are socially acceptable.	54.1%	16.4%	29.5%
5.	I can contain myself in anger-provoking situations.	72.1%	13.1%	14.8%
6.	I understand and go for prayers as prescribed by own religion.	60.7%	24.6%	14.8%
7.	I can talk to someone if I am very upset.	23.0%	13.1	63.9%
8.	I set long-term goals like earning a degree, owning a company, etc.	80.3%	13.1%	6.6%
9.	I concentrate on a pleasant activity when I am feeling low.	78.7%	14.8%	6.5%

Testing the relationship between Personal Skills Developed and Youth Empowerment to Practice Entrepreneurship.

A correlation analysis was also employed to determine the relationship between personal skills developed and youth empowerment to practice entrepreneurship. Results support the hypothesis that there is a positive and significant relationship between personal skills developed and youth empowerment to practice entrepreneurship. ($r = .781^{**}$, $p < 0.0001$) as indicated in table 4. This means that personal skills are vital for entrepreneurship practice because it is such skills that can motivate youths to do new things and encourage them to share ideas and communicate effectively with their customers and business partners. This is in line with Shefiu (2011) who pointed out the key traits that can serve as success drivers for a youths’ successful entrepreneurship as hard work, self-confidence,

persistence, goal-oriented, integrity and reliability, coping with failure, and building for the future.

Analyzing Descriptive Statistics on Family Values

It can be deduced from table 6 that majority of the youths (83.6%) agreed that they are nurtured to respect and love the older generation of the family and 63.9% also agreed that they always asked to perform household duties. In the same vein, 90.2% of the youths affirmed that their respective families do not create opportunities for individual family members to share their dreams, fears and needs with one another. Similarly, it is noted that only a few youths surveyed (57.4%) are trained to always take care of the younger members of the family and up to 65.6% of the respondents respect the customs and traditions of the family. Moreover, 75.4% of the youths surveyed have their parents who are strict on morals and discipline in society while 73.8% of the respondents love participating in community self-help projects that are collaborative. Finally, an average number of youths surveyed (55.7%) agreed that their parents show support for their extracurricular activities.

Table 5; Some Responses on Family Values

No.	Item	Responses		
		SA & A %	N %	D & SD %
	In my family,			
1.	I am trained always take care of the younger members of the family.	57.4	11.5	31.1
2.	I am nurtured to respect and love the older generation of the family	83.6	3.3	13.1
3.	I am always asked to perform household duties	63.9	6.6	29.5
4.	I respect the customs and traditions of the family	65.6	13.1	21.3
5.	The challenges of the family and future plans are discussed openly by the family.	68.9	8.2	23.0
6.	The family creates opportunities for individual family members to share their dreams, fears and needs with one another.	0.00	9.8	90.2
7.	I love participating in community self-help projects that are collaborative.	73.8	8.2	18.0
8.	My parents are strict on my morals and discipline in society.	75.4	13.1	11.5
9.	I would offer to help a disabled or elderly person across the street.	60.7	21.3	18.0
10.	My parents show support for my extracurricular activities.	55.7	10.5	33.8

Testing the relationship between Family Values and Youth Empowerment to Practice Entrepreneurship

A correlation analysis was employed to determine the relationship between family values and youth empowerment to practice entrepreneurship. As indicated in table 4, the results reveal a significant and positive correlation between the family values and youth empowerment to practice entrepreneurship ($r = .424^{**}$, $p < 0.0001$). In line with this finding, Huy, et al. (2022) who made a comparative analysis of entrepreneurial portrait of

two richest individuals in USA and noted family values with productive upbringing as key to their success as well as personal skills development and social roles.

Analyzing The Overall Effect of Life Skills on Youth Empowerment to Practice Entrepreneurship in Uganda

In order to determine the effect of life skills on youth empowerment to practice entrepreneurship in Uganda, a regression analysis was performed and the results are indicated in table 6.

Table 6; Regression of the three (3) independent variables

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.318	.097		13.614	.000
	Social Roles	.456	.081	.662	5.636	.000
	Personal Skills	-.296	.045	-.318	-6.576	.001
	Family Values	.318	.096	.370	3.311	.000

a. Dependent Variable: Youth Empowerment

As indicated in the table 6 above and consistently with the earlier findings, social roles have a positive and significant influence on youth empowerment to practice entrepreneurship ($\beta = .662$, $t = 5.636$, $p = 0.0001$). This was measured by the extent to which the youths involve in voter registration or voting, participate in debates on local issues, and experience mentoring relationship with positive role model. In addition, family values and productive upbringing was also found to have a significant influence on the youth empowerment to practice entrepreneurship ($\beta = .370$, $t = 3.311$, $p < 0.0001$) which was measured by the extent to which the youths set long terms goals for themselves, have their parents who are strict on morals and discipline and who help them develop good habits. Another key finding of the study was that the present personal skills developed had a significant but negative influence on the youth empowerment to practice entrepreneurship ($\beta = -.318$, $t = 6.576$, $p < 0.0001$). The finding here supports the above descriptive analysis that while personal skills are a critical requirement and a significant predictor in entrepreneurial success, the present ones possessed by the youths have generally negative effect on them to practice entrepreneurship.

6.0 Discussion

In this study, three (3) important life skill variables came out significant as major contributors to empowerment of youths to practice entrepreneurship in Uganda. These are; (i) family values with productive upbringing; (ii) personal skills developed; and (iii) developed social roles. Whereas personal skills developed was significant, it was negative

implying that there is need for not only parents but the Government and the different stakeholders to review the type of skills that are imparted in the youths to practice meaningful entrepreneurship. The current skills imparted in the youths as investigated here have the potential to produce negative contributions to entrepreneurship development in the country. Countries that have got successful entrepreneurs, both youths and old, have family businesses that are based on historical success of their elders and mentors. However, the current family values and developed social roles can significantly link with entrepreneurship development. This is in line with Mpaata (2017) who noted that parents have a duty to teach youths to differentiate right from wrong, provide a good example, set and enforce rules, and encourage them to be the best person they can be.

The findings of this study are in line with Dinesh and Belinda (2014) who document that life skill education would enable adolescents to clear their issues and know their rights, build their self-esteem and self-confidence and develop the ability to take responsibility for self, relationships and society around them. Similarly, in line with the deduction by Borah, Nurnahar, & Kollipara (2020) who investigated the relationship between life skill education and pro-social behaviour among the youths, this study also in addition documents that life skills do not only help the youths to develop critical thinking and problem-solving skills which can develop their personality in the right direction and teaches them to interact with the other members of society constructively and effectively, but also are key in entrepreneurship initiative endeavors.

In this study, it was found that family values are are a precursor to entrepreneurship practice and development among the youths. In other words, having parents who are strict on morals and discipline in society, developing the courtesy to help others who require assistance in different ways and involving in extracurricular activities acts as a precursor for success when they get involved in entrepreneurship. In fact, Erdem and Baser (2010) concluded that traditional family values and innovative business values create a synergy rather than a paradox and an advantage in entrepreneurial continuity and success. According Moussa and Kerkeni (2021), the environment in which a person develops can facilitate or inhibit entrepreneurship practice because the family environment determines the personality and behavior of the individual and brings a relational network that stimulates entrepreneurial intention. The research here also supports the findings of Hayton and Cacciotti (2014) who identified several factors that may influence entrepreneurial intention including personal effectiveness, personality traits, work experience, parental behaviour, family history, neighbourhood, school, peer group, and work status.

Mpaata's investigation (2017) on youth personality development and the ultimate character also supports the findings here that a youth's temperament and personality are largely biologically based and inherited although they have been neglected by both parents and educators. Therefore, the environmental conditions, such as a father's and/or mother's parenting style, can lead children with similar temperaments to act quite differently.

Accordingly, youths who grow up in authoritative but organized homes or environments with supporting parents are expected to be God-fearing and can scarcely portray antisocial behavioral characteristics such as impatience, intolerance and irresponsibility to society as well as their workplaces (Mpaata, 2017). This implies that such youths have high standards and expectations as a result of consistently enforced household rules and allowing children to have a say in household work that helped them to be responsible in future. To empower the youths to practice entrepreneurship in Uganda therefore, there is need for life skill programmes that have effect on the inner layer of the mental wellbeing and the behavior preparedness for the youths right from their tender age. Life skill education that emphasizes family values and social roles create a strong base for empowerment to enable them take more responsibility in their life journey. These are the conveyor belts for entrepreneurs to emerge in society because a youth with proper upbringing and family values is most likely to; (1) search and discovery new information, (2) translate new information into meaningful, productive ventures, (3) seek and discovery any meaningful opportunity available; (4) easily gather financial information and or resources needed to work on their own; (5) manage time and get involved in solving daily problems at home and in the community, use logical reasoning, initiative, persistence, persuasion, negotiation as tools for daily decision making which are both important ingredients for entrepreneurship practice and development.

It is documented that social roles are important conveyor belts that any youth must apply to access the drivers of successful entrepreneurship. Without such conveyor belts, the youths who are the future leaders and entrepreneurs in communities will continue to find challenges and the reduction of poverty will remain a nightmare for them and hence far away from obtaining the following yardsticks which according to Shefiu (2011), are important success drivers for individual growth and development; (1) to work smart but for long hours; (2) self-confidence in achieving the goals set; (3) persistence in problem solving; (4) determination to achieve set targets; (5) think about and be responsible for the future (6) cope with failure; (7) take the initiative and put themselves in positions where they are personally responsible for success or failure; (8) build on strengths in manual skills, interpersonal skills, organizational skills, writing skills, etc; and (9) demonstrate honesty, fair dealing and reliability in terms of doing what one has promised to do.

In line with this study, Caballo (2011) avers that those youths who have better social skills should be able to more successfully face day-to-day challenges and difficulties than those whose social skills are worse. In this direction, the study reveals that majority of the youths surveyed neither participate in local council meetings nor attend workshops in public speaking. This study therefore points to the need for youths to have access to meaningful participation in decision making and policy formulation at different levels. It is through such arrangements that life skills can be assimilated through the areas of leadership, ethics, accountability adaptability, personal productivity, personal responsibility and self-direction which qualities determine the success of entrepreneurial ventures (Heinert & Roberts, 2016). In other words, the participation of youths in leadership of rural organizations should

be promoted through their integration in producer organizations and cooperatives. They should be encouraged to participate in employers' and workers' organizations in order to enhance their involvement in social dialogue processes (International Labour Organization, 2019).

The study also stressed the need for youths to have a positive self-concept of involving in meaningful work that offers advancement in career progress and avoid use of alcohol or other drugs. This is because, as investigated by Nguyen, et al (2021), academic achievement alone is an indicator of success of the teaching and learning process but there is need to include the personal cognitive capacity and personality and link it with life skills which brings about psychosocial abilities that allow the individual to act competently and behave adequately in a range of day-to-day situations and scenarios (Agustin-Santos, et al., 2013). The implication for the research here therefore is that the educational context should be able to offer students the opportunity to learn not only theoretical knowledge but also attitudes, habits, and social skills. During adolescence, young people should be able to as well undergo numerous emotional changes that contribute to the development and shaping of their personality so that they can act competently and responsibly (Joyce, Dabrowski, Aston & Carey, 2016). Entrepreneurship development in the rural areas of Uganda should help to solve the youth unemployment crisis by including development of efficient training approaches, promoting efficient agri-business and value chain models, facilitating access to productive resources and job creation of young people through green practices and green jobs that all should be anchored on the background of family values, social roles and personal skills (ILC, 2012). Only through the above can poverty in rural areas be reduced and meaningful youth growth and development registered. However, while entrepreneurship and self-employment can be a source of new jobs and a conveyor belt to improve youth livelihoods and economic independence, it is not a single stand-alone solution against youth unemployment. It also depends on government policies and appropriate economic conditions, availability of market opportunities and consumer spending power (World Bank IFC, 2013).

7.0 Conclusion

In conclusion, it is important as highlighted in this study, to note that life skills which comprise family values, social roles and personal skills are important conveyor belts which are the primary background that can easily help in the lifelong preparation of the youths and induce them to practice entrepreneurship. The Government, parents and other stakeholders have a cardinal role to play to ensure that the youths upbringing and training by families focus on life skills as a precursor for the youths to grow and become useful citizens with an enterprise mind. The parents and communities should ensure that strict moral values and discipline are embedded in the society and support the youths to participate in community and civic activities at different stages. This will enable the youths to acquire and grow with the life skills such as leadership roles, communication skills, and teamwork that will expand

multidimensionally and make it easy for them to practice entrepreneurship even in the rural settings like those from which this research data was obtained in Busoga Region. The study here also implies that life skills comprise the essential attributes and behaviors that are transferable to many other jobs for not only entrepreneurship but employability interests among job providers. Therefore, subsequent research should look at the extent to which such personal and people skills can influence the employment of not only self as investigated here but a wide spectrum of graduates in their various ranks and qualifications who seek to be employed by different organizations. This is because, anyone who desires to lead a meaningful life needs life skills apart from the obviously emphasized academic qualification.

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