

Individual learning behavior: do all its dimensions matter for self-employment practice among youths in Uganda?

Individual
learning
behavior

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Abstract

Purpose – The purpose of this paper is to establish whether all the dimensions of individual learning behavior matter for self-employment practice among youths, using evidence from Uganda.

Design/methodology/approach – This study is a correlational and cross-sectional type. A questionnaire survey of 393 youths was used. The data collected were analyzed through SPSS.

Findings – The results indicate that meaning-oriented learning behavior, planned learning behavior and emergent learning behavior do matter for self-employment practice among youths in Uganda unlike instruction-oriented learning behavior.

Research limitations/implications – This study focused on self-employed youths who have gone through tertiary education in Uganda. Therefore, it is likely that the results may not be generalized to other settings. The results show that to promote self-employment practice among youths, the focus should be put mainly on meaning-oriented learning behavior, planned learning behavior and emergent learning behavior.

Originality/value – This study provides initial evidence on whether all the dimensions of individual learning behavior do matter for self-employment practice among youths using evidence from an African developing country – Uganda.

Keywords Self-employment, Individual learning behavior, Meaning-oriented learning behavior, Instruction-oriented learning behavior, Planned learning behavior, Emergent learning behavior

Paper type Research paper



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1. Introduction

Globally, self-employment is seen as an alternative strategy to engage youths in the labor market who have failed to get jobs (Vial and Hanoteau, 2015). This is because different states and organizations can longer adequately offer employment to an ever-increasing labor force (Muhammad *et al.*, 2017). This inadequacy has resulted into an increase in global youths unemployment from 12.9% in 2015 to 13.1% in 2017 of 1.2 billion global youths (International Labor Organization, 2017). These youths have become impoverished and disconnected from their life aspirations (Honwana, 2012). The case is not different in sub-Saharan African countries such as Uganda where youths' unemployment continues to be a developmental challenge (Ahaibwe and Kasirye, 2015). In response, the government of Uganda introduced labor intervention strategies such as the Youth Venture Capital Fund to promote self-employment among youths (Ahaibwe and Kasirye, 2015). Despite the strategies in place, nothing much has changed because youths' unemployment in Uganda is seen to be on the increase from 13.3% in 2013 to 18.6% in 2017 of 7.8 million youths (International Labor Organization, 2017). Questions continue to arise with regard to what matters for self-employment practice among youths. As there exists no scholars testing whether all the dimensions of individual learning behavior do matter for self-employment practice among youth, in this study, we wish to provide such evidence.

Given the changing and complex business environment, business owners need to adapt individual learning behavior that permits them to exploit opportunities and deal with challenges in the business environment. This helps them to optimize their business performance and enhance their personal competences (Van Gelderen *et al.*, 2005). Besides, the individual learning behavior may be suitable for addressing the often discussed need for life-long learning at the workplace (Marjan, 2012). The individual learning behavior, especially meaning-oriented, instruction-oriented and emergent-learning behavior, does not have clearly defined start and end-points as well as predefined schedules. They are unstructured, experiential and noninstitutional and in most cases initiated by the individuals themselves (Keith *et al.*, 2016). They involve a variety of experiences through interactions with peers, superiors, clients and reflecting on one's work. The essence of this is that, the individual learning behavior represents an exclusive and habitual manner of acquiring knowledge, skills and attitude development. But while the importance of individual learning behavior has been researched and documented in the business context (Gibb, 1997), the available research has mainly focused on the influence of learning opportunities on learning behavior among business starters and managers (Van Der Sluis and Poell, 2002; Van Gelderen *et al.*, 2005), the effect of learning opportunities and individual learning behavior on career development (Van der Sluis and Poell, 2003) and learning behavior of managers within the learning organization (Maniam, 2015). This is all opposed to individual learning behavior dimensions as antecedents to self-employment practice among youths in Uganda.

Much has been written about the value of knowledge in business, though the continuing challenge for the field of business is the incomplete understanding of how the individual business founder without prior business experience acquires knowledge (West and Gemmell, 2018). The pre-entry knowledge of the young business owners is often insufficient to generate strong business performance and survival (Posen and Chen, 2013). This is because, most young people relative to older individuals are less likely to have sectorial, managerial and prior business experience (Green, 2013), yet the existing research focuses on use of static indicators of learning prior to starting a business; these indicators include education, management and industry experience (Reuber and Fisher, 1999). What the indicators have in common is that, learning has already occurred hence ignoring the

learning that takes place after, which is continuous and necessary in today's complex business environment. Therefore, the available research has not focused on how business owners with no prior business experience can acquire, develop knowledge and skills in form of meaning-oriented learning behavior, planned learning behavior, emergent learning behavior and instruction-oriented learning behavior.

Existing literature is inadequate in explaining the phenomena among self-employed youths especially in a third-world setting. This is expounded by [Hitt et al. \(2005\)](#) who assert that there is relatively little research on learning behavior by local business in developing countries in the extant literature. Businesses in the developing countries need to learn new management and technological capabilities in order to gain competitive advantage. Given that literature suggests four dimensions of individual learning behavior, we test whether they all matter for Ugandan youths in self-employment practice. Using a questionnaire survey, we find that meaning-oriented learning behavior, planned learning behavior and emergent learning behavior matter for self-employment practice among youths in the developing country setting such as Uganda.

This study results provide important insinuations for the academia, practice and policymakers. We provide initial empirical evidence on what matters for individual learning behavior to promote self-employment practice among youths. The youths who are unemployed and not in self-employment practice may use this study results to make decisions on whether they should continue to be unemployed or opt for self-employment practice. The implication for policymakers would be to develop ways of inculcating the culture of individual learning behavior among youths, specifically focusing on meaning-oriented learning behavior, planned learning behavior and emergent learning behavior.

The rest of the paper is organized as follows. Section 2 explains the study setting, followed by literature review and hypotheses development in Section 3. Section 4 discusses the methodology used. Results and discussion are provided in Section 5, followed by conclusion, implications and study limitations in Sections 6–8, respectively.

2. Study setting

Uganda is a landlocked country in East Africa and has gained independence in 1962 from the British. It is bordered to the East by Kenya, to the North by South Sudan, to the West by the Democratic Republic of the Congo, to the South-West by Rwanda and to the South by Tanzania ([Uganda Bureau of Statistics, 2016](#)). The country has population estimated at 39 million; of these, the youths (aged between 18–30 years) stand at 21.3% ([Uganda Bureau of Statistics, 2017](#)). Though Uganda seems to uphold positive economic growth rates during the past decade, it is not matched with the growth in new job opportunities to cater for the unemployed youths ([Ahaibwe and Kasirye, 2015](#)). This is expounded by [Uwonda et al. \(2017\)](#) who assert that labor force in Uganda grows at an annual rate of 3.4%, resulting in 390,000 new job seekers and yet only 8,120 jobs are being created each year. More worrying, the learning outcomes for the graduates have been persistently poor, leading to huge gaps in basic cognitive skills ([Arias et al., 2019](#)). This has made them least skilled, thus constraining their economic prospects. To avert the situation, the government of Uganda has introduced a number of initiatives to promote self-employment practice and entrepreneurship among youths. These initiatives include the Youth Venture capital Fund and Youth Livelihood Fund in 2011 and 2013, respectively ([Ahaibwe and Kasirye, 2015](#)). The major pillars of these initiatives are enterprise development, job creation, business skills training and development. These initiatives were introduced because the other readily available and speedy alternative sources of funding such as the bank loans, their terms and conditions appear to be very expensive for startup businesses ([Hisrich et al., 2016](#)). This is further

supported by [Williams and Williams \(2011\)](#) who revealed that business persons have inadequate requirements for borrowing money to establish their businesses. Despite the strategies in place, nothing much has changed because youth unemployment is seen to be on the increase from 13.3% in 2013 to 18.6% in 2017 ([International Labor Organization, 2017](#)). This is because the livelihood support and institutional support might not necessarily contribute to youths' empowerment ([Mwesigwa and Mubangizi, 2019](#)). Therefore, it has been hitherto unclear as to whether the extent of individual learning behavior in form of meaning-oriented learning behavior, instruction-oriented learning behavior, planned learning behavior and emergent learning behavior has any bearing on self-employment practice among youths. This makes the study on individual learning behavior dimensions among self-employed youths in Uganda a suitable and a worthwhile attempt.

3. Literature review and hypotheses development

3.1 Theoretical foundation

This paper adopts social cognitive theory ([Bandura, 1986](#)) as framework for understanding individual learning behavior among self-employed youths. This theory was started as the social learning theory (SLT) in the 1960s by Albert Bandura and later developed into the social cognitive theory in 1986. The theory posits that learning occurs in a social context where there is a dynamic and reciprocal interaction of the person, environment and their behavior. This means that people are neither driven by inner forces nor automatically shaped and controlled by the environment, thus they function as contributors to their own motivation, behavior and development within a network of reciprocally interacting influences ([Bandura, 1989](#)). The theory emphasizes that external influences affect behavior through cognitive processes that determine which environmental events will be observed; what meaning will be conferred on them; whether they leave any lasting effects; what emotional impact and motivating power they will have; and how the information and knowledge they convey will be organized for future use. This concurs with the findings of [Van Gelderen et al. \(2005\)](#) who did study on learning behavior using the SLT. They stated that business owners learn by searching for the deeper meaning of experiences and reflections on the experiences on the job. [Rae and Carswell \(2000\)](#), in their study on business persons, refer to this as a process of making sense out of experience. That is, it is a process of critical reflection on particular incidents encountered at the work place so that higher level learning occurs, which improves individual performance of business tasks ([Cope, 2003](#)). Therefore, the theory affirms that how individuals cognitively process and transform passing experiences serves as guide for their judgment and action regarding future activities ([Bandura, 1986](#)).

3.2 Individual learning behavior and self-employment practice

Individual learning behavior is a means or an approach in the form of meaning-oriented learning, instruction learning, planned learning and emergent learning behavior an individual undertakes to study a given situation to flourish and survive in the complex environment ([Van Gelderen et al., 2005](#)). The theoretical reasoning is that the individual learning behavior of the business owner helps to overcome the venture's knowledge deficit ([Covin et al., 2015](#)). This enables business starters to successfully pursue market-related business opportunities ([Wang and Chugh, 2014](#)). To the best of the authors' knowledge, no single study has linked individual learning behavior dimensions in form of meaning-oriented learning behavior, planned learning behavior, emergent learning behavior and instruction-oriented learning behavior to self-employment practice among youths who have gone through tertiary education. Studies such as those of [Van Gelderen et al. \(2005\)](#), [Van der](#)

Sluis and Poell (2002) and Maniam (2015) found individual learning behavior to be associated with business goal achievement and personal growth in form of skills. In this study, we try to test whether individual learning behavior has an effect on self-employment practice by hypothesizing that the following:

H1. Individual learning behavior has a positive influence on self-employment practice.

In addition, we test whether the individual learning behavior dimensions have an effect on self-employment practice because there is no empirical evidence (as far as we are aware) to suggest so. We specifically explore whether meaning-oriented learning behavior, planned learning behavior, instruction-oriented learning behavior and emergent learning behavior have an effect on self-employment practice among youths.

Meaning-oriented learning behavior refers to the individual's such for the deeper meaning of experiences on the job (Van Gelderen *et al.*, 2005). For most business persons, learning occurs in the workplace, where they learn from decisions they make, from mistakes, from experience and from their networks (Deakins and Freel, 1998). This is supported by Politis (2005) who, through reviewing and synthesizing available research on business learning into a conceptual framework, concluded that, business persons evolve by learning from experience as they operate their businesses. This on-job learning from previous tasks leads to the development of knowledge, skills, impacts performance and other business-valued outcomes (Arnold, 1997; Tesluk and Jacobs, 1998). This is exemplified by Marsick and Watkins (1990) who, from their study based on reviewed literature on the development of informal and incidental learning theory, concluded that, job learning in the work place leads to accomplishing tasks and performing required actions. This is what Marsick and Watkins (1990) have called informal and incidental learning, defined as a by-product of some action, such as task achievement and interaction with tasks and people, of which the control rests primarily in the hands of the learner.

Planned learning behavior refers to the individual's deliberate approach to acquire the necessary skills and knowledge which relates to goal achievement among the business starters (Van der Sluis, 2002). Van Gelderen *et al.* (2005) found planned learning behavior to be positively related with career success of business owners because it helped them to realize their business goals. This is evidenced further by Ramadani *et al.* (2017) who did a study using data from Business Environment and Enterprise Performance Surveys (BEEPS 2013–2014). The findings revealed that firms that invested in research and development and in acquiring new knowledge from other firms had their performance improved. This is because, businesses are competing with others that offer the same or similar products or services and they are under the pressure from the customers to offer better products or services, hence business owners are forced to continuously improve what they offer (Ramadani *et al.*, 2017). In support, Tannenbaum (1997) found that individuals with planned learning behavior reflect greater awareness of the big picture and underlying relations. This results into reporting higher levels of satisfaction with their business operations and development. In addition, Nicholson (1984) states that individuals with a particularly strong desire for control, and therefore planned learning in the work context, are motivated to push for learning opportunities and challenges aimed at work tasks that better suit their development business desires.

Instruction-oriented learning behavior is conceptualized in terms of the individual directing of his/her efforts to meet certain obligations and expectations as per the demands of another party (Van Gelderen *et al.*, 2005). Gelderen *et al.* (2005) found, among business founders, that instruction-oriented learning was positively related to goal achievement. This is congruent with the findings among new and inexperienced business owner managers. It

was concluded that for such managers, it is helpful for them to be guided by information and advice from other individuals who deemed to be experienced and know what required in the business (Van Gelderen *et al.*, 2005). Therefore, instructions from other parties who are deemed to be more knowledgeable and experienced can help bridge the information and skill gap in business.

Emergent learning behavior in this study context is conceptualized as the extent to which individuals are able to learn from opportunities that come along unexpectedly (Megginson, 1994). Hmieleski and Corbett (2006) in their study further assert that, the ability to extemporaneously learn and create and execute new plans in motion or in progress would appear important for business persons to possess. This results into acquisition of the skills and experience to be used in their businesses. Therefore, we propose the following hypotheses:

- H2. Meaning-oriented learning behavior has a positive influence on self-employment practice.
- H3. Planned learning behavior has a positive influence on self-employment practice.
- H4. Instruction-oriented learning has a positive influence on self-employment practice.
- H5. Emergent learning has a positive influence on self-employment practice.

4. Methodology

4.1 Design, population and sample

This study is a cross-sectional and correlational type. Cross-sectional research design is a type of observational study that analyzes data collected from a population, or a representative subset, at a specific point in time (Mukyala *et al.*, 2017). Therefore, collection of data relating to all the variables under study was made at one specific time other than over a longer period of time that would require control mechanisms (Sekaran, 2003). Correlational research design was also used because the study aimed at establishing whether there are relationships between the study variables as hypothesized from literature review (Leedy and Ormond, 2010). The population of this study is 22,000 self-employed youths from Kampala, the capital city of Uganda, that have completed tertiary education. These are youths who have gone through university, college education, technical vocational education and training. Because the total population is known as 22,000 self-employed youths in Kampala who have completed tertiary education, using the Yamane (1973) formula where $n = N/1+N(e)^2$, the sample size for this study is 393 self-employed youths. However, out of 393 questionnaires issued, 235 were returned, of which 211 were found usable. This accounted for a response rate of 56%. This resulting response rate was quite high for a survey of this nature, considering that empirical studies involving surveys are known to generate far lesser percentage response rates (Kaawaase *et al.*, 2019; Yu and Ramanathan, 2016). Because the information provision culture in Uganda is not good (Nkundabanyanga, 2016), it justifies such a response rate.

The study population was based on information obtained from Uganda Bureau of Statistics. The Uganda Bureau of Statistics provided us with only the number of self-employed youths who have gone through tertiary institutions but declined to avail to us the list of those youths. This is because as per UBOS Act 1998, Part (V) Section 19(1), they are supposed to ensure confidentiality of persons, business or any undertaking that avails information to them. Therefore, to obtain the respondents, we contacted market association leaders, district leaders and youth leaders who helped to identify members of the population

who fitted the description. Thereafter, the identified youths also referred us to others. This ensured that appropriate respondents were identified to fill in the questionnaires in absence of the list. Of the 211 questionnaires received and used, males accounted for the highest representation (63.5%) whereas females accounted for 36.5%, implying more males have been found to be self-employed than female counterparts. The results also show that the majority of self-employed youths were aged between 27 and 35 years (54.6%), implying that as youths advance in age coupled with limited available job opportunities, they tend to go into self-employment practice as the best available option for survival. In terms of ownership, the majority of the youths (54%) operated as sole proprietors, implying the easy of starting a sole trade business in terms of capital and paper work required, compared to partnership and company. The results also show that the majority (64%) of self-employed youths had been in business operation for more than three years. In total, 54.5% of the respondents have a bachelor's degree as their highest level of education (see [Table 1](#)).

4.2 Measures and the questionnaire

A six-point Likert scale questionnaire was designed to measure the opinions or attitudes of respondents and used to obtain self-reported information. While scholars such as [Dana and Dana \(2005\)](#) argue that the use of a mail survey/questionnaire may not be appropriate for entrepreneurial studies and advocate for case studies, we reason that the purpose of using a questionnaire is paramount. We are aware that, case study results' generalizability are largely limited to those organizations studied unlike a questionnaire survey which, according to [Sekaran \(2003\)](#), is an ideal data collection tool suitable for large samples. Further, we used a questionnaire because the data supplied in it never pass through any ones hand other than the data gatherers, and for that case, there is confidentiality of the information got from the respondents ([Bananuka et al., 2019](#)), and cannot be manipulated or biased by the data gatherers. Also, the questionnaire is also appropriate for data collection

Category	Scale	N = 211 (100)
Age	18–20	8 (3.8%)
	21–23	38 (18.0%)
	24–26	50 (23.7%)
	27–29	51 (24.2%)
	30–32	36 (17.1%)
	33–35	26 (13.3%)
Gender	Male	134 (63.5%)
	Female	77 (36.5%)
Education level	Masters	19 (9.0%)
	PGD	16 (7.6%)
	Bachelors	115 (54.5%)
	Diploma	46 (21.8%)
	Certificate	15 (7.1%)
Source of funding	Owner savings	138 (65.4%)
	Family	31 (14.7%)
	Friends	12 (5.7%)
	Bank loan	18 (8.5%)
	Government	6 (2.8%)
	NGOs	6 (2.8%)

Source: Primary data

Table 1.
Demographic profile
of respondents

from business persons in multiple locations, and for this study, data were collected from self-employed youths spread across Kampala, the capital city of Uganda. [Saunders et al. \(2007\)](#) further note that a questionnaire is best when it comes to descriptive and explanatory research. However, studies such as those of [Dana and Dumez \(2015\)](#) advocate for a comprehensive/qualitative research which this study suffers from, and this is acknowledged in our limitations to the study.

There are two ways in which a questionnaire can be developed. One method is to use an open-answer format which allows and encourages respondents to give their view fully as they are capable ([Sudman and Bradburn, 1982](#)). However, this approach appeared inapplicable in this research because our aim was to calculate the mean ratings of the extent of truthiness with each statement. In the alternative, we considered a closed-answer format which is easier to analyze ([Sudman and Bradburn, 1982](#)). The questionnaire design was based on our review of relevant literature regarding individual learning behavior and its dimensions of meaning-oriented learning, instruction-oriented learning, planned learning and emergent learning behavior ([Van Gelderen et al., 2005](#); [Maniam, 2015](#); [Van der Sluis, 2002](#)).

Because no studies have focused on meaning-oriented learning behavior, planned learning behavior, instruction-oriented learning behavior and emergent learning behavior in the context of explaining self-employment practice among youths as highlighted earlier, this study borrows from the works of [Maniam \(2015\)](#) on how to measure individual learning behavior dimensions to further expound on the knowledge. Therefore, the wordings of the items were adapted to suit the study context. Respondents were required to specify the truthiness in the items developed. This was anchored on the six-point Likert truth scale (1 = "Extremely untrue to 6 = "Extremely true).

Self-employment practice was measured in terms of activities undertaken by individual to establish and operate the business for survival ([Venesaar et al., 2013](#)) and individual opinion towards self-employment practice ([Faggio and Silva, 2012](#)). The activities included marketing products and services, accumulation of resources, building the business and responses to customers and society. The items for the activities and individual opinion were adapted to suit the context of this study. The respondents were required to use comparison scale to rate themselves by comparing themselves to the activities of the imaginary self-employed individual. The constructs were anchored on the six-point Likert scale (1 = "This is very much not like me" to 6 = "This is very much like me") (see [Table 2](#)).

While previous studies have included control variables under literature review, recent studies have started including them under methodology ([Bananuka et al., 2019](#); [Zaid et al., 2020](#)). This is probably because the control variables are not the main study variables. Therefore, in this study, we controlled for age, gender and education level. [Zaid et al. \(2020\)](#) argue that including control variables in a study helps to ensure the model is not misspecified and to diminish the chances of bias in the results. In addition, [Bartov et al. \(2000\)](#) suggest that failure to control for confounding variables could lead to falsely rejecting the hypothesis when in fact it should be accepted. [Tsepiso \(2016\)](#), in the study among small-scale and non-farm enterprises in Lesotho, found that, the profitability levels of male-owned enterprises seemed slightly better than those of female-owned enterprises. The diversity of self-employment practice because of gender is further supported by [Ramadani et al. \(2013\)](#) and [Ramadani \(2015\)](#) who established that, the majority of women in their microenterprises employed one to nine employees. This is expounded by [Boegenhold and Fachinger \(2016\)](#), who, based their study on the German micro census data, revealed that female self-employment is to a greater extent solo self-employment, and it is much more highly represented in the service sector than male self-employment. For education level, [Rosti and](#)

Global variable	Dimension	Measurement	Definition	Sample item scales
Individual learning behavior	Meaning-oriented learning	The respondents' mean rank of ten items is included in the questionnaire on a six-point scale	The individual's search for the deeper meaning of experiences on the job (Maniam, 2015)	I reflect on my own experiences in the business Always compare my work performances in the business When making a decision, I take into account the relationship between my business activities Like to be told how can I improve my business I take it seriously what my customers have asked me to do Like to be told the information source that can help my business I am open to new experience as I operate the business I am always open to adjust with the trends on the market
	Instruction-oriented learning	The respondents' mean rank of eight items is included in the questionnaire on a six-point scale	The individual directing effort to performing his/her obligations and meeting expectations on the job (Maniam, 2015)	Set goals for own learning to become a better business person Set targets for my personal development to improve my business operations Gathers information to estimate potential sales Plans how much goods/services to produce for the market
	Emergent learning	The respondents' mean rank of the ten items is included in the questionnaire on a six-point scale	The individual's unplanned exploration of the prevailing situation (Maniam, 2015)	Discusses business operations with professionals Attends business workshops to improve the business Uses contracts with customers during transactions Uses contracts with suppliers during transactions
Self-employment practice	Planned learning	The respondents' mean rank of the ten items is included in the questionnaire on a six-point scale	The individual's deliberate approach to acquire the necessary skills and knowledge (Maniam, 2015)	
	Marketing efforts	The respondents' mean rank of eight items is included in the questionnaire on a six-point scale	The practices performed to gather information about the market to exploit the available opportunities (Venesaar et al., 2013)	
Building the business	Building the business	The respondents' mean rank of nine items is included in the questionnaire on a six-point scale	It looks at activities carried out to enable the business continue to survive (Venesaar et al., 2013)	
	Responses to business partners	The respondents' mean rank of eight items is included in the questionnaire on a six-point scale	The efforts are put in place to ensure certainty among business partners (Venesaar et al., 2013)	

(continued)

Table 2.
Variables and their measurements

Table 2.

Global variable	Dimension	Measurement	Definition	Sample item scales
Accumulation of resources		The respondents' mean rank of eight items is included in the questionnaire on a six-point scale	The efforts are put in place to ensure certainty among business partners (Venessaar <i>et al.</i> , 2013)	Bought major items such as equipment, facilities or property for the business Rented major items such as equipment, facilities or property for the business
Individual opinion		The respondents' mean rank of eight items is included in the questionnaire on a six-point scale	The individual perception towards self-employment practice (Faggro and Silva, 2012)	She/he feels independent owing a personal business Being self-employed enables him/her to realize the dreams

Chelli (2009), in their study using data from the Italian National Statistical Office, established that education significantly increases the probability of entering self-employment practice for both male and female graduates. In addition, Rokicka (2016), using the Polish labor force survey data, established that individuals with a tertiary education are less likely to leave self-employment into inactivity or unemployment. In terms of age, Rosti and Chelli (2009) concluded that there is a negative nonlinear relationship between age and probability of leaving self-employment. This means that age could be associated with a higher accumulation of both human and financial capital as the individual grows, which makes survival in self-employment practice more likely. Furthermore, Walker and Webster (2007), using data from West Australian Business enterprise network to study business owners, concluded that younger women are into self-employment because of the need for flexible work arrangements to balance work and family, which may not be the case with older women because it is assumed that they do not have very young children to care for.

4.3 Tests of factorability, validity and reliability

In this study, we carried out factor analysis to test for reliability and validity. Factor analysis was run basically to find out how much of the variance present in the data is common variance. Exploratory factor analysis was used to have those factors that explain better the study constructs through data reduction. According to Field (2009), exploratory factor analysis is used, first, to understand the structure of a set of variables, second, to construct a questionnaire to measure an underlying variable and, third, to reduce a data set to a more manageable size (which was the major aim for running factor analysis) while retaining as much of the original information as possible. Exploratory factor analysis was done by running a rotated component matrix, thereby reducing the questions to those that are more relevant to the study variables. Prior to performing the principal component analysis using factor analysis for our scales, such as individual learning behavior with its dimensions (meaning oriented learning, instruction oriented learning, planned learning and emergent learning behavior) and self-employment practice dimensions (marketing products and services, accumulation of resources, building the business, responses to customers and society and individual opinion), we assessed the sample adequacy and suitability of the data for factor analysis using the Keiser–Meyer–Olkin (KMO) and Bartlett tests, respectively (Field, 2009; Pallant and Manual, 2007). The KMO and Bartlett's (1954) test of sampling adequacy and suitability of the data was computed to ensure that factor analysis yields distinct and reliable factors.

Thereafter we went on to carry out factor analysis based on Cronbach's alpha and rotated component matrix. Cronbach's alpha was used to measure the internal consistency of the instrument each time it is used under the same conditions, which is reliability (Field, 2009), whereas principal component matrix was to establish convergent validity (Bowling, 1997). The principal components for the independent variables and dependent variable were extracted by running principal component analysis using varimax rotation method, and factor loadings below 0.5 coefficients were suppressed to avoid extracting factors with weak loadings (see Tables 3 and 4).

To determine the internal consistency (reliability) of our scales, we computed Cronbach's α coefficient for the study variables. The standardized Cronbach's α coefficients for all the scales were all found to be above 0.7, as recommended by Field (2009), as follows: meaning-oriented learning behavior $\alpha = 0.889$, instruction-oriented learning behavior $\alpha = 0.837$, planned learning behavior $\alpha = 0.893$, emergent learning behavior $\alpha = 0.830$ and self-employment practice $\alpha = 0.887$. Content validity index was also used to determine content validity. It was obtained by dividing the proportion of items declared as valid by the total

Item	Component			
	1	2	3	4
When making a decision, I take into account the relationship between my business activities	0.725			
I reflect on my own experiences in the business	0.819			
I always compare my work performances in the business	0.706			
I listen to the views about my business from other business partners	0.511			
I endeavor to understand the underlying meaning of whatever I do in my business	0.553			
I endeavor to summarize what I have not achieved daily in my business	0.740			
When making a decision, I take into account the relationship between my business activities and those of other associates	0.646			
I try to find out how various aspects of the challenges I come across link together	0.599			
I endeavor to summarize what I have achieved daily in my business	0.666			
Set goals for own learning to become a better business person		0.593		
Set targets for my personal development to improve		0.598		
For me learning is a planned process on how to improve my business		0.669		
I use learning contracts for my personal development		0.734		
I carry out self-performance appraisal to check my progress in the business		0.764		
I prepare learning plans for myself to improve how I do business		0.799		
I take time to figure out on how to improve the business		0.544		
I always outline areas where I need to improve in my business		0.508		
I like people to tell me what they prefer from my business			0.617	
I like to be told the information source that can help my business			0.624	
I cannot decide what to offer my customers without their input			0.657	
I focus on tasks guidelines as agreed with my business associates			0.753	
I like to be told what my business should offer			0.666	
I like to be told how can I improve my business			0.736	
I take it seriously what my customers have asked me to do/explain			0.621	
I am open to new experience as I operate the business				0.530
I try to recall things done fully instantly in the business				0.549
I am open to learn from interactions with others				0.635
I am always open to adjust with the trends on the market				0.746
Eigen value	11.46	1.846	1.26	1.067
Variance %	38.22	12.31	8.37	3.557
Total variance %	38.22	50.53	58.9	62.457

Table 3.
Rotated component
matrix for learning
behavior dimensions

Notes: KMO = 0.927; Bartlett's test of sphericity: approx. $\chi^2 = 3267.650$, $df = 435$, Sig. = 0.000. 1 = meaning-oriented learning; 2 = planned learning; 3 = instruction-oriented learning; 4 = emergent learning. Extraction method: principal component analysis; rotation method: varimax with Kaiser normalization
Source: Primary data

numbers of items that were used (Amin, 2005). After developing the questionnaire, it was given out to experts such as academicians, practitioners in self-employment practice and policymakers in the field of self-employment practice. We then used expert evaluation to rate the instruments and modified the questionnaire based on their comments. All constructs that scored 0.7 and above were retained (Amin, 2005).

5. Results and discussion

5.1 Descriptive statistics

The descriptive statistics of the dependent and independent variables are in Table 5. The statistics indicate that the mean rating of the statements put to the respondents meant to

Item	Component			
	1	2	3	4
Being self-employed gives him/her the satisfaction that would not be possible to achieve as an employee	0.770			
She/he feels independent owning a personal business	0.762			
Being self-employed gives him/her the freedom to decide how to do my work	0.744			
She/he feels better off not to leave the current state of owning a business	0.736			
Being self-employed enables him/her to realize the dreams	0.629			
He/she feels it is challenging to own a personal business	0.815			
Plans how much to produce the goods/services for the market		0.775		
Gathers information to estimate potential sales		0.746		
Plans how much to sell on the market		0.729		
Carries out promotion activities on his/her products/services		0.637		
Analyses the business competitors on the market		0.740		
Gathers information on the business target customers		0.608		
Attends business workshops to improve the business			0.841	
Participates in business workshops/training			0.792	
Discusses business operations with professionals			0.751	
Discusses the business matters with successful business persons			0.562	
Takes advantage of opportunities as they arise			0.693	
Had the business registered			0.548	
Uses contracts with customers during transactions				0.870
Uses contracts with suppliers during transactions				0.863
Uses contracts with other organizations to reduce the amount of uncertainty				0.772
Eigen values	5.185	2.306	1.377	1.061
Variance %	24.69	21.958	13.107	5.051
Total variance %	24.69	46.648	59.755	64.806

Notes: KMO = 0.789; Bartlett's test of sphericity: approx. $\chi^2 = 1699.317$, df = 231, Sig. = 0.000. 1 = individual opinion; 2 = marketing products and services; 3 = building the business; 4 = responses to customers and suppliers. Extraction method: principal component analysis; rotation method: varimax with Kaiser normalization

Source: Primary data

Table 4.
Rotated component matrix for self-employment practice

Item	Meaning-oriented learning	Planned learning	Emergency learning	Instruction-oriented learning	Individual learning behavior	Self-employment practice
Mean	4.8803	5.0190	4.9070	5.2196	5.0065	4.6880
Median	5.0000	5.0000	5.0000	5.3333	5.0313	4.7333
Mode	5.00	6.00	5.25	6.00	5.63	6.00
SD	0.71893	0.85614	0.62059	0.70277	0.59637	0.75224
Variance	0.517	0.733	0.385	0.494	0.356	0.566
Minimum	3.00	3.00	3.00	3.33	3.27	2.50
Maximum	6.00	6.00	6.00	6.00	6.00	6.00

Source: Primary data

Table 5.
Descriptive statistics

measure self-employment practice is 4.6880 out of a maximum of 6. This suggests that, on average, the self-employed youths are largely satisfied with their self-employment practice and this corroborates the median which is very close at 4.7333. The minimum score of 2.50 and a maximum of 6 out of a possible 6, however, suggests that there are wide variations in perception of self-employment practice.

For the independent variables, the results indicate that the mean score for the individual learning behavior is 5.0065 out of the maximum of 6. This suggests that, on average, the self-employed youths are largely satisfied with their individual learning behavior and this corroborates the median which is very close at 5.0313. The minimum score of 3.27 and a maximum of 6 out of a possible 6, however, suggests that there are variations in perception of individual learning behavior. The results also indicate that the mean score of meaning-oriented learning behavior is 4.8803 of the maximum of 6. This suggests that, on average, the self-employed youths are satisfied with possessing meaning-oriented learning behavior and this corroborates the median which is very close at 5.0000. The minimum score of 3.00 and a maximum of 6 out of a possible 6, however, suggests that there are variations in perception of meaning-oriented learning behavior. The results also indicate that the mean score of planned learning behavior is 5.0190 of the maximum of 6. This suggests that, on average, the self-employed youths are satisfied with possessing planned learning behavior and this corroborates the median which is very close at 5.0000. The minimum score of 3.00 and a maximum of 6 out of a possible 6, however, suggests that there are variations in perception of planned learning behavior. For emergent learning behavior, the results indicate that the mean score is 4.9070 of the maximum of 6. This suggests that, on average, the self-employed youths are satisfied with possessing emergent learning behavior and this corroborates the median which is very close at 5.0000. The minimum score of 3.00 and a maximum of 6 out of a possible 6, however, suggests that there are variations in perception of emergent learning behavior. Finally, for instruction-oriented learning behavior, the results indicate that the mean score is 5.2196 of the maximum of 6. This suggests that, on average, the self-employed youths are satisfied with possessing instruction-oriented learning behavior and this corroborates the median which is very close at 5.3333. The minimum score of 3.33 and a maximum of 6 out of a possible 6, however, suggests that, there are variations in perception of instruction-oriented learning behavior (see [Table 5](#)).

5.2 Correlation analysis results

In this study, the Pearson correlation coefficient was used to establish whether there are relationships between the study variables as hypothesized from literature review. The correlation results (see [Table 6](#)) indicate a significant positive relationship between individual learning behavior and self-employment practice ($r = 0.446^{**}$, $p < 0.01$). This

Variables	1	2	3	4	5	6
Meaning-oriented learning (1)	1					
Planned learning (2)	0.518**	1				
Instruction-oriented learning (3)	0.546**	0.498**	1			
Emergency learning (4)	0.615**	0.625**	0.642**	1		
Learning behavior (5)	0.808**	0.824**	0.805**	0.859**	1	
Self-employment (6)	0.374**	0.438**	0.245**	0.401**	0.446**	1

Table 6.
Correlation analysis results

Notes: **Correlation is significant at the 0.01 level (two-tailed)
Source: Primary data

implies that, a positive change in individual learning behavior leads to a positive change in self-employment practice. A positive relationship between individual learning behavior and self-employment practice by youths, therefore, suggests a need for self-employed youths to recognize the value of possessing individual learning behavior for self-employment practice. The results also indicate a significant positive relationship between meaning-oriented learning behavior and self-employment practice ($r = 0.374^{**}$, $p < 0.01$). This implies that, a positive change in meaning-oriented learning behavior leads to a positive change in self-employment practice. The results show a significant positive relationship between planned learning behavior and self-employment practice ($r = 0.438^{**}$, $p < 0.05$). This implies that, a positive change in planned learning behavior leads to a positive change in self-employment practice. The results further indicate a significant positive relationship between instruction-oriented learning behavior and self-employment practice ($r = 0.245^{**}$, $p < 0.05$). This means that, a positive change in instruction-oriented learning behavior leads to a positive change in self-employment practice. Finally, the results indicate a significant positive relationship between emergent learning behavior and self-employment practice ($r = 0.401^{**}$, $p < 0.05$). This means that, a positive change in emergent learning behavior leads to a positive change in self-employment practice.

However, univariate analysis does not control for other factors, making the interpretation of the results difficult. Therefore, the analysis is extended to a multivariate setting. We first examined the correlations among our independent variable dimensions to determine whether multicollinearity problems exist. Field (2009) suggests that multicollinearity becomes a problem only when the correlations exceed 0.80 or 0.90. As Table 6 shows, none of the correlations between independent variable dimensions is close to the threshold values. This suggests that the different dimensions are sufficiently distinct (with correlations all below 0.70). However, according to Myers (1990), a certain degree of multicollinearity can still exist even when none of the correlation coefficients are very large. Therefore, we also examined the variance inflation factors (VIFs) and tolerance values in our models to further test for multicollinearity (see Table 7). VIFs were well below the threshold value of 10 and tolerance values exceeded 0.1 marks, as suggested by Hair *et al.* (2010), indicating that multicollinearity did not pose a problem to the regressions.

5.3 Regression analysis results

After obtaining preliminary results from the bivariate correlations between the independent and the dependent variables, we ran a hierarchical regression analysis to further substantiate our hypotheses (see Table 8). Because we aimed at establishing which individual learning behavior dimensions matter for self-employment practice, a hierarchical regression analysis was appropriate. Field (2009) advances that, the hierarchical regression analysis is powerful in testing which independent variable contributes more to the variances in the dependent variable, and also indicates the incremental power of an additional independent variable to the already existing variable (s) in explaining the dependent variable. Field (2009) argues that variables known to be predictors of the dependent variable are entered first into the model. Field (2009) further argues that the author has all the powers to decide which variable is entered first into the model. We first examined the predictive potential of individual learning behavior as a global variable to validate our H_1 which states that individual learning behavior is positively related with self-employment practice. This is done through the ordinary multiple regression analysis before embarking on the hierarchical regression analysis.

We found that individual learning behavior explains about 19.5% of the variance in self-employment practice among youths (see Table 7). This finding further substantiates H_1 .

Model	Unstandardized coefficients		Standardized coefficients		Significance	Collinearity statistics	
	B	Std. error	Beta	<i>t</i>		Tolerance	VIF
1 (Constant)	4.822	0.148		32.487	0.000		
Age	-0.036	0.037	-0.066	-0.961	0.338	1.000	1.000
2 (Constant)	4.862	0.211		23.094	0.000		
Gender	-0.029	0.108	-0.019	-0.273	0.785	1.000	1.000
3 (Constant)	4.878	0.286		17.053	0.000		
Educational level	-0.004	0.054	-0.006	-0.079	0.937	0.912	1.097
4 (Constant)	2.964	0.420		7.055	0.000		
Meaning-oriented learning	0.396	0.067	0.378	5.874	0.000	0.997	1.003
5 (Constant)	2.477	0.414		5.987	0.000		
Planned learning	0.298	0.064	0.339	4.671	0.000	0.713	1.403
6 (Constant)	2.576	0.446		5.782	0.000		
Instruction-oriented learning	-0.050	0.082	-0.047	-0.606	0.545	0.636	1.573
7 (Constant)	2.255	0.467		4.830	0.000		
Emergent learning	0.251	0.118	0.207	2.130	0.034	0.393	2.548

Notes: $R^2 = 0.199$; Adj. $R^2 = 0.195$; $F = 52.022$; Sig. = 0.000; dependent variable: self-employment practice

Table 7.
Variance inflation
factors and tolerance
values

This means that self-employment practice varies depending on the individual learning behavior and this is consistent with the theoretical view that the learning behaviors of the business owner help to overcome the venture's knowledge deficit and low levels of initial value proposition clarity (Covin *et al.*, 2015). The results support those of Bartlett and Ghoshal (2000), who state that learning is crucial for local firms in emerging markets. Given their resource-poor conditions, local business persons must learn continuously and quickly to survive in their competitive environments. In such settings, the markets have become more open to foreign entrants who bring their often considerable skills and experience to the competition, which necessitates local business persons to demonstrate learning behavior to survive in such an environment. However, as individual learning behavior has four dimensions which are the major focus of our study, we extend the regression analysis using the four dimensions. We carried out hierarchical regression analysis consistent with Aiken and West (1991) and entered variables within each hierarchical group. We used the tool of hierarchical regression as it is useful for evaluating the contributions of predictors above and beyond previously entered predictors, as a means of statistical control, and for examining incremental validity (see Table 8). Model 1 in Table 8 reports the baseline model

Item	Model 1	Model 2	Model 3	Model 4	Model 5
Constant	4.878	2.964	2.477	2.576	2.255
<i>Control variables</i>					
Age	-0.037	-0.047	-0.041	-0.040	-0.037
Gender	-0.029	-0.028	-0.082	-0.083	-0.108
Education level	-0.004	0.000	-0.015	-0.013	0.012
<i>Independent variables</i>					
Meaning-oriented learning		0.396**	0.211**	0.230**	0.175**
Planned learning			0.298**	0.310**	0.252**
Instruction-oriented learning				-0.050	-0.128
Emergent learning					0.251**
<i>Model summary</i>					
Model <i>F</i>	0.332	8.916**	12.218**	10.212**	9.553**
Adjusted <i>R</i> square	-0.010	0.131	0.211	0.208	0.222
<i>F</i> change	0.332	34.504	21.823	0.367	4.539
<i>R</i> square change	0.005	0.143	0.082	0.001	0.017
Durbin-Watson					1.798

Note: ** $p < 0.01$

Source: Primary data

Table 8.
Hierarchical regression results

with only control variables. The control variables do not explain any significant variance in self-employment practice. This suggests that our models are not sensitive to confounding factors and the models are highly plausible.

Regarding *H2*, the unstandardized β coefficient for meaning-oriented learning behavior is significant at $p < 0.01$ (see Table 7). In Model 2, we find that meaning-oriented learning behavior is a significant predictor, contributing about 14.3% of the variance in self-employment practice, offering further substantiation to *H2* (see Table 8). This means that more of the individual learning occurs at the workplace, where they learn from decision-making, from mistakes, from experience and from their networks which are important towards successful execution of their business activities (Deakins and Freel, 1998). This is supported by Choueke and Armstrong (1998), Cope (2003) and Politis (2005) who argue that the ability of business people to learn from particular tasks during the execution of their business activities is key to business success. Tesluk and Jacobs (1998) further support this by stating that on-the-job learning from previous tasks not only leads to the development of knowledge and skills, but also impacts the business and its other valued outcomes.

Regarding *H3*, the unstandardized β coefficients for planned learning behavior is also significant at $p < 0.01$ (see Table 7). The contribution made by planned learning to self-employment practice is 8.2% (see Table 8). This suggests that *H3* is supported. This significant relationship suggests that individual's deliberate approach to acquire the necessary skills and knowledge is key in business (Van der Sluis, 2002). This concurs with Tannenbaum (1997), who states that individuals with planned learning behavior reflect a greater awareness of the big picture and underlying relations, hence reporting higher levels of satisfaction with their business progress. Nicholson (1984) further expounds that individuals with a particularly strong desire for control and therefore planned learning behavior in the work context are motivated to push for learning opportunities and challenges aimed at work tasks that better suit their development business desires. This is

consistent with Van Gelderen *et al.* (2005) who found in their study that planned learning behavior is positively related with career success of business owners, and hence those with deliberate efforts to acquire skills and knowledge did better in their businesses.

Similarly, unstandardized β coefficient for emergent learning behavior is significant at $p < 0.01$ (see Table 7). The contribution made by emergent learning behavior to self-employment practice is 1.7%; this also suggests that *H4* is supported (see Table 8). This positive relationship suggests that self-employed youths' unplanned exploration of the prevailing situation or the extent to which they are able to learn from opportunities that come along unexpectedly (Megginson, 1994), is related to their self-employment practice. This is consistent with Latham and Locke (1991) who assert that emergent learning represents learning from experiences that befall the small business starter, which results in acquisition of skills and experience to be used in their businesses.

Concerning *H5*, the unstandardized β coefficient for instruction learning is not significant at $p > 0.01$ (see Table 7). The contribution made by instruction learning is about 0.1% and not significant, which suggests that *H5* is not supported (see Table 8). This may be because of the negative perception among business owners who might also be managers and look at the behavior as demonstration of lack of initiative and independence in their businesses (Van der Sluis and Hoeksema, 2001). Accordingly, meaning-oriented learning, planned learning and emergent learning behavior are significant predictors of self-employment practice.

While instruction-oriented learning is not a significant predictor of self employment practice, as shown by the unstandardized β coefficient which is not significant. Taken together, the independent variables explain about 22.2% of the variations in self-employment practice among youths in Uganda. Overall, the results suggest that Model 5 in Table 8 is the more plausible model. The incremental improvement in adjusted R^2 in Models 1–5 in Table 8 suggests that a better-fitting model emerges as meaning-oriented learning behavior; planned learning behavior and emergent learning behavior are introduced in the model.

As the goal of the current paper is to determine whether all dimensions of individual learning behavior matter when it comes to self-employment practice among youths in Uganda, results augment the following themes. First, the three dimensions of individual learning behavior, i.e. meaning-oriented learning, planned learning and emergent learning behavior, do matter for self-employment practice but instruction-oriented learning behavior does not, as shown in Table 8 by its unstandardized β coefficient. Therefore, for the case of self-employment practice in Uganda, individual learning behavior is best realized when meaning-oriented learning, planned learning behavior and emergent learning behavior are demonstrated by the self-employed youths. Generally, the results confirm those of Frese *et al.* (2000), who found planned learning behavior to be positively related to goal achievement in a sample of small business starters. They also confirm those of Cope and Watts (2000), who assert that meaning-oriented learning behavior contributes to skill development among business starters and, finally, to those of Hmieleski and Corbett (2006), who in their study assert that the ability to extemporaneously learn, create and execute new plans in motion would appear important for businesses operations. This means that for the sake of promoting self-employment practices among youths in Uganda, meaning-oriented, planned learning and emergent learning behavior must be exhibited. These learning behaviors are important to improve on skills that are currently underdeveloped, which is evident in a developing country such as Uganda where most youths do not have business skills and experience to start and operate their businesses successfully (Tukundane *et al.*, 2015). Kanyandago (2010) further explains that the Ugandan education system has also been heavily criticized for being overly academic, theoretical and exam-oriented such that many

of those who leave the system do not possess the skills to be used or initiate livelihood ventures, which makes it more difficult for them to escape poverty. This makes demonstration of individual learning behavior in form of meaning-oriented, planned learning and emergent learning behavior necessary for them to acquire the necessary skills and achieve business goals.

6. Conclusion

According to the present study results, the contribution of individual learning behavior as a global variable and its dimensions such as meaning-oriented learning, instruction-oriented learning, emergent learning and planned learning behavior, which are the focus of this study, are now known. Correlation analysis results also provide initial confirmation of associations between the independent and dependent variables. The results suggest that individual learning behavior is a true driver of self-employment practice among youths in Uganda. But it is meaning-oriented learning, planned learning and emergent learning behavior that matter most, typified in the “sub-domains model” in [Table 8](#) unlike instruction-oriented learning behavior.

The results also suggest that most of the youths who have made it in self-employment practice have not accessed government funding. As symbolized in [Table 1](#), only 2.8% used government funding as source with the highest percentages using their own savings, family, friends and bank loans, respectively. Thus, the government funding initiatives may not necessarily support youths to venture into self-employment practice.

7. Implications for research, practices and society

This paper offers several implications. From an academic point of view, we provide initial empirical evidence on which dimensions of individual learning behavior matter for self-employment practice among youths from a developing country such as Uganda. We explore the role played by the four dimensions of individual learning behavior to self-employment practice and methodologically isolate the contribution played by each individual dimension. Our results imply that the youths can successfully practice self-employment if they are able to demonstrate meaning-oriented learning, planned learning and emergent learning behavior. Thus, the results seem to depart from previous studies that describe learning behavior as the approaches an individual undertakes in terms of looking for the deeper meaning of experiences on the job, directing his/her efforts to meet certain obligations and expectations as per the customers’ demands, unplanned exploration of the prevailing situation and deliberate approach to acquire the necessary skills and knowledge ([Van Gelderen et al., 2005](#)). The results offer an alternative understanding of the concept to approaches an individual undertakes to look for the deeper meaning of experiences on the job, deliberately acquiring the necessary skills and knowledge and unplanned exploration of the prevailing situation while carrying out business operations among the self-employed youths in the Ugandan context. This emerging description of individual learning behavior combines meaning-oriented learning, planned learning and emergent learning behavior.

The youth together with their leaders may use this study results to make valid decisions on whether to remain unemployed or opt for self-employment practice. The implication for policymakers would be to develop ways of inculcating the culture of individual learning behavior among the youths, specifically focusing on meaning-oriented learning, planned learning and emergent learning behavior. Also, the research might be used by those interested in Ugandan youths’ opinions on the most important learning behavior dimensions; this could include government and nongovernment authorities. Moreover, policymakers stand to gain insights from our study to design alternative suitable support

programs that could enhance self-employment practice among youths. This is because the results clearly indicate that most of the self-employed youths did not access and use government funds while undertaking their business practices.

8. Study limitations and areas for future research

We discuss the study limitations alongside the directions for further research. This study only focused on self-employed youths who have gone through tertiary education in Uganda and it is highly possible that the results may not be generalized to other target groups in different settings. This calls for further studies in other national settings and also among youths in self-employment practice who have not gone through university or college education. Also, further research may be conducted either within Uganda or other East African countries and compare how other youths respond to which dimensions are the most important. The study predictor variables only account for 22.2% of the variance in self-employment practice. Future research may be conducted to establish other predictors of self-employment practice. This study uses questionnaire survey and this limits the responses that are obtained. Future studies may use mixed methods design. The use of the mixed methods design that combines both the quantitative and qualitative research approach will help capture other findings which are not directly linked to the predetermined hypotheses (Dana and Dana, 2005). In support of this, Dana and Dumez (2015) assert that there is need to adopt a comprehensive/qualitative research that also looks at understanding of the actors, taking into account what they say of what they do and the fact that they are knowledgeable agents. This will help researchers and policymakers to further understand entrepreneurship in the context of its environment. In presence of the above limitations, the results this study are important for Uganda and other settings with similar environments.

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