**Individual Antecedents Influencing Youth Self-Employment Readiness in Zanzibar, Tanzania: Review and Conceptual Framework**

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**Abstract**

Studies on youth self-employment have drawn profound attention to academicians and practitioners because of pressing need of young people to change their mindset from job seekers to job creators contributed by low capacity of governments and private institutions to employ a growing young population. Young people are encouraged and supported with training and financing to establish business venture. However, few dare to employ themselves by venturing to business mostly in informal sector in order to earn their living while majority of them are afraid of risk and uncertainty. Extant studies focused much on understanding students’ intention towards self-employment using different models or theories such as Theory of Planned Behavior, Shapero’s entrepreneurial even model and the Theory of Reasoned Action. Although intention is a good predictor of entrepreneurial behaviour, it does not reveal practical experiences and it does not always end up into action due to social, cultural and institutional challenges. However, there is less focus on understanding on readiness and its antecedents of few young people who devoted to venture into self-employment. Using resource-based view and socio-cognitive approaches, this study provides conceptual review of the influence of entrepreneurial mindsets, self-efficacy, motivation, networking, and learning on youth self-employment readiness. Thus, by examining readiness of youth in self-employment engagement, it helps understand practical experiences on the endevour to push their ventures into another stage and contribute to an evolving concept of readiness in entrepreneurship. The aim of this study is to review the relevant literature on youth self-employment and thereby construct conceptual framework that will be later empirically tested.

***Keywords*:** Self- employment readiness, learning, mindset, self-efficacy, motivation

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1. **Introduction**

Over the past three decades, youth self-employment has been a major focus in national and global development agendas (Internation Laour Organization (ILO), 2015; Minola, Criaco, & Cassia, 2014). This is due to low capacity of government to provide jobs that absorb all graduates (Delle & Amadu, 2015), infant private sector development in developing countries (Schillo, Persaud, & Jin, 2016) and reluctance of employers to recruit less experienced youth (Bell, 2016). World Bank estimates about 11 million young people in Sub-Saharan Africa enter in the job market every year, with higher risks of growing numbers of urban youth without meaningful occupation (Bezu & Holden, 2014; McCowan, 2014). Under this situation, young people are required to change their minds from job seeking syndrome to job creating mentality (Dolan & Rajak 2016; Delle & Amadu, 2015) and raise their enterprising culture of opportunity recognition (Wall, 2015).

Although young people are given entrepreneurial training and financial support to venture int self-employment activities to address unemployment problems, they have still fear of failure to partake in self-employment activities (Kew, Namatovu, Aderinto, & Chigunta, 2015). It is evident that youths’ aspirations and belief systems are critical factors in self-employment and successful outcomes in their ventures (Mgumia, 2017; Isah & Garba, 2015). Nevertheless lack of entrepreneurial skills, access to finance, social network and familiarity with the business environment exacerbate their worries, representing major barriers to youth self-employment (Duell, 2011). Yet, education system is tailored with low innovative aspects of imparting graduates with entrepreneurial mindset that could easily motivate them in self-employment activities (Collet & Cinneide, 2010).

Majority of studies on youth self-employment focus on motives for self-employment choice (Gómez-Araujo & Bayon, 2017) and student’ self-employment intention at secondary schools and universities. Although intention is an important predictor to entrepreneurial behaviour, it does not always guarantee actions because of cultural, and institutional circumstances individuals experience that influence them change their prior intention (Fayolle & Liñán, 2013; Gollwitzer, 2014). Scholars recommended studies beyond intention (Fayolle & Liñán, 2013) and thereby focusing on behavior of real-life entrepreneurs (Fayolle, 2014), venture creation and growth (Nabi, et al., 2017). This has influenced the emergence of studies on entrepreneurial behaviour, competencies and readiness. However, extant studies on self-employment readiness almost have succumbed in intention narrative, which hardly explaining real practices and behaviour of youth entrepreneurs. This study measures readiness beyond intention, the under-research area, in entrepreneurship (Halim, Ahmad, Ramayah and Hanifah (2017).

Therefore, the study intends to understand readiness of youth who have engaged in self-employment activities. By self– employment readiness means willingness and ability to pursue self-employment activities upon recognizing and developing previously unrecognized opportunities and pulling together enough resources not only launch and manage business when other have not done but also grow it to another stage. Popov and Puchkova (2015) argue that readiness allows a person to quickly adapt to a condition of professional activity and that becomes an important variable for venture performance, considering that more than 50 percent of new venture fail within five years of establishment.

The study is quantitative in nature adopting resources base view and socio-cognitive approaches examining individual antecedents influencing self-employment readiness in Zanzibar, Tanzania. This study uses individual level analysis of self-employed youth because an individual is a core of entrepreneurship through his/her occupation choice of self-employment and success of new venture (Trevelyan, 2011). The study examines influence of entrepreneurial mindsets; self-efficacy, motivation, networking, and entrepreneurial learning on youth self-employment readiness and testing mediating effect of entrepreneurial mindset in the relationship between individual antecedents and employment readiness. Lastly investigating any difference of youth self-employment readiness in relation to gender, education and experience.

1. **Contextual Setting**

Zanzibar is located along the Eastern coast of Africa in the Indian Ocean having two main islands of Unguja and Pemba with total 2,534 square kilometres of which 1,534 square kilometres for Unguja and the remaining 1,000 square kilometres is for Pemba Island. It is found between 5 and 7 degree south of Equator. Zanzibar is also surrounded by several habitant and unhabitant islets. It is a cosmopolitan society having 1.5 million people with 2.8 percent annual population growth rate. Zanzibar united with Tanganyika to form Tanzania in 26th April 1964, and retained semi- autonomy with its own Judiciary, House of Representatives and Executive.

Historically, Zanzibar was famous in trade and business activities in East and Southern Africa prior to colonization. After the 1964 Revolution, Zanzibar adopted socialist policy which constrained the role of individuals to engage in entrepreneurial activities. Individual citizens could not participate much into entrepreneurship because of the government intervention in business activities. At end of 1980s, liberalization policy was adopted as an implementation of Structural Adjustment Policy (SAP) imposed by the World Bank and International Monetary Fund (IMF). The 1990s was the renaissance period for entrepreneurship activities in Zanzibar. With establishment of institutions such as Zanzibar Technology and Business Incubator (ZTBI) in 2015, ministries responsible for trade and entrepreneurship activities, Non-Government Organizations, the Chamber of commerce and introduction of entrepreneurship education in higher learning institutions help support entrepreneurship activities in the country. A proper coordination for entrepreneurship activities due to many policies and institutions, streamlining entrepreneurship in education system, scaling up entrepreneurial awareness programmes, research and development activities, increasing microfinance facilities, supporting mentoring and business development services are very important strategic initiatives for the development of entrepreneurship. Such interventions would help change entrepreneurship from necessity, informal based into opportunity driven, and create more employment opportunities for young people.

1. **Theoretical Perspective of the Study**

Understanding of self-employment readiness is a complex phenomenon that needs synergy of theories to explain its nature and antecedents. Since self-employment is a process with four component; intention, entry, success and persistence/commitment (Baluku, 2017), the concept of readiness exclude intention component. As noted earlier, majority of studies used TPB to explain self-employment intention. Because readiness is a multidimensional concept involving both psychological and social parts, the use of single theory beyond intention is hardly sufficing. This study, therefore, positions self-employment readiness in theory of entrepreneurship, and uses resource -based view to connect human capital theory and social network theory and socio-cognitive theories.

1. Resource -Based View (RBV)

RBV is the influential theory in the field of strategic management, which started its intellectual origin from Penrose (1959), who explained the role of resources in organization growth (Kellermanns et al., 2016). RBV equates the firm’s competitive advantage with strategic resources and capabilities to exploit opportunities, offset external threats and avoid internal weakness (Barney, 1991). Entrepreneurship researchers have built insights from RBV to understand the factors influencing performance of individuals and start-ups. The pioneers who linked RBV into entrepreneurship are Mosakowski (1998) and Alvarez and Busenitz (2001). For instance, Alvarez & Busenitz (2001) extended the RBV into entrepreneurship through the concept of “entrepreneurial recognition” meaning the recognition of opportunities and opportunity-seeking behaviour as a resource, and the process of combining and organizing resources as a resource.

This study benefits from RBV because, in principle, entrepreneurship requires individual- level resource (Brieger & Clercq, 2019). Barney & Alvarez (2002:3) emphasised that the RBV can be “a unifying theory that the field of entrepreneurship has lacked’. Therefore, this study uses the RBV as connecting theory of Human Capital Theory (HCT) and Social Network Theory (SNT) to explain entrepreneurial learning and entrepreneurial networking respectively. HCT was developed by Becker (1964) who accentuated the significance of investing in education and training for improving productivity. SNT emphasizes the needs for establishing connection for leveraging opportunity to the given resources at disposal.

1. Entrepreneurial Cognition and Socio-cognitive theories

In 1980s, entrepreneurial cognition theory (ECT) came as a response to lacuna of personality trait approach, which claimed that people become entrepreneurs because of inborn trait such as needs for achievement, risk taking and high locus of control. The ECT was adopted from cognitive psychology, explaining the way entrepreneurs think, reason, and behave in relation to the creation of value and wealth through the identification and implementation of market opportunities (Mitchell, 2014a ; Krueger, 2003). Entrepreneurial cognitions are “the knowledge structures that people use to make assessments, judgement, or decisions involving opportunity evaluation, venture creation, and growth” (Mitchell, et al., 2002: p 97). Entrepreneurs use mind-set to connect information for grasping opportunity, and necessary resources to start and grow business.

The concept of knowledge structure is connected to social cognitive career theory (SCCT), which used to achieve individual effectiveness in a certain environment (Sánchez, Carballo, & Gutiérrez, 2011). This creates close connection between ECT and SCCT, which considers that individuals exist within a total situation or configuration of forces described by two pairs of factors: one being cognition (mind-set) and motivation, and the other being the person in the situation. In other words, this also explains that cognition is dynamic shaped by individuals and situation interaction (Mitchell, Randolph-Seng, & Mitchell, 2011). SCCT by Bandura (1977) explains the concept of self-efficacy, the judgment of one’s capability to organize and exercise the course of. Self-efficacy influences individual’s expectation of outcome and desire towards performance. Outcome expectation relates to human motivation on the accomplishment of tasks. Therefore, individuals are motivated into self-employment in order to increase financial success, independence, needs for achievement.

1. **Literature Review and Conceptual Framework**

### **Entrepreneurial learning**

Entrepreneurial learning (EL) is an intergral part of entrepreenurial process, from starting to managing of ventures ( Xiao, Marino, & Zhuang, 2010a). Markman (2007) relates EL with entrepreneurial comptence, meaning an aggregate of knowledge, skills and ability of entrepreneurs in the entrrepeneurial process. From cognitive perspective, EL is a complex tranformative process of converting career experiences into entrepreneurial knowledge (Thompson, Scott, & Gibson, 2010). EL is related to experential learning based on learning by doing, meaning, in order to learn about entreperneurship, one has to engage on it. Learning from experience builds practical intelligence of entrepreenurs which is very important for venture creation and growth (Baum, Bird, & Singh, 2011). Entrepreneurs’ experience is obtained through both prior success and failure (Politis, 2005). Entrepreneurs should learn from ‘intelligent failure’ which is basis for changing future behaviour, by utilizing feedback information of the failure in order to manange the existing firm effectively (Politis 2005). Through grief revovery process, entrepreneurs are more able to learn from the failure. However, failure may somteimes constrains cognitive ability, decision making , which result to poor organization change and adaptation(Shepherd, 2003).

In other words, constructivistic perpective conceptualizes learning as an active process where individuals construct their own reality, deriving sense and meaning from activities and events through individual experience and prior knowldge. Therefore, entreprenurs are alert of dynamic and uncertain business environemnt, using prio-knowledge and experience in decision making and problem soliving. Even though people differ on how to use prio-knowledge and experince, they are foundation for discovering and creating certain opportunities, i.e. market structure, ways to serve the market and customers and overcome challenges of liabilitiy of newness (Politis, 2005).

Emperical studies show that EL is an important constructin building entrepreneurial capability of youth for starting and developing venture (Rae & Carswell, 2000) through opportunity recognition and exploitation (Corbett, 2005; Holcomb, Ireland, Holmes, & Hitt, 2009), and promotion of innovation in entrepreneurial activities (Ravasi & Turati, 2005). EL activities become effective when combining with theoretical studies and involving students to business activities (Prianto, Zoebaida, Sudarto, & Hartati, 2018).

***Proposition 1****: Entrepreneurial Learning has significant effect on youth self-employment readiness.*

### **Entrepreneurial Networking**

Entrepreneurial networking (EN) is an important construct in the analysis of its influence on youth self-employment readiness. EN is sometimes referred to as a strategic networking particularly when used to achieve a firm success (Miller, Besser, & Malshe, 2007) or network capabilities when a firm develops and utilizes inter-organizational relationships (Äyväri & Jyrämä, 2007). Hite (2005, p 113) describes EN as ‘ability to provide conduits, bridges and pathways to external resources and opportunities.

EN differentiates successful entrepreneurs from non-successful ones (Carsrud & Brannback, 2007) and its effects are visible at venture creation and growth (Adams, Makramalla, & Miron, 2018). However, the actual benefits accrued from networking depend on entrepreneur’s network capability, social and people skill to identify , establish and maintain relationship with different players in the market (Äyväri and Jyrämä ,2007).

Farooq et al.,(2018) identified four benefits of networks to entrepreneurs namely; 1) emotional support in the form of encouragement, empathy, trust and caring, 2) instrumental or tangible support in the form of finance, technology, machinery, goods 3) informational support in the form of advice, guidance, suggestion or useful information and 4) companionship or social support meaning connection with others or giving someone sense of belonging. EN, therefore, acts as a perseverance strategy, what Johannisson, (1987) called it “ social bricolage” that enables entrepreneurs to face challenges such as scarcity of resources, uncertainty and ambiguity by it connects with different stakeholders for resource acquisition such as business partners, suppliers, customers, bankers, mentors and others as well as well as overcoming liability of newness in business (Lamine, Mian, & Fayolle, 2014).

 There are three important parts of networking namely the content of the relationship, the governance and structure of the relationship, which subsequently determine entrepreneurial outcomes (Hoang & Antoncic,2003). The content of relationship is the way in which individuals or firms get access to different types of resources such as information and advice for the start-ups. The governance of relationship is the mechanism for resource exchange, enabling the network to sustain through trust among actors resulting the quality of resource flow. The structure of relationship refers to as amount and diversity of resources exchange, dynamic in nature determining network size, access to resources, inward flow of information and ideas, and organization emerging (Semrau & Werner, 2014) . Network interaction entails several factors such as frequency of contact, social relations, reciprocity, durability, flow and mode of communication (Sharafizad & Coetzer, 2016). Network structure is manifested through 1) actors who have diverse characteristics such as age, gender, family affiliation, education, nationality and ethnicity; 2) links which vary from strong ties or weak ties, formality, intensity, trust, multiplexity and motives 3) flows associated with affect, power, information and goods sharing within the network and 4) mechanism modes of interaction between the individuals within the network. Individual may interact using different modes such as using telephone, social media or face-to face meeting ( Elfring & Hulsink, 2019 ).

Mostly studies on EN focused at firm level, which link networking with performance (Lin & Lin, 2016). Studies found EN positively influencing dimensions of self-employment readiness such as resource acquisition, vision and opportunity (Semrau & Werner, 2014). EN therefore contributes to new venture creation (Carolis, Litzky, & Eddleston, 2009), growth and survival of the ventures (Stuart & Sorenson, 2007). However, it is claimed that youth are not good in networking, which undermines access to resources and opportunities (Potter, Halabisky, & Thompson, 2014).

***Proposition 2****: Entrepreneurial Networking has significant effect on youth self-employment readiness.*

### **Entrepreneurial self-efficacy**

Entrepreneurial self-efficacy (ESE) is an important construct in explaining individual capacity to create and run business venture successfully. According to Bandura (1986), self-efficacy is a person’s belief about his/her capabilities to achieve something. Self-efficacy indicates the strength of individual’s belief, which enable to successfully accomplish various roles and tasks related to entrepreneurship. It is agreed that self-efficacy is a domain specific targeting specific behaviours as the case of entrepreneurial self-efficacy(Newman, Obschonka, Schwarz, Cohen, & Nielsen, 2018). Klyver and Thornton, (2010) confines ESE with an individual’s belief on the ability and competence to discover and exploit opportunity during business creation and development. McGee et al.(2009) conceptualize it as confidence on the ability to carry out searching, planning, marshaling and implementation in entrepreneurial process. When young people embark on journey of self-employment, they must face ups and downs, so the need to determine their self-efficacy is paramount. Over the past two decades, there is a growing research interest of studying it because of its influences on motivation, intention, behaviours and performance as well as outcomes on education (Newman et al., 2018).

ESE is dynamic in nature as it develops and changes overtime by skills obtained through experiences, entrepreneurial training and supportive environment (Lucas & Cooper, 2004). However, one challenge related to self-efficacy is overconfidence of the entrepreneurs, which lessens their efforts to action and resource mobilization. Refereeing to hubris theorists, (Trevelyan, 2011) reports that overconfidence causes entrepreneurs to suffer from bias of making decision about which course of action to follow. Nevertheless, Hayward, Forster, Sarasvathy, and Fredrickson (2010) maintain that high confidence resulting to team commitment and resilience.

Literature shows that the influence of ESE on performance is determined by factors such as optimism (Hmieleski & Baron, 2008), environment, gender-stereotyping (Sweida & Reichard, 2013), training (Loi Di Guardo, 2015), national cultural practices (Schmutzler, Andonova, & Diaz-Serrano, 2014), entrepreneurial passion (Manag & Siddiqui, 2016), proactiveness (Vantilborgh, Joly, & Pepermans, 2015).

Empirical studies indicate ESE has positive impact on students’ entrepreneurial motivation and intention (Baidi & Suyatno, 2018). In particular, ESE has positive impact on new venture development (Trevelyan, 2011), behaviour of readiness for change (Emsza, Eliyana, & Istyarini, 2016); passion for work (Johri & Misra, 2014). ESE mediates individual level factors such learning, risk taking and readiness to self-employment. ESE is an incredible precondition for supporting entrepreneurial mindset (Pollard & Wilson, 2014). However, Pauli (2014) found low impact of self-efficacy on opportunity development due to weak relationship to opportunity development and sense making.

***Proposition 3****: Entrepreneurial Self-efficacy has significant effect on youth self-employment readiness*

### **Entrepreneurial motivation**

Kaur (2018:3) defines entrepreneurial motivation (EM) as “the drive of an entrepreneur to keep up an entrepreneurial will in all their actions”. It is the driving force behind action in entrepreneurial process from opportunity identification, resource mobilization to venture creation and growth (Santos, Caetano, & Curral, 2013). Studying EM is essential to understand entrepreneurs’ behaviour, providing the link between intention and action The motivation construct became popular following the work of Maslow (1946) who defined motivation as the human drive to satisfy the body’s need for survival, with its highest form reflected in achievement motivation (Ach) (Carsrud & Brännback, 2011). Motivation is an individual’s self-image and needs and become stronger if there is relationship between action taken and expectation. The individual’s motivation exhibited during start up is a link to sustaining behaviour in later stage. However, expectations of entrepreneurs change over time since during start up, owners goal become the goal of the firm. It is when “achievement of the firm meets or exceeds expectations of the owner, the owner is motivated to sustain entrepreneurship” (Naffziger, Hornsby, & Kuratko, 1994:10).

In general, EM influences individuals on their decisions to start business and become the driving force to run business despite the challenges on the way (Shane, Locke, & Collins, 2003). Jahn and Geissler (2016) emphasized that focus of EM should also go beyond new venture creation stage. EM differentiates necessity entrepreneurs from opportunity entrepreneurs. Those who are internally pushed into entrepreneurship are necessity entrepreneurs, “survivalists” who engage in entrepreneurship for meeting basic needs. They lose jobs and are forced to enter into business, sometimes called “forced entrepreneurs” (Eijdenberg & Masurel, 2013). They have less survival rate and low growth expectation than opportunity entrepreneurs (Patel, Wolfe, & Williams, 2018). Opportunity entrepreneurs are those entrepreneurs who engage in entrepreneurship after exploiting opportunity at their disposal (Tyszka, Cieślik, Domurat & Macko, 2011).

There are seven common factors related to EM namely need for independence/autonomy, material incentives/make money, need for achievement, recognition and status, job dissatisfaction, contribute to community and flexibility with family responsibility and recognition and status (Kaur, 2018); Studies indicate EM is associated with launching of venture and performance of small business, venture formation, and influence innovation behaviour of startups (Gundolf, Gast, and Géraudel, 2017).

***Proposition 4****: Entrepreneurial Motivation has significant effect on youth self-employment readiness.*

### **Mediating role of entrepreneurial mindset**

Entrepreneurial mindset (EMS) is an important construct of measuring youth self-employment readiness, and it is gaining more popularity in entrepreneurship (Lynch, Kamovich, Andersson, & Steinert, 2015; Ireland, Hitt, & Sirmon, 2003). EMS is sometimes used interchangeably with other terms such as entrepreneurial perspective (Kuratko, 2005), entrepreneurial personal capabilities (Laukkanen, 2000), entrepreneurial can-do attitude (European Commission, 2013), entrepreneurial cognition (Busenitz & Arthurs, 2007). Historically, the concept of mindset was conceptualized by Würzburg School of psychological research founded by Oswald Külpe in the end of the 19th century. The Würzburg School pioneered the experimental study of human motivation and mental functioning and found that most human thinking happens without image and named this new category of human thinking “Bewusstseinslage,” meaning “state of mind,” or “mindset” (“Einstellung”). It is understood to be automated process of stimuli, responding certain environment (Mathisen & Arnulf, 2014).

The study of mindset, therefore, got attention not only in entrepreneurship but also in other fields such as cognitive psychology, business and sociology. Scholars have underscored the importance of mindset on shaping individual’s behaviour and learning (Rae & Melton, 2016), motivation (Gollwitzer & Bayer, 1999), development of attitude (Heckhausen & Gollwitzer, 1987), decision process (Henderson, de Liver, & Gollwitzer, 2008), self-efficacy (Pollack, Burnette, & Hoyt, 2012), opportunity recognition (Smith, Mitchell, & Mitchell, 2008) and on the illusion of control (Gollwitzer & Kinney, 1989). In addition, mindset is seen as malleable strategy for interacting with environment ( Mathisen & Arnulf, 2014).

Studying of EMS helps understand the way youth self-employed behave, perceive and value entrepreneurship (Bosman & Fernhaber, 2018). It is related to thinking and actions about business and opportunities, enhancing business creation and growth even under uncertain environment (Dhilwayo and Vuuren, 2007). It is ability and willingness of individuals to rapidly sense, act, and mobilize in response to judgemental decision under uncertainty about possible opportunity gain (Shepherd et al.,2010). Naumann (2017) have associated EMS with adaptable thinking and decision making in complex, uncertain and dynamic environment. Scholars argue that EMS is cognitive habit of mind (Pollard & Wilson, 2014; Nabi et al., 2017), happening due to transformative learning experience and enabling an individual to shift from a more novice mindset to a more expert mindset (Kurczewska et al., 2018). Individuals with EMS can easily start new business and achieve its growth (Isah and Garba, 2015), since they are ready for continuous learning, self-education, and embracing changes (Kurczewska et al., 2018).

Literature shows that EMS has been measured in different levels, at firm level (Ruhara & Kayitana, 2018 ), national/regional level (Smith et al., 2009) and few in individual level (Neneh et al., 2012) with less focus on youth self-employment readiness. However, EMS is unclearly conceived as intention (Benchrifa, Asli, & Zerrad, 2017) and self-efficacy (Pfeifer, Šarlija, & Zekić Sušac (2016). McGrath and MacMillan (2000) measured it with five components; passionate seeking of new opportunities, enormously discipline pursuit of opportunities, pursuit of only the best opportunities, adaptive execution, engagement of energies of everyone in one’s domain. Rekha, Ramesh, and Jaya Bharathi (2014) categorized EMS as a set of four qualities namely risk-taking ability; learning from the mistake and success; a key in search of innovative ideas and being optimistic and motivated. Ireland et al., (2003) identified components of EMS as recognition of entrepreneurial opportunities, entrepreneurial alertness, real option logic, entrepreneurial framework and an opportunity register. Li, Harichandran, and Nocito-gobel (2018) have related EMS with three scales (3Cs) namely curiosity, connection and creation of value. Gundolf, Gast, and Géraudel (2017) associated EMS with the three dimensions of entrepreneurial orientation at individual level namely risk taking, proactiveness and innovation.

Empirical studies have indicated that EMS is important in business success and survival (Ruhara & Kayitana, 2018), mediating relationship between entrepreneurial self-efficacy and small business performance (Ngek, 2015). Conversely, lack of proper EMS to entrepreneurs results to crisis or failure of the ventures (Neneh, 2012). Davis, Hall, & Mayer, (2014) observed few studies on EMS, most of information about EMS are on blog with less scientific vigor, as such, incorporating EMS construct would advance the science of entrepreneurship. Similarly, Lynch et al.,(2015) acknowledged the need for more studies on EMS in order to address some methodological challenges in studying how entrepreneurs think entrepreneurially. Meanwhile, Nabi, et al., (2017:13) suggested for the studying of mediating effect of EMS on entrepreneurship.

***Proposition 5a****: Entrepreneurial Mindset has mediating effect on relationship between entrepreneurial learning and youth self-employment readiness.*

***Proposition 5b****: Entrepreneurial Mindset has mediating effect on relationship between entrepreneurial networking and youth self-employment readiness*

***Proposition 5c****: Entrepreneurial Mindset has mediating effect on relationship between entrepreneurial self-efficacy and youth self-employment readiness*

***Proposition 5d****: Entrepreneurial Mindset has mediating effect on relationship between entrepreneurial motivation and youth self-employment readiness*

***Proposition 6****: Entrepreneurial Mindset has significant effect on youth self-employment readiness*

### **Youth self-employment readiness**

Youth join into self-employment activities after or before completing their studies, which help protect them from delinquencies, dependent attitude and enhance personal‘s belief on self-capability (Katundu & Gabagambi, 2016). Youth career choice is a significant to human development process than a specific event in their lives, usually starting during adolescence and influencing their personal and professional life (Hsiao & Nova, 2016). Integrating them into labour market helps promote entrepreneurial competence, reducing labour market discrimination and thereby offering local solutions to economic disadvantaged (Nikolaev, Boudreaux, & Wood, 2019 ). Successful nature of new business start-up depends on youth’s readiness to turn their ideas into business (Akolgo, Li, Dodor, Udimal, & Adomako, 2018). However, perception of young people affecting their choice toward self-employment, they are ready to wait for long time to get employed (Berou, 2013).

For economists and psychologists, self-employment provides youth what they called *procedural utility*. This means individuals not only value outcome, but also condition and process leading to outcomes, which is a measure of self-determination and freedom.

Scholars have differed on what constitute self-employment readiness and measure it differently. Lau, Dimitrova, Shaffer, Davidkov, and Yordanova (2012) conceptualized entrepreneurial readiness as a persons’ cognitive attributes of capability (competence and network) and willingness (motivation, commitment and fear of failure) towards behaviour in an entrepreneurship process. The construct of the entrepreneurial readiness is measured through attitude, social norms, and behaviour control as incorporated in the Theory of Planned Behaviour (Iqbal, Melhem, & Kokash, 2012; Zulfiqar et al., 2017).

Halim, Ahmad, Ramayah and Hanifah (2017) observed under-researched areas on entrepreneurial readiness and classified it from four dimensions, intention, ability, learning and attractiveness towards new venture formation with respect of government and training support of bottom of pyramid community in Malaysia. Olugbola (2017) classified entrepreneurial readiness into opportunity identification, motivation, resources and ability. Other scholars measured it in terms of individual’s willingness and capabilities in undertaking entrepreneurship activity (Othman, Hashim, & Wahid , 2012; Lau et al., 2012). Since studies on youth self-employment based on intention (e.g. Kahando and Mungai, 2018; Ayalew and Zeleke; 2018) than behaviour, while readiness interchangeably used as intention, it is difficult to assess practical side of those engage in self-employment activities.

### **Conceptual Framework of the study**

This figure below provides a framework that will guide this research. It specifies the variables that can be observed directly quantitatively or qualitatively. The review of literature and theories helped the researcher to construct this framework, showing individual antecedents namely entrepreneurial learning, networking, self-efficacy, motivation and mindsets relating with youth self-employment readiness. The framework further testing the effect of entrepreneurial mindset in the relationship rest of individual constructs and youths’ self-employment readiness (Figure 1).

Figure 1. Proposed Conceptual Framework



1. **Proposed Research Methodology**

This study uses quantitative methods design to examine the influence of individual antecedents on youth self-employment readiness. The quantitative research uses statistics to test hypothesis and establish relationship of the variables. The study will be ex post facto in nature since it will be done after youth have got entrepreneurship training programme and now engaging in self-employment initiatives. In this case, unit of analysis is youth who have decided to venture into self-employment activities. Stratifies sampling will be used to select youth who engage from self-employment activities and make inference of the entire population. Databases from Zanzibar Technology Business Incubator, Chamber of Commerce and Ministry of Youth would be used to select 340 from 1,310 drawn using Hair et al (2003) formula (Z² в, сL) ( [ P x Q ] / α², This study therefore will use a survey method to generate primary data in order to test relationship between individual antecedents and self-employment readiness among youth entrepreneurs in Zanzibar, Tanzania.

Primary data will be collected through structured questionnaire designed with closed ended questions**,** which will be piloted to ensuring its validity and reliability. The questionnaire design involves both adoption and modification of existing instruments that had been developed by Lamine et al., (2014), Fatoki and Oni, (2015), Washington (2013), Shepherd, Patzelt, and Wolfe (2011). Quantitative analysis will be employed to data assigned with numerical values, which help in the generation of descriptive statistics, correlation, regression and structural equation modelling.

1. **Conclusion**

This study reviews various literature on self-employment readiness and its related individual antecedents. As noted earlier that, existing studies have devoted much on understanding students’ intention towards self-employment does not always end up into action due to social, cultural and institutional challenges. However, there is less focus on understanding on readiness and its antecedents of few young people who devoted to venture into self-employment. Using resource base view and socio-cognitive approaches, this study provides conceptual review of the influence of entrepreneurial mindsets, self-efficacy, motivation, networking, and learning on youth self-employment readiness. Thus, by examining readiness of youth in self-employment engagement, it helps understand practical experiences on the endevour to push their ventures into another stage and contribute to an evolving concept of readiness in entrepreneurship. The review of literature provides a solid justification for the testing the model in order understand the effects of individual antecedents on youth self-employment readiness.

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