



Attitude towards enterprise and perceived barriers to entrepreneurship among Educated Youth in Lawngtlai District, Mizoram

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Abstract

This study analysed the components, business environment, college and university course in imparting attitudes towards entrepreneurship of the students. It also seeks to investigate perceived barriers to entrepreneurship as perceived by the participants. This paper adopted attitude towards enterprise scale to assessed attitude of the participant youth based on their level of education. To identify the major barriers, the study adopted the most seven common barriers or constraints faced by the youth in isolated place like Mizoram.

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Keywords: Entrepreneurial attitude, Perceived barriers, Educated Youth

1. Introduction

Entrepreneurship is recognised as the most potent and key catalyst to fuel economic force of most of the countries in the globe. Entrepreneurial activities have grown more significant for some years now, the business climate for launching a new firm has been deemed quite propitious. This has encouraged several institutions to include training in entrepreneurship into their study plans (Wanming, C., Mengye, Q., & Lin, L. (2018) ^[14].

Positive attitude towards entrepreneurship may plays a significant role in the life of a students in molding them venturing entrepreneurship. However, students need to focus on abilities, capacities or qualities, among which initiative, creativity, persistence, opportunity recognition, and risk taking are crucial. However, tertiary institutions trying inculcate entrepreneurial culture to impart entrepreneurial skills and attitudes towards enterprise (Mary, M., & Rajashekar, H. 2021) ^[8]. Some universities and vocational training institutions in India have introduced entrepreneurship and small business management in their course curriculum so as to offer the essential exposure for students to the entrepreneurial and industrial climate of the nation (Sreedhar, V.S. 2021) ^[11].

Entrepreneurship in Mizoram is at a beginning stage, the setting up of company does not even experience an interim time. Among the SMEs operating inside the state half of enterprises out of 375 enterprises examined were founded between in the year of 2000 to 2010 and only 14 percent were established before the year 1990 (Daizova & Sharma 2014) ^[2]. Developing and strengthening the entrepreneurial activity in the country is the only answer to unemployment problem left with the government. Entrepreneurs have tremendous contributions to Gross Domestic Product and crucial in the economy of the country. Entrepreneurship led to employment creation, productivity increase and production marketable high quality ideas (Joshi, B., *et al.* 2015) ^[8].

2. Literature Review

A number of study have explored the entrepreneurial attitudes of educated teenagers, Patel (2023) ^[10] demonstrated that criteria such as family size, revision methods, and economic purpose greatly impacted these perceptions. Kavitha (2014) ^[5] observed a large correlation between an entrepreneurial mindset and prospects, and a less significant relationship with awareness about sources of help and entrepreneurial goals. Veciana (2005) ^[12] and Volkmann (2009) ^[13] both demonstrate a generally good opinion of entrepreneurship among students, while plausibility and enthusiasm to start a new firm are less positive.

A number of studies have identified impediments to entrepreneurship, including lack of capital, skills, and support (Mensah, 2020) ^[9], as well as regulatory and cognitive hurdles (Iakovleva, 2014) ^[3]. Lalrokhawma (2021) ^[6] identified the main challenges that rural entrepreneurs in Mizoram encounter are financial, technical know-how, and poor connectivity. Lalthanmawia, (2021) ^[7] also highlighted startup finance is the most problem faced by rural women owned-enterprises.

3. Statement of Problem and Objectives

In Mizoram there are several colleges with established Entrepreneurship Knowledge Cell (EK-Cell) from where number of students passes out every year in various disciplines of study. All students pursuing their education aim to attain a decent career. The present study is try to know the attitude of young people who have completed Under-graduate and Post-graduate towards venturing Entrepreneurship in future.

Objectives of the study

1. To assess entrepreneurial attitude of educated youth across educational level (UG & G)

2. To assess entrepreneurial attitude of educated youth across Gender (Male & Female)
3. To identify major barriers of educated youth of Lawngtlai district towards entrepreneurship.

4. Materials and Methods

This study is descriptive in its design and data were collected using both quantitative and qualitative methods. Multi stage sampling method is adopted for this study to select district, institutions and participants. The unit of the study constituted an individual youth and the sample size is 56 where equal proportion of Under-graduate (28) and Post-graduate (28). To collect data, the study adopted Attitude Toward Enterprise (ATE) scale developed by Athayde (2009) ^[1]. The scale has four sub-scales i.e., Leadership (LEAD), Achievement (ACH), Personal control (CONT), Creativity (CREATE), and the participants had to rate on 4 point Likert scale.

5. Results

Structural based information of the respondents

Of the total respondents in the current study, more than half of the respondents (51.6) are in the age group of 19-23 years and the rest 48.4 per cent of them are in the age range of 24-29 years and the calculated mean age is 19 years. Most of the respondents belonging to nuclear family (39.3 %) and extended (35.7) type of family. Arts stream is noted as the most prevalent choice of the stream by the respondents (82.1). Out of the total respondents, about two third (75.0) claimed that they did not operate any business while the remainder (25.0) had their own family enterprise. majority of the respondents (60.7) reported that their relatives did not operate any company while (39.3) of their family conducts business. Regarding economic status of the respondents, most belongs to APL status (67.9).

Table 1: Entrepreneurial Attitude across Educational Level (UG & PG)

S.N	Leadership (LEAD)	UG	PG
1.	I am good at getting people to work well together.	3.14	2.92
2.	I take responsibility for organizing people in group	3.14	2.71
3.	I am good at motivating my classmates.	2.85	2.78
4.	I believe I can persuade my classmates to agree on a plan.	2.64	2.85
5.	I trust my own instinct when solving problems in class.	3.00	2.78
	Total Mean	2.95	2.80
	Achievement(ACH)	UG	PG
1.	Working hard on projects is well worth the effort.	3.07	3.14
2.	It feels good when a school project works out well.	3.07	3.21
3.	I'm trying different solutions to a problem rather than give up.	3.21	3.00
4.	It does not matter if my project work is no good.	1.57	1.64
5.	I enjoy lessons where the teacher tries different ways of teaching.	3.07	3.07
	Total Mean	2.78	2.81
	Personal Control (CONT)	UG	PG
1.	I think my future career success is largely up to me.	3.21	3.28
2.	I have as much chance as anyone else of getting a good job	2.92	3.00
3.	It is important to plan my future career.	3.07	3.50
4.	I have faith in my own ability to succeed in my future career.	2.78	3.35
5.	I work hard to make my projects successful.	3.07	3.42
	Total Mean	3.01	3.31
	Creativity (CREATE)	UG	PG
1.	I believe a good imagination helps you do well at school.	3.28	3.21
2.	I think I show a lot of imagination in my school work.	2.85	2.78
3.	I like lessons that really stretch my imagination.	2.92	3.07
	Total Mean	3.01	3.02

Source: Field Survey

Table (1) highlights that the Graduate respondents scored the highest mean value in Personal Control (3.31) while the under-graduate respondents scored 3.01. Followed by the second highest mean score in Creativity with minimal variances between Graduate and Under-graduate respondents whose mean score is 3.02 and 3.01 respectively.

The results clearly indicated that the Under-Graduate

respondents scored higher mean score 2.95 than Graduate respondents 2.80 in leadership which suggests that under-graduates student had superior leadership than graduate respondents. Which is followed by Achievement (ACH) scale with the mean score of under-graduate and graduate is 2.78 and 2.81 respectively.

Table 2: Entrepreneurial attitude Across Male and Female

S.N	Leadership (LEAD)	Male	Female
1.	I am good at getting people to work well together.	3.00	3.07
2.	I take responsibility for organizing people in group	2.79	3.07
3.	I am good at motivating my classmates.	2.64	3.00
4.	I believe I can persuade my classmates to agree on a plan.	2.71	2.79
5.	I trust my own instinct when solving problems in class.	2.71	3.07
	<i>Total Mean</i>	2.77	3.00
	Achievement (ACH)	Male	Female
1.	Working hard on projects is well worth the effort.	3.14	3.07
2.	It feels good when a school project works out well.	3.28	3
3.	Im trying different solutions to a problem rather than give up.	3.00	3.21
4.	It does not matter if my project work is no good.	1.71	1.50
5.	I enjoy lessons where the teacher tries different ways of teaching.	2.85	3.28
	<i>Total Mean</i>	2.79	2.81
	Personal Control(CONT)	Male	Female
1.	I think my future career success is largely up to me.	3.28	3.21
2.	I have as much chance as anyone else of getting a good job.	2.92	3.00
3.	It is important to plan my future career.	3.14	3.42
4.	I have faith in my own ability to succeed in my future career.	2.92	3.21
5.	I work hard to make my projects successful.	3.21	3.28
	<i>Total Mean</i>	3.09	3.22
	Creativity(CREATE)	Male	Female
1.	I believe a good imagination helps you do well at school.	3.21	3.28
2.	I think I show a lot of imagination in my school work.	2.78	2.85
3.	I like lessons that really stretch my imagination.	2.78	3.21
	<i>Total Mean</i>	2.92	3.11

Source: Field survey

The table (2) demonstrated the mean result of entrepreneurial attitude as far as gender viewpoint is concerned. In each statement there is a minor difference between male and female, practically all the female displays high mean score as compared to male which implies that female have a stronger entrepreneurial mentality than man.

Analysis reveals that the highest mean value score is observed as 3.09 in male and 3.22 in female on personal control in business followed by male scoring 2.92 and female scoring 3.11 in Creativity. In regards to Achievement in Business, both male and female scored virtually the same

mean value which is 2.79 and 2.81 correspondingly that implies that respondents have a strong drive to accomplish in business. It is clear from the table that female have greater Leadership (LEAD) than male with a total mean score male (2.77) and female (3.00). So, from the above description, it can be inferred that the educated youth in Lawngtlai irrespective of gender are having positive and strong entrepreneurial mindset, especially responders have a high degree of accomplishment in entrepreneurship. And female have a stronger entrepreneurial attitude as compared to male counterparts.

Table 3: Perceived Barriers to Entrepreneurship

S.N	Perceived Barriers	Mean	S.D
1.	Transportation problem in Lawngtlai District is a big constraint	3.60	.497
2.	High cost of materials	3.03	.744
3.	Nepotism on entrepreneurship related scheme and programmes	2.92	.662
4.	Difficulties to access Government scheme	2.89	.737
5.	Lack of training and awareness regarding entrepreneurship	2.89	.916
6.	Insufficient amount of loan to start my own enterprise	2.57	.790
7.	Unavailability of dedicated mentor and guidance	2.53	.999

Source: Field survey

Table (No.3) highlights mean score of various impediments as perceived by educated youth to venturing entrepreneurship. The data indicates that the first five statements are the biggest barriers faced by the respondents. Transportation difficulty in Lawngtlai District is determined

to be the primary restriction experienced by the respondents with the mean score 3.60 and standard deviation. 497 followed by High cost of materials with 3.03 mean score and .744 standard deviation. Nepotism on entrepreneurship related scheme and programs also found to be a huge

restriction for the respondents and the mean score is 2.92 with .662 standard deviations. The analysis also shows Difficulties to access Government scheme and Lack of training as among the major barriers with similarly mean scored. Lack of start-up capital and Unavailability of dedicated mentor or proper guidance to run successful enterprise are found to be the least constraints perceived by the participants.

Summary of the results

Entrepreneurial attitude of the respondents

1. It is observed that females were more positive entrepreneurial attitude than male counterpart
2. The highest total mean score 3.22 is observed by female on personal control.
3. Post-graduate respondents have higher entrepreneurial attitude than Under-graduates.

Perceived barrier to entrepreneurship

1. Transportation problem and high cost of raw materials in Lawngtlai district are the main constraints that hinder them becoming entrepreneur.
2. Nepotism on entrepreneurship related scheme and programs is
3. Difficult to access Government scheme like PMRY Loan, MUDRA etc. is another barrier they faced.
4. No training and awareness regarding entrepreneurship which is a genuine excuse for the youth to not become entrepreneur.

6. Conclusion

It is found from the study that basically most of the respondents have shown positive attitude to take up entrepreneurship in future. In contrast to other surveys, the majority of the respondents have no issue on start-up funding. The Act-east Policy sometimes called as Kaladan Multimodal Transit Transport Project (KMTTP), a major project of the government of India with Myanmar that connects Sittwe Port in Myanmar to the India, via road and sea, which further ahead to Lawngtlai district where the present study is conducted. It is obvious that this project will bring great opportunity and open up a corridor for the youngsters to involve in entrepreneurship by providing better transportation connectivity and fair-price access to raw materials. Thus, this study suggested that youth entrepreneur aspirants in this area should be given proper guidance, more support, appreciate and awareness regarding entrepreneurship, which in turn will have a major impact for the state in regards to economic.

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