

**ENTREPRENEURIAL ATTITUDE AMONG EDUCATED YOUTH IN  
LAWNGTLAI, MIZORAM**

Submitted in partial fulfillment of Bachelor of Social Work-V semester

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**CERTIFICATE**

This is to certify that the project title '*Entrepreneur Attitude among Educated Youth at Lawngtlai*' submitted by Nicole Lalremruati, Department of Social Work, Higher and Technical Institute, Mizoram for the award of Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for the award of any degree in this or any other Universities or Institute of learning.

Dated: 1<sup>st</sup> November, 2022

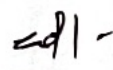
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**CHAPTER I**

**INTRODUCTION**

## CHAPTER I

### INTRODUCTION

The present study aims to understand the Entrepreneurial Attitudes among educated youth in Lawngtlai, Mizoram.

In these times of economic crisis, we are taken and surprise by the fact that more and more youth are inclined towards setting up their own ventures in the world of entrepreneurship. This is also vital for the economy and has positive impacts over individual and economy as well. Youth decides to become an entrepreneur due to many reasons like need for financial independence and security. The financial independence of youth is important for themselves, their parents and society. Youth consider financial independence to be one of the top criteria for entering adulthood (*Arnett, 2000*). No parents would like their children to rely on them for life.

Youth are recognized, believed and hope to be the innovators, creators, builders and economic leaders of the future. With the help of their innovative characteristics, they can bring development in all aspects of life. But they can transform the future only if they have skills, health, decision-making, and real choices in life. Thus, to exercise their talent, youths of our country should be encouraged to come out of their comfort zone. This beautiful land like Mizoram needs these youths population in order to accelerate the development and pattern of our socio-economic transformation. Youth's active participation in the development process is crucial so that it is therefore necessary for the country to identify them as a driving force for shaping the nation's future. They are to build that dreamed entrepreneurial community. It is the age of curiosity to discover new trend and pattern, therefore, youths should be given top priority. They have a positive attitude and skills to bring about sustainable development to compete with other developed countries. Proper guidance like awareness campaign, personality development, technical knowledge, and inspiration are requirement to training the youths. They have the ability to create an identity for themselves and move the nation forward. For when entrepreneurship is the practice of many members of the society, that society develops very rapidly. In essence, economic prosperity if it is to be achieved lies on the entrepreneurial development of the youth.

Youth represent an important agency in shaping the future of education based on our first-hand experience spaces and opportunities for youth engagement in transforming.

Education is the most impactful thing you can give to a person. Not only does education inform people about the variety of important subjects that will help them later on in life and with a career, or gives individuals the skills to interact with others in a community, education also has a variety of widespread effects in communities, such as a decrease in poverty, an increase in health, it closes the gender gap and provides economic growth.

According to the latest UN report- April 2017, India has the world's most youth population of 356 million in the age group of 15-29 years despite having a smaller population than China. It is, therefore, the Government's responsibility to prepare youth with proper amenities. The youth unemployment rate was less than 10 percent back in 2005; surprisingly the rapid growth rate of unemployment among youths today is incredible. Moreover, many youths of today remaining in school and getting extra degrees due to lack of opportunities. However, proper and more effective measures need to be implemented to fill the gap before it goes undisciplined.

Educated youths are the victims of the failure of the government and unemployment problems which bring troubles to the minds of youth with no other option but to join an insurgency group, militants etc. In India, highly educated youth are walking pillar to post in searching for employment due to the fact that government has failed in its responsibility and duties. Many educated youths rush to the offices just for the position of a petty clerk and get frustrated. Numerous cases of suicide and committing to various kinds of illegal acts among youths are prevailing throughout the country. On the other hands, government alone is not to be blamed but youths of today also lack expected skills and knowledge for the particular post. They also lack strong determination, hard-working, proper plan, vision and goal setting which are very essential to success in life.

In connection with the provision of quality education, Dr. A. P. J. Abdul Kalam, the former President of the Republic of India said that "It is more about motivation than money. It is not only 100% educations; it is about the right kind of education. If we release the locked potential in every child, there is nothing that India cannot achieve. Creativity leads to thinking, thinking provides knowledge, and knowledge makes you great. The great strength of India is its youth force of 600 million, how they are shaped by education will determine the next chapter of the India story." (The Time of India, November 2012).

## **1.1 HISTORY OF ENTREPRENEURSHIP IN INDIA**

The history of entrepreneurship in India starts in the era of Indus Valley Civilization. Its economy depended majorly on trade, which was facilitated by advanced transportation technology. During the copper age, the Indus Valley Civilization area showed ceramic similarities with southern Turkmenistan and northern Iran which suggested considerable mobility and trade. During the Early Harappa period (about 3200–2600 BCE), similarities in pottery, seals, figurines, ornaments, etc. document intensive caravan trade with Central Asia and the Iranian country. There was an extensive navigation trade network operating between the Harappa and Mesopotamian civilizations as early as the middle Harappa Phase, with much commerce being handled by modern Bahrain and Failaka located in the Gulf. Such long-distance sea trade became feasible with the innovative development of plank-built watercraft, equipped with a single central mast supporting a sail of woven rushes or cloth. History elucidates that Aside from the subsistence of agriculture and hunting, the Indus people supported themselves by trading goods. Through trade, the Indus Civilization expanded its culture, coming into regular contacts with faraway lands.

## **1.2 ABOUT LAWNGTLAI**

Lawngtlai District is situated in the southernmost part of the state in Mizoram. It was declared district on 18<sup>th</sup> September, 1998. It was previously under Chhimtuipui District. The district is cut-off by Lunglei District and Siaha District into two parts. The eastern part is located in the eastern side of Chhimtuipui River, the biggest river in the state and it comprises Sangau Sub-Division. The western part comprises Lawngtlai Sub-Division (Sadar) and Chawngte Sub-Division. The civil administration is taken up by Deputy Commissioner, assisted by one Additional Deputy Commissioner (ADC), three Sub-Divisional Officers (SDOs) and four Sub-Deputy Commissioners (SDCs). The administrative sub-division of the district consists of Sangau, Chawngte and Lawngtlai (Sadar) Sub-Divisions. The major landmarks in the district are Phawngpui, the tallest mountain in the state, Phawngpui National Park and Ngengpui Wildlife Sanctuary. Standing at a height of 2157 m above mean sea level, Phawngpui Mountain is one of the most popular tourist spots in the district and is located at a distance of approximately 165 km from Lawngtlai town.

Economically, Lawngtlai District is one of the most backward districts of the state. About 60% of the total population depends on agriculture and allied sector, 37.90% on service sector and 2.4% on secondary sector. About 37.54% of the total households are BPL.

Average literacy rate in Lawngtlai district as per census 2011 is 95.66% of which males and females are 96.97% and 94.28% literates respectively.

### **1.3 EDUCATION IN MIZORAM**

Formal education in Mizoram started with the arrival of Christian missionaries. The Christian Missionaries introduced the Roman scripts in 1894 with a phonetic form of spelling. They started opening schools in few villages, such as Khawrihnim, Phulpui and Chhingchhip 1901. In 1903, three more schools were opened and seven more in the next year. In 1909, the first ever Middle Schools were opened in Aizawl and Serkawn respectively. In 1944, the first High School was started in Aizawl by public donations. The opening of High School marked a new era of event in the educational progress in the hilly area, now called Mizoram. For more than half a century, i.e. from 1895 to 1952, Elementary Education was looked after by Christian Mission through Honorary Inspector of Schools. During the period between 1953 and 1972, the management of Primary Education was in the hand of District Council. When Mizoram became Union Territory in 1972, the administration and management of Elementary Education, i.e. Primary & Middle School was transferred to the Government. Since then there has been phenomenal growth quantitatively.

It may be said Mizoram is a late starter in the field of general education. Starting with a literacy rate of 0.9% in 1901 census, 88.49% in 2001 census, Mizoram has now achieved a literacy rate of 91.58% in 2011 census. The School Education Department has a vowed aim to achieve 100% literacy through the project known as *Rapid Action for Total Literacy Campaign*. Effort is on to raise the literacy percentage through this project

### **1.4 STATEMENT OF THE PROBLEMS:**

‘Youth’ is best known as a period of change from the dependence of childhood to adulthood’s independence. That’s why as a group youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment because ‘youth’ is often referred to a person between ages of leaving necessary education and finding their first job. Youth have the creativeness, the potential and the capacity to make change happen for themselves for their communities and for the rest of the world.

The United Nations, for statistical purposes defines ‘youth’ as those persons between the ages of 15 and 24 years, without prejudice to other definitions by member states. The

secretary-general first referred to the current definition of youth in 1981 in his report to the general assembly on International Youth Year (A/36/2015, para. 8 of the annex) and endorsed it in ensuing reports (A/40/256, para. 19 of the annex). However, in both the reports, the secretary-general also recognized that apart from that statistical definition, the meaning of the term ‘youth’ varies in different societies around the world. When the General Assembly by its resolution 50/81 in 1995, adopted the World Program of action for Youth to the year 2000 and beyond, it reiterated that the United Nations define youth as the age cohort of 15-24. The General Assembly resolution A/RES/56/117 in 2001, the commission for social development resolution E/2007/26 and E/CN.5/2007/8 in 2007 and the General Assembly resolution A/RES/62/126 in 2008 also reinforce the same age-group for youth.

The Robert D.Hisrich and Michael P.Peters (1998) said entrepreneurship as “the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.”

Entrepreneurship plays an important role in the rise and prosperity of a nation by cultivating the students and youth entrepreneurs with innovation and entrepreneurial capacity, which enhances their competitiveness of employment and development under the circumstances of finance crisis. Though Peter Drucker wrote about innovation and entrepreneurship in the mid 1980s but recently these two factors have changed. Today’s world is changing at a startling pace.

Political and economic transformations seem to be occurring everywhere as countries change from command to demand economies, dictatorship move toward democracy and monarchies build new civil institutions. Thus, these changes have resulted in creating economic opportunities for entrepreneurs who want to own and operate businesses with Innovations and creativity. In the current scenario, companies tackling the global economy face unprecedented challenges and threats as well as remarkable opportunities. So the entrepreneurship and innovation are seen as the engine driving the economy and this has resulted in a growing interest in the development of education programs that encourage entrepreneurship. Today, entrepreneurs want to be intellectually challenges and some even want to make a different in society. Their motivations are strikingly different from those of their predecessors of the 1980s which in the long-termed could be a contributing factor to

sustainable success. Entrepreneurial attitudes can influence entrepreneurial activity, but can also be influenced by entrepreneurial activity.

Harjer and Habib 2013 defines as “ attitude is positive or negative emotional reaction of a person’s feeling and learning after gaining experience with object, activity or an idea. It is very important to learn about attitude because strong attitude would affect the behavior of a person.”

**According to Hawkins et al (1983) Entrepreneurial Attitude definitions have three dimensions, as under:**

- "Attitude is a state of readiness leading the individual to perceive things and individuals around him/her in certain ways; that is to be more ready with certain categories and interpretations than with others."
- "Attitude is not innate, they are learned, they develop and they are organized through experience. These states of readiness are relatively enduring but they are modifiable and subject to change."
- "Aspect of definition follows from that attitude are dynamic. Attitude is not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. They have motivational qualities and can lead an individual to seek (or avoid) the objects about which they are organized."

## **1.5 OBJECTIVES OF THE STUDY**

- To assess the entrepreneurial attitude of educated youth.
- To identify perceived barrier faced by educated youth towards entrepreneurship
- To suggest the scope of social work intervention

## **1.6 OPERATIONAL DEFINITIONS**

### **1.6.1 Entrepreneurship:**

“Entrepreneurship entails bearing the risk of buying at a certain price and selling at uncertain prices.”- Ricardo Cantillon

“Entrepreneurship is any kind of innovative function that could have a bearing on the welfare of an entrepreneur.” – Joseph A. Schumpeter (1934).



“Entrepreneurship is the purposeful activity of an individual or a group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods and services.” – A.H.Cole (1959)

#### **1.6.2 Attitude:**

“An attitude is a negative or positive evaluation of an object which influences human behavior towards that object.” – Michael Hogg

“An attitude is a learned predisposition to respond in a favorable or unfavorable manner towards people, an object, an idea or a situation.” – Martin Fishbein

#### **1.6.3 Youth:**

National Youth Policy-2014 defines youth as age between 15-29 years comprised 27.5% of the population. At present, about 34% of India's Gross National Income(GNI) is contributed by the youth, aged 15-29 years. WHO defines 'Youth' as the 15-24 year age group.

#### **1.6.4 Educated youth:**

A person aged between 15-29 who passed class 12 standards and above are considered as educated youth.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

## **CHAPTER-II**

### **REVIEW OF LITERATURE**

A review of previous studies helped the student to have a comprehensive knowledge of the concepts and empirical dimension of the research problem. Reviewing local based studies also helped the present study identifying the research gap. Literature survey was done under the following categories:

#### **2.1 Studies on entrepreneurship and Attitude**

**Robinson et al, (1991)**, observed that a person's attitude influences an individual's evaluation of the unit or subject in question. Attitude is a pre-determined tendency to respond in a generally positive or negative way to the object of the attitude. The study also highlights an attitude can change time to time. Entrepreneurial attitudes can also be explained as pre-determined but concrete thoughts, manner and behavioral intentions covering organizational creation and operation. He further developed most accurate and commonly accepted instrument to measure entrepreneurial attitudes called Entrepreneurship Attitude Orientation Scale (EAO). This instrument is widely accepted and commonly use psychometric measurement and its authors could differentiate between entrepreneurs and non-entrepreneurs by means of the four attitudes indicators with their three items in each indicator, which was also used in this study.

**Goel Abhishek and Vohra Neharika (2007)**, in their study, it is concluded that social support also known as social environment is an important enabler to a person to take up entrepreneurial activity in a region or a country. They conducted study among undergraduate students and studied about the attitudes of youth towards entrepreneurship. They found out that the youth perceived entrepreneurship to be respected, rewarding and, a desirable profession for contributing to the country's development.

**Murutluluga Reuben Kgagara (2011)**, in his study, he identified that great majority of the higher education students have showed positive perceptions and attitudes towards entrepreneurship, and most of them chose entrepreneurship as a career option. The results further indicated that to some extent the respondents lack knowledge and education with regards to the profile of an entrepreneur. The majority of the respondents strongly agreed with the statement that educational institutions right from the elementary education to university institutions should

motivate and give direction to the learners to consider entrepreneurship as their carrier option, rather prepare the students to work in the government sector. As a result of the study that almost all of the respondents wanted to start their own venture if there is an opportunity.

He further mentioned that we must therefore give the educated youths an opportunity to get into entrepreneurship. The study further revealed that Entrepreneurship seemed very attractive career to many respondents and are attracted by employment and financial security offered by big companies. He further observed that great majority of respondents' opined entrepreneurs will do anything for profit, and that entrepreneurship is a good way to make lots of money.

**Buba Musa Pulka et al, (2015)**, in their studied they observed that entrepreneurial attitude among University students is quit high and the study manifest that a great majority of the students viz, 83.56 per cent have hold a strong positive attitude to have owned business or become entrepreneur and involved in it related issues and felt importance that attending entrepreneurship education to become successful business. Further the study revealed that there is statistically no difference of attitude between male and female students towards entrepreneurship education. The study further indicated that perception level of male and female respondents on importance of attending entrepreneurial education, the study revealed that there is no much statistical difference that the female students are of approximately the same level of attitude towards entrepreneurship education with their male counterpart.

**Ramswamy and Jyoti Kumar (2012)** in their study on Motivational factors of tribal entrepreneurs in Thenzawl town handloom cluster, Mizoram based on 97 sample they observed that the cluster has become a pool of entrepreneurship founded on the key motivations of earning a livelihood, making money and independence. Lalnunthara (2015) in his study on Entrepreneurial motivation of micro entrepreneurs in Aizawl District, Mizoram based on 406 samples identified that the prime motive of the entrepreneurs for selecting their line of business is ease (opportunity/chance) of entering in the business.

**Global Entrepreneurship Monitoring-India Report (2019-20)**,The GEM-India report has been prepare by an expert group of Entrepreneurship Development Institute of India (EDII) Ahmedabad every year and the 2019-20 report defined entrepreneurial attitude as the attitude towards entrepreneurship when people think that there are opportunities to start a business. Positive attitude plays vital role in establishing entrepreneurial environment within the population because it express the general feelings towards entrepreneurship. Entrepreneurial attitude also include willingness to bear level of risk, perception of their skills and knowledge. More importantly, the positive national attitudes towards entrepreneurship

will generate social support, financial assistance, networking benefits and other resources to those nascent entrepreneurs.

According to report, even though the majority and nationwide attitude towards entrepreneurship is found to be positive, fear of failure is the major hindrance for both male and female due to poor family background and low support. Surprisingly, there is a dramatic change in India in 2020 report that the report shows that female showed more attitude to start enterprise than male, in regards to perceived opportunities female are more optimistic than male counterpart.

## **2.2 Studies on barriers and challenges faced by youth to engage in entrepreneurship:**

**M. Mascherini and M. Bisello, (2015)**, conducted study on youth entrepreneurship in European countries and identified some common barriers faced by the youth to become entrepreneur that the countries where there are more promising and desire to choose entrepreneurship as life carrier are where more barriers are found in terms of unavailability of start-up finance. This study also highlighted that a great majority of young Europeans mentioned that the administrative burden of opening a start-up as one of the major challenges as well as lack of information blocked them to pursue their desire to become an entrepreneur into reality.

**Murutluluga R. Kgagara (2011)**, conducted a study among higher education students in Sedibeng south Africa and he observed that though the great majority of the respondents have positive attitudes towards entrepreneurship, startup money is biggest problem they faced that the financial institutions usually refused them to avail loan, so that unavailability of loan guarantor is the biggest challenges for them. Though they possessed basic required skills and determination to success, they are not given such opportunity to exercise their potential.

**Binyam Z. A., (2014)**, study on hindering unemployed youth starting from their own business and the study found out various hindrances. Lack of encouragement from the family that family members push them to work in the government sector rather than entrepreneurship, poor social network and lack of respect of entrepreneur in their community also discouraged the youth to take up entrepreneurship as carrier choice. The study also identified lack of start-up capital is another one of the major challenges faced by promising entrepreneur that almost all the youth who wanted to become entrepreneur do not have the seed capital to create new venture.

**V. Gomathi & M. Neela (2016)**, study the challenges faced by educated unemployed youth in India and found a number of challenges that hinder the youth to become employed

or run enterprise. There is a huge gap between skills demand and supply, as stated, defective education is one of the major root causes of the problem; our educational system needs a drastic change, switch over to more practical way of education. Study further mentioned that lack of industrial and technical training is the major barrier that contributing the mass-unemployment among Indian youth. Hence, the education system in India should be more practical and more vocational education, this will maintain quality and train our youngsters to be more efficient so that this will help them getting more chances even to create successful new venture.

**S. S. Thakur (2014)**, in his study on features and prospects of Mizo entrepreneur highlighted that since Mizoram is categorized as ‘Non-industrial State’ due to various reasons, the industrial base is quite narrow that the people have been pampered with government job and are not interested to take up other job like entrepreneurship. The study observed a number of challenges that blocked the nascent entrepreneurs in the state such as lack of skill development that result lacks of required skills, lack of vision and strategic thinking that Mizo simply follow ad-hoc policies without having for long-term future plan, lack risk appetite and innovativeness that typical Mizo entrepreneurs are not risk loving rather they follow traditional paths, too much involvement in community and church activities the spirit of *Tlawmngaihna* is however another blocker for nascent entrepreneurs in the state. A part from these, the study further noticed that there is no denying the fact that poor infrastructure coupled with high level of corruption is one of the major hindrances to create successful new venture for the nascent entrepreneurs in then state.

**J. Daizova (2016)**, in his study on micro enterprises in Mizoram, the study analyzed the various entrepreneurship schemes in the state and observed a number of challenges faced by the state in general in the advancement of industries and entrepreneurs in Mizoram in particular. The state Lack of means of surface transport, poor mineral resources, poor accessibility, geographical divided which resulted of bad infrastructure are the major drawbacks faced by the state. In terms of challenges faced by the entrepreneurs themselves, the study identified various issues, to name a few lack of adequate startup finance is found to be most obstacle, the case is same for the cottage and village industry. They had to borrow startup fund from unorganized sectors like friends, relatives and money landers with high interest rate. Financial institutions are reluctant to lend start-up money to Small scale enterprise due to unavailability of guarantor for them. Lack of proper training is also found to be one of the major challenges identified by the study.

**CHAPTER III**

**METHODOLOGY**

## CHAPTER III

### METHODOLOGY

**3.1 Research design:** This study is descriptive in its design and the data were collected using both quantitative and qualitative methods.

**3.2 Sampling Procedure:** All the youth in Lawngtlai between the age group of 15 to 29 years as per National Youth Policy-2014 will constitute the universe of the study. The unit of the study constituted an individual youth and the sample size is 28. Multi stage sampling method is adopted for this study to select district and institutions.

In the first stage, Lawngtlai districts/town is selected purposively with the third highest population in the state and is located in the southern part of the state. As per 2011 census it has a total population of 117,894 of which 60,599 Male and 57,295 Female. The district has average literacy rate of 95.66% of which males and female 96.97% and 94.28% respectively.

In the second stage, two types of participants such as Graduates and Under Graduates (UG) youths are purposively selected on the ground of established Entrepreneurship Knowledge Cell (EKC) and equal proportion of Male-Female student ratio will be purposively selected from each participants.

In the third stage, youth will be selected using disproportionate stratified random sampling method. Participants will be classified into two strata of male and female. The total twenty-Eight (28) respondents will be selected from the two **institutions** where fourteen belonging to male and the other fourteen will constitute from the female. The sample size will be 28 respondents.

Table 3.2

Institutions	Strata		Total
	Male	Female	
Graduates	07	07	14
Under Graduates (UG)	07	07	14
G. Total of Sample Size			28

*Source: Computed*

**3.3 Tool of Data Collection:** The present study will employ mixed methods which will be based on primary data collected through quantitative and qualitative methods. A structured



interview schedule will be used to collect quantitative data, which include demographic profile of the respondent, attitude towards entrepreneurship, challenges faced by the youth to create new venture.

**The Scale:** The present study will employ the standardized scale of Attitude Toward Enterprise (ATE) developed by Kingston University, London. The ATE scale has four sub-scales such as Leadership (LEAD), Achievement (ACH), Personal control (CONT), Creativity (CREATE).

**3.4 Data Processing and Analysis:** The quantitative data will be processed through MS Excel and analysis will be done with the help of SPSS package. The qualitative data collected through Key-informant (KIIs) will be analyzed in a narrative and case study forms.

**3.5 Ethical Consideration:** This study will consider the right of the participants in accordance with the research ethics:

- Informed consent will be obtained from the individual respondents.
- Prior permission will be acquired from the college authorities to undertake research.
- Confidentiality will also be strictly maintained in case-study, this study will be seeking approval from the participant that only those who allow name, organization will be revealed.
- The participants in this study will be explained in detail about the nature of this study and
- The participation in this research will be voluntary.

### **3.6 Operational Definition:**

- **Youth:** In this study, youth refers to higher secondary and college going youth between the age group of 15-29 years who are belonging to rural and urban areas within Lawngtlai District.
- **Entrepreneurial Attitude:** It refers to desirability towards entrepreneurship or becoming an entrepreneur in future. A positive view of entrepreneurship as a carrier option.

**3.7 Chapter Scheme:** The present study shall be organized in the following chapter scheme:

**Chapter I:** Introduction

**Chapter II:** Review of Literature

**Chapter III:** Research Methodology

**Chapter IV:** Results and Discussion

**Chapter V:** Conclusion and Suggestions.

## **CHAPTER IV**

## **RESULTS AND DISCUSSIONS**

## CHAPTER IV

### RESULTS AND DISCUSSIONS

This chapter has been presents the analysis of the data collected through field surveys. Entrepreneurial attitude among educated youth are analyzed by studying the social structural base of the respondents. The social structural base of the respondents consists of the basic information of the respondents, economic background, Entrepreneurial attitude and Constraints to Entrepreneurial Development.

#### 4.1 Profile of the respondents

The profile of the respondents consists of certain variables such as age, gender, religion, community, type of family, size of the family, form of the family, ownership of house, Family owned business, close relative owned business, stream and Parents Educational Qualification. The data were gathered from a total of N= 28.

Table 4.1.1

#### Demographic Profile

S.N	Particulars	Frequency (N=28)	Percentage
1.	<b>Age</b>		
	19-23	16	51.6
	24-29	12	48.4
	<i>Mean Age</i>	<i>19-23 (<math>\pi</math> 1.42)</i>	
2.	<b>Gender</b>		
	Male	14	50
	Female	14	50
3.	<b>Religion</b>		
	Christian	28	100
4.	<b>Community</b>		
	Schedule Tribe (ST)	28	100%
5.	<b>Type of family</b>		
	Nuclear	11	39.3
	Extended	10	35.7
	Single Parent	7	25.0

6.	<b>Size of family</b>				
	1-3 Members	3			
	4-6 Members	16			
	7 and Above	9			
	<i>Mean size of the family</i>	<i>6 Members</i>			
7	<b>Form of family</b>				
	Stable	26		92.9	
	Broken	1		3.6	
	Reconstituted	1		3.6	
8.	<b>Ownership of house</b>				
	Owned	17		60.7	
	Rented	11		39.3	
9.	<b>Family owned business</b>				
	Yes	7		25.0	
	No	21		75.0	
10.	<b>Close relative owned business</b>				
	Yes	11		39.3	
	No	17		60.7	
11.	<b>Highest EQ</b>				
	UG	14		50.0	
	PG and above	14		50.0	
12.	<b>Stream</b>				
	Arts	23		82.1	
	Science	4		14.3	
	Commerce	1		3.6	
13.	<b>Parent's EQ</b>	<b>Father</b>		<b>Mother</b>	
		Frequency	%	Frequency	%
	HSLC	11	39.3	14	50
	HSSLC	7	25	11	39.3
	UG	8	28.6	3	10.7
	PG and above	2	7.1		

Source: Computed

Out of the total respondents in the present study, more than half of the respondents (51.6) are in the age group of 19-23 years and the rest twelve (48.4) of them are in the age group of 24-29 years and the mean age is 19-23 ( $\pi$  1.42). Out of the total respondents (N=28) 14 of them are male (50%) whereas the rest 14 were female (50%) and since the study was conducted in tribal area, all of the respondents (N=28) belongs to tribal (100%) and as Christian is the main religion in Mizoram all of the respondents (100%) observed in the present study are Christian.

The types of the family observed in the present study are classified as Nuclear, Extended and Single Parents and eleven of the respondents (39.3 %) are from a nuclear family and ten of them are from an extended (35.7) type of family and the least count is single parents (25.0%) which is 7 in numbers. The calculated mean score of size of the family in the present study is 6.

Majority of the respondents claimed that they are stable family (92.9%) and unfortunately the remaining respondents are brought-up from broken (3.6) and reconstituted (3.6) form of family. Most of the respondents (60.7) have their own house and the rest (39.3) are renting a house. Out of the total respondents (N=28) twenty-one of the respondents (75.0) said that they did not run any business while the rest (25.0) had their own business. Seventeen of the respondents (60.7) claimed that their relatives did not run any business while (39.3) of their family runs business.

Graduates (50.0) and Under Graduates and above (50.0) youths are purposively selected and Arts stream is observed as the most common choice of the stream by the respondents (82.1) and only 14.3 percent and 3.6 percent studied science and commerce stream respectively.

And to know educational qualification of the parents is to determine entrepreneurial environment within the family. To study level of educational achievement of the father and the mother the respondents are given options to response against four categories such as HSLC, HSSLC, UG and PG and above.

From the above table (i.e. Table 4.4.1) it shows that out of the total respondents (n=28) only 7.1 percent of the respondents father had completed Post-Graduate and above while the mothers' percentage is nil. Majority of the respondents parents had complete their education till HSLC i.e. 39.3 percent in father and 50.0 percent in mother. The table even

shows that 25 percent of the respondents' fathers' and 39.3 percent of mothers were seen in completion of HSLC. Further, the data revealed that 28.6 percent of the respondents' father and 10.7 percent of the mother have completed their Under-Graduate.

#### 4.2 Economic Background

Economic status of the respondents is the most important variables in profiling the respondents. In this category also economic status information plays a crucial role in determining economic condition. India has categorized into three class such as BPL, AAY and APL. The data is collected in order to determine economic status including Family Indebtedness, Family Income and their saving schemes.

##### 4.2.1 Economic status

Table 4.2.1

S.N	Variables	Frequency(N) = 28	(%)
1.	<b>Family economic status</b>		
	BPL	9	32.1
	APL	19	67.9
2.	<b>No. of family member having regular income</b>		
	1	10	35.7
	2	12	42.9
	3	6	21.4
3.	<b>Family primary occupation</b>		
	Government servant	13	46.4
	Business	2	7.1
	Daily Labour	3	10.7
	Agriculture	7	25.0
	Others	3	10.7
4.	<b>Family secondary occupation</b>		
	Government servant	7	25.0
	Business	4	14.3
	Daily Labour	8	28.6
	Agriculture	7	25.0
	Others	2	7.1

5.	<b>Family income</b>		
	10000-30000	14	50
	40000-60000	11	39.3
	70000-100000	3	10.7
	<b>Mean Income</b>	<b>Rs. 30000-40000 (<math>\pi</math>1.6701)</b>	
6.	<b>Family indebtedness</b>		
	No debt	16	57.1
	Bank	11	39.3
	Other Financial Institution	1	3.6
7.	<b>Saving scheme</b>		
	No savings	3	10.7
	Self savings	7	25.0
	Bank	18	64.3
8.	<b>Owned personal bank account</b>		
	Saving account	24	85.7
	Joint account	4	14.3
9.	<b>Financial support for education</b>		
	Family	24	85.7
	Scholarship	4	14.3

Source: Computed

The Socio-Economic category observed in the present study is classified into Antyodaya Anna Yojana (AAY), Below Poverty Line (BPL) and Above Poverty Line (APL). The educated youth in Lawngtlai belong to a diverse socio-economic background where Above Poverty Line (67.9) constitutes the largest followed by Below Poverty Line (32.1). Majority of the respondents (42.9) have two family members having regular income and the other respondents (35.7 and 21.4) have one and three family members having regular income respectively.

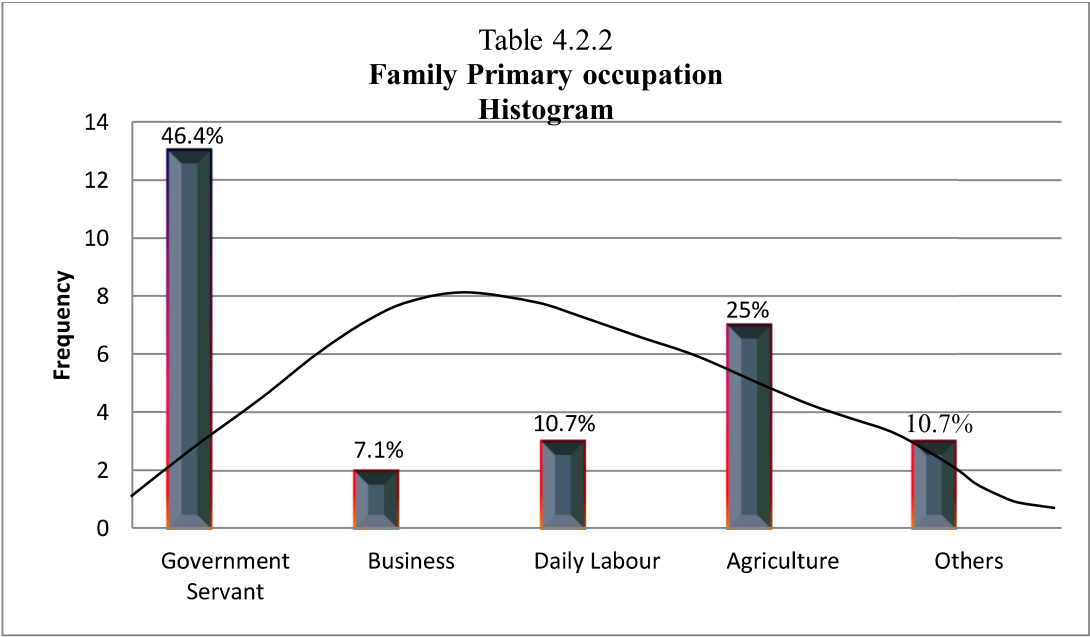
The monthly or annual household income was categorized as 10000-30000, 40000-60000 and 70000-100000. The mean of the educated youth monthly or annual household income is Rs. 30000-40000 ( $\pi$ 1.6701) and among the respondents family 10000-30000



category (50.0) constitutes the largest followed by 40000-60000 category (39.3) and 70000-100000 category (10.7). Out of 28 respondents 16 (57.1) claimed that they do not have any indebtedness and the rest 12 (42.9) have indebtedness to the bank. Of the total respondents (N=28), which is 85.7 percent have their owned personal saving account in which 64.3 percent claimed that they have saved their money in the bank and 4 (14.3) of the respondents have joint account and 25.0 percent have self-savings scheme and 10.7 percent do not have any savings. Majority of the respondents (85.7) got financial support from their family during their education and 14.3 percent depend on scholarship.

#### 4.2.2 Family Primary Occupation

The family occupation of the respondent family was categorized into Primary Occupation and secondary Occupation. The occupation of the respondent families is further classified into Government Servant, Business, Daily Labour, Agriculture and others.

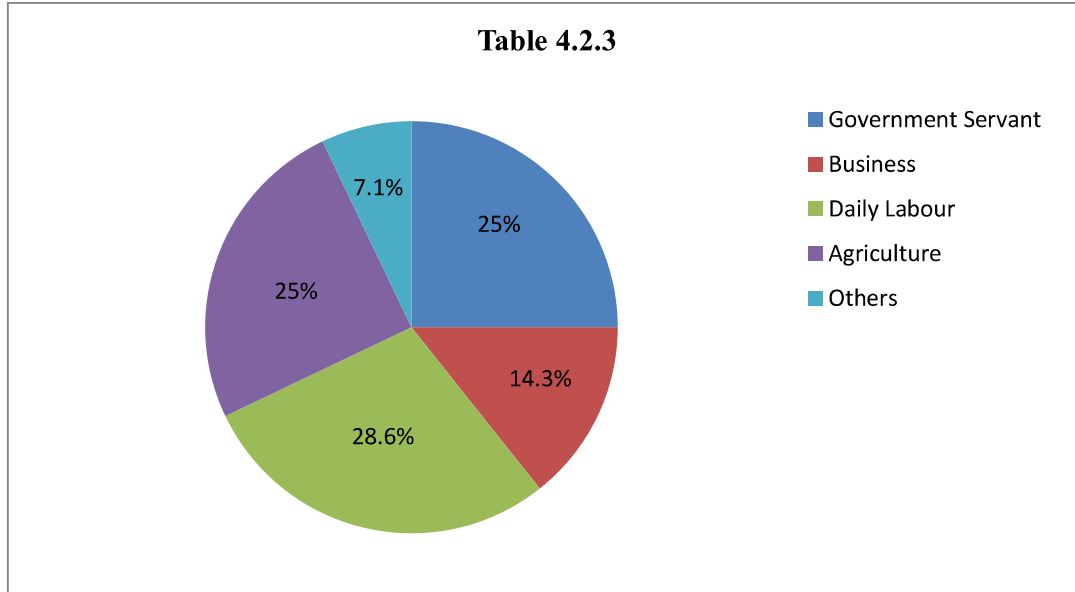


Source: Computed

Among the Family primary occupation observed in the present study majority of the respondents are Government servant (46.4) followed by Agriculture (25.0). Daily Labour

(10.7) and others (10.7) are found to be similar. Business (7.1) is observed to be the least count.

#### 4.2.3 Family Secondary Occupation



Source: Computed

Among the Family secondary occupation all of the respondents engaged in all kinds of occupation which are as follows Daily Labour (28.6), Government Servant (25.0), Agriculture (25.0), Business (14.3) and others (7.1).

#### 4.3 Entrepreneurial Attitude

To analyze the entrepreneurial attitude of the educated youth, the study employed the widely accepted scale developed by Kingston University, London. The entrepreneurial attitude of educated youths was analyzed by gender i.e. male and female and categorized into four categories such as Leadership, Achievement, Personal control and Creativity which are measured in a four-point scale viz., strongly disagree, disagree, agree and strongly agree.

##### 4.3.1 Entrepreneurial attitude by the respondents

Table 4.3.1

Statement		$\pi$	
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 work.	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
	<b>Total Mean</b>	2.77	3.00
	<b>Achievement(ACH)</b>	<b>Male</b>	<b>Female</b>
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.	I will keep trying out 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 out different ways of teaching.	2.85	3.28
	<b>Total Mean</b>	2.79	2.81
	<b>Personal Control(CONT)</b>	<b>Male</b>	<b>Female</b>
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 in the future.	2.92	3.00
3.	It is important to plan my future career.	3.14	3.42
4.	I have a lot of 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
	<b>Total Mean</b>	3.09	3.22
	<b>Creativity(CREATE)</b>	<b>Male</b>	<b>Female</b>
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
	<b>Total Mean</b>	2.92	3.11

Source : Computed

*\*Total Mean score: Male:  $\pi$  2.89 and Female:  $\pi$  3.03*

The above table (i.e. 4.3.1) illustrated the mean result of entrepreneurial attitude as far as gender perspective is concerned. In each statement there is a slight differences between male and female, almost all the female have high mean score as compared to male which means that female have a higher entrepreneurial attitude than male.

The table indicates that the highest mean value score is observed as  $\pi$  3.09 in male and  $\pi$ 3.22 in female on personal control in business followed by male scoring  $\pi$  2.92 and female scoring  $\pi$ 3.11 in Creativity. In regards to Achievement in Business, both male and female scored almost the same mean value which is  $\pi$ 2.79 and  $\pi$ 2.81 respectively that indicates that respondents have a strong determination to achieve in business. It can observe from the table that female have more Leadership (LEAD) than male with a total mean score male ( $\pi$ 2.77) and female ( $\pi$ 3.00).

So, from the above description, it can be concluded that the educated youth in Lawngtlai irrespective of gender are having positive and strong entrepreneurial attitude, especially respondents have a high level of achievement in entrepreneurship. And female have a higher entrepreneurial attitude as compared to male.

#### 4.3.2 Entrepreneurial Attitude by Family and Relative owned Business

Table 4.4.1

S.N	Statement	Family		Close Relative	
		Yes	No	Yes	No
	<b>Leadership (LEAD)</b>				
1.	I am good at getting people to work well together.	2.71	3.14	2.81	3.17
2.	I take responsibility for organizing people in group work.	2.85	2.95	2.81	3.00
3.	I am good at motivating my classmates.	2.85	2.80	2.72	2.88

4.	I believe I can persuade my classmates to agree on a plan.	2.71	2.76	2.72	2.76
5.	I trust my own instinct when solving problems in class.	2.57	3.00	2.63	3.05
<b>Total mean</b>		2.73	2.93	2.73	2.97
	<b>Achievement(ACH)</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
1.	Working hard on projects is well worth the effort.	2.57	3.28	3.18	3.05
2.	It feels good when a school project works out well.	3.00	3.19	3.45	2.94
3.	I will keep trying out different solutions to a problem rather than give up.	2.85	3.19	3.00	3.17
4.	It does not matter if my project work is no good.	1.57	1.61	1.63	1.58
5.	I enjoy lessons where the teacher tries out different ways of teaching.	3.00	3.09	3.18	3.00
<b>Total mean</b>		2.59	2.87	2.88	2.74
	<b>Personal Control(CONT)</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
1.	I think my future career success is largely up to me.	3.14	3.28	3.18	3.29
2.	I have as much chance as anyone else of getting a good job in the future.	2.71	3.04	2.90	3.00
3.	It is important to plan my future career.	3.00	3.38	3.36	3.23
4.	I have a lot of faith in my own ability to succeed in my future career.	2.85	3.14	3.00	3.11
5.	I work hard to make my projects successful.	2.85	3.38	3.09	3.35
<b>Total mean</b>		2.91	3.24	3.10	3.19
	<b>Creativity(CREATE)</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
1.	I believe a good imagination helps you do well at school.	3.42	3.19	3.54	3.05
2.	I think I show a lot of imagination in my school work.	2.57	2.90	2.45	3.05

3.	I like lessons that really stretch my imagination.	2.57	3.14	3.00	3.00
<b>Total Mean</b>		2.85	3.07	2.99	3.03

Source : Computed

*Total mean value :*

*Family owned business Yes:  $\pi$  2.77 No:  $\pi$  3.0*

*Close Relative owned business Yes:  $\pi$  2.92 No:  $\pi$  2.98*

According to the mean score of the family-owned business and no family business as cited in the above table (i.e. Table 4.4.1) it is observed that surprisingly almost all of the respondents without business scored a high mean value than the respondents with family or close relative owned business. It is an interesting fact to observe that respondents with no family owned business and close relative have higher personal control and creativity as compared to the respondents with business.

From the above table it can state that between the respondents with or without family or close relatives owned business, there is a slight difference towards entrepreneurial attitude. It is an interesting fact to mention that the respondents without family or close relative owned business score higher mean value than respondents with business background.

#### 4.3.3 Entrepreneurial Attitude by Graduate and Under-graduate

Table 4.3.3

Statement		$\Pi$	
S.N	Leadership (LEAD)	UG	Graduate
1.	I am good at getting people to work well together.	3.14	2.92
2.	I take responsibility for organizing people in group work.	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
	<b>Total Mean</b>	2.95	2.80
	<b>Achievement(ACH)</b>	<b>UG</b>	<b>Graduate</b>

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 will keep trying out 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 out different ways of teaching.	3.07	3.07
	<b>Total Mean</b>	2.78	2.81
	<b>Personal Control(CONT)</b>	<b>UG</b>	<b>Graduate</b>
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 in the future.	2.92	3.00
3.	It is important to plan my future career.	3.07	3.50
4.	I have a lot of 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
	<b>Total Mean</b>	3.01	3.31
	<b>Creativity(CREATE)</b>	<b>UG</b>	<b>Graduate</b>
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
	<b>Total Mean</b>	3.01	3.02

**Source: computed**

*Total mean value: UG:  $\pi$  2.35 and Graduate :  $\pi$  2.38*

From the above table(i.e.4.5.1) it can be observed that the Graduate respondents scored the highest mean value in Personal Control with  $\pi$  3.31 while the under-graduate respondents scored  $\pi$  3.01. Followed by the second highest mean score in Creativity with slight differences between Graduate and under - graduates respondents whose mean score is  $\pi$  3.02 and  $\pi$  3.01 respectively.

The data clearly showed that the Under-Graduate respondents scored higher mean score  $\pi 2.95$  than Graduate respondents  $\pi 2.80$  in leadership which means that under-graduates student have better leadership than graduate respondents. Which is followed by Achievement (ACH) scale with the mean score of under-graduate and graduate is  $\pi 2.78$  and  $\pi 2.81$  respectively.

#### 4.4 Constraints to Entrepreneurial Development

In this section, the list of constraints that educated youth from Lawngtlai faced to become/undertake entrepreneurial activity which is presented in a tabular form in descending order with the Mean score and their standard Deviation.

Table 4.4.1

##### Constraints

S.N	Statement	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.	Lack of guarantor to avail loan to start my own enterprise	2.85	.755
7.	Fear of failure and too risky to start own business	2.78	.956
8.	Difficulties in dealing with financial institutions	2.75	.887
9.	Unavailability of physical infrastructure	2.75	.799
10.	LADC Lawngtlai does not support and appreciate youth entrepreneurs	2.67	.611
11.	Long process of bank loan and other entrepreneurship scheme	2.67	.669
12.	My education cause gave me skills and know-how to run a business	2.64	.951



13.	Fear of tough competition in entrepreneurship in Lawngtlai	2.64	.826
14	Insufficient amount of loan to start my own enterprise	2.57	.790
15.	Unavailability of dedicated mentor and guidance that can motivate me	2.53	.999
16	Corruption on entrepreneurial schemes and programs	2.50	.745
17.	Lack of skills needed to run enterprise	2.42	.878
18.	Lack of start-up capital	2.42	.920
19.	Entrepreneurship causes should be made compulsory from high school onwards	2.25	1.20

**Source: Computed**

The above table shows the constraints faced by educated youth to become entrepreneur. The table indicates that the first five statements are the main constraints faced by the respondents. Transportation problem in Lawngtlai District is found to be the major constraint faced 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. It was also found that there is Nepotism on entrepreneurship related scheme and programs which is also a big constraints for the respondents and the mean score is 2.92 with .662 standard deviation. Two statements which is Difficulties to access Government scheme and Lack of training and awareness regarding entrepreneurship also scored the same mean 2.89 with standard deviation .737 and .916 respectively.

It is an interesting fact to report that “Lack of start-up capital” and “Lack of skills needed to run enterprise” are found to be the least constraints faced by the educated youth of Lawngtlai with the same mean score 2.42 and standard deviation is .92 and .87 respectively, and it seems that the respondents found not necessary to be made entrepreneurship causes compulsory from High school onwards.

## **CHAPTER V**

## **CONCLUSION AND SUGGESTIONS**

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter includes the major findings of statistical analysis and interpretation of data. The collected data were processed and analyzed by using SPSS 20 version then the following are the results and major findings of the study. The following major findings are listed based on the objectives of the study.

#### 5.1 Profile and socio-economic of the respondents

To meet with the first objectives of the study, the data which related to the socio-economic conditions and profile of educated youth of Lawngtlai were gathered through questionnaire and the following are the major finding.

1. It is found that 51.6 of the respondents are in the age group of 19-23.
2. In term of gender distribution of the study, participants are classified into two strata of 50% Male and 50% Female.
3. All of the respondents, which is 100% were found to be Christian. Likewise, all of the respondents belong to schedule tribe.
4. 39.3% of the respondents were Nuclear family and 35.7% were extended whereas 25% were single parent and the mean size of the family is 6(six).
5. Almost all of the respondents 92.9% are from a stable family.
6. Majority of the respondents 60.7 % have their owned house.
7. All of the respondents' parents are educated and 39.3 % qualified for HSLC while 25% qualified for HSSLC. Only 7.1 % graduate PG and above and the rest 28% qualified till UG.
8. Mostly the respondents which is 75% did not owned business and the rest have claimed that they have their family owned business which have an impact that the observed respondents who have their owned business have more positive attitude than who have not owned business.
9. 60.7% of the respondents relative did not owned any business.
10. Out of the total respondents, 82.1% of them are arts students and while the rest are from science and commerce stream. It can be claimed from the study that Arts stream might prepared and influenced the youth to become entrepreneur.
11. Economic status of the respondents is 67.9% were belonging to APL.

12. Less than half of the respondent which is 46.4% family primary occupation is Government servant and it is interesting fact that only 7.1 % of the family had business as their primary occupation. 10.7% is Daily labour and 25% are agriculture and besides 10.7% have others source.
13. The calculated mean income is found to be very normal which is Rs.30000-40000 ( $\pi$ 1.6701).
14. Majority of the respondents which is 57.1% did not have any debt.
15. Majority 64.3% have saved money in the bank and almost all the respondents 85.7 have their owned personal saving bank account
16. Out of the total respondents 85.7 percent are financially supported by their family during education.

## **5.2 Entrepreneurial attitude of the respondents**

To meet the first objective of the study, this study employed a Interview Schedule. The following are the major findings on the assessment of entrepreneurial attitude.

1. From the total mean score, it can observe that in terms of Entrepreneurial attitude female have scored higher mean value than male with the value of  $\pi$  3.03 and 2.89 respectively, which means that female have more positive entrepreneurial attitude than male counterpart.
2. The highest total mean value score  $\pi$ 3.22 is observed by female on personal control.
3. It is an interesting fact to observe that majority of the respondents without family and close relative owned business scored higher mean than those of respondents having family and close relative owned business. The total mean scored is  $\pi$ 3.02 and  $\pi$ 2.98 respectively.
4. It is found that there is a slight difference in the total mean score that the Graduate respondents have higher entrepreneurial attitude than Under-graduates' respondents'  $\pi$ 2.38 and  $\pi$ 2.35 respectively.
5. In contrast to findings on other scales, it is observed that male respondents are found to be higher in Achievement (ACH).

### **5.3 Perceived barrier faced by educated youth towards entrepreneurship**

To meet the second objectives of the study, this study employed questionnaire and the collected data were processed with SPSS 20.0 versions and MS Word excel. The following are the perceived barrier faced by educated youth.

1. Great majority of the respondents said that transportation problem in Lawngtlai District is the main constraints that hinder them becoming entrepreneur, (3.60 S.D.497)
2. It is also found that most of the respondents have said that High cost of materials is another barrier faced by the respondents. (3.03 S.D.744)
3. Majority of the respondents claimed that nepotism on entrepreneurship related scheme and programs is the most factor that hinder the respondents from becoming entrepreneur. (2.92 S.D.662)
4. It is found that most of the respondents have said that it is difficult to access Government scheme for educated youth such as PMRY Loan, MUDRA etc. is another barrier they faced. (2.89 S.D.737)
5. It is observed that there is no training and awareness regarding entrepreneurship which is a genuine reason for the youth to not become entrepreneur. (2.89 S.D.916)

### **5.4 Conclusion**

An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them (Scarborough, 2008).

Youth are recognized, believed and hope to be the innovators, creators, builders and economic leaders of the future. With the help of their innovative characteristics, they can bring development in all aspects of life. But they can transform the future only if they have skills, health, decision-making, and real choices in life. It is found out from the study that almost all of the respondents have a moderate level of skills needed to run enterprise if they are given the opportunity and if it is easy to access Government scheme. They even show a strong and positive attitude towards entrepreneurship.

Surprisingly, the majority of the respondents did not have issues in start-up capital but the main issue is transportation problems and high cost of materials. The Kaladan

multimodal project is a joint project between India and Myanmar that connects Sittwe Port in Myanmar to the India-Myanmar border. The Kaladan Multimodal project will open up a new corridor between India, Myanmar, and the country's northeastern states. Obviously it will boost the economic development of north-eastern countries and provide access to India in the region. The Kaladan Multimodal project connects Kolkata port with Myanmar's Sittwe Port by sea, Sittwe to Paletwa via river Kaladan, Paletwa to the border of India, and Myanmar via road and further ahead to Lawngtlai, Mizoram by road which means the new route will lower the cost of materials and transportation problems will not be any issues. Thus, if Youth entrepreneurs are giving more support, appreciate and more awareness regarding entrepreneurship there will be a lot of opportunity for youth entrepreneurs since, the data revealed that the respondents were holding a strong positive attitude towards entrepreneurial which will have a major impact for the state in regards to economic.

## 5.5 Suggestions

The suggestions proposed here are mainly based on the results of barriers faced by the respondents.

- 1. Improving transportation in Lawngtlai District:** The main barrier faced by the respondents as per findings of this research is a transportation issue which is the main cause of the negligence of the Public Works Department. The PWD can improve the means of transportation for the respondent.
- 2. Fair and easy access of Government scheme:** The most barriers faced by the respondents are difficult to access government scheme. Government schemes, projects, programs etc should be made available to concern person irrespective of party, community, relatives and so on.
- 3. Motivate the youths to take up entrepreneurial activity:** As mentioned in the conclusion the KMMTTP Project will open up a new corridor for the youth which will boost the economic development. Thus, Youth is needed to be aware and gives more support regarding entrepreneurship.
- 4. Political Revolution:** It is indeed necessary a political revolution or changes in the state in regarding of minimizing corruption and nepotism within the political party.

## 5.6 Possible Social Work Intervention.

Social work interventions are the long and short-term actions that social workers take to provide resources, advocacy, and services to people who need them. The following Social work methods are the great concerned for possible Social Work Intervention on the current problem of the study. The following social work methods maybe implemented to improve the condition of the study of the problem.

- **Micro level:** The micro-level is the most familiar form of social work. Social workers here are focused on the individual. Counseling method is believed to be the effective process that Social Work is a profession for those with a strong desired to success in life. Social worker can act as an educator and can assists people in such a way that they can directly provide information. Moreover, the case worker can motivate and influence youth entrepreneur as they need moral support.
- **Mezzo-level:** The mezzo-level of social work widens the focus. It allows the social worker to examine larger groups of people who may need greater access to resources. In mezzo-level social workers can act as a collaborator and organized a skills based training to get necessary skills demanded by entrepreneurs and how to co-operate with other entrepreneurs from another states.
- **Macro-level:** Conducting empirical study on issues and challenges is also another great concern to give suggestions and scientific solution to the problem/issues of the youth. However, research may reveal about the loopholes of the schemes, project etc. regarding youth entrepreneurs so that research findings can be determined to evaluate a better functioning and easy accessing of the schemes.

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**Annexure-1****INTERVIEW SCHEDULE****TITLE: ENTREPRENEURIAL ATTITUDE AMONG EDUCATED YOUTH IN  
LAWNGTLAI, MIZORAM****I: DEMOGRAPHIC PROFILE****I. Personal Information:****Schedule No: .....***(Tick (✓) the most appropriate option)***Khua/Veng:.....**

1.	Name ( <i>Optional</i> )	:	Mr/Ms:	
2.	Name of Institution	:		
3.	Age	:	.....Year	
4.	Gender	:	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>	
5.	Religion	:	1. Christian <input type="checkbox"/> 2. Hindu <input type="checkbox"/> 3. Muslim <input type="checkbox"/> 4. Any other ( <i>Specify</i> ).....	
6.	Community	:	1. ST <input type="checkbox"/> 2. SC <input type="checkbox"/> 3. General <input type="checkbox"/> 4. OBC <input type="checkbox"/>	
7.	Type of Family	:	1. Nuclear <input type="checkbox"/> 2. Extended <input type="checkbox"/> 3. Single Parent <input type="checkbox"/>	
8.	Size of Family	:	..... Number	
9.	Form of Family	:	1. Stable <input type="checkbox"/> 2. Broken <input type="checkbox"/> 3. Reconstituted <input type="checkbox"/>	
10.	Ownership of house	:	1. Owned <input type="checkbox"/> 2. Rented <input type="checkbox"/>	
11.	Parent's Educational Qualification	:	<b><i>Father</i></b>	<b><i>Mother</i></b>
			.....	.....
12.	Family owned business	:	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	
13.	Close Relative owned Business	:	1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>	

14	Highest Educational Qualification	:	.....
15.	Stream	:	1. Arts <input type="checkbox"/> 2. Science <input type="checkbox"/> 3. Commerce <input type="checkbox"/> 4. Any Other ( <i>Specify</i> ).....
16	Course	:	.....

## II. Economic background

(Tick (✓) the most appropriate option)

Sl. No	Variables		Response
1.	Family Economic Status	:	1. BPL <input type="checkbox"/> 2. AAY <input type="checkbox"/> 3. APL <input type="checkbox"/>
2.	No. of family member having regular income	:	..... Numbers
3.	Family Primary Occupation	:	1. Govt. Servant <input type="checkbox"/> 2. Business <input type="checkbox"/> 3. Daily Labour <input type="checkbox"/> 4. Agriculture <input type="checkbox"/> 5. Any other ( <i>Specify</i> ) .....
4.	Family Secondary Occupation	:	1. Govt. Servant <input type="checkbox"/> 2. Business <input type="checkbox"/> 3. Daily Labour <input type="checkbox"/> 4. Agriculture <input type="checkbox"/> 5. Any other ( <i>Specify</i> ).....
5.	Monthly/Annual household Income ( <i>Primary source</i> )	:	Rs .....
6.	Family Indebtedness	:	1.No debt <input type="checkbox"/> 2. Bank <input type="checkbox"/> 3. Money Lender <input type="checkbox"/> 4. Other financial Institution <input type="checkbox"/>
7.	Saving Money/ Savings Scheme (Personal)	:	1.No saving <input type="checkbox"/> 2. Self-savings <input type="checkbox"/> 3. Bank <input type="checkbox"/> 4. Insurance <input type="checkbox"/> 5. Post Office Savings <input type="checkbox"/> 6. Any other ( <i>Specify</i> ) .....
8.	Owned Personal Bank Account	:	1. No personal Bank Account <input type="checkbox"/> 2. Saving Account <input type="checkbox"/> 3. Fixed deposit Account <input type="checkbox"/> 4. Joint Account <input type="checkbox"/> 5. Any other ( <i>Specify</i> ) .....
9.	Financial Support for education	:	1. Self <input type="checkbox"/> 2. Family <input type="checkbox"/> 3. Scholarship <input type="checkbox"/> 4. Any other ( <i>Specify</i> ) .....

## **I: ENTREPRENEURIAL ATTITUDE**

Tick (✓) the most appropriate option

**Response key:** 1= Strongly Disagree, 2=Disagree, 3= Agree, 4=Strongly Agree

s/n	Leadership (LEAD)	1	2	3	4
1	I am good at getting people to work well together.				
2	I take responsibility for organizing people in group work.				
3	I am good at motivating my class mates.				
4	I believe I can persuade my classmates to agree on a plan.				
5	I trust my own instinct when solving problems in class.				
	<b>Achievement (ACH)</b>				
1	Working hard on projects is well worth the effort.				
2	It feels good when a school project works out well.				
3	I will keep trying out different solutions to a problem rather than give up.				
4	It does not matter if my project work is no good.				
5	I enjoy lessons where the teacher tries out different ways of teaching.				
	<b>Personal control (CONT)</b>				
1	I think my future career success is largely up to me.				
2	I have as much chance as anyone else of getting a good job in the future.				
3	It is important to plan my future career.				
4	I have a lot of faith in my own ability to succeed in my future career.				
5	I work hard to make my projects successful.				
	<b>Creativity (CREATE)</b>				
1	I believe a good imagination helps you do well at school.				
2	I think I show a lot of imagination in my schoolwork.				
3	I like lessons that really stretch my imagination.				

## **II. CONSTRAINTS TO ENTREPRENEURIAL DEVELOPMENT**

Tick (✓) the most appropriate option

**Response key:** 1= Strongly Disagree, 2=Disagree, 3= Agree, 4=Strongly Agree

S/N	Constraints	1	2	3	4
1.	Lack of start-up capital				
2.	Corruption on Entrepreneurial schemes and programs.				
3.	Nepotism on entrepreneurship related scheme and programmes.				
4.	Fear of tough competition in entrepreneurship in Lawngtlai.				
5.	Long Process of bank-loan and other entrepreneurship scheme.				
6.	Difficulties to access Government scheme.(e.g.: <b>PMRY Loan, MUDRA etc..</b> )				
7.	Fear of failure and too risky to start own business.				
8.	Lack of skills needed to run enterprise				
9.	High cost of materials				
10.	My education cause gave me skills and know-how to run a business				
11.	Unavailability of physical infrastructure (e.g. business premises).				
12.	Unavailability of dedicated mentor and guidance that can motivate me.				
13.	Lack of training and awareness regarding entrepreneurship				
14.	LADC Lawngtlai does not support and appreciate youth entrepreneurs.				
15.	Difficulties in dealing with Financial institutions.				
16.	Lack of Guarantor to avail loan to start my own enterprise.				
17.	Insufficient amount of loan to start my Project.				
18.	Transportation problem in Lawngtlai District is a big constraint				
19.	Entrepreneurship causes should be made compulsory from High School onwards				