

Entrepreneurial Skills among Educated Youth: A Study Conducted in Core and Peripheral Area of Lunglei District, Mizoram

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Abstract—Unemployment among youth has been recognized as one of the recent major debating issues at a global level. This incidence of unemployment among educated youth is at an alarming phase where educated youth and students are the worse victim. The number of educated job seekers enrolled in employment offices have been increasing over the years and it is more severe in non-industrial state like Mizoram. Development of entrepreneurship among youth has been viewed as a solution to this issue. Therefore, the state governments undertake certain programs to boost entrepreneurship environment which in turn attracts the attention of youth. Hence, this paper examines entrepreneurial skills of educated unemployed youth in Mizoram. This study is conducted with the sample of educated unemployed youth in the core and periphery areas of Lunglei, Mizoram. This paper assessed entrepreneurial skills based on four indicators such as Personal skill, Communication skill, Leadership Skill, Negotiation Skills and Sale skills.

Keywords— Educated unemployment, Entrepreneurial skills, Youth.

I. INTRODUCTION

Youth unemployment has been as a global concern, educated unemployment is more significant concerns and is considered as the most alarming socio-economic problem that every nation is facing today. In India, young people in the age group of 15-29 Not in Employment, Education or Training (NEET) also highlights the fact that over 34.2 percent of youth were categorized as NEET in 2019 which is only next to South Africa. In terms of educated youth unemployment, the rates of NEET indicates that educated unemployed shares substantially high NEET rates (ILO-India 2021). In Mizoram, the incidence of unemployment is also observed much higher in urban areas compare to rural areas, affecting the youth group in the cohort of 15- 29 years at all aspects of life. Over the years, the number of job seekers among young has increased, particularly among educated youth (Devendiran, C. 2015).

Global Entrepreneurship Monitor an Indian report indicated that due to rise of unemployment rate among educated youth, number of start-up entrepreneurial activity has risen substantially in India, especially among the young age between 18-34 years that entrepreneurial intention has increased to 33.3 percent in 2020 as compared with 20.6 per cent in the previous year. Increased in total early-stage entrepreneurial activity (TEA-rates) has mark enormous contribution to the economy of the country (GDP) both in terms of services and manufacturing. The report further stated

that India ranked 3rd globally in number creation of new firm in the year 2020, these new firms alone created more than 60,000 direct jobs and 18,0000 lakh indirect jobs (GEM-India Report: 2019-2020). In the context of Mizoram, the entrepreneurship sector has recently emerged as one of the primary drivers of the state's domestic product growth. The enormous contribution of entrepreneurship (Medium & Small scale) activities to the state Gross state value added (GSVA) and Gross state domestic Product has been increasing, industry sector contributed 27%, which is only 2.72% less than agriculture and allied sectors (Mizoram Economic Survey-2019-2020).

II. LITERATURE REVIEW

According to Hisrich and Peters, entrepreneurial skill is the capacity to create something new and valuable by investing the required time and energy, taking on the associated financial, psychological, and social risk, and reaping the rewards of independence and financial and personal fulfillment. Skill is defined as a performance attribute that is acquired from training, practice, and experience rather than being exclusively dependent on an individual's nature, fundamental, or innate aptitude (E-Kewisi, F., & Asitik, A.J. 2012). Entrepreneurship abilities are not solely based on innate traits; they may also be learned and developed via prior experience (Beranek, L. 2014).

Number of empirical studies (Reyad et al., 2019; Abdul, O.E., 2018) noted that entrepreneurs are created through education, which imparts the necessary mindset, knowledge, and abilities. Abdul, O.E. (2018) indicated that skills and a good mindset play a major role in the development and functioning of entrepreneurship. A solid plan is necessary for entrepreneurship success, and they can be learned through entrepreneurship education and related initiatives. *Andreas S., et al (2014)*, also added that the attitudes and skills of an individual which acquired from education make up the foundation for future entrepreneurial activities.

The main cause of educated youth unemployment in India is a mismatch between their required and actual skills. In the remote region of Mizoram, this mismatch is exacerbated by a number of factors, including inadequate educational resources, low investment, and a shortage of industry and raw materials for the region's labour force (National Skills Gap Study-North

East Report -2012). Unemployment among the educated youth can have negative repercussion on the individual and the society in general. Entrepreneurship can be the main key measure to solving problems of educated unemployed youths. Industrialization, encouragement to self-employment/entrepreneurship and development of skill can be the key factor in solving problems of educated unemployed youths *Roland K. Kikon (2015)*.

Statement of the Statement

Mizoram is recognised as a home for education; according to census data, the state has been ranked among the top three states in the country in terms of literacy rate for more than a decade. Every year, thousands of fresh graduates enter the workforce, increasing the number of educated unemployed young in the state, and the situation in urban areas is worse than in rural areas. With the approval of the state Industrial Policy in 2012, the state government responded by launching different schemes and activities to promote entrepreneurship culture among youngsters. As a result, the government's measures, combined with the shortage of jobs in the government sector, gradually pushed educated youth to engage in entrepreneurial activity and viewed with great interest as a way out to get self-employed. Hence, the number of SME unit register have been increased, therefore it is in this context that entrepreneurial skills of youth need to be studied.

Objectives of the study

1. To assess entrepreneurial skills of educated unemployed youth across core and periphery area.
2. To assess the entrepreneurial skills of educated unemployed youth across male and female.
3. To assess entrepreneurial skills of educated unemployed youth based on their level of education and stream.

III. MATERIAL AND METHODS

This study's design is descriptive, and data is collected using both quantitative and qualitative methods. For this study, a multistage sampling procedure is used to identify districts and respondents. In the first stage, the Lunglei district, the state's second most populous district, was chosen. The second stage designated four core and periphery locations, and the third stage got a list of all educated jobless youngsters from these areas from the Employment Exchange Office. The list is further subdivided into two strata, core and peripheral. Using disproportionate stratified random sampling, a total of 60 sample sizes were drawn. The study evaluated the entrepreneurial skill model using five indicators: personal skill, sales skill, negotiation skill, and communication skill. Participants had to respond to the statements based on 5 points Likert scale.

IV. RESULTS

Table indicates skills of the respondents by residential region, there is a difference that core area Entrepreneurial Skill Total (EST) mean score is 4.12 but periphery area EST mean score is 3.47. As demonstrated that core area has greater personal, leadership and sale abilities, however

communication and negotiating skill data indicated there is no noticeable difference. However, it may be stated that the core area has more or higher degree of entrepreneurial talents as compared to those of periphery area.

TABLE 1. Entrepreneurial Skills cross residential area and Gender

ES-Indicator	Residential Area					
	Core			Periphery		
	Mean	N	SD	Mean	N	SD
Personal Skill	4.74	32	1.83	4.01	28	2.23
Comm. Skill	4.90	32	1.72	4.57	28	1.53
Negotiation Skill	3.31	32	1.64	3.30	28	1.74
Leadership Skill	4.30	32	1.98	2.30	28	1.79
Sale Skill	3.38	32	1.86	3.18	28	1.98
EST Scores	4.12			3.47		
ES-Indicator	Gender					
	Male			Female		
	N	Mean	S. D	N	Mean	S. D
Personal Skill	32	4.48	1.85	28	4.00	2.25
Comm. Skill	32	4.50	1.34	28	4.85	1.91
Negotiation Skill	32	4.28	1.59	28	3.90	1.79
Leadership Skill	32	3.74	1.66	28	3.64	2.15
Sale Skill	32	3.03	1.82	28	3.09	2.09
EST Scores		4.00			3.89	

Source: Field survey

Analysis further shows that mean score and standard deviation of entrepreneurial skills across gender of the respondents. Gender of the respondents has no noteworthy difference that male EST mean score is 4.00 but overall mean score of female is 3.89. It is further observed that male respondents exhibited more positive attitude in personal skill and negotiating skill however female also have higher communication skill.

Table 2 reveals that respondents who have acquired higher education degree likely to have the greater level of entrepreneurial competence as evidenced with highest mean score 4.25 with Post-graduate Degree. Whereas, undergraduate EST mean score is 3.81 followed by High school standard (3.05). Respondents with Post-graduate degree seem to have greater skills as comparing to others. Overall communication skills obtained the highest mean score and leadership skill scored the least.

Regarding stream of the study, data reveals that there is a variation in entrepreneurial skill of the respondents. Commerce is observed to have highest entrepreneurial skills (4.23) followed by Arts stream (3.87) whereas science stream has comparably low mean score (2.8). Additionally, others course is noticed with considerable mean score (3.7) these are the respondents who took professional courses.

Summary of Results

1. Entrepreneurial skills across Gender: Regarding Gender, there is no such substantial statistical difference between male and female (4.00 & 3.89). But it is further observed that male respondents have greater personal skill and negotiating skill although female also have greater communication skill than male counterpart.
2. Entrepreneurial skills across Residential area: Respondents from core area had higher entrepreneurial skills than those in periphery area (4.12 & 3.47). Respondents from core region

had stronger personal, leadership and sale skills. However, there is no difference in communication and negotiating skill.

TABLE 2. Entrepreneurial skills across level of Education and Stream of the respondents

ES-Indicator	Educational Level							
	HSSLC		UG		PG		Others	
	Mean	SD	Mean	SD	Mean	S.D	Mean	SD
Personal Skill	3.12	2.24	3.85	1.35	4.80	1.00	4.33	0.58
Comm.Skill	3.85	1.64	4.00	1.78	4.90	1.00	3.16	0.58
Negotiation Skill	3.27	1.75	3.69	1.49	4.00	2.08	3.67	0.58
Leadership Skill	2.02	2.02	2.20	1.50	3.70	0.58	2.00	0.58
Sale Skill	3.02	2.09	3.00	1.68	3.86	0.00	2.00	2.08
EST Score	3.05		3.81		4.25		3.03	
ES-Indicator	Stream of the course							
	Arts		Science		Commerce		Others	
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	SD
Personal Skill	4.25	2.05	3.50	0.71	4.44	1.85	4.00	1.41
Comm. Skill	4.64	1.55	3.00	1.41	4.86	1.89	4.00	0.82
Negotiation Skill	3.20	1.76	2.00	1.41	4.44	1.65	4.20	1.26
Leadership Skill	4.08	1.93	3.00	1.41	3.70	1.80	3.00	1.26
Sale Skill	3.20	1.80	2.50	0.71	3.70	2.20	3.30	1.83
EST Score	3.87		2.8		4.23		3.7	

Source: Field survey

3. Entrepreneurial skills across educational level: Respondents who have reached higher educational level were shown to have better degree of entrepreneurial skills.

5. Entrepreneurial skills across stream of study: It is noted that respondents with business background have best skills followed by Arts stream however scientific stream displays comparably low.

6. Over all, the majority of the respondents i.e. 68.33 per cent have shown that they have a moderate level of skill whereas only 30 per cent respondents shown that they have high level skills to run successful venture.

V. CONCLUSION

Lack of motivation to seek probabilities along with lack of requisite high skills is believed to be the key reasons leading to the mass-unemployment among educated young today. Since entrepreneurship has become crucial to determine nation’s economic growth, we cannot dismiss its value in order to put out logical answers to socio-economic challenges. Based on findings, this study advises that entrepreneurship course should be made obligatory or co-curriculum from high school standard onward and to make more the existing programs effective and practicable in the actual world to sufficiently equip students with abilities for entrepreneurial success. To maximize the potential, expertise, and inventiveness of our educated youth, this study puts a strong emphasis on fostering education focuses on conducive for entrepreneurial environment and developing cottage industries.

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