



## ARE SCHOOLS PRODUCING JOB SEEKERS, NOT JOB PROVIDERS? COMPARATIVE STUDY OF ENTREPRENEURIAL MINDSET OF BIHAR AND UTTAR PRADESH STATES' SECONDARY SCHOOLS' STUDENTS

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### RESEARCH ARTICLE



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### Abstract

The present study investigates whether educational institutions prioritise job-seeking skills over entrepreneurial mindsets that enable students to create jobs. This study examines the entrepreneurial mindset of 1,000 secondary schools' students from 112 schools in Gaya, Bihar, and Varanasi, Uttar Pradesh. The data show that many students in secondary schools in Bihar and Uttar Pradesh lack entrepreneurial knowledge, skills, and behaviours. Few students have been introduced to entrepreneurship through their schools or teachers. The survey found that Uttar Pradesh (U.P.) secondary schools' students are more entrepreneurial than Bihar kids. Entrepreneurial skill and attitude in secondary schools' students in Bihar and Uttar Pradesh were likewise not statistically significant. The findings suggest a major education reform. Educational institutions should foster entrepreneurial mindsets, creativity, and innovation, and equip students with the skills needed for a changing workplace.

**Keywords:** *Secondary education, job seekers, job providers, skills development, entrepreneurial mindset.*

### Introduction

Studies on the importance of entrepreneurship have been published by a number of international agencies, and these organisations have urged national governments to encourage its growth (UNCTAD, 2008; Schoof, 2006). The World Economic Forum, for example, has identified entrepreneurship education as the core of the global education initiative (UNESCO, 2013; World Economic Forum, 2009). This is due to the fact that "innovation and entrepreneurship provide a way forward for Entrepreneurship is recognised as one of the primary driving forces behind economic and social advancement, and rapidly expanding entrepreneurial companies are seen as significant sources of innovation, employment, and productivity growth, as stated by different research conducted by the World Economic Forum (World Economic Forum, 2013).

Entrepreneur are quick to act on opportunities and difficulties by making new connections. They can overcome imagined obstacles and complete tasks. Entrepreneurial people also tolerate ambiguity, risk, and failure and are sensitive to ethical, social, diversity, and environmental concerns. According to Kirby (2004), an entrepreneurial mindset is the information, skills, and attitudes that make one think, act, and behave like an entrepreneur. A successful entrepreneur is visionary, innovative, and risk-taking. An entrepreneurial spirit helps people spot possibilities, seize them, learn from mistakes, and succeed in many situations. According to research, having an entrepreneurial mindset helps create businesses, impresses employers, and enhances school performance. The entrepreneurial mindset is how an entrepreneur thinks and acts (Gautam & Singh, 2015). It motivates behaviour via features, habits, and abilities. Gautam & Singh (2015) identified that someone with an entrepreneurial mindset can learn from setbacks. They can also spot possibilities, take smart risks, and clearly communicate their ideas.

The power of young people can be channelled towards productive activities and directed in the direction of economic growth if they are encouraged to engage in entrepreneurial endeavours. It's possible that schools can play a significant role in helping young people develop an entrepreneurial mindset. In order for them to become better citizens and contribute more to the overall development of the nation. Students need to be taught to be innovative, creative, think outside the box, and have the ability to take risks. The traditional school setting may not be able to meet the demand for an entrepreneurial mindset; therefore, we need to design a school that meets these needs. They are tasked with producing students who are not only knowledgeable in the subject matter but also have an entrepreneurial frame of mind. A school like this would cultivate an entrepreneurial-minded culture and

encourage students to think of themselves as job providers rather than job seekers. According to the European Commission (2011), these types of schools are referred to as entrepreneurial schools.

Turning a school into an entrepreneurial school starts with entrepreneurial leaders. Building a collective knowledge of entrepreneurship within the institution requires good communication, constructive debate, and meaningful dialogue with teachers. According to 2006 and 2008 European Commission data, schools are engaged in a variety of entrepreneurial activities. The examination of these activities can assist teachers and other stakeholders understand how their teaching methods fit with the entrepreneurial strategy. To ensure that all students have access to entrepreneurship education as a right, schools must change their culture to match its needs (European Commission, 2006; 2011). The European Commission recommends several ways to promote entrepreneurial skills and mindsets. Interdisciplinary curriculum, experiential learning-based pedagogy, collaboration with local industry, group sport activity, students' autonomy in managing and organising daily school activity, and collaboration with local industry are these methods and tools (European Commission, 2011). These methods are often successful in building an entrepreneurial mentality and set of skills. Entrepreneurship education should inform students about the purpose of their entrepreneurial activities, the learning goals, and the long-term benefits of developing entrepreneurial skills. Entrepreneurship education should include an ethos that explains why students do what they do. According to the European Commission (2015b), schools should commence entrepreneurial education programmes with a well-organized briefing to establish the tone. If schools implemented entrepreneurship education, students would have to use their decision-making and problem-solving skills, collaborate in a team, and take risks and learn from failure.

### **Need of the Study**

In this context, the disposition and knowledge of educators towards the entrepreneurial mindset are crucial determining factors. Bihar and Uttar Pradesh are two of the most important states in India, and both have sizable populations of young people, which can be regarded as an important resource for the country. The relatively young populations of these states have the potential to be a significant asset in meeting the needs of the nation in terms of entrepreneurial activity. The development of an entrepreneurial spirit among India's younger population may be one strategy for addressing the country's pervasive employment problems, including underemployment and unemployment. The government has taken action to create conditions that are more conducive to entrepreneurial endeavours by implementing various policies and programmes. The lack of an entrepreneurial culture within society, particularly among the younger generation in the states of Bihar and Uttar Pradesh, represents a substantial barrier that must be overcome before this goal can be accomplished. According to a study that was conducted by the European Parliament in 2014, the educational institutions that are found at the elementary school level are the most effective way to encourage students to develop an entrepreneurial attitude. Kuratko (1997) emphasised entrepreneurial skills and pedagogy should be prioritised at all academic levels and subjects. This requires a location and culture that encourages innovation, entrepreneurship, and academic entrepreneurship. In this setting, educators' entrepreneurial thinking attitudes and knowledge are vital. Bihar and Uttar Pradesh, two of India's most important states, have large youth populations that can be used as a resource. The relatively young populations of these states could help meet the nation's entrepreneurial demands. India's underemployment and unemployment may be addressed by encouraging young people to become entrepreneurs. The government has implemented policies and activities to encourage entrepreneurship. Creating an entrepreneurial culture in society, especially among young people in Bihar and Uttar Pradesh, is a major obstacle to achieving this goal.

**The objective of the study:** The following objectives had been framed to address the above questions.

1. To Study the level of Entrepreneurial Awareness of Secondary Schools' students of Bihar State.
2. To Study the level of Entrepreneurial Awareness of Secondary Schools' students of Uttar Pradesh.
3. To compare the level of Entrepreneurial Awareness of Secondary Schools' students of Uttar Pradesh and Bihar.

**Research Methodology:** A descriptive survey was used in this investigation. Gaya was intentionally chosen from Bihar's 38 districts in the beginning as it is an inspirational district. In the second step, 62 high schools and +2 institutions were randomly picked from 137 schools. The Varanasi District was chosen from 80 districts of Uttar Pradesh. After then, 50 secondary schools from 92 were selected by multistage sampling. The survey sampled 500 students from 50 Varanasi District secondary schools and 500 from 62 Gaya District secondary schools using random selection.

**Research Procedure:** Data was collected using Gautam & Singh (2019)'s Entrepreneurial Awareness Questionnaire. The reliability of the questionnaire is .85. The entrepreneurial knowledge and skill questionnaire comprises 34 multiple-choice questions with one correct answer and 16 five-point Likert scale items to assess entrepreneurial behaviour. In October and November 2022, Uttar Pradesh and Bihar State collected data. Data were analysed using SPSS 21.

### **Analysis of Data and Result**

To find out solutions to the research question constructed for the present study, data were analyzed and discussed below.

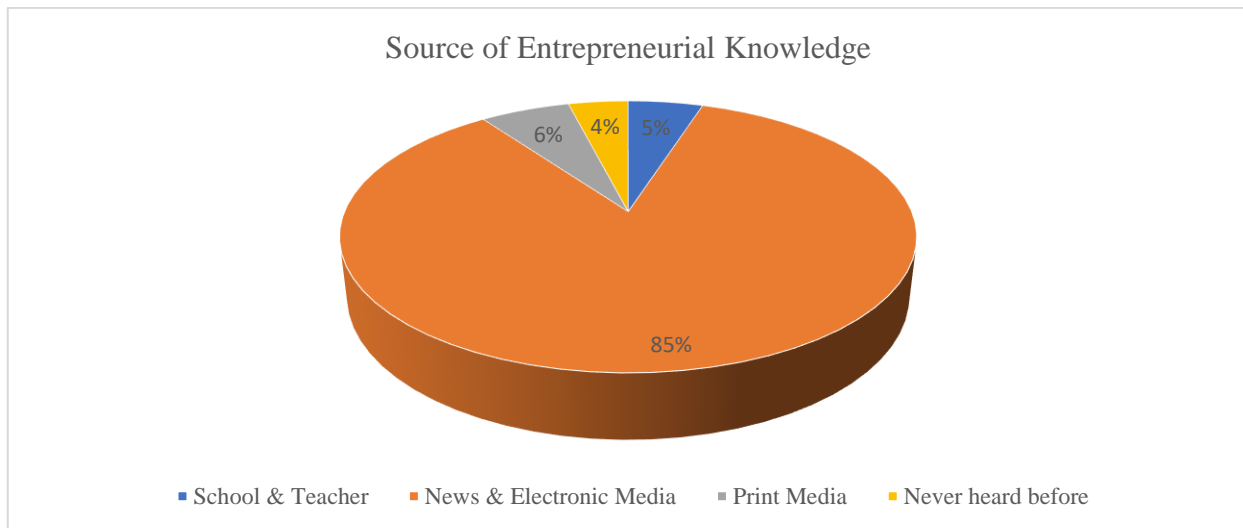
Objective 1: To Study the level of Entrepreneurial mindset awareness of Secondary Schools' students of Bihar State.

**Table 1: Status of entrepreneurial mindset awareness of secondary schools’ students of Bihar state**

| Dimension                 | Level of awareness/attitude | Frequency | Percentage |
|---------------------------|-----------------------------|-----------|------------|
| Entrepreneurial Knowledge | High                        | 51        | 10.2%      |
|                           | Medium                      | 193       | 38.6%      |
|                           | Low                         | 256       | 51.20%     |
| Entrepreneurial Skills    | High                        | 106       | 21.2%      |
|                           | Medium                      | 223       | 44.6%      |
|                           | Low                         | 171       | 34.2%      |
| Entrepreneurial Behaviour | favourable                  | 89        | 17.8%      |
|                           | Neutral                     | 117       | 23.4%      |
|                           | Negative                    | 294       | 58.8%      |

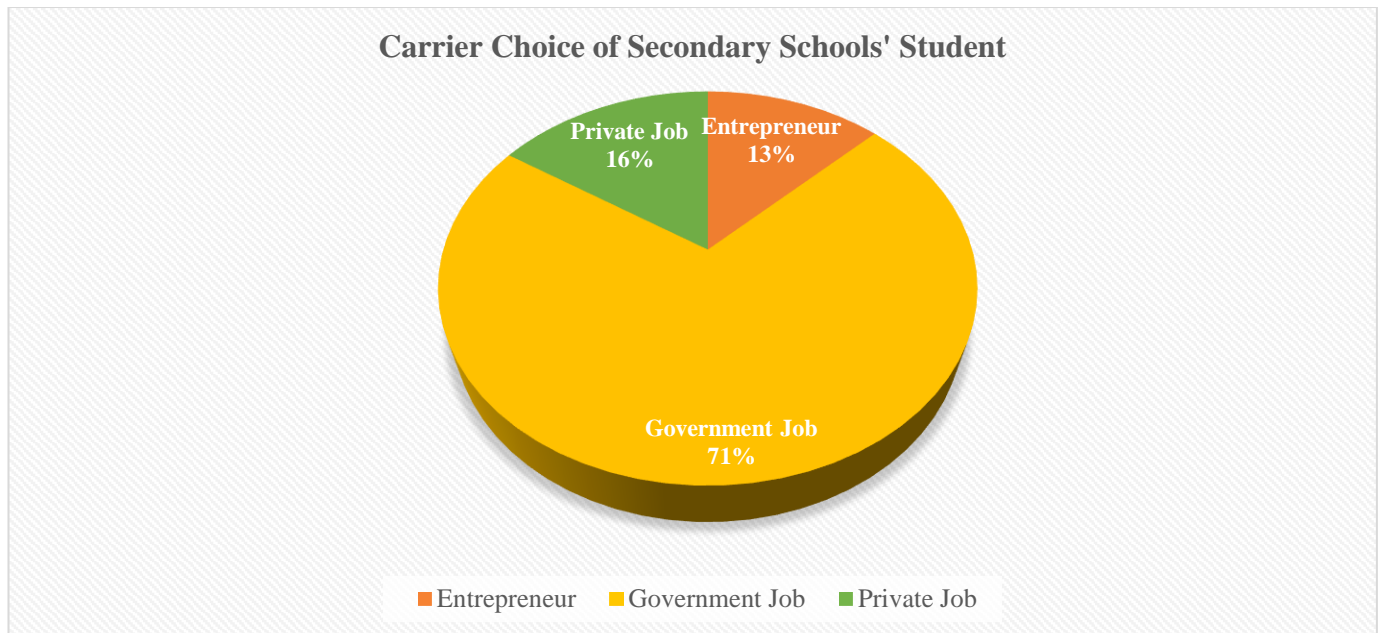
Table 1 shows that only 51 individuals (10.2%) have sound entrepreneurship knowledge. Of the 51 participants, 46 (90%) are from CBSE-affiliated schools and 5 (10%) from Bihar State Board schools. About 51.20% of secondary school pupils lack entrepreneurship knowledge. Similarly, 106 individuals (21.2%) were high knowledge of entrepreneurial skills. Meanwhile, 223 (44.6%) secondary school pupils showed moderate entrepreneurial skill. Finally, 171 (34.2%) of secondary school students were superficial entrepreneurial skill. Only 89 (17.8%) secondary school pupils have a favourable entrepreneurial behaviour, while 294 (58.8%) do not.

Figure 1 shows that only 5% of secondary schools’ students were introduced to entrepreneurship through school and teachers of the school. A poll of secondary schools’ students found that 87% had been exposed to entrepreneurship through the news & other electronic media. The same amount (4%) claimed having never heard of entrepreneurship, but the same percentage (5%) had heard about it from print media.



**Figure 1: Source of entrepreneurial Knowledge of Students of Bihar State**

Only 13% of secondary school students reported their first choice of the carrier as an entrepreneur, 73 % reported government jobs as their first choice of carrier, 16% secondary school students reported private jobs as their first choice of carrier (Fig. 2).



**Figure 2: Carrier Choice of Secondary Schools’ Students of Bihar**

Objective 2: To Study the level of Entrepreneurial mindset awareness of Secondary Schools’ students of Uttara Pradesh State.

**Table 2: Status of entrepreneurial mindset awareness of secondary schools’ students of Uttar-Pradesh.**

| Dimension                 | Level of awareness/ attitude | Frequency | Percentage |
|---------------------------|------------------------------|-----------|------------|
| Entrepreneurial Knowledge | High                         | 46        | 9.2%       |
|                           | Medium                       | 207       | 41.4%      |
|                           | Low                          | 247       | 49.4%      |
| Entrepreneurial Skills    | High                         | 91        | 18.2%      |
|                           | Medium                       | 223       | 44.6%      |
|                           | Low                          | 186       | 37.2%      |
| Entrepreneurial Behaviour | favourable                   | 81        | 16.2%      |
|                           | Neutral                      | 145       | 29.0%      |
|                           | Negative                     | 274       | 54.8%      |

Table 2 shows that 46 secondary school pupils, 9.2% of the sample, are possess high entrepreneurial knowledge. Out of 46, 23 (50%) participants are from CBSE-affiliated secondary schools, whereas 19 (41.3%) are from ICSE-affiliated schools, only four (8.6%) participants are from U.P. Board schools. 49.40% of secondary students lack of entrepreneurial knowledge. Similarly, 18.2% of students in 91 secondary schools had high entrepreneurial skill awareness, while 44.6% of students in 223 secondary schools had moderate level of entrepreneurial skill awareness. In contrast, 186 (37.2%) secondary schools’ students were unaware of entrepreneurial skills. Only 81 (16.2%) secondary schools’ students have a favourable entrepreneurial behaviour, while 294 (58.8%) do not.

Additionally, figure 3 shows that just 11% of secondary schools’ students report being exposed to entrepreneurship in school. A poll of secondary schools’ students found that 76% had been exposed to entrepreneurship through news and electronic media. A lesser amount of 8% reported reading about entrepreneurship in paper, while 5% stated knowing nothing about it.

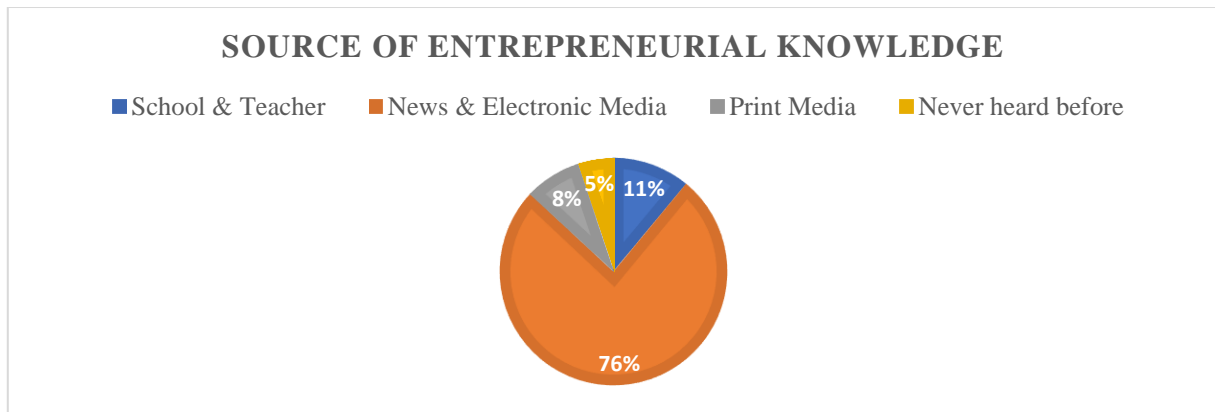


Figure 3: Source of entrepreneurial Knowledge of Students of Uttar Pradesh

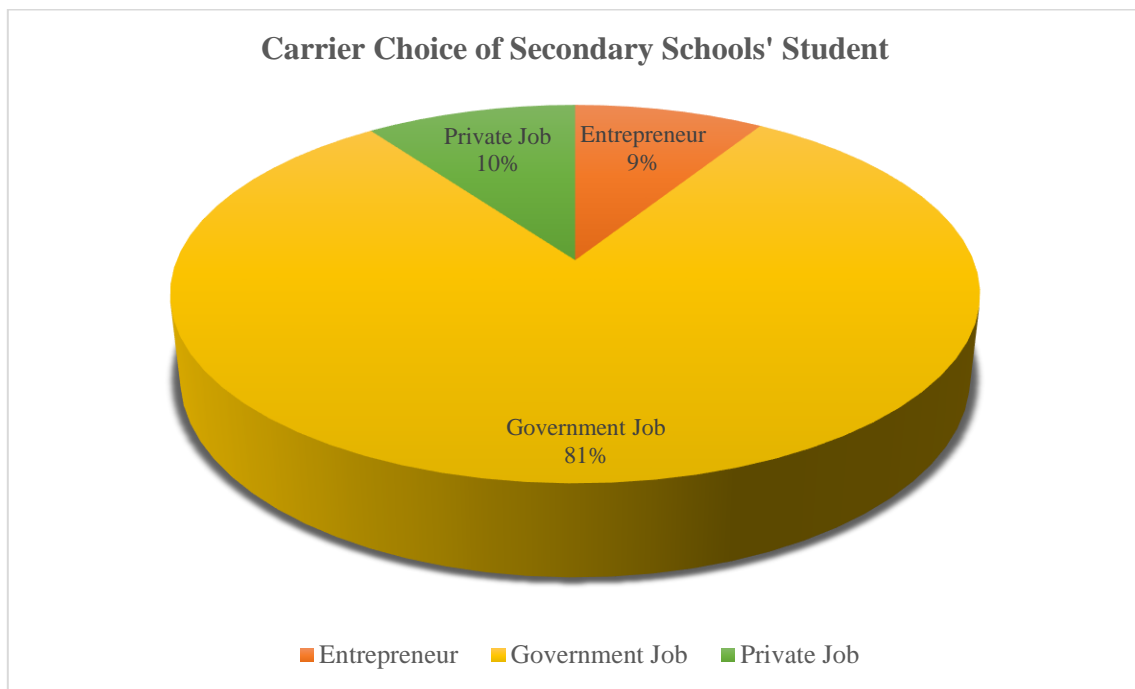


Figure 4: Carrier Choice of Secondary Schools' Students of Uttar Pradesh

81 % students of secondary Schools said that working for the government institutions were their desired career path, whereas just 9 % of students reported having an interest in starting their own business/ entrepreneur as their major career option. In addition, 10 % students in secondary education said that working in the private sector was their preferred career choice.

Objective 3: To compare the level of entrepreneurial mindset awareness of Secondary Schools' students of Uttar Pradesh and Bihar.

To full, this objective the following null hypothesis has been framed and tested at 0.5 level of significance.

H<sub>01</sub>: There is no significant difference in entrepreneurial knowledge of secondary schools' students of Uttar Pradesh and Bihar.

H<sub>02</sub>: There is no significant difference in the entrepreneurial skills of secondary schools' students of Uttar Pradesh and Bihar.

H<sub>03</sub>: There is no significant difference in the entrepreneurial behavior of secondary schools' students of Uttar Pradesh and Bihar.

Table 3: t-test for significance difference in entrepreneurial mindset awareness of secondary schools' students of Uttar Pradesh and Bihar

| Dimension of entrepreneurial mindset awareness | State         |      |       |      | t- value | df  | P-value |
|--|---------------|------|-------|------|----------|-----|---------|
|  | Uttar Pradesh |      | Bihar |      |          |     |         |
|  | Mean          | SD   | Mean  | SD   |          |     |         |
| Entrepreneurial Knowledge                      | 16.5          | 1.56 | 11.3  | 1.65 | 1.99     | 998 | 0.043*  |
| Entrepreneurial Skills                         | 6.8           | .85  | 9.8   | .96  | 1.05     | 998 | 0.175** |

|                           |       |      |       |      |      |     |         |
|---------------------------|-------|------|-------|------|------|-----|---------|
| Entrepreneurial Behaviour | 34.65 | 1.67 | 32.36 | 1.59 | 1.91 | 998 | 0.251** |
|---------------------------|-------|------|-------|------|------|-----|---------|

\*Significance at 0.05 level

\*\*Not significance at 0.05 level

According to the findings presented in Table 3, the P-value associated with entrepreneurial knowledge is below the threshold of 0.05. This indicates that the null hypothesis pertaining to this variable is rejected at a significance level of 0.05. Consequently, the null hypothesis, which posits that "there is no significant difference in entrepreneurial knowledge among secondary school students in Uttar Pradesh and Bihar", is refuted ( $t = 1.99$ ,  $df = 998$ ,  $p = 0.430 < 0.05$ ) at a statistically significant level of 0.05. The available evidence supports the assertion that secondary school students in Uttar Pradesh possess a higher level of entrepreneurial knowledge ( $M = 16.5$ ) when compared to their counterparts in Bihar ( $M = 11.3$ ). Although the p-value for both entrepreneurial skills and entrepreneurial behaviour is above 0.05, the corresponding null hypotheses, which state that "There is no significant difference in the entrepreneurial skills of secondary school students of Uttar Pradesh and Bihar" and "There is no significant difference in the entrepreneurial behaviour of secondary school students of Uttar Pradesh and Bihar" were failed to reject at the 0.05 level of significance. Insufficient evidence exists to assert that there is a significant difference in the entrepreneurial skills and behaviours of secondary school students in Uttar Pradesh and Bihar.

### Discussion & Conclusion

Uttar Pradesh and Bihar are among the most populous states. The labour force participation rate is also essential. Thus, per GOI (2014). The age group 15-to-17, unemployment rate in Bihar is 576 per 1000, while in Uttar Pradesh it is 423. This number is alarming for both states because the unemployment rate is rising exponentially. Bihar and Uttar Pradesh launched start-up initiatives to address this issue. However, such government measures may be ineffective if educational institutions cannot promote entrepreneurship. Secondary students are not aware of the value of entrepreneurship. The majority of respondents dislike being an entrepreneur. Students are more likely to choose public sector employment. Government and private jobs are prioritised above entrepreneurship. Bihar and Uttar Pradesh secondary schools have no programme to encourage students to become entrepreneurs. Secondary education fails to build an entrepreneurial culture that may enable the current generation to create jobs by taking the initiative as entrepreneurs. According to 2011 and 2013 European Commission studies, school atmosphere is one of the biggest factors in students' entrepreneurial attitudes. The European Commission has also stressed the importance of educators having an entrepreneurial mindset in 2008, 2011, 2015, and 2016.

Students without an entrepreneurial mindset may be a liability for their states. Even with great education and certifications, people often depend on the state for their livelihood. People depend on government aid, making them dependent on job hunting. Entrepreneurial students are more inclined to think creatively and find novel solutions to state challenges. Most of the school run by Uttar Pradesh secondary schools board are do not teach about innovation and startup. Both the CBSE and ICSE boards provide an elective subject in entrepreneurship at secondary level, therefore secondary school students who use these boards are more knowledgeable about entrepreneurship. However, this would not achieve the goal because state-affiliated secondary schools have much higher enrollment than CBSE or ICSE schools. No programming or curriculum encourages entrepreneurial thinking among Bihar and Uttar Pradesh secondary school students. The entrepreneurial cultural attitude is not effectively promoted in secondary schools, hindering young people from starting their own firms and creating jobs. European commission, (2011; 2013) acknowledged that to foster entrepreneurship in secondary schools' students, policy intervention is needed across the education system. It will require a change in school culture, curriculum, and teacher training. Students without an entrepreneurial attitude are more likely to become liabilities for their states. Entrepreneurial students are continually thinking of new ways to tackle difficulties and inventive solutions to existing challenges. They develop firms and become employers instead of job seekers.

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