

ATTITUDES OF EDUCATED YOUTH OF THE SOCIAL STUDIES UNIT TOWARD ENTREPRENEURSHIP

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Abstract

This current study aims to explore the attitudes of educated youths of social studies towards entrepreneurship as well as their implications for future career paths and social impact. The study highlights the importance of understanding educated youths' attitudes toward entrepreneurship and the most significant factors that can shape these attitudes. By understanding their perceptions, ideas, actions, and challenges related to entrepreneurship, valuable and informative insights can be achieved for building strong entrepreneurship and supporting the social studies unit. In this study additionally a primary quantitative and SPSS has been done to provide numerical data that can capture the general perception, behavior, and attitudes of educated youth students toward entrepreneurship. This section emphasizes the development of educational policies and support programs that foster a more positive and supportive entrepreneurial environment for students. This section highlighted it is essential to understand the attitudes of educated youths towards entrepreneurship that helps to the significant implications for individuals as well as the entire society. In conclusion, this researcher outlined that a primary quantitative analysis has been done and statistical analysis has been conducted with the help of SPSS to identify and understand these attitudes.

Keywords: *Social entrepreneurship, entrepreneurial environment, educated youths.*

Introduction

Entrepreneurship has an influential role in the current global economy. It has been observed that entrepreneurship fosters innovation, more job opportunities, and economic development when allowing people to create meaningful change. However, it is important to understand the attitudes of educated youth people towards entrepreneurship because it provides the idea of their perceptions, readiness as well as encouragement for adopting entrepreneurial endeavors.

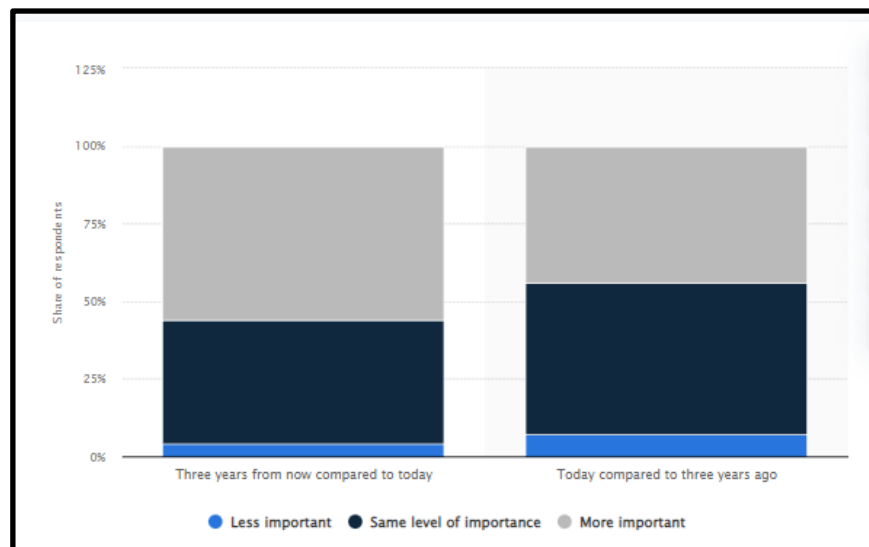


Figure 1: Importance of social enterprise to organizations

(Source: Statista, 2019)

The above statistic illustrates that, in the year 2019, almost 56% of the participants globally expected social studies are important to their organization. As per the suggestion of Hendry et al. (2019), social enterprise addresses the organizations that can combine their revenue growth and profit-making with the increasing demand and need for respecting and supporting its environment as well as stakeholder network. The lack of awareness and knowledge about social studies before starting a business or becoming a social entrepreneur can create several challenges such as limited exposure, perceived risks and challenges, misalignment with career expectations, and lack of a supportive ecosystem (Boldureanu et al. 2019). Therefore, it can be identified that all these challenges can negatively impact the development of entrepreneurial attitudes and skills among the students and also reduce their interest, passion, and engagement in social entrepreneurship.

The study aims to identify the behaviors and attitudes of educated youths in social studies to build a strong entrepreneurship

Research Objectives

RO1: To critically examine and understand the general attitudes of educated youths toward entrepreneurship

RO2: To describe the most significant factors that can shape attitudes of the educated youths toward the entrepreneurship

RO3: To analyze how educated youths can perceive the risks that are directly linked with entrepreneurship

RO4: To identify the issues and barriers that are faced by educated youths while pursuing entrepreneurship

Research questions

RQ1: What are the general attitudes and perceptions of educated youths that help them to build entrepreneurship?

RQ2: What are the most important factors that can influence educated youth people's attitudes toward entrepreneurship?

RQ3: What are the common obstacles that are associated with insufficient entrepreneurial education?

RQ4: What are the most effective ways to reduce the issues and risks that are associated with entrepreneurship?

Literature review

Assess the importance of social entrepreneurship

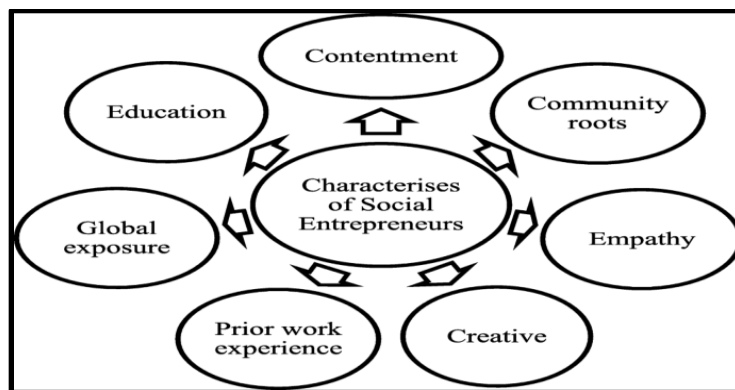


Figure 2: Social entrepreneurship characteristics

(Source: Abbas, 2019)

The above figure shows the importance of social entrepreneurship characteristics. Social entrepreneurship knowledge, skills, and programs can provide a wider range of experiential learning opportunities as well as practical experience while working with any organization in a developing state. As per the suggestion of Abbas (2019), it also helps to earn credit hours toward their degree.

Along with this, students can gain a unique perspective on the social, economic, and community challenges on an international level through this social entrepreneurship knowledge (Putro et al. 2019). Along with this, people can develop their essential skills for developing more sustainable solutions to solve a range of social issues and challenges. As per the statement of Hattab (2014), these include improving educational outcomes, identifying environmental and societal issues, offering healthcare services for the undeserving population, and supporting those people who are living in poverty. Therefore, it can be deduced that people or students can learn about complex social issues and then create sustainable market-based solutions for solving those problems with the help of social entrepreneurship.

Assessment of the challenges that can hinder the development of an entrepreneurial attitude

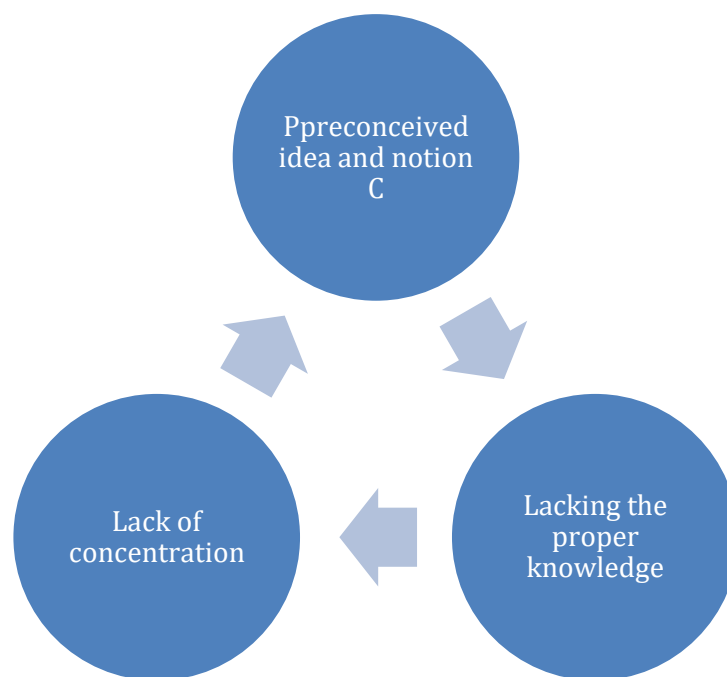


Figure 2: Significant challenges of social entrepreneurship

(Source: Crano, Brewer & Lac, 2014)

The above figure is indicating significant challenges that can negatively impact the development of entrepreneurial attitude. As per the suggestion of Crano, Brewer & Lac (2014), social studies can have, a preconceived idea and notion that people's career paths are highly and primarily include non-profit organizations, educational organizations, and traditional employment in government organizations. However, a lack of entrepreneurship concentration can hinder all these expectations and also make entrepreneurship irrelevant to their chosen career trajectory. As per the statement of Shahroom & Hussin (2018), students can perceive entrepreneurship as highly risky and difficult without proper awareness and proper knowledge. However, lacking the proper knowledge and good skills can prevent navigating entrepreneurial landscapes like financial management, business-related planning, and market analysis (Anderson, 2017). Therefore, this identification of risks and challenges can help students from exploring entrepreneurship as a viable career option.

Methodology

In this study, a primary quantitative data analysis has been done and a survey has been conducted among 57 participants. Along with this, SPSS also played a vital role in collecting numerical data and understanding the attitudes of educated youths toward entrepreneurship (Healey, 2014). Moreover, SPSS enables researchers to examine and interpret a large set of numerical data for analyzing survey data that are collected from the survey of the educated youths.

Findings

What is your age?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5.0	5.0	5.0
20-30	12	20.0	20.0	25.0
31-40	12	20.0	20.0	45.0
41-50	11	18.3	18.3	63.3
Above 51	22	36.7	36.7	100.0
Total	60	100.0	100.0	

Table 1: Age

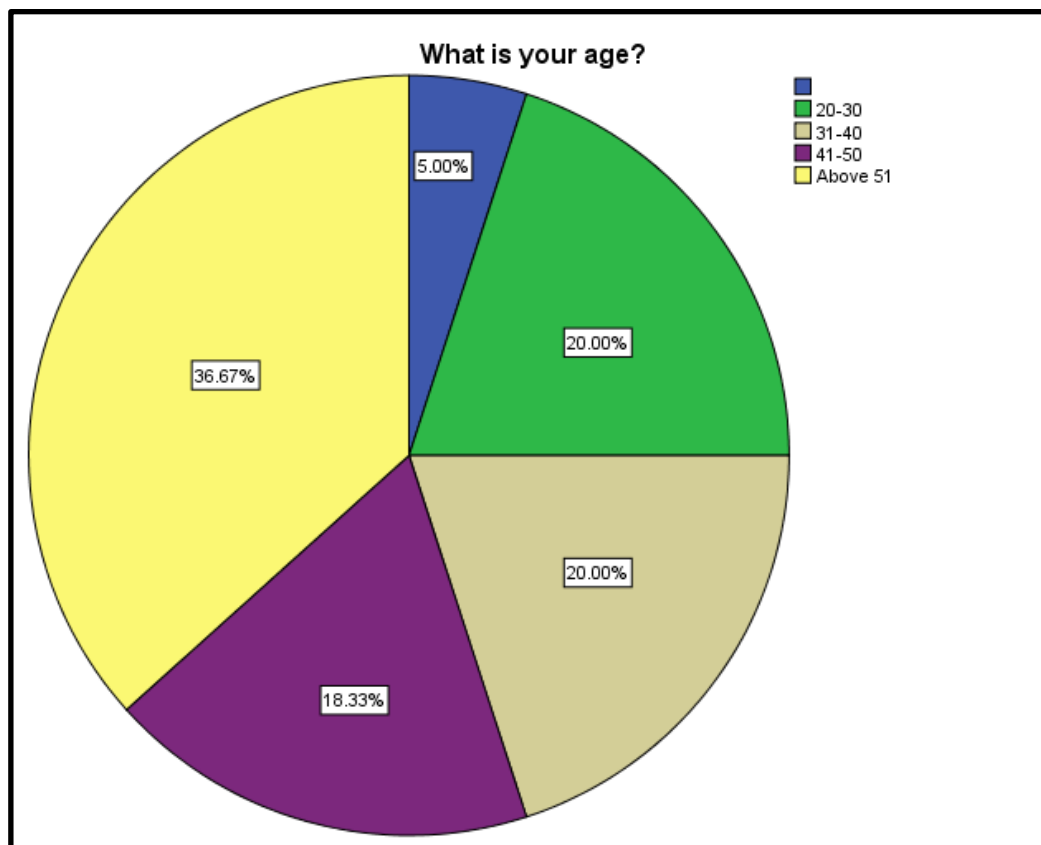
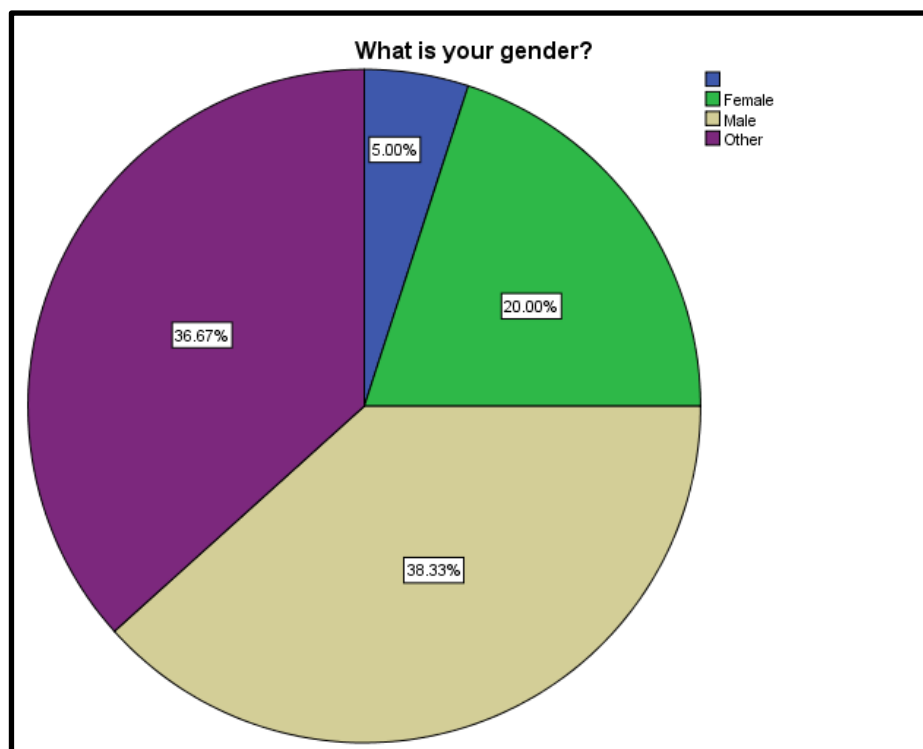


Figure 4: Age

The above table and figure are representing the age group of the surveyed participants where the age groups are categorized as 20-30, 31-40, 41-50, and above 51. The graphical representation shows that most of the participants are from the above 51 age group which is 36.57 percent. 20 percent of respondents belong to the age group of 31-40 and 41-50 and the rest belong to the age group of 20 to 30 categories which is 5 percent.

What is your gender?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5.0	5.0	5.0
Female	12	20.0	20.0	25.0
Male	23	38.3	38.3	63.3
Other	22	36.7	36.7	100.0
Total	60	100.0	100.0	

Table 2: Gender**Figure 5: Gender**

The above figure and table are representing the gender group of the surveyed participants. The gender group is categorized into three categories that are male, female, and others. The graphical analysis is showing that the maximum number of participants is from male and other gender groups and their percentages are 37 and 36.30 whereas 20 percent of people are from female groups. All of them completely agreed with social entrepreneurship because they think it helps in social innovation. Along with this, social knowledge and skills can help an entrepreneur to build a successful career as a nonprofit business owner

What is your profession?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5.0	5.0	5.0
Business	23	38.3	38.3	43.3
Service	34	56.7	56.7	100.0
Total	60	100.0	100.0	

Table 3: Occupation

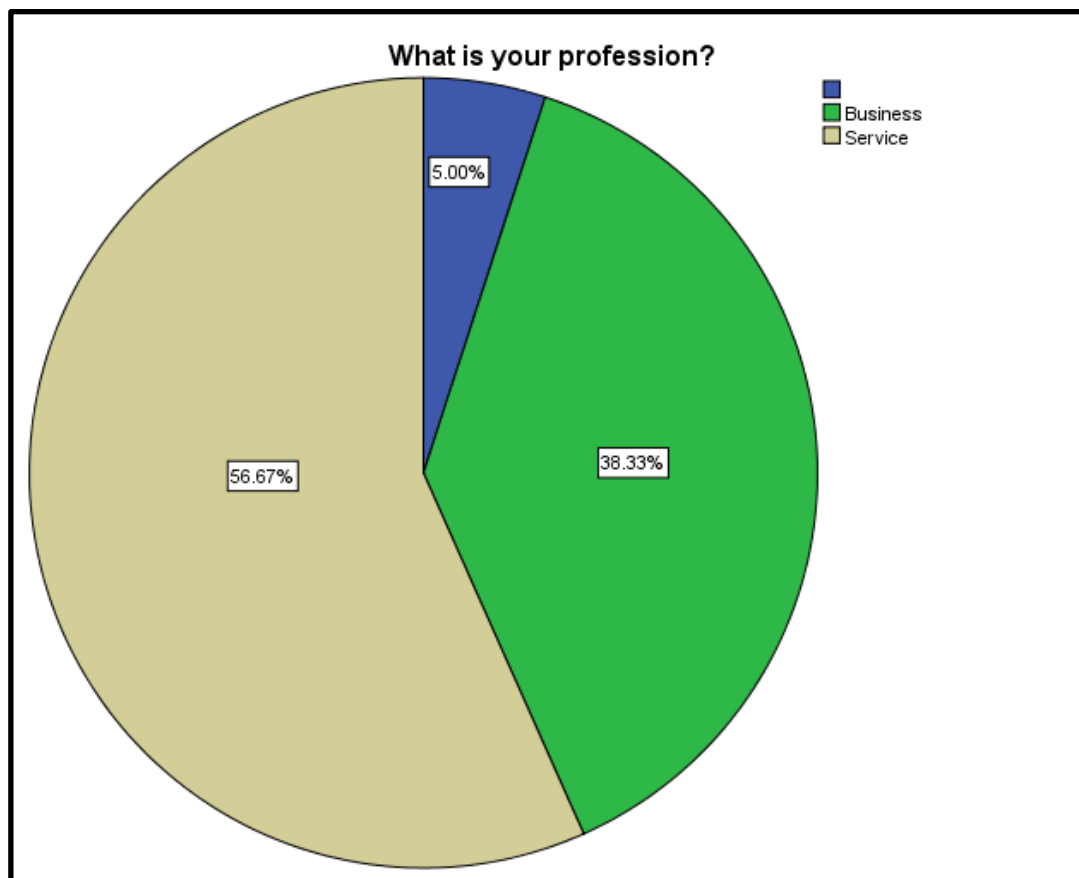


Figure 6: Occupation

The above figure and table is representing the occupational categories and status of the surveyed participants where a maximum number of participants are from the business group which is 39 percent and they think that business professionals when gained social knowledge focus on social issues and their impacts on the corporate world.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
entrepreneurship -DV	57	1	5	2.95	1.432
There are significant factors -IV 1.1	57	1	5	2.95	1.432
positive impact on society-IV 2.1	57	1	5	2.95	1.432
Entrepreneurial skills and knowledge -IV 3.1	57	1	5	2.95	1.432
aware of any entrepreneurial initiatives or opportunities-IV 4.2	57	1	5	2.95	1.432
Valid N (listwise)	57				

Table 4: Descriptive statistics

The above table is showing the descriptive statistics of both DV means dependent variable and independent variable means IV. In this table, entrepreneurs are playing the role of the dependent variable and its mean square value is 2.9 whereas entrepreneur skill is acting as the independent variable and its mean square value is 1.4.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 ^a	1.000	1.000	.000

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	114.842	1	114.842	.	. ^b
	Residual	.000	55	.000		
	Total	114.842	56			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.000	.000		.	.
	aware of any entrepreneurial initiatives or opportunities-IV 4.2	1.000	.000	1.000	.	.

Table 5: Regression analysis

The overhead table are showing the standard deviation value, mean square value, and coefficient value through Model summary, ANOVA table as well as a coefficient table

H1: There is an optimistic relationship between social studies and entrepreneurship

Correlations

		entrepreneurs hip -DV	The level of support and resources-IV 1.2	positive impact on society-IV 2.1	Education and training - IV 3.2	Social Studies unit - IV 4.3
entrepreneurship -DV	Pearson Correlation	1	1.000**	1.000**	1.000**	1.000**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	57	57	57	57	57
The level of support and resources-IV 1.2	Pearson Correlation	1.000**	1	1.000**	1.000**	1.000**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	57	57	57	57	57
positive impact on society-IV 2.1	Pearson Correlation	1.000**	1.000**	1	1.000**	1.000**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	57	57	57	57	57
Education and training -IV 3.2	Pearson Correlation	1.000**	1.000**	1.000**	1	1.000**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	57	57	57	57	57
Social Studies unit -IV 4.3	Pearson Correlation	1.000**	1.000**	1.000**	1.000**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	57	57	57	57	57

Table 6: Correlation analysis

The above table is representing the relationship between DV and IV. The table is illustrating that the dependent variable is directly connected with all IVs. Hence, this study is supported by the numerical analysis.

Discussion

Social studies embrace a wider range of rules, principles, and disciplines, help to solve real-world problems, get more career opportunities as a social entrepreneur, and can take part in global leadership and change. Moreover, this provides a completely different and unique perspective on human behavior, societal actions, and issues (Denscombe, 2017). Therefore, it is important to understand how educated youths perceive entrepreneurship as a career path while the social studies unit provides a broad understanding of social dynamics to the students.

Social entrepreneurs are one of the most important things in leading organizations. As per the suggestion of Küttim et al. (2014), social entrepreneurs help to create new businesses and provide business opportunities to nonprofit organizations. Along with this, students can pursue any career in the profit, government, or nonprofit sectors with a degree in social entrepreneurship. Moreover, this degree can help to gain important management skills that an organization as well as its leaders requires to lead a completely impactful organization. Besides this, social entrepreneurs learn to create strong and effective business plans that can help to grow their business at an increasing rate, to include finance, economic logic, and marketing campaigns

(Crano, Brewer & Lac, 2014). Therefore, it can be identified that, with a degree in social entrepreneurship, students can develop the skills required to make a positive change within the society and also they can gain knowledge of social challenges and explore more innovative ways to provide solutions to these challenges.

Conclusion

From the overall study, it can be concluded that the attitudes of educated youths of social studies towards entrepreneurship can help to develop new and innovative solutions for solving complicated social issues and risks. The paper also highlights that, with the help of the social studies unit, they also gain more knowledge and information about social entrepreneurship, which includes human rights, social rights, global business development, environmental sustainability, and poverty alleviation. Hence, researchers come to the profound conclusion that social studies can inform educational interventions as well as support aspiring entrepreneurs.

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