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## What Drives Youth to Become Entrepreneurs? An Empirical Examination

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**Abstract:**

**Purpose:** Entrepreneurship can be perceived as a weapon in the fight against unemployment. It is especially true within the segment of young people. The paper seeks to investigate and report on the incentives for and obstacles to entrepreneurial motivation among youth. The focus will be put on capturing the extent of school pupils' self-estimated chances and capabilities of becoming an entrepreneur.

**Design/Methodology/Approach:** A structured survey questionnaire was used to collect primary data from school pupils aged 12-17. A sample group of over 350 young participants of university-run entrepreneurship programs was selected. The data gathered in the research were analyzed using descriptive statistics.

**Findings:** Our findings suggest that entrepreneurial motivation is the resultant of numerous factors such as one's individual characteristics and intuitive capacity, as well as various environmental variables. Of the last ones, formal entrepreneurship education is crucial.

**Practical Implications:** Efforts to encourage people to become entrepreneurs could start as early as childhood or adolescence. University programs and courses for youth are a perfect forum for shaping entrepreneurial skills. Therefore, such initiatives should be supported by government funding schemes and heavily promoted.

**Originality/Value:** To the author's best knowledge, the present study is the first empirical research into incentives and challenges that build perceptions and attitudes towards entrepreneurship among youth aged 12-17 in Poland.

**Keywords:** Youth entrepreneurship, motivation, education market, Poland.

**JEL classification:** L26, A21.

**Paper Type:** Research study.

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## 1. Introduction

Research often rightly points to entrepreneurship education as the “weapon of destruction” against poverty and unemployment (Syam *et al.*, 2018). Such training is also described as a way of building the welfare of the society and the prosperity of individuals. Establishing viable enterprises can boost labour markets at local, national and the common European market levels.

Poland’s current economic upturn is an important incentive to study the significance of entrepreneurship drivers, especially among young people. In particular, research into entrepreneurial motivation and its role can help to shape the business life of the future. This paper undertakes to address the issue of entrepreneurial incentives for and obstacles to entrepreneurial motivation. Specifically, the focus is on the motivations for planning to undertake entrepreneurship in the future, as well as the related concerns and their perceived barriers to youth entrepreneurship. Therefore, the viewpoints of young people attending university educational programs were examined.

The aim of the questionnaire, which was the basic research tool and was completed by 354 pupils aged 12-17 who participated in entrepreneurship education programs, was to explore the attitudes, viewpoints and intentions regarding self-employment. The study concentrated on the desirability, chances and capabilities of becoming an entrepreneur as assessed by the young respondents.

## 2. Literature Review

The literature offers numerous concepts of entrepreneurship, with no single commonly approved definition. This paper looks at the different definitions and discusses their most outstanding characteristics.

Entrepreneurship can be seen as a consequence of one’s spirit, mindset and specific personal traits. This understanding is extensively covered by both economics (Kurilsky, 1980; Rushing 1990; Kent, 1990; Åstebro *et al.*, 2014) and psychology (Born and Altink, 1996; Baum and Locke, 2004) literature. It is also perceived as a set of abilities referred to as business skills facilitating the carrying out of business activities (Binks, 1994; Cotton and Gibb, 1992). Entrepreneurship is thus an ability to respond positively to the opportunity to make profit out of a given business activity while offering benefits to the society and customers. It is also related to creating something new and unique compared to the existing products and services.

Entrepreneurship is also identified as the quest for business opportunities (Weaver and Henderson, 1995). It is worth stressing that as such it refers to human behavior that encompasses converting ideas into practice and initiatives into actions. Such traits as creativity, innovation, risk-taking and management skills are utilized for the purpose of serving clients better and implementing new solutions in both the

marketplace and the workplace. Therefore, entrepreneurship can be perceived with reference to the dimensions of the given entrepreneurial activity.

Furthermore, the meaning of entrepreneurship can be framed by a set of values, which could be referred to as qualities embodied in behavior that can be used as movers, methods, resources and processes (Syam *et al.*, 2018). In the narrow context, such values are useful when launching and developing a business based on the entrepreneurial spirit and mindset. In the wider sense, they make up an ability to create something new, useful and different by matching the potential and the bundle of the existing technology, know-how, human resources and knowledge.

Another understanding of entrepreneurship is that which focuses on the process. Here, entrepreneurship is a process whereby innovation is sought in order to solve problems and find opportunities (Syam *et al.*, 2018). Thus, it can be seen as a way of developing something unique and different that generates value added (Aisyah *et al.*, 2017). Entrepreneurship is therefore tantamount to transforming the potential of human resources into valuable competencies and skills (Syam *et al.*, 2018).

Importantly, entrepreneurship should not be considered as either a set of specific inborn features and capabilities or a certain attitude and a behavior style leading to business creation. To some extent, both these meanings of entrepreneurship are compatible and interact with each other. Moreover, they require a favorable environment to be activated. Various environmental factors such as education, family background and culture can be crucial in shaping the future entrepreneur. The last one is also associated with enterprise culture (European Commission, 2013). Such culture includes the willingness to take responsibility, the preference for self-employment and the perception of opportunities and their exploration. Thus, it shapes the sort of skills and capabilities that are required for one to become an entrepreneur.

Findings from various studies on entrepreneurial motivation point to diverse factors pushing a person to become an entrepreneur. Some research shows that these factors include the desire to feel free at work, self-efficacy, the need for achievement, the risk-taking ability, and other (Lautenschläger and Haase, 2011). Moreover, there are empirical findings highlighting the significance of not only personal but also contextual factors such as academic support, social support, preparedness of the tools required for one to become an entrepreneur (Segal *et al.*, 2005), and entrepreneurship learning (Syam *et al.*, 2018).

Environmental factors, especially education, are of great importance among young people. According to Chigunta *et al.* (2005), youth entrepreneurship is defined as the application by 18-35-year-olds of enterprising qualities, such as innovation, creativity, initiative, and risk-taking in the workplace. To date, most studies have concentrated on entrepreneurial motivation within the limited age group of 18-35 (Wise, 2016), or have targeted college students (Papagiannis, 2018; Syam *et al.*,

2018; Ozaralli and Rivenburgh, 2016; Utami 2017). Nobody else has so far taken into consideration the entrepreneurial motivations and stimulants found among school youth aged 12-17. Consequently, the present study is the first empirical research conducted in Poland covering these issues and analyzing empirical data for this age group.

### 3. Material and Methods

The study followed a nonexperimental, quantitative and descriptive research approach. The target group included young persons aged 12-17. According to GUS (Statistics Poland), there were 98,880 people within this age group in Poland's Zachodniopomorskie Voivodeship in 2018 (GUS, 2019), accounting for 5.81% of the region's total population (GUS, 2019). A sample group of 400 school pupils was drawn to participate in the study (0.004% of the Voivodeship's total population), which was a sufficient group size for a regional survey (Kramer, 1994). The survey included the following questions: (1) what are your motivations for undertaking entrepreneurial activity in the future?, (2) what are the challenges (barriers) to your undertaking such activity?, (3) what are your estimated chances of becoming an entrepreneur?, (4) what are the incentives to become entrepreneurial (both in terms of personal skills and external factors)?. Generally, the study aimed to investigate the pupils' viewpoints and, more specifically, to examine their mindsets and attitudes towards entrepreneurship, as well as their spiritual readiness to become an entrepreneur in the future. The study was designed as a pilot research.

The participants were selected from the target group of youth aged 12-17 (auditorium survey). The pupils were from schools participating in the University of Szczecin's educational programs in 2019. The programs included workshops, seminars and entrepreneurship competitions making use of gamification. For the purpose of the present study, a sample size of 400 members was drawn, 354 of whom returned fully completed forms, giving the response rate of 88.5%. The remaining 46 questionnaires were deemed invalid due to gaps and misunderstandings identified in them.

The questionnaire was the main research tool used. It contained five core questions covering the factors affecting youth entrepreneurship, and eight additional ones describing the respondents' demographic profile. The 5-point Likert scale was used, ranging from total disagreement to absolute agreement with the questions posed. The questionnaire was distributed among the pupils directly, using the pen & paper technique. Before completing the questionnaire, the respondents were informed that their participation was voluntary and anonymous.

Data pre-processing began with data edition, which was followed by descriptive statistics. Research findings were presented by way of frequency allocation tables. Cronbach's alpha was used to ensure that the measuring scale demonstrated appropriate psychometric properties. The internal coherence and consistency of the

questionnaire proved to be satisfactory with a Cronbach's alpha of 0.788, which met the requirements ( $\alpha > 0.60$ ).

#### 4. Empirical Results and Discussion

Beginning with the respondents' demographic profile (Table 1), the number of boys was observed to slightly exceed that of girls. Almost 6% of the participants declared they were gender neutral. Most of the respondents attended the final years of primary schools (7 and 8 classes) – being 14 or 15 years old. In half of the cases, their parents were university graduates. Almost 46% of the pupils' mothers were employed in the public sector, while 45% of their fathers worked in the private sector. Only 9.7% of the mothers and 16.3% of the fathers were entrepreneurs employing other people. According to the survey, the respondents had diverse interests (ranging from art to science). One third of them lived in the countryside, 41.1% in medium-sized or big cities, and 21.3% in small towns.

**Table 1.** Demographics (in %) (N=354)

Gender	Male	49.9
	Female	44.3
	Agender	5.8
Age	12-13	36.8
	14-15	55.6
	16-17	7.6
Mother's level of education	Higher education	54.4
	High school education	24.4
	Basic vocational training	14.0
	Primary education	6.1
Father's level of education	Higher education	50.6
	High school education	27.2
	Basic vocational training	17.5
	Primary education	4.7
Mother's profession	Public sector employee	45.7
	Private sector employee	27.0
	Entrepreneur, employing other employees	9.7
	Sole trader / self-employed	5.3
	Farmer	2.9
	Not working	7.0
	Unemployed	2.3
Father's profession	Public sector employee	23.7
	Private sector employee	45.2
	Entrepreneur, employing other employees	16.3
	Sole trader / self-employed	7.1
	Farmer	3.7
	Not working	1.8
	Unemployed	2.2

Prevailing interest	academic	Science	32.6
		Nature	20.9
		Humanities	20.6
		Art	25.9
Domicile		City over 500 thousand	19.0
		City 100-500 thousand	22.1
		City 50-100 thousand	6.6
		Town below 50 thousand	21.3
		Countryside	31.0

*Source: Own study.*

According to a European Commission survey, 37% of Europeans want to be their own bosses but only 10% actually are. Provided this potential could be exploited, millions of new businesses could be added to the 20.8 million small and medium-sized enterprises (SMEs) currently operating in the EU (European Commission, 2013). By stimulating and working on developing entrepreneurial motivation, young people's dreams could be turned into future businesses.

As regards the respondents' motivation for undertaking entrepreneurial activity in the future, the factors that gained the most recognition were: "the opportunity to create your own future", "being able to do something that gives you satisfaction", "the opportunity to exploit your own abilities / predispositions", "being able to control your own work", and "the possibility of implementing your own ideas and innovative solutions" (Table 2). Consequently, the respondents' personal assessment of their entrepreneurial motivation was characterized by such aspects as personal fulfillment, their perceived entrepreneurial skills, and the estimated locus of control. On the other hand, such aspects as "lack of employment opportunities in the private sector", "lack of employment opportunities in the public sector" and "I come from a family where everybody has always owned a business, I therefore want one of my own, as well" proved to be of lower significance. It appears that any reluctance to undertake entrepreneurial activity in the future stemmed neither from the pupils' perceived position in the labor market nor their family background.

Regarding their self-estimated chances of becoming an entrepreneur, one third of the young respondents were yet uncertain. They had no precise opinion about their own capabilities (Table 2). Furthermore, 27.4% of the pupils considered themselves suited to become a businessman/businesswoman sometime in the future. The rest of the respondents did not perceive themselves as suitable candidates for entrepreneurs. Consequently, they saw their chances that they might ever establish a business of their own as low. This creates room for entrepreneurship education and informed activities in order to increase young people's chances of becoming an entrepreneur.

**Table 2. Entrepreneurial motivation of – descriptive statistics**

Motivations for undertaking entrepreneurial activity in the future	%*	Mean	SD
The possibility to implement your own ideas and innovative solutions	72.3	3.92	1.13
Being able to control your own work	74.3	3.98	1.14
Being able to do something that gives you satisfaction	81.6	4.27	1.07
The possibility to use one's own abilities / predispositions	79.0	4.11	1.11
The desire to be your own boss	55.1	3.58	1.30
Risk appetite / Need for adrenaline	47.7	3.32	1.31
The lack of employment opportunities in the public sector	15.9	2.54	1.13
The lack of employment opportunities in the private sector	12.9	2.48	1.08
The prospect of making more money than from working "with others"	68.7	3.90	1.16
The desire to impress others / the environment	47.6	3.27	1.36
The willingness to manage others / team management	45.6	3.31	1.34
The opportunity to create your own future	81.9	4.23	1.05
The ability to do things that are important and necessary for the environment	69.7	3.84	1.20
I come from a family where everybody has always owned a business, and I want one too	25.7	2.57	1.39
<b>Estimated chances of becoming an entrepreneur</b>	<b>%</b>		
Definitely Yes	18.8		
Rather Yes	25.6		
Hard to say	32.1		
Rather No	14.4		
Definitely No	9.4		

**Note:** \*strong agreement / agreement, Mean (average values), SD- standard deviation.

**Source:** Own study.

Table 3 shows the identified obstacles to undertaking entrepreneurial activity in the future. None of the 15 factors that hinder youth entrepreneurship was particularly frequent (exceeding 50% of the answers). The information obtained from the respondents suggests that financial challenges were relatively common (“financial issues / lack of adequate resources”, “fear of financial failure/loss of money”). Similarly, considerable attention was paid to the emotional factor, i.e. stresses related to running one’s own business. On the other hand, relatively few of the pupils pointed to factors such as “fear of falling into workaholism”, “lack of creativity” and “lack of autonomy”. This shows that the degree of the perceived impact of internal factors (attributed to personal skills and capabilities) was quite low among them.

Other concerns related to undertaking entrepreneurial activities included those of financial and legal nature. It was quite striking that only 36% of the young respondents indicated insufficient knowledge, a shortage of skills or a lack of

experience as the potential barriers on the path to their entrepreneurship in the future. On the other hand, 34% of the pupils confirmed laziness and inconsistency in their efforts as barriers.

**Table 3. Entrepreneurship obstacles – descriptive statistics**

<b>Obstacles to undertaking entrepreneurship in the future</b>	<b>%*</b>	<b>Mean</b>	<b>SD</b>
Financial issues / lack of adequate resources	49.2	3.36	1.32
Economic instability, competition	37.5	3.11	1.16
Legal restrictions (e.g. tax compliance)	35.1	2.98	1.23
Excessive bureaucracy	33.7	3.08	1.19
Fear of financial failure/loss of money	43.9	3.12	1.35
Excessive business risk	35.2	2.99	1.24
Fear of compromising the environment	29.3	2.72	1.35
Insufficient knowledge and skills	36.2	2.93	1.31
Lack of experience	36.1	2.85	1.36
No business contacts	32.9	2.87	1.25
Lack of creativity	29.6	2.53	1.46
Lack of autonomy	29.1	2.52	1.46
Laziness and inconsistency of effort	34.2	2.87	1.46
The stress of running one's own business	42.1	3.06	1.37
Fear of falling into workaholism	25.2	2.52	1.43

**Note:** \*strong agreement / agreement

**Source:** Own study.

Entrepreneurship drivers can be either internal or external (Table 4). The former are associated with personal qualities (skills and traits), and the latter with the incentives coming from the environment. Based on the data presented in Table 4, the respondents perceived creativity and innovation as being the most helpful on the way to becoming an entrepreneur. There was also a high share of those claiming that the ability to solve problems and the possession of appropriate knowledge were personal qualities fostering entrepreneurship. The smallest number of respondents stressed the significance of such traits as being realistic (being able to distinguish between what is achievable and what is not), optimistic and having intuition. Moreover, the average scores for the remaining factors indicate that the respondents recognized the importance of personal skills and traits in efforts to become an entrepreneur.

Regarding the main external factors encouraging individual pupil entrepreneurship, most of the participants pointed to the following: a) participation in entrepreneurship workshops, b) participation in educational projects at school / university, and c) access to modern facilities that help ensure development (e.g. computer laboratories), as shown in Table 4.



As the study showed, the pupils were quite cautious as regards their perception of the potential impact of such activities as participating in strategic entrepreneurship video games, participating in nationwide entrepreneurship competition projects, and increasing the competences of the pupils' school council. The differences between the average scores for the contextual stimulants were small, however. The respondents attributed less significance to activities offered by their schools, i.e. such subjects as Entrepreneurship Basics, or lectures on entrepreneurship. Their method of instruction appeared to be passive, which could have been the reason for their low appeal to the pupils.

**Table 4. Entrepreneurship drivers (incentives) – descriptive statistics**

<b>Entrepreneurial skills &amp; traits</b>	<b>%*</b>	<b>Mean</b>	<b>SD</b>
Focus on success and achieving your goals	71.9	3.94	1.18
Creativity and innovation	79.2	4.17	1.07
Teamwork skills	74.4	4.07	1.09
Ability to apply new technologies	73.1	3.98	1.10
Problem-solving skills	77.5	4.14	1.13
Negotiation and conflict resolution skills	76.2	4.10	1.16
Being realistic / separating what is achievable from what is not	54.9	3.55	1.17
Knowledge	77.2	4.11	1.11
Intuition	68.9	3.86	1.17
Optimism	67.1	3.87	1.17
<b>Stimulants of pupil entrepreneurship</b>			
Teaching at school how to write a business plan	56.6	3.55	1.28
Teaching the basics of entrepreneurship at school	62.2	3.69	1.20
Participation in workshops on entrepreneurship	67.4	3.78	1.16
Meetings with business practitioners	64.7	3.79	1.17
Participation in lessons / lectures on entrepreneurship	62.0	3.68	1.19
Participation in educational projects at school / university	66.2	3.77	1.12
Participation in a student enterprise (e.g. school shop)	61.5	3.66	1.21
Participation in strategic entrepreneurship (video) games	51.4	3.58	1.21
Participation in nationwide competition projects on entrepreneurship	55.4	3.59	1.16
Increasing the competences of pupils' school councils	51.6	3.45	1.22
Access to modern facilities ensuring development (e.g. computer laboratories)	65.7	3.85	1.22

**Note:** \*strong agreement / agreement

**Source:** Own study.

When discussing the results of the present study, it should be highlighted that the survey concerned is the first in Poland to investigate factors affecting schoolchildren's entrepreneurial tendencies. To date, research into youth entrepreneurship has rather focused on the age group of 18-25-year-olds. Particularly, its main interest has been in entrepreneurship education programs and

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entrepreneurial motivation (Papagiannis, 2018; Syam *et al.*, 2018; Wise, 2016; Zumrudi and Yulianti, 2020).

The results hereof confirm the findings of other research (Lautenschläger and Haase, 2011; Papagiannis, 2018; Ozaralli and Rivenburgh, 2016; Pekkala Kerr *et al.*, 2017) that point to the role played by certain personality attributes in shaping entrepreneurial attitudes. These include innovation and creativity, a strong internal locus of control, and the need for individual satisfaction. The significance of the above elements of motivation has been also highlighted in the existing literature, which proves the core importance of personal motivations for entrepreneurship among those who are already grown-up (Austin *et al.*, 2006; Nooderhaven *et al.*, 2004; Smeation, 2003; Utami, 2017).

The results of the research among college students carried out by Papagiannis and those of the present study differed in respect of the perceived impact of the labor market situation. Unlike college students, school pupils did not perceive running one's own business to be an alternative in the context of alleged limited employment opportunities in the private or public sectors. This divergence may not only have had its roots in the different economic situations found in the countries of research (a crisis in Greece and an economic upturn in Poland), but also in the respondents' age. Typically, college students have a better understanding of the current economic situation and its impact on the unemployment rate than pupils do.

In addition, the findings of several other studies appear to support the results of the present paper. For instance, Segal *et al.* (2005) and Utami (2017) have listed the elements of the notion of an entrepreneur. The most important of these qualities are claimed to be innovation and creativity, the need for achievement, and self-efficacy. Similar results have been obtained, by Papagiannis (2018) and Connie *et al.* (2005), who emphasize insight, foresight, persistence, business skills, team spirit, leadership qualities and the entrepreneurial spirit. The last one, which can be associated with intuition, was discovered in the present study. In general, it is important that the context of entrepreneurship should be accounted for (Baker and Welter, 2020). As for the contextual incentives, the research literature provides evidence to the impact that the educational programs attended have on their participants' behavior. Importantly, college students who have taken part in any sort of entrepreneurship education programs have a positive approach towards undertaking entrepreneurial activity (Peterman and Kennedy, 2003, Elmuti *et al.*, 2012; Barba-Sancheza and Atienza-Sahuquillo, 2018) and are favorably disposed towards establishing their own businesses in the future (Baron, 2004; Noel, 2001).

Although the age range of the study group examined herein was far lower (12-17), it is important to point out that academic assistance may play an important role in shaping entrepreneurial attitudes. Most of the respondents appreciated the role of educational projects and workshops as important drivers of their future entrepreneurship. This finding was consistent with the results of other research into

the impact of the learning process and formal education on starting a business, both in developed (Papagiannis, 2018; Mulholland and Turner, 2018) and developing countries (Turton and Herrington, 2012; Kovářová and Šimsová, 2018; Smith *et al.*, 2000).

As for the perceived challenges, a large number of respondents expressed the opinion that financial and psychological issues (such as stress) were the most significant barriers to youth entrepreneurship. Similar challenges have already been reported in the relevant literature (Owusu-Anash and Poku, 2012; Kovářová and Šimsová, 2018). Of note, this view identified in the present study was held by very young persons that had no experience in establishing a business. However, adult respondents express similar feelings, pointing to the fear of going bankrupt or having no regular income, or to the risk of losing their property (European Commission, 2010). Moreover, roughly 8 in 10 EU citizens agree that it is difficult to set up your own business due to the lack of available financial support (European Commission, 2010). Moreover, interestingly, a study conducted in developing countries has identified other potential barriers affecting entrepreneurship, such as the society's attitude toward youth, the expectations the society has of youth, and the levels of education achieved by youth (Wise, 2016).

As for the most prominent motivations that accompany starting a business, the present study identified the following: the opportunity to shape one's future, doing something that is satisfying, the ability to take advantage of one's capabilities, and the ability to control one's work. The first of the motivations has also been identified by Kovářová & Šimsová (2018), who label it as "becoming more independent". Other motivations, such as higher earnings and market opportunities, occupied further positions in terms of popularity, which did not coincide with the findings made by other researchers (Kovářová and Šimsová, 2018).

Finally, unlike other research, our study identified a large percentage of respondents who were uncertain of their position and expressed a moderate degree of self-confidence as far as launching a business was concerned. Other researchers have reported that the percentage of those considering themselves as capable of entrepreneurial activity is high (Papagiannis, 2018). This discrepancy may be associated with the different age ranges of the respondents, as well as the different levels of their entrepreneurial education. The last of the mentioned aspect calls for the provision of planned formal entrepreneurship education.

## **5. Conclusions**

The study investigates factors that shape entrepreneurial intentions in the group of very young people, namely school pupils aged 12-17. To the author's best knowledge, this study is the first empirical research into incentives and challenges affecting the pupils' perceptions and attitudes towards entrepreneurship. The study's contribution consists in providing a comprehensive understanding of young Poles'

drivers and hesitations regarding their future business life. Additionally, it aims to capture the extent of the pupils' estimated chances and capabilities of undertaking entrepreneurial activity.

As suggested in the discussion section above, it can be concluded that the most common entrepreneurial motivations raised by young respondents are those related to their personal beliefs concerning their own creativity, job satisfaction and independence. The present study also confirms the findings and assumptions of previous research suggesting that entrepreneurial intentions can be shaped throughout one's life. This calls for entrepreneurship education to be granted the right place in the learning process. According to the literature, the earlier this process starts the better (Rushing, 1990). Thus, any projects that engage school – business cooperation and focus on developing working knowledge and practical skills are very welcome. They stimulate the young people's motivation and make them more familiar with real-life business. Moreover, our findings support the claim made by other researchers that entrepreneurial intentions are affected by many factors, personal and environmental alike. The latter ones include formal education, which deserves particular attention. Our study reflects the heterogeneous nature of entrepreneurship, which seems to be a complex issue.

As regards the limitations of the study, it should be noted that it investigates the opinions of pupils attending university-run entrepreneurship programs, and therefore its findings cannot be generalized for the entire population of school-age students. Nevertheless, it opens a new area for future research that might involve comparisons between the perceptions held by participants of a similar program and non-participants. It would also be interesting to explore the potential impact of entrepreneurship courses on the participants' motivations to start a business. Other limitations included the lack of calibrated research tools that could relate to Polish conditions. Moreover, as the investigation was designed as a pilot study, there is a need for a further regular nation-wide survey using a random sampling technique that will cover all the Voivodeships of Poland.

Encouraging people to become entrepreneurs could begin in as early as childhood or adolescence. As regards recommendations and policy implications, it can be stated that university-run programs and courses for youth are a perfect forum for shaping entrepreneurial skills. Therefore, such initiatives should be supported by government funding schemes and heavily promoted.

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