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## Article

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# STUDENTS' ATTITUDES TOWARDS STARTING A BUSINESS, ON THE EXAMPLE OF STUDENTS AT THE UNIVERSITY OF INFORMATION TECHNOLOGY AND MANAGEMENT IN RZESZÓW (POLAND)

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## Abstract

Entrepreneurship understood as a manifestation of economic activity is an issue widely discussed in literature, especially in the field of economics. Today, a large part of society is involved in establishing and running a business, hence the shaping of entrepreneurial behaviors gains importance among all age groups, especially young people. The main objective of the conducted research was to examine the interest in starting their own business by students and to verify whether the direction of their studies or role in the group affects the students' willingness to start a business and whether a family member runs a business influences this interest and moreover, whether capital and the idea are the two main criteria conditioning the decision.. The conclusions were based on a study, i.e. (mainly) the cross-analysis of data collected as part of a survey conducted among students of the University of Information Technology and Management in Rzeszów.

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**Keywords:** entrepreneurship, starting a business, students

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## INTRODUCTION

Entrepreneurship is one of the elements that drives the global economy, contributes to improving competitiveness and increasing the well-being of the people in the lowest economic levels of society by creating new jobs (Lichniak, 2011, p. 11). As noted by Bratnicki (2002, p. 14), today entrepreneurship is a “dictator of economic life”. It is understood through the prism of many terms, such as development, grasping opportunities, creativity, innovation, uniqueness or risk (Lichniak, 2011, p.11). It is undeniable, therefore, that entrepreneurship is the key to the success of any economy in the world. In the 1980s there was a delicate turmoil around the understanding of this concept due to P. Drucker and his approach to understanding the phenomenon of entrepreneurship as innovative entities, guaranteeing a new quality, and based on creative action. Many began to wonder whether a large part of the companies, which belonged to the so-called small and medium-sized enterprises, could in fact be called enterprises. Nevertheless, this dilemma does not change the fact that both in Poland and throughout Europe the importance and the need to support the small and medium enterprises sector are highlighted as those that play an important role in the policy of the country and the European Union (notations regarding strategies for socio-economic development with particular focus on small entrepreneurship were included in such strategic documents as the Lisbon Strategy of 2005, the “Small Business Act” of the European Commission from 2008, or “Europe 2020” from 2010). This all points to the important role played by these small entities for the benefit of the economy.

The issue of stimulating entrepreneurship among young people and students is nowadays important for several reasons: firstly – in the world there is a huge emphasis on the creation of innovations, new technologies, or applications, that are significantly associated with setting up and running businesses and secondly – the selective labor market and effects of demographic changes. This all means that young people who are entering this market must adapt to it in terms of both education and the creation of new jobs. Moreover, nowadays the emphasis is not only on the economic or financial part of this phenomenon, but also on the non-economic aspects of these behaviors.

The work presents the concept of “entrepreneurship”

understood as a manifestation of economic activity, i.e. establishing enterprises. In the empirical part, research is presented, its main goal was to identify attitudes towards entrepreneurship and establish business activity among students, on the example of students at the University of Information Technology and Management based in Rzeszów. It was determined by motivation to investigate whether “non-economic” students want to run their own business or is it a domain exclusively for economic students. The obtained results of the analysis allowed the authors, among other things, to identify whether the surveyed students plan to set up a business in the near future and in which fields they pursue their studies. Moreover, whether the most-performed roles in the group and having a business in the family have an impact on this decision. The last but not least objective was to find the criteria and the motivations necessary (from the students’ point of view) to start their own business.

## ENTREPRENEURSHIP AS A MANIFESTATION OF ECONOMIC ACTIVITY

Based on the theory, it is difficult to determine what exactly entrepreneurship is. The participation of entrepreneurship can be seen in every area of economic life and because of the interdisciplinarity of this concept, there is no single definition common to all areas. Entrepreneurship is defined as both the type of human attitude and the phenomenon that is manifested by economic activity. According to the analyses carried out by Puto (2016), the common feature for most definitions is a look at the concept from the perspective of two dimensions – economic and personal, which means that entrepreneurship can be equated with the process as well as the general human attitude (Puto, 2016, p. 159; Turker & Selcuk, 2009, p. 143). In the theory of classical economics, a unit with capital and organizing production is primarily perceived (entrepreneur), whereas in the neoclassical theory, a simplified model assumes that the entity is absent, and the company based on the cost and income ratio maximizes its earnings. In dictionary definitions, entrepreneurship is more often translated as of a personality and human character, less often as an economic phenomenon, but it is invariably perceived as a complex phenomenon, the result of interdependence and interaction between market and social factors as well as individual predispositions of the individual (Białek, 2015).



Regardless of the approach to definition, the phenomenon of entrepreneurship is attributed great importance to economic development (Zioło, 2016, p. 7). The article will discuss the concept from the side of economic activity.

Entrepreneurship in the simplest approach is identified with establishing and running a business. There are many entrepreneurial concepts, for example Glinka and Gudkova (2011, pp. 20-25) distinguish the concept of garage entrepreneurship (being the essence of innovative behaviors), intellectual (as creating from intangible assets), passionate entrepreneurship (created from passion, which is a source of inspiration and way of life), social entrepreneurship (associated with charitable activity, aimed at solving social problems), female entrepreneurship (where women establish companies, not only in women's industries), family entrepreneurship (i.e. engaging family members), international (going out to international markets) or corporate entrepreneurship (i.e. the so-called intrapreneur, undertaking activities in an already existing organization). Despite so many concepts of entrepreneurship in literature, there is a relatively narrow approach to the very term of entrepreneurship, as an economic phenomenon functioning in the modern economy – but above all driving it. The concept of entrepreneurship is often identified with the term entrepreneur or entrepreneurial behavior - this situation may be related to the currently functioning knowledge-based economy and the increasingly important individual – its knowledge, skills and other intangible resources in the enterprise. As indicated, entrepreneurship is not only a feature of an entrepreneur conducting business activity, similarly in the case of entrepreneurship as a manifestation of economic activity. According to Drucker entrepreneurship is a trait of a person or institution, which should not be limited only to the sphere of economic institutions, because it can characterize the activities of social sector entities, although in the public sector it requires focusing mainly on competition (Drozdowski, 2006, p. 225).

In general, entrepreneurship in the context of the phenomenon of economic activity can be defined on two sides – as setting up new companies, as well as running “flexible” enterprises, i.e. those that react to changes in operating conditions, in which they skillfully manage their physical capital, as well as and non-material, including primarily human capital (Lichniak, 2011, p. 11). Already in Smith's era - the eighteenth century - entrepreneurship

was associated with capital (it was believed that the entrepreneur is the manager of capital), and in the 1920s, Knight put great emphasis on the ability to bear risk and activity under conditions of uncertainty and benefits from it. In the 1930s of J. Schumpeter entrepreneurship was considered in the aspect of creating new products and markets. According to this economist, enterprises are those entities that are active participants in the processes, analyze their progress and improve them, or introduce new products. In his theory of entrepreneurship development, Schumpeter did not focus only on creating new companies, but he paid particular attention to various forms of innovative activity (Jones & Wadhwani, 2006). At this point, one should point to the concept of innovation, which Drucker (1990s) considered as the basis for enterprise activities (Drucker, 2004, p. 21), however, Hisrich and Peters (in the same period) described this process of creating something different as a component of entrepreneurship. The following years are a constant association of entrepreneurship with the concept of capital, innovation and entrepreneurial behavior. In the 1950s, A. Cole focused on defining the entrepreneurial process as activities whose main goal was the start-up and development of an economic activity uniquely oriented at making profits. In the eighties and nineties of the twentieth century the new process approach to entrepreneurship was created. Representatives of the so-called “Harvard schools” – Timmons and Stevenson believed that regardless of the currently owned resources, it is a process of creating and recognizing and using existing opportunities (Targalski, 2006, p. 5).

Establishment of new entities means increased competitiveness and innovation, but also general development of entrepreneurship. Entrepreneurship is understood and considered also as the ability to create new organizations. It is entrepreneurship, understood as the development of business ventures and companies, that is the obvious and the simplest method of using local resources, which thanks to it are transformed into means that meet local needs (Nowak & Musiał, 2005, p. 220). Entities like small and medium-sized enterprises (in Poland, constituting over 90% of operating entities), are the engine for all initiatives in the area of entrepreneurship and innovation, and are also a significant factor for improving economic development at the regional or local level. The 21st century is paying more attention in the area of entrepreneurship to innovation, as well as the development of so-called smart specializations, as factors

conditioning the competitiveness of enterprises, but also, what is important from a social perspective - an increase in living standards.

According to Sztucki, entrepreneurship consists in searching for activities, other than the existing one, to constantly improve the business process as well as giving a better product (Cichocki et al., 2011, p. 28). The main assumption of entrepreneurship is therefore not to use what exists, but to constantly create something new and innovative (Brzozowski, 2007). It is also a process that effectively combines the necessary production factors with human resources, material and information. In the opinion of Lazear, this process, through the entrepreneur, connects people in a specific way, so that they create new products or improve current ones (Lazear, 2005, p. 649).

Entrepreneurship can also be treated as a process that relies on a variety of activities aimed at adapting to the rules and requirements dictated by the market economy, which strengthens the more, the greater the role of entrepreneurs operating in it. In another approach, entrepreneurship can be understood as a function that involves finding and applying new ideas, technologies, adapting to changes in the environment, striving for success by undertaking activities related to adaptation to the market (Nowak & Musiał, 2005, pp. 219-222).

Literature often emphasizes a special aspect of entrepreneurship, which is the observation of market opportunities and creating something new from the resources available, and here points to the factor of innovation (Glinka & Gudkova, 2011, p. 19), which in the colloquial understanding is not the main component of the entrepreneurial phenomenon. Thinking about entrepreneurship, it is identified with the emergence of new enterprises, their functioning and thus the creation of new jobs. At this point, each newly established economic activity is a component of entrepreneurship understood as a manifestation of economic activity, although the fact of broadly understood innovations emerging is the main goal of supporting entrepreneurial activities and the driving force of the economy.

## **REVIEW OF CURRENT SCIENTIFIC ACHIEVEMENTS IN THE FIELD OF ATTITUDES TOWARDS ENTREPRENEURSHIP AND STARTING A BUSINESS BASED ON THE EXAMPLE OF**

## **STUDENTS**

Entrepreneurship is an issue widely discussed in literature, especially in the field of economics. Nowadays, establishing and running a business activity concerns a large part of society, hence shaping entrepreneurial behaviors becomes important among all age groups, including especially young people, for whom economic activity is an alternative path of professional development (Kosała & Pichur, 2008, p. 347). Most scientists suggest that lots of people decided to constantly build their entrepreneurial career where they are relatively young – in this period they form their entrepreneurial attitudes (Shirokova, p. 387).

Research on entrepreneurial attitudes, decisions on starting a business or the self-employment tendency has often been carried out on a group of students - both economic and non-economic. This is an interesting research group because it is from this age group that will come the further economic development of the country, through the development of entrepreneurship understood as a manifestation of economic activity and proposing innovative solutions. Researchers take its interpretation due to different criteria and indicate different conclusions from the analysis – only some of them have been presented below.

Maresch et al. (2016) conducted research in the field of entrepreneurship education and its impact on the entrepreneurial intention of students in science and engineering versus business studies. Although, they examined only effectiveness of entrepreneurship education in both groups, they observed that a proper education program (for different groups – a different group means a different point of view) is very important to start thinking in an entrepreneurial way.

Turker and Selcuk (2009) examined 300 students; their model measured some different aspects which have impact on student plans to run their own business, i.e. entrepreneurial intention, level of self-confidence or perceived educational, relational and structural support. In the results they highlight that there are two very important factors – educational support (treated as a challenge for the educators) and the second – structural support (e. g. the collaboration of all sectors in society). Surprisingly, this model did not confirm a significant role of relational support (i.e. decision about career influenced by family members and friends or financial matters)

(Turker & Selcuk, 2009, p. 155).

Polish researchers, Dąbrowska and Skowron, compared the entrepreneurial attitudes of students of economic, social and humanities studies at the University of Lodz – a total of over 300 people. The surveyed students expressed their willingness to open their own business, but the main problem in their opinion was the lack of ideas and unwillingness to build their own career path, as well as the unwillingness to see the opportunities appearing in their environment. The authors of the study say that the task of the university and other market entities is to support entrepreneurship among young people, to encourage them to take advantage of market opportunities and create their own enterprises (Dąbrowska & Skowron, 2015, p. 130).

Kosała, Pichur (2008) and Targalski (2006) conducted surveys of entrepreneurial attitudes among students of the third year of Economics, who participated in lectures on the basics of entrepreneurship at the University of Economics in Krakow (Targalski, 2006). Among 216 respondents, nearly 2/3 of students indicated a high propensity to run an enterprise, less than 10% declared that they did not intend to undertake this challenge. As the success factors, the students pointed to the idea, the concept of the business, and at the next stage proper management, while as factors negatively affecting the company – lack of experience and a missed idea. Among people who do not want to undertake economic activity, the most common arguments for this statement were lack of an idea and the will to stabilize (work and income) (Kosała & Pichur, 2008, p. 353).

Olinski on the basis of research conducted on a group of over 60 extramural students participating in a course on academic entrepreneurship at the University of Warmia and Mazury in Olsztyn showed that over 65% of respondents are considering seriously trying to run their own business. These people, however, indicated a lack of capital, which is necessary to start a business, which was also a demotivating factor for the respondents, in addition, these students expected substantive support from practitioners (Oliński, 2011, p. 115).

Küttim, Kallaste, Venesaar and Kiis (2014) were to identify the content of university entrepreneurship education and its impact for students' entrepreneurial intentions. They studied i.a. students' career choices in two time periods – right after studies and five years after and participation in entrepreneurship education.

The results show that in both groups participation in entrepreneurship education corresponds to strengthen entrepreneurial intention and to become a company founder. They highlighted also a significant role in the origin of students (efficiency-driven countries), age of students, fields of study, (business and economics – positive, others – negative effect), degree of study (bachelor) which are driving stronger entrepreneurial intentions (Küttim et al., pp. 664-665).

Zellweger, Sieger and Halter (2011) found that attitudes toward entrepreneurship are different in the context of family firms than without this background. They also took into account students who intend to run a family business, want to be founders or employees. People growing up in a family where somebody has got their own business are more open to the challenges and opportunities related to an entrepreneurial career, their entrepreneurial experience influence career choices (Zellweger, Sieger & Halter, 2011, p. 523).

Based on the above, we can observe that there are a lot of different perspectives of research on entrepreneurship at student level by both Polish and other scientists.

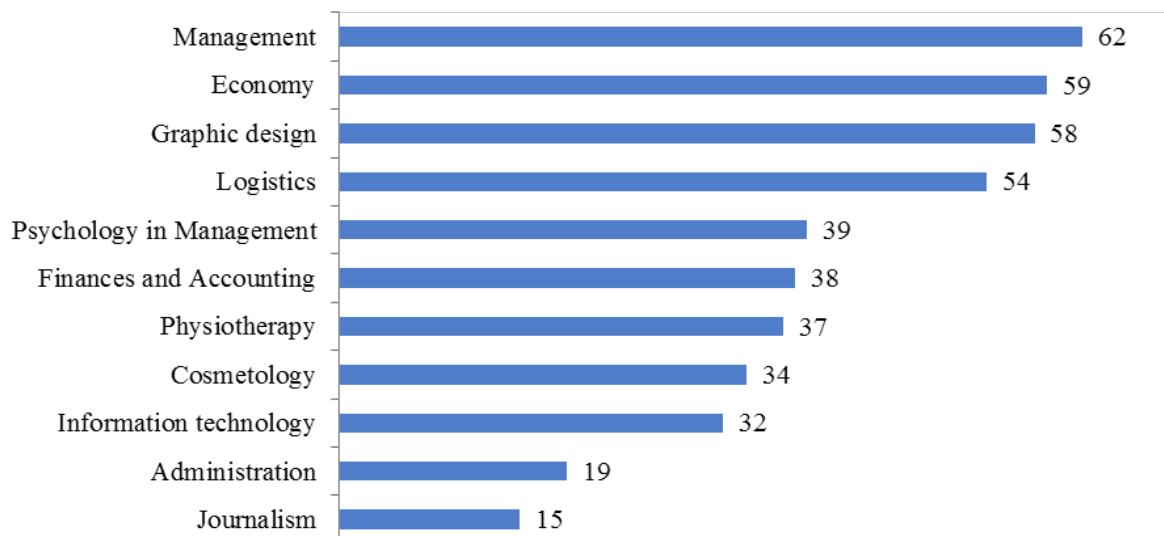
## **OWN RESEARCH IN THE FIELD OF ATTITUDES TOWARDS ENTREPRENEURSHIP AND STARTING A BUSINESS BASED ON THE EXAMPLE OF STUDENTS**

The main objective of the conducted research was to examine the interest in starting own business activity by students at the University of Information Technology and Management based in Rzeszów and learning the answer to the question of whether the studied direction affects the students' willingness to start a business. In addition, specific objectives have been formulated, which include an attempt to verify whether the role that students play in a group of friends has an impact on the willingness to set up their own business, and whether the fact of running a business by family influences the interest in starting their own business, and whether capital and the idea are two main criteria conditioning the decision.

In order to collect the data necessary to analyze and achieve the set target, a questionnaire was used, for students of the University of Information Technology



**Figure 1: Fields of study and their number in the research sample (in number of people)**



Source: Own elaboration

and Management based in Rzeszów through academic teachers. The survey was completed by a total of 447 students, of which 60% were women, and 40% men, similar proportions assumed the division into full-time (59%) and extramural students (41%).

Nearly  $\frac{3}{4}$  of the respondents are representatives of first-cycle studies, while the remaining part are graduate students. Relatively the most numerous groups were students of: Administration (14% of respondents), Economics (13%), Computer graphics (13%) and Logistics (12%), other students represent: Psychology in Management (9%), Finance and accounting (9%), Physiotherapy (8%), Cosmetology (8%), IT (7%), Administration (4%) and Journalism (3%) (structure is shown in Figure 1).

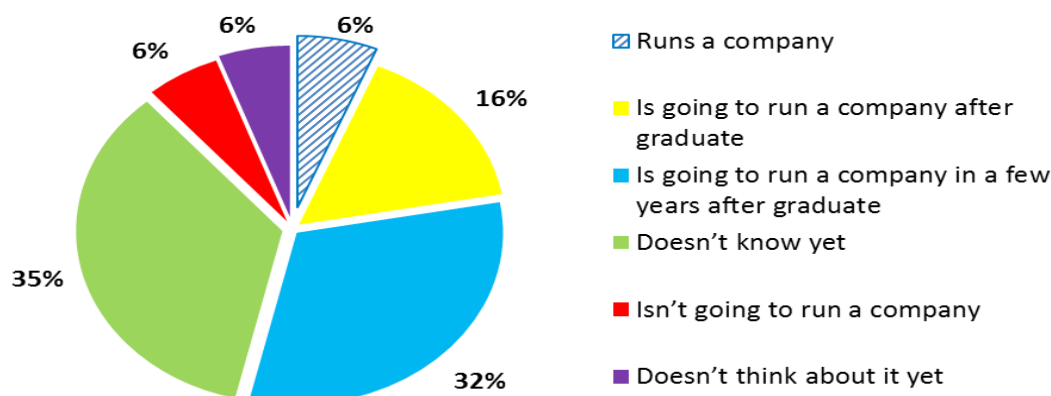
Only 6% of the respondents ran their own business

at the time of the study, among them nearly one third are women. About 47% of the surveyed students work, including more than half in their specialization (of which 6 out of 10 are women). The data show that 53% of the surveyed students do not work at all, however, for the most part it is related to the form of studies (59% of surveyed students study full-time).

More than half of the surveyed students think about running their own business (6% of students are already running their own business, and 48% want to start it directly or a few years after their studies - see Figure 2).

The respondents included people who usually think of ideas in a group of friends (this is  $\frac{1}{3}$  of the surveyed students),  $\frac{1}{4}$  of the respondents act as an expert, while the role of the leader in the group of acquaintances is nearly 18% of the respondents.

**Figure 2: The distribution of answers to the question "Are you going to start a business? (in%)"**



Source: Own elaboration

**Table 1: Most often performed roles in a group of friends/acquaintances among the surveyed people.**

Role in the group	Number of people	Percentage
Leader	80	17,90%
Expert	112	25,06%
Inventor of ideas	149	33,33%
Task performer	50	11,19%
Neutral	56	12,53%
In total:	447	100%

Source: Own elaboration

Among the people who intend to run a business, the most numerous group are students who usually play the role of a generator of ideas (32% intending to set up their own business) or an expert (31%). People who do not intend to set up their own business mostly are the idea generator (30.8%) or the leader (26.9%).

Among 80 people who indicated that they are the leader in the group, the majority are interested in running a business (61% intend to set up their own company after graduation, 6% already run their own business), 9% are sure that they will not do it and 24% are undecided or do not think about it. The situation is similar if we

analyze the group of experts. In the group of contractors and neutral persons there are still unemployed students (60% and 55% respectively), about one third of them are interested in economic activity, and over a dozen percent of respondents do not intend to run their own business. Generators of ideas are people, half of whom show interest in starting a business, 45% of them are undecided and a small percentage do not intend to run a business (see Table 2).

Based on the above data, it can be pointed out that the field of study is important. The most determined about self-employment are students of journalism,

**Table 2: Plans for starting your own business as part of the most-performed roles in the group (in%)**

Role in the group		Plans for starting your own business				In total:	In total:
		Runs a company	Is going to run a company	Doesn't know yet	Isn't going to run a company	% of the rows	Number of people
Leader	% of the rows	6,3%	61,3%	23,8%	8,8%	100%	80
	% of the columns	17,9%	23,1%	10,5%	26,9%	-	
Expert	% of the rows	7,1%	58,9%	30,4%	3,6%	100%	112
	% of the columns	28,6%	31,1%	18,8%	15,4%	-	
Idea generator	% of the rows	4,0%	45,6%	45,0%	5,4%	100%	149
	% of the columns	21,4%	32,1%	37,0%	30,8%	-	
Task performer	% of the rows	6,0%	28,0%	60,0%	6,0%	100%	50
	% of the columns	10,7%	6,6%	16,6%	11,5%	-	
Neutral	% of the rows	10,7%	26,8%	55,4%	7,1%	100%	56
	% of the columns	21,4%	7,1%	17,1%	15,4%	-	
In total:	Number of People	28	212	181	26		Σ 447
	% of the columns	100,0%	100,0%	100,0%	100,0%		

Source: Own elaboration



**Table 3: Plans for starting your own business within individual study fields (in%).**

	Already runs or intends to set up a business	Doesn't know	Does not intend	In total	In total (num- ber of people)
<b>Administration</b>	53%	42%	5%	100%	19
<b>Journalism</b>	80%	7%	13%	100%	15
<b>Economy</b>	46%	46%	8%	100%	59
<b>Finances and Accounting</b>	53%	47%	0%	100%	38
<b>Physiotherapy</b>	57%	38%	5%	100%	37
<b>Graphic design</b>	57%	40%	3%	100%	58
<b>Information technology</b>	50%	50%	0%	100%	32
<b>Cosmetology</b>	56%	35%	9%	100%	34
<b>Logistics</b>	57%	41%	2%	100%	54
<b>Psychology in Management</b>	38%	51%	10%	100%	39
<b>Management</b>	58%	32%	10%	100%	62
<b>In total:</b>	54%	40%	6%	100%	447

*Source: Own elaboration*

as much as 80%. Other majors, in which most of the surveyed students declare their willingness to set up their own company include management, physiotherapy, graphic design, logistics and cosmetology, however, in the case of these students, the share of those who declare their desire to start a business is only slightly more than 50 percent. In the case of journalism, such a great inclination to start a company may result from the nature of this profession, as most journalists do their own work by providing media services.

Definitely the smallest percentage of respondents who want to set up a business are representatives of psychology in management, and what may be surprising, economics. It would seem that this second field prepares and even predisposes students to be able to set up and run their own enterprises, but the reality revealed in the results of research contradicts this.

It is also surprising that 10% of students among those surveyed studying Management, declared that they do not want to set up a business at all; this conclusion is so surprising as this field is associated primarily with starting a business.

It should also be noted that a large proportion of students are undecided. From 30 to 50 percent of students in each group do not yet know what their future will look like. An exception here are students of journalism (see Table 3).

Among 447 students surveyed, 28 already run their

own business. These students are representatives of each of the studied fields, except for Administration and Journalism. This group includes 8 people from the Faculty of Economics, 5 from Physiotherapy, 4 from Management, 3 from Finance and Accounting and Logistics, 2 from Computer Graphics, and 1 from Computer Science, Cosmetology and Psychology in Management.

The literature on the subject emphasizes that among people who grow up in an environment in which someone runs their own business, i.e. especially families with family business traditions, there is a higher probability that such a person is more willing to try their hand (Rachwał & Wach, 2016). In 1/3 of the surveyed students in the immediate family (i.e. parents, siblings), no business is conducted; nearly half of the students surveyed declared that in their immediate environment, one of the parents or siblings runs the business, while 15% indicate that there were such cases, but these people do not run the company anymore. Among those who conducted their own business at the stage of the research, half of them have an entrepreneur in their immediate family, and ¼ come from a group of those whose closest family ran a business, but do not run it anymore, while the remaining 25% did not have anyone in their own family from whom they could revive an entrepreneurial initiative (it is not excluded that such people were in contact with business in the form of extended family, mentors or friends).

The analysis of the data contained in Table 4 gives

**Table 4: Plans for starting your own business in relation to running a family business (in%)**

		Plans for starting own business			In total	In total (number of people)
		Already runs or intends to set up a business	Doesn't know yet	Doesn't intend to start a business		
Business in the family	Nobody runs their business	42%	51%	8%	100%	160
	Yes, but doesn't run it anymore	58%	35%	7%	100%	69
	Yes, currently running a business	61%	35%	4%	100%	218
In total		54%	40%	6%	100%	Σ 447

Source: Own elaboration

grounds to claim that there is a relationship between the interest in starting your own business and the origin of the family in which a business exists or did exist. Among the students who indicated that their family is running a business, 6 out of 10 respondents run or intend to run their own company, while about 1/3 is undecided. In the group of students where there is currently not a family business, but was in the past, people who want to set

up a business or have it already at this moment is also about 60%. In the case of students who do not have direct contact with business (i.e. parents or siblings do not have their own enterprise), a much smaller group thinks about their own enterprise than in previous cases; it is only 42% of students of this group, while half has yet to make a decision. Due to the above, it is possible to confirm dependencies, claiming that people who have business in

**Table 5: Plans for starting your own business in relation to running a business in your family, divided into represented fields of study (in%)**

Field of study	Does/ Did anyone from your immediate family run a business?			In total	In total
	No	Yes, but doesn't run it anymore	Yes, currently running a business	% of the rows	Number of people
Administration	42,11%	15,79%	42,11%	100%	19
Journalism	33,33%	20,00%	46,67%	100%	15
Economy	47,46%	11,86%	40,68%	100%	59
Finances and Accounting	36,84%	13,16%	50,00%	100%	38
Physiotherapy	32,43%	10,81%	56,76%	100%	37
Graphic design	32,76%	20,69%	46,55%	100%	58
Information technology	43,75%	18,75%	37,50%	100%	32
Cosmetology	38,24%	14,71%	47,06%	100%	34
Logistics	27,78%	18,52%	53,70%	100%	54
Psychology in Management	35,90%	10,26%	53,85%	100%	39
Management	29,03%	16,13%	54,84%	100%	62
In total:	160	69	218		Σ 447

Source: Own elaboration

their immediate environment more often declare the will to start their own business (see Table 4).

From Table 3, it should be concluded that students who are least inclined to set up a business are students of Psychology in Management and Economics. This would seem surprising, however an explanation of this state of affairs in the case of economics can be given in Table 5. Economics students are the group that has the least of all patterns of guidance among the closest family who would run a business. Without experience or contact with these types of people they lack specific patterns of behavior or are even afraid to make a decision about starting their business. As proof of this dependence, students from the logistics and management departments declare that in their families someone runs or conducts an economic activity, which can significantly affect their decisions in the future regarding the establishment of their own company.

Students were also asked to indicate the criteria they consider necessary to start their own business, as well as criteria that would motivate them to start and run their own business. As part of the question regarding the criteria necessary to set up your own business, students could mark a maximum of 3 factors that they think are the most important among those indicated or write down their own observations - the same requirements were

applied in the motivation of running your own business. The data presented in Tables 6 and 7 indicate how the students of particular study majors responded.

Among the criteria necessary to start a business, students most often include an idea (73% of respondents in general indicated this), in the second place among the criteria necessary to start a company, they listed capital – up to 7 out of 10 respondents, as the third factor necessary to starting a business, and contrary to the assumptions, indicated a good business plan (see Table 6). At the beginning, it was assumed that the third most important feature would be the criterion of appropriate education or professional experience – however, these factors were respectively 17% and 35% of total indications.

Professional experience turned out to be particularly important for students of Finance and Accounting and Cosmetology. The idea as a decisive factor was chosen by the respondents who study Finance and Accounting as well as Graphic Design most often. The capital counted for the students of Administration and Logistics, location/headquarters was important for the students of Administration and Finance and Accounting. Education is particularly important for students of Finance and Accounting and Physiotherapy. Knowledge about the market and a good business plan are factors indicated

**Table 6: Criteria necessary to set up your own business divided into represented fields of study (in%)**

Field of study	Criteria necessary to start / set up your own business								
	Professional experience	Idea	Capital	Location/ Headquarters	Education	Well-known market	Good plan	Accountancy knowledge	Quantity
Administration	31,6%	78,9%	84,2%	47,4%	15,8%	21,1%	63,2%	10,5%	19
Journalism	13,3%	73,3%	60,0%	0,0%	13,3%	40,0%	73,3%	20,0%	15
Economy	28,8%	74,6%	67,8%	15,3%	11,9%	55,9%	40,7%	8,5%	59
Finances and Accounting	57,9%	81,6%	76,3%	31,6%	36,8%	55,3%	55,3%	28,9%	38
Physiotherapy	43,2%	59,5%	56,8%	18,9%	35,1%	32,4%	18,9%	16,2%	37
Graphic design	22,4%	81,0%	67,2%	17,2%	10,3%	32,8%	44,8%	17,2%	58
Information technology	40,6%	68,8%	53,1%	9,4%	9,4%	43,8%	53,1%	6,3%	32
Cosmetology	44,1%	67,6%	52,9%	11,8%	29,4%	29,4%	50,0%	8,8%	34
Logistics	40,7%	61,1%	83,3%	5,6%	14,8%	33,3%	53,7%	3,7%	54
Psychology in Management	17,9%	79,5%	76,9%	5,1%	7,7%	61,5%	48,7%	0,0%	39
Management	35,5%	77,4%	71,0%	8,1%	8,1%	46,8%	38,7%	4,8%	62
Average	34,2%	73,0%	68,1%	15,5%	17,5%	41,1%	49,1%	11,4%	447

Source: Own elaboration



with similar frequency by the respondents, but this first factor is appreciated best by students of Psychology in Management and the second by students of Journalism and Administration. Knowledge of the basics of accounting is the most indispensable criterion for the establishment of a company, but its importance was appreciated by students of Finance and Accounting and Journalism.

Among the motives that would encourage the largest number of respondents to start their own company were the willingness to be independent (70% of students), relatively greater financial benefits (57% of students), as well as the opportunity to pursue their own interests (53% of students). Fewer than 1/3 of respondents would also be encouraged by flexible working time and an idea that nobody had before (see Table 7). The least motivating would be the fear of not finding a job (on average 9.5%, with nearly 1/3 of students from Finance and Accounting who would decide on their own business taking into account this criterion) and family traditions (6.4% on average), with the highest number of students of Administration being interested in starting their own business, due to the family tradition).

Analyzing the answers of all respondents, it should be stated that students are convinced by the desire to be

independent, relatively more financial benefits and the possibility to pursue their own interests to establish their own company.

If we analyze the answer to the same question, but divided it into particular fields of study, the structure of the respondents' answers would indicate that the willingness to be independent would particularly motivate the establishment of their own business by the students of Economics and Physiotherapy, the financial benefits of such a career path are important for Journalists and IT specialists, the ability to implement your own interests counts for physiotherapists and IT specialists, flexible working time is important for management and logistics, fear of unemployment counts for IT specialists and students of Psychology in management. Another motivating factor, which could induce one to set up a business is the need to use knowledge, it is of particular importance for Psychology in management and Journalists. The desire to take up the risk was indicated more often by students of Psychology in Management and Graphic Design. An idea that no one has ever had is a motivator particularly important for Cosmetology and Physiotherapy, while family traditions count for Journalists and IT specialists.

As part of one of the questions in the questionnaire,

**Table 7: Motivations encouraging the establishment of a company, divided into represented fields of study (in %)**

Field of study	The desire to be independent	Relatively higher financial benefits	The opportunity to pursue your own interests	Flexible working time	Fear of not finding a job	The need to use knowledge	Taking Risks	Idea, nobody had before	Family traditions
Administration	78,9%	42,1%	68,4%	42,1%	21,1%	15,8%	26,3%	52,6%	15,8%
Journalism	66,7%	33,3%	73,3%	26,7%	6,7%	6,7%	13,3%	33,3%	0,0%
Economy	61,0%	67,8%	45,8%	35,6%	10,2%	20,3%	13,6%	39,0%	1,7%
Finances and Accounting	84,2%	76,3%	55,3%	55,3%	31,6%	34,2%	31,6%	55,3%	26,3%
Physiotherapy	62,2%	59,5%	40,5%	45,9%	2,7%	21,6%	10,8%	21,6%	2,7%
Graphic design	74,1%	44,8%	56,9%	50,0%	6,9%	17,2%	8,6%	25,9%	3,4%
Information technology	78,1%	37,5%	40,6%	43,8%	0,0%	9,4%	12,5%	40,6%	0,0%
Cosmetology	70,6%	70,6%	61,8%	41,2%	8,8%	8,8%	8,8%	17,6%	2,9%
Logistics	64,8%	48,1%	51,9%	20,4%	5,6%	16,7%	22,2%	37,0%	13,0%
Psychology in Management	79,5%	66,7%	48,7%	25,6%	2,6%	5,1%	2,6%	41,0%	2,6%
Management	64,5%	56,5%	54,8%	19,4%	8,1%	14,5%	16,1%	38,7%	1,6%
Average	71,3%	54,8%	54,4%	36,9%	9,5%	15,5%	15,1%	36,6%	6,4%

Source: Own elaboration

**Table 8: Structure of the answers to the question regarding criteria characterizing the work on a regular basis or in one's own company.**

	Own business	Full-time job
Flexible working hours	87%	13%
The risk of losing your own capital	86%	14%
Relatively higher earnings	81%	19%
Self-fulfillment and job satisfaction	81%	19%
The ability to raise your own qualifications	50%	50%
Possibility of fast promotion	40%	60%
Assurance of employment	29%	71%
Smaller scope of duties and responsibilities	18%	82%

Source: Own elaboration

students were asked to qualify individual features to work full-time or work in their own company.

The most frequent problems associated with having your own company are the risk of losing your own capital and irregular work time (on average 86% of the students surveyed in particular majors pointed to these features). In Journalism and Psychology in management faculties – all students pointed to the risk of losing capital, as a characteristic feature of working in their own company. The third feature that characterizes the work in your own company is the relatively higher earnings (on average, about 82%). It is worth noting that students of Journalism most often indicated the possibility of pursuing their own interests (73.3%). On the other hand, a smaller scope of duties and responsibilities was associated with full-time/part-time work (82%) and employment security (71%), and indirectly the possibility of fast promotion (understood as working in a higher position – 60%). A feature that was attributed to both full-/part-time and personal employment was the opportunity to raise one's qualifications (see Table 8).

## FINAL CONCLUSIONS

There is no doubt that entrepreneurship is a factor that drives the current economy and conditions for the development-oriented societies. The concept of entrepreneurship has evolved for many years, but its impact on global economic development has never been questioned. The entrepreneurship of both the economy and the individual is influenced by many different factors, from economic, technical, social or legal aspects. Entrepreneurship as a phenomenon of economic activity has no single term, as it is considered both as establishing

new enterprises, as well as activities that lead to the flexibility of enterprises in terms of responding to changes in market conditions (Lichniak, 2011, p. 11).

Summing up the results of the conducted research, more than half of the surveyed students think about running their own business (6% of students already run their own business, and 48% want to set it up directly or a few years after studies). In addition, there are several interesting facts, such as the fact that students who are leaders in the group more often plan to set up a business, however, the total group of students who are leaders is only 18% of all respondents. What is also interesting is the fact that the studied field is important when making decisions about starting your own business. According to the surveyed students, the criteria necessary to start a business is a good idea, but unlike their colleagues - students of the Logistics and Administration faculties, however, more often they chose capital. It is worth pointing out that Journalism students just as often as the idea indicated a good business plan, which among the remaining students was only ranked third. The students rarely emphasized the need to know the basics of accounting.

Students associate with their own company the risk of losing their own capital (unanimously among students of Journalism and Psychology in management) and non-standard working hours. The third most characteristic feature of working in your own company is relatively higher earnings. In relation to full-time work, a smaller scope of duties and responsibilities as well as employment security were indicated. Students of journalism most often indicated the possibility of pursuing their own interests. To run their own business students would be motivated by the willingness to be independent, the least motivated

by the fear of not finding a job and family traditions.

At the level of the studied group of students, there is a relationship stating that students whose closest family leads (or led) to business activity show more interest in starting a business - in fact, these people more often choose to set up their own business than other students. The students who are least willing to start a business are economics students, the probable cause of such a situation

is the lack of patterns among the closest family who would run a business. It is worth recalling the numbers once again – 61% of surveyed people whose family members run a business and 58% of those who currently do not have such contacts are currently interested in business, and those who do not point to such cases in their family – 42% (in this group relatively the most people are still undecided).

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