

INTENTION TO BECOME AN ENTREPRENEUR FROM 2ND YEAR STUDY STUDENTS

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Abstract:

More and more young people are faced with the problem of how to obtain their first job. Economic conditions and environment in their home country can not offer suitable conditions for the use of their knowledge and providing employment. By the general data more and more are increasingly choosing to go abroad, where they see opportunities to develop their career. One of the reasons is certainly the ongoing economic crisis, which hit our country and in short we do not see a drastic change for the better. Therefore, in surveyed we wanted to check how many young people that studies still has the desire and interest in establishing their own businesses or to show entrepreneurial intention in terms of employment in innovative businesses that would be willing to support the development of their business ideas. In this case, within the framework of the study program, we encourage young people to develop entrepreneurial ideas, involve in cooperation with companies to understand the situation of enterprises, they develop relevant competences and skills, and they also focus on possible solutions to their problems with employment. Of course, often in many companies, for which they write the project, pretty good job opportunities because companies are willing to accept the suggested solutions and give them the opportunity to implement them in practice. Research has shown that the entrepreneurial intention of second-year students is greater than the average expected ratings, but in our opinion, the biggest problem is how to ensure adequate resources with which could take up their own enterprise. It should be noted that they are aware of entrepreneurial risk and are willing to accept , but at the time it was subjected to many risks , however, are suitable to adopt , but if you are unable to implement their own enterprise. Confirmation of predictions to address the opportunities and challenges arising probably from the fact, that they do not see other opportunities to advance their careers, so they are aware that they must be more flexible. The questions that we ask, are the following: How to provide them opportunities and possibilities to create their own enterprise? What is that, what would be an additional incentive to take action to implement its own enterprise? How could we adapt a supportive environment to better support of good ideas for undertakings? ... It will require a systematic approach to activities to promote entrepreneurship and thus providing opportunities for young graduates. We must be aware that otherwise acquired knowledge in the case of departure abroad, will to take with them, and there successfully develop their skills, while the products with high added value in which their knowledge, sold in the country. This last is worth considering mainly because, the value added per employee in our country is below the average of developed countries, in the current situation caused by the economic crisis, this ratio even worsens.

Keywords: entrepreneurship, entrepreneurial intention, competence, students

1. INTRODUCTION

1.1. Description of the problem

Young are despite the lack of market opportunities dealing with the possibility of setting up their own business. They prefer to opt for further studies, since this is essentially tipped his entry into the world of employment. This is not good, as a result of aging, while they do not have work experience, to enter the world of entrepreneurship.

It is worth noting the current economic situation, as a result of the crisis are even worse to enter into an independent entrepreneurial path. In addition, the society is quite discouraging in taking a risk and attempt to the entrepreneurial path. It should be remembered that in the current situation needs to be truly exceptional penetrating and have a great business idea, while a great deal of initiative and perseverance to someone, despite the negative environmental initiatives decide for self-entrepreneurial path.

1.2. Object and basic arguments

The purpose of the survey among students has been, to discover how much of them is by using the self-assessment, prepared to cope with market conditions and opt for independent entrepreneurial path. At the same time we also wanted to determine how to evaluate their skills and knowledge, and how much risk they are willing to accept, if they decide to entrepreneurial path.

In our country today's society is lack of focus on encouraging entrepreneurial initiatives of young people and students that already during their studies began preparations for an independent entrepreneurial path. System support institutions should encourage to set up their own company where they could develop their own desires and interests, and at the same time earn their own money.

1.3. Planned hypothesis

The hypotheses were:

- The average score of respondents with regard to the intention of setting up their own businesses will be more than 3.
- The overall average score of respondents as to how much risk they are willing to accept, more than 3.
- With an average rating greater than 3,5 will be interviewed responded to the fact that the problems are treated as opportunities and challenges.

1.4. Methods of research

In preparing this article, we used the method of description, in which we describe current conditions, method of comparisons, in which we compared the arguments of various authors, and the method of compilation, in which we have summarized the views of other authors.

In the analytical approach, we conducted a survey among students of two consecutive vintages 2011/2012 and 2012/2013. The results were analyzed by calculating the average value, which was used as a benchmark for the verification of the set of hypotheses.

1.5. Assumptions and limitations of the research

In survey were participated only 2-year students of our faculty. Because they were used the results of two successive cohorts of students assume that the results are comparable and equivalent, although the collection of one and the other data passed one year (this is a study by students in the 2011/2012 and 2012/2013). In addition, we anticipate that students responded fairly and in accordance with their real thoughts. We assume also that, despite the one year difference between the execution of the survey, the economic situation has not significantly affected the thinking of students (otherwise, the actual situation is not also changed significantly neither better nor worse).

2. ENTREPRENEURSHIP LEARNING, ENTREPRENEURIAL INTENTIONS AND ENTREPRENEURSHIP COMPETENCES

2.1. Entrepreneurial learning

Entrepreneurship education and training encourages entrepreneurial intent (Lans et al. 2008). It is particularly important for countries to encourage young people to strengthen the entrepreneurial mindset and promote business start-ups (European Commission, 2008).

In use are the different approaches of entrepreneurial learning, where the motivation for entrepreneurship strengthens the case studies and knowledge of the real situation of enterprises (Jagodič, Dermol, 2012). Students acquire get it mainly with the preparation of various project tasks, integration of companies in the study process from the perspective of guests and field trips to businesses.

2.2. Entrepreneurial intention

Besides all this, it is particularly crucial the entrepreneurial intention of the individual who must decide independently about their goals and desires. Activities should focus on the development of the concept and its strategic orientation in the environment, while their experience and behavior affects the performance of the concept (Bird, 1988; Boyd Vozikis, 1994).

On entrepreneurial intention is affected an individual's beliefs and factors arising from the environment of the individual (Fishbein and Ajzen, 1997). The realization of entrepreneurial intentions affects both social as well as cultural, political and economic environment. Of course, a great impact is also having family, skills, availability of capital, the possibility of logistics development, the use of ICT, the availability of relevant information, skilled workforce, ... (Boyd and Vozikis, 1994).

2.3. Entrepreneurial competencies

For the exploitation of entrepreneurial intentions and related market opportunities, and individual also needs appropriate competencies. By Answers.com (2010), competencies are defined as ability to perform something, especially in terms of physical, mental or financial. Competencies can be either natural or acquired skills, and therefore the concept of competencies (Jagodič, Dermol, 2012) to a large extent unclear. In competences we could say that it is the individual component which is inextricably linked. Outcomes, tasks, and personal characteristics, on the other hand, the combination of attitudes, skills, knowledge, abilities and uses the acquired knowledge (Lans et al., 2008). Brown (1993) says that you can go for the results or consequences of the proper application of knowledge.

Competencies necessary for successful entrepreneurial approach individuals are not given quite as self-evident at birth, because many of it are created through a process of education, training and life experience (Lans et al. 2008). The most commonly enterprising individuals are different from the rest from the personality traits, namely from the need for achievement, risk taking and locus of control (Carter and Jones - Evans, 2006). From this we can deduce that the experience are basis for the learning and an important incentive for individuals (Jarvis et al., 2006).

According to the states it can be said that for successful entrepreneurial candidates, are required different competencies. Le Deist and Winterton (2005) highlighted the cognitive competencies as a conceptual theoretical knowledge and understanding associated with the profession (it can also be informal, hidden knowledge gained by experience). Functional competence is Richey (2000) defined the intellectual and practical skills that enable understanding of the concepts and knowledge of the rules and the ability to make decisions. Behaviour competencies are-learn and related to knowledge of entrepreneurship (De Jong and Wennekers, 2008).

For a successful individual entrepreneurial approach are very important personal skills and past performance, which enhances the self-efficacy of individuals (Boyd and Vozikis, 1994). Very great importance is also the individual's belief in the effectiveness and the related ability of achieving business success (Bird, 1988).

3. BUSINESS OPPORTUNITY, PROCESS AND SUPPORTIVE ENVIRONMENT

3.1. Definition of business opportunities

Opportunities arise always and everywhere, except that all individuals do not observe the same. Characteristic of entrepreneurs is precisely this - go around the world with open eyes and perceive entrepreneurial opportunities. This of course also happens in times of crisis (Draper, 2009).

Entrepreneurial process always begins with an entrepreneurial opportunity and the derivative of an entrepreneurial idea. The environment is often averse to such ideas, but true entrepreneurs, however, do not give up. Any situation in which they find themselves, they can be an opportunity or a challenge to test their capabilities.

Business opportunity is defined as a combination of circumstances associated with existing and anticipated or future situation in which there is a possibility that the transition from the current to the future state individuals bring benefits or earnings (Berginc, 2000).

3.2. Entrepreneurial process

As we have already mentioned, the enterprise begins with an idea and its verification continues in the realization of business ideas in the *form of an undertaking* (Antončič et. al., 2002; Ruzzier et al., 2008). Major role in the so-called the *entrepreneurial process*, which includes the steps just mentioned, has certainly entrepreneur or business group when undertaking lots more individuals at the same time. You must be able to recognize an entrepreneurial opportunity and lead its implementation. For this they are mostly needed financial resources, knowledge, skills and other resources, and combine them in such way that the cost of undertaking is lower than the potential revenue.

The most important component of the entrepreneurial process is certainly an enterprising individual or a group of such individuals. They must have enough knowledge, they must be mature and personal with as much experience (not necessarily only corporate). In addition, *knowledge of the market*, which enter and prepare thoughtful *entry strategy*. Of course, they must also have appropriate business idea which is viable and profitable. In order to make the operation easier and more predictable, it is useful to *prepare sufficiently elaborated business plan*. To facilitate the implementation of the plan should an entrepreneur be able to *attract capable individuals* who will be with their knowledge and skills helped to product / service produced, delivered to the outlets and also sells.

The decision to an independent entrepreneurial path is not easy and the individual is influenced by various factors. Some of them strongly attracted to, because with their help, their future is seen as a bright, promising and successful. Danger behind this is too much naivety that entrepreneurs are discouraged from realistic assessment of their future and often even a reason for business failure. On the other hand, by the decision of an independent path forcing factors arising from dissatisfaction or employment, jobs or lifestyle, the risk of job losses, weak support for creativity in the current workplace, or even too much pressure to achieve unrealistic planned results.

3.3. Supportive environment

Governments of many countries are trying various measures to strengthen the positive business climate, encourage business engagement of individuals and raise the performance of established entrepreneurs and existing businesses. Only this can enable all people to a high level of well-being and quality of life (Rebernik et al., 2010; European Innovation Scorecard (UNU - MERIT, 2011)).

Countries or their governments can promote entrepreneurship appear in three roles (Carter and Jones - Evans, 2006), such as (1) regulators, as (2) economic agents and like (3) strategic planners and promoters. In the first role they try through their bodies to prevent monopolistic behavior of firms, to provide for adequate working conditions in companies, consumer protection, etc. As economic agents take care of the best possible allocation of resources they have available - through appropriate taxation, investment in health, education, transport, involvement in labor market developments and the like. As a strategic planners should take care to properly subsidies, loan - guarantee policies, information, research and development etc.

In Slovenia, the measures are focused on promoting entrepreneurship and improving the entrepreneurial culture and support services for potential entrepreneurs and established companies. An important component is the enabling environment for business development, taking measures should be divided into more substantive parts - support the operation of the system (VEM points), various support agencies and public funds (MEDT, 2012).

VEM points are selected operators and provide to all interested individuals professional support services in one place, resulting in faster acquisition of information for the creation, development and operation of companies, faster and cheaper is the establishment of the company, the procedures are simplified by electronic means. The program wants to provide business advice to entrepreneurs and guidance in the implementation of business ideas, projects, planning growth or solve business problems

There are public agencies and innovative supportive environment (technology parks and business incubators), which is necessary to create an effective supportive environment for entrepreneurship, as well as the creation of new innovative companies. Technology parks and business incubators provide superior support environment for the transfer of research results and innovative business ideas into a successful and internationally competitive technological entrepreneurship, promote the formation, operation and growth of technology companies, providing adequate infrastructure and provide assistance in marketing, finance and technology.

Slovenian Enterprise Fund develops and implements services, direct and indirect financial incentives through commercial banks, venture capital companies and other financial institutions, innovative environment and other legal persons governed by public and private law or in cooperation with them.

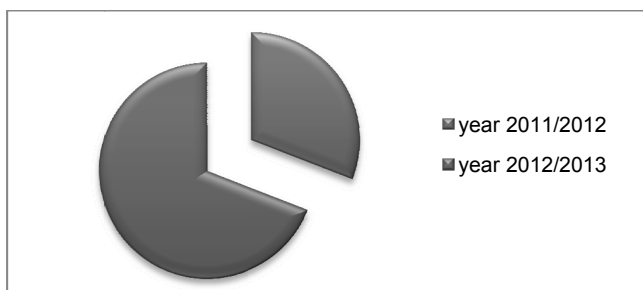
In addition, they are very important to us two large associations, namely the Chamber of Commerce and the Chamber of Crafts. Chamber of Commerce represents the interests of the relationship between trade unions, employers and the state and is responsible for achieving the best possible conditions for the functioning of companies. It offers to the members support in various areas, since it is divided into separate sections and sections that are very familiar with the problems of entrepreneurs, and has an extensive international network to assist in penetrating to foreign markets. Membership in the Chamber of Crafts is limited to craftsmen and entrepreneurs engaged in handicrafts and related activities. Its policies is similar as the Chamber of Commerce. The essential difference between them lies in the fact that the BAS has a longer history since the very beginning of time guild tradition.

4. RESEARCH

4.1. Sample

The sample consisted from 110 students, by subjects related to entrepreneurship. The survey includes data for the school year 2012/2013, 2011/2012.

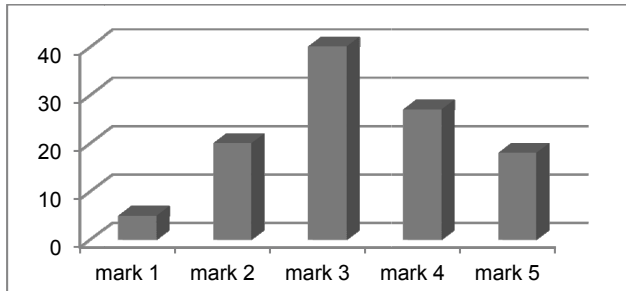
Figure 1: Number of students included in the study by year



4.2. The survey results

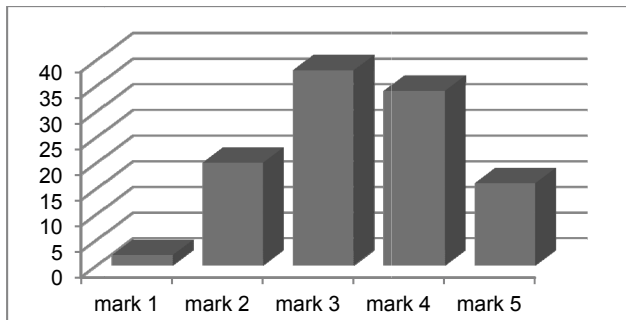
On the question of if they are thinking about becoming entrepreneurs and established his own company, was at a scale of 1 to 5 (1 I do not care, 5 for sure I'll do it), the average score of all the answers 3.30, the data for individual assessment is shown in Figure 2.

Figure 2: Estimates of the students by thinking about starting your own business



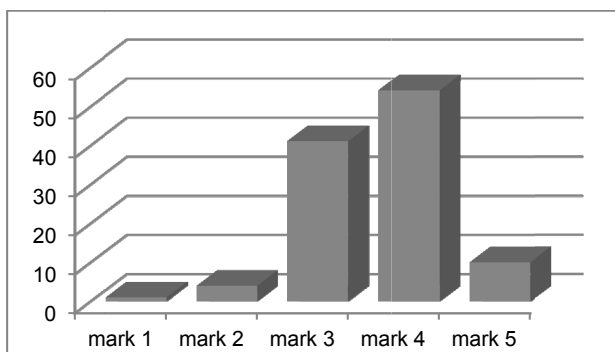
On the question of what kind of risk they are willing to take to be successful, they have on a scale of 1 to 5 (1 not at all willing to take risk, 5 am willing to risk) achieved an average rating of 3.38 responses (Figure 3).

Figure 3: Assessment of students with regard to risk-taking for success



On the question of whether the problems are treated as opportunities and challenges on a scale of 1 to 5 (1 not at all, 5 always and everywhere), was achieved average score of all responses as 3.62 (Figure 4).

Figure 4: Assessment of students, if problems are treated as opportunities



4.3. Verification of hypotheses

Hypothesis H1: average score of respondents with regard to the intention of setting up their own businesses will be more than 3, we can confirm it was the final verification of the average estimates of 3.30, which is better than foresight (Figure 2). The result confirms that the interest of the students to start their own business is major, more problems occur mainly in the realization of ideas in practice, while the current situation is particularly difficult to obtain the necessary start-up capital.

The overall average score of respondents with regard to risk-taking was 3.38, which is better than the anticipation that the result will be more than 3 (Figure 3), so we can confirm the hypothesis H2. The result reflects the fact that young people are willing to accept a relatively high risk, because according to the situation have nothing to lose, but it's true that if you can not start your own enterprise is entirely indifferent to how much risk they are willing to accept.

Students are relative to the total estimate of 3,6 estimated that problems are treated as opportunities and challenges, which is better than 3,5, as we predicted in hypothesis H3 (Figure 4). Therefore, hypothesis H3 is also confirmed. This average score is given the current economic conditions that do not allow long-term employability of young people and graduates certainly an expression of their adaptation and high flexibility if they want to ensure their own existence.

5. CONCLUSION

Entrepreneurship and understanding of entrepreneurship, with the support of additional content and programs should be more present already in schools and then on college. The young people would already in the development phase get an opportunity to think about their future and develop business ideas and models, which could be succeed in their businesses.

Basic knowledge and skills can be learned, the most useful experience while being an entrepreneur obtains with practical operation, where enterprising individuals understand market conditions. In order to understand the situation, you can use a combination of different resources, new business models or efficient use of resources within the framework of existing models.

Also the survey shows, that students mostly thinking about setting up their company, even when faced with this reality in terms of obtaining adequate start-up capital. Because they know that by entrepreneurship they are also facing risks, they are prepare to adopt a moderate and manageable risk, as relatively only few chosen option, they are willing to risk it all.

On average they estimate problems as opportunities and challenges, which of course makes them thinking about business ideas that would be within their own companies and can be successfully tested in practice. Should be noted that given the high score of motivation to achieve goals, certainly causes the current economic climate, that does not give hope of obtaining a suitable job in a very short period of time after graduation.

The potential is available, but more needs to be done to develop business ideas and to support the most promising. This means that support institutions should become more involved in training, the state itself should give more for promoting student companies, that could give the students after graduation the independent survival and recruitment of new employees.

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