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DIFFERENCES IN INTENTIONS AND PERCEPTIONS OF THE ENTREPRENEURIAL CAREER AMONG STUDENTS

ABSTRACT

Entrepreneurship and small and medium enterprises are very important from a social and economic point of view. Education, and in particular higher education, creates human resources for future economic and social development. There are numerous EU and national strategic documents underlining that entrepreneurship should be promoted and encouraged in educational institutions and curricula. The primary aim of this research is to determine the entrepreneurial intentions of the student population and the differences in the entrepreneurial intentions of students with regard to the field of study. The research has been conducted at the University of Mostar from April to June 2020. For the research purpose, a questionnaire was used and delivered online to students of several faculties from different areas and fields of science and education, including the first and second educational cycle. The data were analysed in IBM SPSS Statistics 25.0. The results were expressed as number and percentage and mean and standard deviation. The results of the research showed the entrepreneurial intentions of students, their entrepreneurial education and perception of entrepreneurship, their connection, and that there are certain differences with regard to the field of study.

Keywords: career, entrepreneurship, intentions, perception, students.

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1. INTRODUCTION

Small and medium-sized enterprises (SMEs) are very important from a social and economic point of view. They are vital to the world as well as the European economy. They represent more than 99% of all companies in the EU. They provide two-thirds of jobs in the private sector and are responsible for more than half of the total added value realised by companies in the EU (European Parliament, 2021, p. 1). These SMEs provide more than 100 million jobs in Europe, and in some sectors account for more than three-quarters of all jobs (Fink & Kraus (ed.)., 2009, p. xix). Growth in Europe is inconceivable without SMEs, and they play a key role in delivering innovative products, strengthening competitiveness and creating new jobs. They generate innovation and entrepreneurship that are major drivers of economic development in job creation, can identify new needs of both consumers and industry and have the potential to absorb new technologies, contribute to science and local development. Small and medium-sized enterprises are key to employment growth, as well as to developing the necessary conditions for socio-economic prosperity. In the last decade, the European Union has placed special emphasis on the development of entrepreneurship and small and medium-sized enterprises. The European Union has adopted various action programmes to support small and medium-sized enterprises, such as the Small Business Act, Horizon 2020 and COSME. These action programmes aim to increase the competitiveness of small and medium-sized enterprises through research and innovation and to provide them with better access to finance.

The Entrepreneurship Development Action Plan 2020 sets out a series of measures to be taken at the EU level and in the Member States to support entrepreneurship. The action plan is based on three pillars. The first one is the development of entrepreneurial education and training, then, creating the right business environment and finally, promoting entrepreneurs as role models and reaching entrepreneurship to specific target groups[1]

Education, and principally, higher education creates the human resources for future economic and social development and is crucial for the dynamics of that development and the position that national economies and societies will have on the ladder of competitiveness and development in the region and the world in the future. There are numerous EU and national strategic documents underlining that entrepreneurship should be promoted and encouraged in educational institutions and curricula. Additionally, curricula should be adapted in a way that provides students with the necessary entrepreneurial competencies, stimulate innovative and entrepreneurial spirit, and direct more young people to decide to start their business ventures (Klepić & Klepić, 2021, p. 63).

A survey conducted in the European Union among young people[2] showed that the majority of respondents think education and skills should be a priority topic for the EU (53%).

The results of the GEM survey in 2018 confirm the findings from previous years that more educated people and entrepreneurs are more active. It is the case both in Croatia but also in the groups of countries that Croatia is compared to, i.e. EU countries, group of countries with high gross domestic income per capita (Singer et al., 2019).

People with developed personal preferences for starting a new business represent the starting point of the entrepreneurial process. A new business venture begins with identifying opportunities and shaping the intent to start a business venture. Personal preferences are conceptualised through the interaction of individual attributes of potential entrepreneurs and social values towards entrepreneurship. The difference in the perception of opportunities determines other components on which entrepreneurial activity depends, and above all, the intention and decision to start a new business venture. These differences show a significant difference in the potential of a country and determine its entrepreneurial capacity.

While in Croatia only one-third of adults see business opportunities in their environment, in

1 European Parliament (2013). *European Parliament resolution of 21 November 2013 on the state of play of the Doha Development Agenda and preparations for the Ninth WTO Ministerial Conference (2013/2740(RSP)*

2 European Union (2018) *Flash Eurobarometer 455 - Report European Youth*, 5.

the EU, it is 44% of adults (and in Sweden, close to 82% of adults). Identifying prospects and assessing personal competence to start a business venture are prerequisites for shaping the intent to turn an opportunity into a venture. The intention to enter into entrepreneurial activity is based on the perceived opportunity and the assessment of personal ability to start a business venture. In the period 2018-2020, Croatia has been at the top of the EU countries, that participated in the GEM survey, in terms of expressed intentions to start a business venture, with a stable but high level of fear of failure (Singer et al., 2021, p. 26).

The GEM survey has not been conducted in Bosnia and Herzegovina in the last few years, so it is not possible to present data for Bosnia and Herzegovina or make a comparison.

2. THEORETICAL BACKROUND

Entrepreneurship is a very important economic and social phenomenon that characterises and determines modern development and the process of modification and transformation of leading industrial and other countries. For this reason, some authors often call the modern economy an entrepreneurial economy.

According to the Global Entrepreneurship Monitor (GEM), 2019/2020 Global Report (2020, p. 20) entrepreneurship is broadly defined as "any attempt at a new venture or new business creation, such as self-employment, a new business organization or the expansion of an existing business, by an individual, a team of individuals, or an established business", is a vital ingredient in the economic development mix and an important determinant of present and future incomes and jobs. However, the nature and process of that economic development can vary considerably between economies. While encouraging and developing entrepreneurship is an important policy objective for most national decision-makers and politicians, many would also agree that knowledge of the causes and consequences of entrepreneurship is far from complete. Entrepreneurship according to Buble and Kružić (2006, p. 10) can be viewed as a process that emphasises the ability and activity (of individual actors and society as a whole) to use change, innovation and assessment, all in conditions of new combinations of limited production factors, to create and perform such an endeavour that will result in profit (and other social benefits). Barringer and Ireland (2010, p. 26) pointed out in their book that two highly regarded academics, H.H. Stevenson and J.C. Jarillo, define entrepreneurship as the process by which individuals take advantage of opportunities no matter what resources they currently have at their disposal. Others, like entrepreneur Fred Wilson, define it more simply. They see entrepreneurship as the art of turning an idea into a business venture. Buble & Buble (2014, p. 10) define entrepreneurship as the creation of an innovative economic organization (or network of organizations) for the purpose of profit or growth, in conditions of risk and uncertainty. Hisrich, Peters & Shepherd (2011. p. 7) in their book, pointed out that almost all definitions of entrepreneurship speak of such behaviour, which includes: (1) taking the initiative, (2) organizing and reorganizing social and economic mechanisms and resources in a practical direction, (3) accepting risk or failure.

Entrepreneurship has proven itself in the practice of developed countries, and in the economic theory of developed countries it stands out as a cornerstone of the economic system and economic development. Due to its great importance, entrepreneurship has become the subject of interest of many sciences, economics, psychology, sociology, law, etc., and in recent years it has been one of the main general social topics, especially political, economic and media. Entrepreneurship is present and can develop in all branches and activities of the economy (Buble & Klepić, 2007. p. 43).

According to the Global Entrepreneurship Monitor (GEM), 2019/2020 Global Report (2020, p. 13) entrepreneurship is an essential driver of societal health and wealth, and a formidable engine of economic growth. It promotes the innovation required not just to exploit new opportunities, promote productivity and create employment, but also to help address some of society's toughest challenges as stated by the United Nations Sustainable Development Goals (SDGs). Many of the world's

governments, think tanks, non-governmental and international organizations now look towards entrepreneurship as a key part of the solution to ending poverty and social inequity, promoting women's empowerment, and implementing business solutions to the world's environmental challenges, including climate change.

The future of entrepreneurship is very bright, not only because of innovation, global change, technological development, but also because we live in an age of entrepreneurship, in which entrepreneurship is embraced by corporations, educational institutions, government units and society. Entrepreneurship is increasingly involved in the educational process, but also academic research. Therefore, many universities and colleges at all cycles offer university programmes in entrepreneurship, most have at least one subject in entrepreneurship, and this trend continues. Entrepreneurship is being introduced in programmes in secondary and primary schools, it is being taught even to children in kindergartens, and the promotion and positive view of entrepreneurship and entrepreneurs in the society are growing rapidly.

Entrepreneurial intention records the state of mind that directs individuals to focus on achieving the goal or the like (Bird, 1988).

The intention has been also defined as the effort of a person to carry out entrepreneurial behaviour (Liñán & Rodríguez, 2004). Individuals intending to start a business are very likely to do so (Ajzen, 1991; Ajzen & Fishbein, 1980), and it is reasonable to suggest that examining entrepreneurial intent is a considerable approach to studying actual entrepreneurial behaviour.

Numerous empirical studies in the field of entrepreneurship that examine entrepreneurial intentions witness to their importance (Diaz-Garcia & Jimenez-Moreno, 2010; Lee et al., 2011; Shinnar et al., 2012; Siu & Lo, 2013).

There are numerous approaches to the study of entrepreneurial intentions, however, the most commonly used are the entrepreneurial event model (Shapero, 1982) and the theory of planned behaviour (Ajzen, 1991). According to Ajzen (1991), intentions are shaped as a result of three factors: attitudes toward certain behaviours, social norms and perceived behavioural control. Many researchers emphasise the need to consider concepts such as locus of control and self-efficacy when observing observed behavioural control (Ajzen, 2002; Zellweger, Sieger & Halter, 2011). Some authors (Zhang, Wang & Owen, 2015) aim to build on the original model of the theory of planned behaviour by including two determinants: short-term risk-taking preference and psychological well-being.

The Entrepreneurial Event Model (Shapero, 1982) views enterprise creation as an event.

According to this model, the personal choice of an individual to start a business depends on three elements, perceived desirability, propensity to act and perception of feasibility (Morić Milovanović, Krišto & Srhoj, 2015). Shapero believed one critical behavioural determinant behind entrepreneurial intention is a propensity to act (Shapero, 1982), and he has shown its significant impact on intention (Krueger et al., 2000).

Zhang, Duysters & Cloodt (2014), using Ajzen's theory of planned behaviour, and Shapero's entrepreneurial event model as well as entrepreneurial cognition theory, attempt to identify the relationship between entrepreneurship education, prior entrepreneurial exposure, perceived desirability and feasibility, and entrepreneurial intentions for university students.

There is a significant negative impact of exposure and a significant positive impact on entrepreneurship education. Males and people from technological universities and/or backgrounds have higher entrepreneurial intentions than females and people from other universities and backgrounds. There are also significant positive interactive effects by gender, university type, and study major on the relationship between entrepreneurship education and entrepreneurial intentions.

Turker & Selcuk (2009) examined factors that had affected the entrepreneurial intention of university students and proved that educational and structural support factors affected the entrepreneurial student intention. Yurtkoru, Acar & Teraman (2014) investigated the willingness to take a risk and entrepreneurial intention of the university students in An empirical study comparing private and state universities. Results have revealed some differences between the two groups and the partial effect of willingness to take a risk on entrepreneurial intention.

Differences in student entrepreneurship, including entrepreneurial gender, age, the field of study, etc., have been shown by numerous other studies on student intentions conducted worldwide (Neneh, 2014; Pihie & Akmaliah 2009; Al-Jubari, Hassan & Liñán, 2019; Shook and Bratianu, 2010; Schwarz et al. 2009). Some research has also been conducted in Croatia and Bosnia and Herzegovina. Morić Milovanović, Krišto and Srhoj (2015) investigated what distinguished students with entrepreneurial intentions among students at the University of Zagreb. Langer et al., (2016) investigated Intentions and Perceptions of the Entrepreneurial Career Among Croatian Students at the University of Split. In that paper, the authors analysed the entrepreneurial intentions of the student population at the University of Split, Croatia and related them to general student perceptions of entrepreneurship and its social role/desirability. The entrepreneurial intentions of business students in Bosnia and Herzegovina at the University of Sarajevo were also investigated (Šestić et al., 2017).

The primary aim of this research is to determine the entrepreneurial intentions of the student population and the differences in the entrepreneurial intentions of students concerning the field of study at the University of Mostar in Bosnia and Herzegovina.

3. METHODOLOGY OF RESEARCH

3.1. Setting hypothesis

The defined problem has also defined the underlying objective of this research, which is to determine the entrepreneurial intentions of the student population and the differences in the entrepreneurial intentions of students with regard to the field of study.

The problem and the objectives set for this study determined the content of the two hypotheses which state:

H1 - There are differences in the entrepreneurial intentions of students with regard to the field of study.

H 2 - There are differences in the perception of recognising business opportunities among students in different fields of study.

3.2. The scope of the research, methods of collecting and processing data model

The research was conducted at the University of Mostar from April to June 2020. The sample consists of students of the first and second cycle of studies at the University of Mostar, 703 of them. A modified questionnaire, used by Langer et al. (2016) investigating the entrepreneurial intentions of students at the Faculty of Economics, University of Split, was used for this research. It was delivered online to students of several faculties of the University of Mostar from different areas and fields of science and education from all years of study of the first and second educational cycle.

The questionnaire consisted of a few parts, which are the entrepreneurial intentions of students, their entrepreneurial education and perception of entrepreneurship, and the connection of the two was collected. The most important parts of the questionnaire are education and experience, knowledge of entrepreneurship, professional attractiveness of entrepreneurship, social acceptability, entrepreneurial ability/intention, entrepreneurial objective(s), entrepreneurial education /training and personal data of students.

The data were analysed in IBM SPSS Statistics 25.0. The results were expressed as number (n) and percentage (%), mean (M) and standard deviation (SD) and median (C). The Kruskal-Wallis H test and the Mann-Whitney U test were used for different testing concerning the study fields. The limit of statistical significance was set at 0.05. P values that could not be expressed up to three places were shown as $p < 0.001$.

4. RESEARCH RESULTS AND DISCUSSION

According to the obtained research results, the mean age of the students was 22.63 years (SD=3.33). More than two-thirds of the sample

are women (70.7% women vs 29.33% men). The average number of household members is 4.62 (SD = 1.57), while 72.5% of students state that 3-5 people live in their household. More than half of the students state that the average monthly income of their household is up to 2000 KM. The mothers and fathers of the surveyed students usually have a high school diploma.

Table 1. Characteristic of students

	Number of students	% (n=703)
Cycle of study		
I	468	66.6
II	235	33.4
Study		
University study	654	93.0
Professional study	49	7.0
Science		
Social sciences	421	59.9
Technical and biotechnical sciences	49	7.0
Biomedical sciences	88	12.5
Natural and human sciences	145	20.6
Formal education of the mother		
Elementary school	35	5.0
High school	508	7.3
Higher education/ faculty	154	21.9
Other	6	0.9
Formal education of the father		
Elementary school	29	4.1
High school	484	68.8
Higher education/ faculty	178	25.3
Other	12	1.7
Average monthly family income in KM*		
- 999	127	18.1
1000 - 1999	270	38.4
2000 - 3499	195	27.7
3500 - 4999	73	10.4
5000 -	38	5.4

KM = Convertible Mark, the national currency of Bosnia and Herzegovina

*1 KM = 0.51 €; 1 KM = 0.59 $

Source: authors' preparation

In general, the reasons for studying were assessed by the students as follows: preference / desire / intention: M = 4.38 (SD = 0.79); good opportunity for professional success: M = 4.32 (SD = 0.79); family / friends recommendation: M = 3.08 (SD = 1.10); other: M = 2.53 (SD = 1.22).
On the other hand, the reasons for studying looked at in accordance with the study show that most students, regardless of their studies, study because they want to study and they see an opportunity for their professional success in their chosen field. Results are shown in Table 2.

Table 2. Reasons for studying according to the field of study

		SS	TBS	BMS	NHS
preference / desire / intention	M (SD)	4.4 (0.8)	4.4 (0.7)	4.4 (0.8)	4.4 (0.7)
	C	5	5	5	5
good opportunity for professional success	M (SD)	4.3 (0.8)	4.2 (0.8)	4.4 (0.8)	4.3 (0.7)
	C	4	4	5	4
family / friends recommendation	M (SD)	3.0 (1.1)	3.2 (1.2)	3.3 (1.0)	3.1 (1.1)
	C	3	3	3	3
other	M (SD)	2.6 (1.2)	2.5 (1.3)	2.4 (1.1)	2.5 (1.3)
	C	3	3	3	3

Meaning of grades: 1=completely unacceptable; 2=unacceptable; 3=neither acceptable nor unacceptable; 4=acceptable; 5=very acceptable;

Abbreviations: SS=Social sciences: TBS= Technical and biotechnical sciences; BMS= Biomedical sciences; NHS= Natural and human sciences;

M (SD) – mean (standard deviation); C - median

Source: authors' preparation

Almost half of the students state that they have work experience, they have worked before starting their studies or they are currently working (347; 49.4% yes vs. 356; 50.6% no). Almost ¾ students with work experience state that they have up to three years of work experience (43.6% for one year, 33.8% of them from 1 to 3 years), only 9.0% (n = 63) of students worked in managerial positions, mostly worked in micro or small enterprises (52.5% in micro and 31.1% in small enterprises).

Differences in the acceptability of individual goals after graduation according to the field of science to which the faculties belong are shown in Table 3.

Table 3. Acceptability of individual goals after graduation according to the field of study

		SS	TBS	BMS	NHS	P*
To employ in a state institution	M (SD)	1.9 (1.1)	2.2 (1.1)	1.8 (1.0)	1.9 (0.9)	
	C	2	2	2	2	0.009
To get a job in a large company, state-owned or privately owned, whatever	M (SD)	2.0 (1.0)	2.1 (1.0)	1.9 (0.7)	2.1 (0.9)	
	C	2	2	2	2	0.313
To get a job in a privately owned small business	M (SD)	2.5 (1.1)	2.5 (1.1)	2.4 (1.0)	2.4 (1.1)	
	C	2	2	2	2	0.660
To get a job in a family business	M (SD)	3.3 (1.1)	3.7 (1.2)	3.4 (1.0)	3.2 (1.2)	
	C	4	4	4	3	0.053
To start an independent business	M (SD)	3.8 (1.2)	4.0 (1.1)	4.1 (0.8)	3.9 (1.2)	
	C	4	4	4	4	0.091
I plan to start an independent business after preparation and training	M (SD)	3.6 (1.2)	3.9 (1.1)	3.8 (1.0)	3.6 (1.3)	
	C	4	4	4	4	0.240

Meaning of grades:
1=completely unacceptable; 2=unacceptable; 3=neither acceptable nor unacceptable; 4=acceptable; 5=very acceptable;

Abbreviations:
SS=Social sciences: TBS= Technical and biotechnical sciences; BMS= Biomedical sciences; NHS= Natural and human sciences;

M (SD) – mean (standard deviation); C - median

*Kruskal-Wallis H test

Source: authors' preparation

Significant differences in the acceptability of certain goals after graduation according to the field of study were found for the goal "To employ in a state institution". Differences were found in the attitudes of students of studies belonging to Technical and biotechnical sciences and students of studies belonging to social sciences ($p = 0.003$) and students of studies belonging to Biomedical sciences ($p = 0.007$). Getting a job in a state institution is less unattractive for students of technical and biotechnical sciences than for students in social and biomedical studies.

No statistically significant differences were observed in other goals, but there are differences in attitudes of students according to the fields of studies.

Students of technical and biotechnical studies and students of biomedical studies are somewhat more inclined to start an independent business, and they also express plans to start an independent business after graduation and adequate preparation and training.

None of the students is enthusiastic about the idea of working in a small private company as well as in a large company, either state-owned or privately owned, but these ideas are somewhat less uninteresting to students of social studies and technical and biotechnical studies.

In the future, 74.5% of students see themselves as entrepreneurs, 7.4% would pursue one of the liberal professions (advisor, appraiser etc.), and only 4.3% of students see themselves as employees in other people's companies.

Analysis by field of study shows that 73.6% of social science students, 87.8% of technical and biotechnical sciences students, 77.3% of biomedical sciences students and 71.0% of natural and human sciences students see themselves in the role of entrepreneurs.

How students assess their own abilities in relation to entrepreneurial skills show Table 4.

Table 4. Assessment of student's abilities in relation to entrepreneurial skills according to the field of study

		SS	TBS	BMS	NHS	P*
recognizing business opportunities	M (SD)	3.6 (0.8)	4.0 (0.8)	3.7 (0.8)	3.6 (0.9)	
	C	4	4	4	4	0.028
creativity	M (SD)	3.9 (0.9)	4.0 (0.9)	3.8 (0.8)	4.0 (0.9)	
	C	4	4	4	4	0.198
problem solving	M (SD)	4.0 (0.8)	4.0 (0.7)	3.9 (0.7)	4.1 (0.8)	
	C	4	4	4	4	0.061
leadership / communication	M (SD)	3.9 (0.9)	4.0 (0.8)	4.0 (0.9)	4.0 (1.0)	
	C	4	4	4	4	0.364
negotiation skills	M (SD)	3.8 (0.9)	3.8 (1.0)	3.6 (0.9)	3.7 (1.0)	
	C	4	4	4	4	0.213
recognizing and taking risks	M (SD)	3.7 (0.9)	3.8 (0.9)	3.7 (0.8)	3.8 (0.9)	
	C	4	4	4	4	0.468
development of existing / new products (services)	M (SD)	3.5 (0.9)	3.8 (0.8)	3.6 (0.7)	3.6 (1.0)	
	C	4	4	4	4	0.300
business networking	M (SD)	3.6 (0.9)	3.9 (0.9)	3.5 (0.8)	3.6 (1.0)	
	C	4	4	3.5	4	0.092

Meaning of grades: 5 - I am very capable; 4 - I am capable; 3 - I am mostly capable; 2 - Mostly I'm not capable; 1 - I don't feel capable at all

Abbreviations: SS=Social sciences: TBS= Technical and biotechnical sciences; BMS= Biomedical sciences; NHS= Natural and human sciences;

M (SD) – mean (standard deviation); C - median
*Kruskal-Wallis H test

Source: authors' preparation

All entrepreneurial abilities are assessed relatively similarly by students, regardless of the field in which their studies belong. However, a significant difference was found in the ability to "recognise business opportunities". Significant differences were found between students of technical and biotechnical studies in relation to the other three groups of studies: social studies (p = 0.006), biomedical studies (p = 0.017) and natural and human studies (p = 0.004). Students of technical and biotechnical studies believe that they are more able to recognize business opportunities than students of other fields of study.

There are different motives for starting own business and entrepreneurship, and their importance to students in different fields of study is shown in Table 5.

Table 5. Assessment of motives for starting own business and entrepreneurship according to the science field

		SS	TBS	BMS	NHS	P*
Take advantage of an opportunity that arises in the market and that I recognize	M (SD)	4.3 (0.8)	4.4 (0.8)	4.2 (0.7)	4.3 (0.7)	
	C	4	5	4	4	0.102
It's my only job opportunity	M (SD)	3.1 (1.1)	3.1 (1.1)	3.2 (0.9)	3.2 (1.0)	
	C	3	3	3	3	0.804
Profit - earnings	M (SD)	4.2 (0.8)	4.0 (0.7)	4.0 (0.7)	4.1 (0.8)	
	C	4	4	4	4	0.087
Independence - a sense of independent action and running your own business	M (SD)	4.3 (0.8)	4.2 (0.9)	4.2 (0.7)	4.4 (0.7)	
	C	4	4	4	4	0.301
Satisfaction - a feeling of satisfaction for creating and realizing your own work	M (SD)	4.4 (0.7)	4.2 (0.9)	4.3 (0.7)	4.4 (0.6)	
	C	5	4	4	5	0.398

Meaning of grades: 5 - very important; 4 - important; 3 - neither important nor unimportant; 2 - unimportant; 1 - completely unimportant

Abbreviations: SS=Social sciences: TBS= Technical and biotechnical sciences; BMS= Biomedical sciences; NHS= Natural and human sciences;

M (SD) – mean (standard deviation); C - median
*Kruskal-Wallis H test

Source: authors' preparation

The ratings of the motives offered for starting own business and entrepreneurship are similar in all four fields of studies. Significant differences in the motives between students from different study fields were not found in any of the offered motives, but the average grades suggest some practical differences. All surveyed students gave the lowest grades to the item "This is my only job opportunity". For most students, the strongest motive for starting their own business and entering entrepreneurship is the feeling of satisfaction for creating and realising their own business. This is recognised in the answers of students of social studies, biomedical studies, natural and human studies. Differences are observed in the answers of students of technical and biotechnical studies who would embark on entrepreneurship in order to take advantage of opportunities that present themselves to the market and that they recognise.

All students know someone who is engaged in entrepreneurship, and as an entrepreneur, they evaluate him as successful (30.9% very successful, 45.5% successful).

The affection of social and cultural environment in BiH for entrepreneurial activity is assessed by students only with a grade of 3.22 (SD = 0.98). In addition, students feel that the role of the entrepreneur is underestimated, not sufficiently recognised and the occupation of the entrepreneur is not considered sufficiently desirable.

Means for individual dimensions of entrepreneurship according to the field of study are shown in Table 6.

Table 6. Means for dimensions of entrepreneurship according to the field of study

		SS	TBS	BMS	NHS	P*
Professional attractiveness of entrepreneurship	M (SD)	2.77 (0.47)	2.97 (0.43)	2.78 (0.34)	2.78 (0.46)	
	C	2.78	2.89	2.78	2.89	0.026
Social acceptability	M (SD)	2.98 (0.36)	2.99 (0.45)	3.03 (0.37)	3.00 (0.40)	
	C	3.00	3.00	3.00	3.00	0.747
Entrepreneurial intention	M (SD)	3.59 (0.53)	3.72 (0.61)	3.50 (0.50)	3.60 (0.63)	
	C	3.58	3.67	3.42	3.58	0.176
Entrepreneurial ability	M (SD)	3.55 (0.58)	3.66 (0.58)	3.53 (0.54)	3.59 (0.63)	
	C	3.56	3.67	3.56	3.67	0.425
Entrepreneurial motives	M (SD)	4.06 (0.57)	3.99 (0.64)	3.99 (0.51)	4.10 (0.50)	
	C	4.20	4.00	4.00	4.00	0.343
Entrepreneurial objective(s)	M (SD)	4.24 (0.52)	4.16 (0.55)	4.16 (0.45)	4.26 (0.47)	
	C	4.24	4.12	4.18	4.24	0.339
Entrepreneurial education / training	M (SD)	4.04 (0.67)	4.02 (0.70)	4.02 (0.53)	4.11 (0.69)	
	C	4.00	4.00	4.00	4.00	0.531

Abbreviations: SS=Social sciences: TBS= Technical and biotechnical sciences; BMS= Biomedical sciences; NHS= Natural and human sciences;

M (SD) – mean (standard deviation); C - median
*Kruskal-Wallis H test

Source: authors' preparation

The analysis of assessments of individual dimensions of entrepreneurship concerning the field of the study revealed a statistically significant difference in the assessment of the dimension "Professional attractiveness of entrepreneurship". Significant differences in grades were found between students of technical and biotechnical sciences on the one hand and students of other scientific fields: social studies (p = 0.003), bio-

medical studies (p = 0.006), natural and human studies (p = 0.034). Students of technical and biotechnical sciences gave a higher grade to this dimension than the others students.

According to the results obtained in this study, considering the hypotheses set for this study, the following can be stated:

Hypothesis H1 "There are differences in the entrepreneurial intentions of students concerning the field of study" is accepted.

Hypothesis H2 "There are differences in the perception of recognising business opportunities among students in different fields of study" is accepted.

5. CONCLUSION

Entrepreneurship is an essential driver of societal health and wealth, and a formidable engine of economic growth. It promotes the innovation required not just to exploit new opportunities, promote productivity and create employment, but also to help address some of society's toughest challenges.

Entrepreneurial intention records the state of mind that directs individuals to focus on achieving the goal or the like or the effort of a person to carry out entrepreneurial behaviour. Individuals intending to start a business are very likely to do so, and it is reasonable to suggest that examining entrepreneurial intent is a considerable approach to studying actual entrepreneurial behaviour. Numerous empirical studies in the field of entrepreneurship that examine entrepreneurial intentions witness to their importance.

The previous research has shown that there is a significant negative impact of exposure and a significant positive impact on entrepreneurship education. Males and people from technological universities and/or backgrounds have higher entrepreneurial intentions than females and people from other universities and backgrounds. There are also significant positive interactive effects by gender, university type, and study major on the relationship between entrepreneurship education and entrepreneurial intentions. Differences in student entrepreneurship, including entrepreneurial gender, age, the field of study, etc., have been shown by numerous other studies on student intentions conducted worldwide.

The results of the conducted empirical research showed that there are differences in the entrepreneurial intentions of students concerning the field of study. "Professional attractiveness of entrepreneurship" is what motivates students of technical and biotechnical sciences for entrepreneurial venture significantly more than students of other scientific fields: social studies, biomedical studies, natural and human studies.

Students of technical and biotechnical studies and students of biomedical studies are somewhat more inclined to start an independent business, and they also express plans to start an independent business after graduation and adequate preparation and training.

The results also showed there are differences in the perception of recognising business opportunities among students in different fields of study. Differences are observed in the answers of students of technical and biotechnical studies who would embark on entrepreneurship to take advantage of opportunities that present themselves to the market and that they recognize.

The disadvantages of the research are that no gender analysis has been done to determine whether there are differences between men and women in entrepreneurial intentions, and in the perception of recognising opportunities. Also, the number of surveyed students in all areas of study is not uniform, and no analysis was performed concerning the type of study (professional and university) since most studies do not have both types of studies, so such an analysis could not be performed. Recommendations for the next research are to make a study that will analyse the differences in entrepreneurial intentions and perceptions by gender, and compare the first two cycles with the third cycle of education, as well as students at the beginning and end of studies, after gaining some entrepreneurship knowledge, technical and other knowledge in the field of study.

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RAZLIKE U NAMJERAMA I PERCEPCIJI PODUZETNIČKE KARIJERE MEĐU STUDENTIMA

SAŽETAK

Poduzetništvo kao i mala i srednja poduzeća vrlo su važni s društvenoga i ekonomskoga stajališta. Obrazovanje, a posebno visoko obrazovanje, stvara ljudske resurse za budući gospodarski i društveni razvoj. Brojni EU i nacionalni strateški dokumenti ističu da poduzetništvo treba promicati i poticati u obrazovnim institucijama i nastavnim planovima i programima. Primarni je cilj ovoga istraživanja utvrditi poduzetničke namjere studentske populacije i razlike u poduzetničkim namjerama studenata s obzirom na područje studiranja. Istraživanje je provedeno na Sveučilištu u Mostaru od travnja do lipnja 2020. godine. U svrhu istraživanja korišten je upitnik koji je *online* dostavljen studentima na nekoliko fakulteta iz različitih područja znanosti i obrazovanja, uključujući prvi i drugi obrazovni ciklus. Podatci su analizirani u programu *IBM SPSS Statistics 25.0*. Rezultati su izraženi kao broj i postotak te srednja vrijednost i standardna devijacija. Rezultati istraživanja pokazali su poduzetničke namjere studenata, njihovu poduzetničku naobrazbu i percepciju poduzetništva, njihovu povezanost te da postoje određene razlike s obzirom na studijsko područje.

Ključne riječi: karijera, poduzetništvo, namjere, percepcija, studenti