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**ANALIZA PODUZETNIČKIH
VJEŠTINA UČENIKA
EKONOMSKE ŠKOLE
KORIŠTENJEM ASTEE
UPITNIKA**

**ANALYSIS OF
ENTREPRENEURIAL SKILLS
OF ECONOMIC SCHOOL
STUDENTS USING THE
ASTEE QUESTIONNAIRE**

SAŽETAK: U današnjem dinamičnom gospodarskom okruženju poduzetničke vještine postaju sve važnije za mlade ljude koji razmišljaju o samozapošljavanju kao koraku prema ostvarenju profesionalnih ciljeva i ekonomske neovisnosti. S druge strane, razumijevanje povezanosti između poduzetničkih vještina i namjera ključno je i za prilagodbu obrazovnih programa te poticanje poduzetničkog duha među mladima. Cilj je rada istražiti utjecaj poduzetničkog obrazovanja na samoprocjenu poduzetničkih vještina i namjera učenika Ekonomske škole u Vukovaru. Korištenjem upitnika ASTEE kao glavnog mjernog instrumenta, analiza se fokusira na identificiranje ključnih poduzetničkih vještina, kao što su kreativnost, financijska pismenost, planiranje, timski rad, ali i pedagoške pristupe koji oblikuju poduzetnički *mindset*. U istraživanju je sudjelovalo 199 učenika (N=199), a obrada podataka provedena je deskriptivnom statistikom, korelacijskom analizom i višestrukom regresijskom analizom. Rezultati su pokazali da vještine kreativnost, inovativnost, timski rad i upravljanje povećavaju sklonost učenika prema poduzetničkim aktivnostima,

ABSTRACT: In today's dynamic economic environment, entrepreneurial skills are becoming increasingly important for young people who are considering self-employment as a step towards achieving their professional goals and economic independence. On the other hand, understanding the link between entrepreneurial skills and intentions is also key to adapting educational programs and fostering an entrepreneurial spirit among young people. The aim of this paper is to investigate the impact of entrepreneurial education on the self-assessment of entrepreneurial skills and intentions of students of the School of Economics in Vukovar. Using the ASTEE questionnaire as the main measuring instrument, the analysis focuses on identifying key entrepreneurial skills, such as creativity, financial literacy, planning, teamwork, but also pedagogical approaches that shape the entrepreneurial mindset. The study involved 199 students (N=199), and data processing was conducted by descriptive statistics, correlation analysis and multiple regression analysis. The results showed that skills like creativity, innovation, teamwork and management increase students'



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pri čemu inovativnost ima najjači utjecaj na pozitivnu percepciju poduzetništva kao karijerne opcije. Istraživanje ukazuje na važnost integracije poduzetničkih predmeta u školske kurikule kako bi se potaknuo razvoj poduzetničkih znanja i vještina među mladima s ciljem njihove pripreme za uspješnu poduzetničku karijeru.

KLJUČNE RIJEČI: poduzetničke vještine, poduzetničke namjere, upitnik ASTEE, poduzetničko obrazovanje, Ekonomska škola Vukovar

UVOD

Poduzetnička znanja, kompetencije i vještine danas se prepoznaju kao ključni čimbenici za osobni i profesionalni uspjeh pojedinca. Kvalitetno poduzetničko obrazovanje priprema pojedince za uočavanje prilika na tržištu i pokretanje novog pothvata te pridonosi razvoju poduzetničkih vještina, koje su važne u svim aspektima života, uključujući i zaposlenje (Sule, 2014; Širola i Baltić, 2018). Poduzetničke vještine, koje uključuju kreativno razmišljanje, strateško planiranje, donošenje odluka, upravljanje rizicima, inovativnost i timski rad, omogućuju učenicima da premoste jaz između teorijskih znanja i praktične primjene (Jones i Iredale, 2010). Ove vještine učenicima pružaju sposobnost donošenja informiranih odluka u skladu s njihovim profesionalnim ciljevima i ambicijama (Kuratko, 2005; Neck i Greene, 2011). Istraživanja pokazuju da razvoj poduzetničkih vještina učenika znatno poboljšava njihovu sposobnost prilagodbe promjenjivim tržišnim uvjetima, čime se potiče i njeguje inovativno razmišljanje te proaktivno djelovanje. Ove vještine pojedincima omogućuju da brzo reagiraju na nove prilike i izazove te ih osposobljavaju da budu aktivni sudionici u stvaranju i implementaciji inovativnih rješenja,

tendency towards entrepreneurial activities, and innovation has got the strongest impact on the positive perception of entrepreneurship as a career option. The research indicates the importance of integrating entrepreneurial subjects into school curricula in order to encourage the development of entrepreneurial knowledge and skills among young people with the aim of preparing them for a successful entrepreneurial career.

KEY WORDS: entrepreneurial skills, entrepreneurial intentions, ASTEE questionnaire, entrepreneurial education, Vukovar School of Economics

INTRODUCTION

Entrepreneurial knowledge, competencies and skills are now recognized as key factors for an individual's personal and professional success. Quality entrepreneurial education prepares individuals to spot market opportunities and start a new venture, and contributes to the development of entrepreneurial skills, which are important in all aspects of life, including employment (Sule, 2014; Širola and Baltić, 2018). Entrepreneurial skills, which include creative thinking, strategic planning, decision-making, risk management, innovation and teamwork, enable students to bridge the gap between theoretical knowledge and its practical application (Jones and Iredale, 2010). These skills provide students with the ability to make informed decisions in line with their professional goals and ambitions (Kuratko, 2005; Neck and Greene, 2011). Research shows that the development of students' entrepreneurial skills significantly improves their ability to adapt to changing market conditions, thus encouraging and nurturing innovative thinking and proactive action. These skills enable individuals to respond quickly to new opportunities and challenges and train them to be active participants in the creation and implementation of innovative solutions, which

što je od presudne važnosti u današnjem dinamičnom i konkurentnom poslovnom okruženju (Fayolle i Gailly, 2015). Razvijanjem ovih vještina, učenici stječu sposobnost identificiranja potencijalnih prilika za rast i razvoj te učinkovito upravljaju rizicima i resursima. Također, poduzetničke vještine jačaju sposobnost preuzimanja inicijative i donošenja strateških odluka, što ih čini pripremljenijima za neizvjesnosti i turbulencije suvremenog tržišta. Obrazovni programi koji naglašavaju kreativnost, inovativnost i strateško razmišljanje uvelike pridonose razvoju poduzetničkih kompetencija, omogućujući oblikovanje fleksibilnih pojedinaca spremnih za preuzimanje aktivnih uloga u poticanju ekonomskog rasta i razvoja (Jones, 2010; Gibb, 2002).

Korištenje upitnika ASTEE u istraživanju poduzetničkih vještina učenika predstavlja pristup koji omogućuje detaljnu analizu ključnih poduzetničkih vještina, kao što su kreativnost, financijska pismenost, timski rad, inovativnost i upravljačke vještine (Moberg et al, 2014). Upitnik ASTEE, kao međunarodno priznat alat, ne samo da omogućuje procjenu poduzetničkih vještina učenika, već i identificira područja u kojima su potrebni daljnja edukacija i razvoj. Cilj je rada istražiti utjecaj poduzetničkog obrazovanja na samoprocjenu poduzetničkih vještina i namjera učenika Ekonomske škole u Vukovaru.

PREGLED LITERATURE

Literatura o poduzetničkom obrazovanju pokazuje raznolikost stavova i pristupa koji naglašavaju važnost obrazovanja u cilju poticanja poduzetničkog duha i namjera mladih. Oberman Peterk i suradnici (2015) ističu da je obrazovanje ključno za razvoj poduzetničkog duha među mladima jer potiče njihove namjere za ulazak u poduzetničke pothvate. Međutim, autori također upozoravaju da formalno obrazovanje može gušiti kreativnost i da često ne uspijeva dovoljno

is crucial in today's dynamic and competitive business environment (Fayolle and Gailly, 2015). By developing these skills, students gain the ability to identify potential growth and development opportunities and effectively manage risks and resources. Also, entrepreneurial skills strengthen the ability to take initiative and make strategic decisions, which makes them more prepared for the uncertainties and turbulence of the modern market. Educational programs that emphasize creativity, innovation and strategic thinking greatly contribute to the development of entrepreneurial competencies, building flexible individuals ready to take active roles in stimulating economic growth and development (Jones, 2010; Gibb, 2002).

Using the ASTEE questionnaire in researching students' entrepreneurial skills is an approach that enables a detailed analysis of key entrepreneurial skills, such as creativity, financial literacy, teamwork, innovation and management skills (Moberg et al, 2014). The ASTEE questionnaire, as an internationally recognized tool, not only enables the assessment of students' entrepreneurial skills, but also identifies areas where further education and development are needed. The aim of this paper is to investigate the impact of entrepreneurial education on the self-assessment of entrepreneurial skills and intentions of students of the School of Economics in Vukovar.

LITERATURE REVIEW

The literature on entrepreneurship education shows a diversity of attitudes and approaches that emphasize the importance of education in order to foster the entrepreneurial spirit and intentions of young people. Oberman Peterk et al. (2015) point out that education is crucial for the development of entrepreneurial spirit among young people because it encourages their intentions to join entrepreneurial ventures. However, the authors also warn that formal education can stifle creativity and it often fails to sufficiently stimulate entrepreneurial

stimulirati poduzetnički način razmišljanja i razvoj poduzetničkih vještina. Ističu da su ulaganje u obrazovanje učitelja i integracija poduzetničkih strategija u obrazovne politike ključni za stvaranje pojedinaca koji pridonose društvu.

Debarliev i suradnici (2020) podržavaju ideju da neformalno poduzetničko obrazovanje može biti učinkovitije od formalnog obrazovanja u razvijanju ljudskog kapitala. Njihovo istraživanje sugerira da poduzetnički način razmišljanja i poduzetničke vještine imaju znatan utjecaj na osobne stavove i percepciju kontrole ponašanja, što ukazuje na potrebu kombinacije formalnog i neformalnog obrazovanja kako bi se maksimalno razvile poduzetničke vještine učenika.

Malach i Kristová (2017), proučavajući utjecaj školskog kurikula, ukazuju na ulogu učitelja i obiteljske poduzetničke pozadine u formiranju poduzetničkog duha među učenicima. Rezultati njihova istraživanja otkrivaju da ti čimbenici imaju ograničen utjecaj na poduzetničke stavove i namjere učenika, što može biti rezultanta sve veće važnosti neformalnog učenja koje se odvija kroz medije i druge komunikacijske kanale. Njihovi nalazi upućuju na potrebu preispitivanja i prilagodbe školskih kurikula te obuke učitelja kako bi se postigli ciljevi u razvoju poduzetničkih kompetencija i duha među mladima. Istraživanje također sugerira da tradicionalne metode poučavanja možda nisu dovoljno učinkovite u poticanju poduzetništva te naglašava potrebu za suvremenijim, interaktivnim i iskustvenim pristupima obrazovanju, koji bolje odražavaju zahtjeve današnjeg poduzetničkog okruženja.

Chaker i suradnici (2024) ukazuju na važnost praktične primjene u podučavanju poduzetništva kao najboljeg načina za razvoj poduzetničkih vještina. Sugeriraju uključivanje učenika u socijalni rad i davanje prilika za stvarne ili virtualne kontakte s poduzetnicima kako bi stekli radno iskustvo i uvid u poduzetničku praksu. Njihovo istraživanje pokazuje da praktična iskustva ne samo da poboljšavaju tehničke vještine učenika već i

mindsets and the development of entrepreneurial skills. They accentuate that investing in teacher education and integrating entrepreneurial strategies into educational policies are key to creating individuals who contribute to society.

Debarliev et al. (2020) support the idea that non-formal entrepreneurial education can be more effective than the formal one in developing human capital. Their research suggests that entrepreneurial mindset and entrepreneurial skills have a significant impact on personal attitudes and perceptions of behavioral control, suggesting the need for a combination of formal and non-formal education to maximize students' entrepreneurial skills.

Malach and Kristová (2017), studying the impact of school curriculum, suggest the importance of the role that teachers and family entrepreneurial background have in shaping entrepreneurial spirit among students. The results of their research reveal that these factors have a limited impact on students' entrepreneurial attitudes and intentions, which may be the result of the increasing importance of non-formal learning taking place through the media and other communication channels. Their findings point to the need to review and adapt school curricula and teacher training in order to achieve goals in the development of entrepreneurial competencies and spirit among young people. The research also suggests that traditional teaching methods may not be effective enough in fostering entrepreneurship and highlights the need for more modern, interactive and experiential approaches to education, which better reflect the demands of today's entrepreneurial environment.

Chaker et al. (2024) emphasise the importance of practical application in teaching entrepreneurship as the best way to develop entrepreneurial skills. They suggest involving students in social work and providing opportunities for real or virtual contacts with entrepreneurs in order for them to gain work experience and insight into entrepreneurial practice. Their research shows that practical experiences not only improve students' technical skills but also boost

jačaju njihovu motivaciju i samopouzdanje vezano za pokretanje vlastitih poduzetničkih projekata.

Jebsen i Rohlfer (2024) potvrđuju ove nalaze, naglašavajući povećanje poduzetničkih namjera kod učenika koji kroz obrazovne programe stječu održiva znanja uz praktičnu primjenu poduzetničkih vještina. Autori ističu važnost obrazovnih praksi koje ujedinjavaju teorijske spoznaje s praktičnim iskustvom, što uvelike povećava vjerojatnost da učenici razviju pozitivan stav prema poduzetništvu i odluče pokrenuti vlastite poduzetničke pothvate.

Messen i Saadaoui (2020) ističu da su učenici s odgovarajućom vrstom obrazovanja, dodatno specijaliziranim i proširenim, skloniji pokretanju poduzetničkih pothvata. Njihovo istraživanje sugerira da specijalizirani obrazovni programi koji se fokusiraju na razvoj specifičnih poduzetničkih vještina mogu povećati spremnost učenika za ulazak u poduzetnički svijet. Block i suradnici (2023) nadovezuju se na te nalaze, naglašavajući da bi poduzetničko obrazovanje trebali voditi edukatori s iskustvom u poduzetništvu, jer to osigurava autentično učenje i prijenos znanja iz prve ruke.

Bračun (2020) navodi da su poduzetničke kompetencije izraženije kod učenika koji su već sudjelovali u poduzetničkim inicijativama, pokazuju veći stupanj digitalne pismenosti ili imaju uzor poduzetnika u obitelji, što naglašava važnost rane izloženosti poduzetničkim iskustvima. Ti nalazi sugeriraju da bi obrazovni programi trebali integrirati mogućnosti da učenici sudjeluju u stvarnim poduzetničkim aktivnostima i surađuju s iskusnim poduzetnicima, čime bi se omogućio razvoj ključnih poduzetničkih vještina te bi se potaknula motivacija za poduzetničko djelovanje.

Novija istraživanja, kao što su ona Čatić-Kajtazović i suradnika (2023), pokazuju da učenici koji pohađaju predmete vezane za poduzetništvo imaju veći intenzitet poduzetničkih namjera, pozitivnije stavove o poduzetništvu i viši stupanj percipirane kontrole ponašanja, kao i bolje razumijevanje uloge poduzetništva u društvu. Ti nalazi podržavaju

their motivation and self-confidence related to starting their own entrepreneurial projects.

Jebsen and Rohlfer (2024) confirm these findings, highlighting the increase in entrepreneurial intentions among students who acquire sustainable knowledge through educational programs with the practical application of entrepreneurial skills. The authors emphasize the importance of educational practices that unite theoretical knowledge with practical experience, which greatly increases the likelihood that students develop a positive attitude towards entrepreneurship and decide to start their own entrepreneurial ventures.

Messen and Saadaoui (2020) point out that students with the appropriate type of education, additionally specialized and expanded, are more inclined to start entrepreneurial ventures. Their research suggests that specialized educational programs that focus on the development of specific entrepreneurial skills can increase students' readiness to enter the entrepreneurial world. Block et al. (2023) build on these findings, emphasizing that entrepreneurial education should be led by educators who are experienced in entrepreneurship, as this ensures authentic learning and first-hand knowledge transfer.

Bračun (2020) states that entrepreneurial competencies are more pronounced in students who have already participated in entrepreneurial initiatives, and who show a higher degree of digital literacy or have a role model of an entrepreneur in the family, which emphasizes the importance of early exposure to entrepreneurial experiences. These findings suggest that educational programmes should integrate opportunities for learners to participate in real entrepreneurial activities and collaborate with experienced entrepreneurs, thus enabling the development of key entrepreneurial skills and encouraging motivation for entrepreneurial action.

Recent research, such as that of Čatić-Kajtazović et al. (2023), show that students who attend entrepreneurship courses have a higher intensity of entrepreneurial intentions, more positive attitudes

važnost kurikula koji učenicima omogućava slobodu u odstupanju od teorijskog učenja i stvaranju pozitivnog, stimulirajućeg okruženja za razvoj poduzetničkih vještina. Carpenter i Wilson (2022) upozoravaju na mogućnost negativnih posljedica kurikula koji nema fleksibilnosti i slobode za kreativnost, ističući potrebu za balansiranjem između strukturiranih i fleksibilnih obrazovnih pristupa, koji potiču inovativnost i kreativno razmišljanje.

Aghaie i suradnici (2023) te Ratten i Usrnanij (2021) naglašavaju važnost prilagodljivih obrazovnih pristupa koji uvažavaju individualne potrebe učenika i omogućuju razvoj ključnih poduzetničkih vještina, poput kreativnosti, inovativnosti i timskog rada.

Navedeni autori zajedno pridonose razumijevanju različitih aspekata poduzetničkog obrazovanja, ističući važnost iskustvenih i prilagodljivih obrazovnih pristupa koji učenicima omogućuju razvoj ključnih poduzetničkih vještina i *mindseta* potrebnog za uspješno sudjelovanje u poduzetničkim aktivnostima. Njihova istraživanja ukazuju na potrebu za kontinuiranim inovacijama u obrazovnim programima kako bi se promptno odgovorilo na izazove suvremenog poduzetničkog okruženja i potaknulo stvaranje novih generacija poduzetnika.

Integracija predmeta Vježbenička tvrtka i Poduzetništvo u školski kurikulum Ekonomske škole Vukovar

Ekonomska škola Vukovar uspješno je integrirala poduzetničke sadržaje u školski kurikulum s ciljem razvijanja poduzetničkih vještina i kompetencija među učenicima. Ova integracija nudi suvremen pristup obrazovanju, gdje se teorijsko znanje usklađuje s praktičnim iskustvima, pružajući učenicima cjelovito razumijevanje poslovnih procesa i omogućujući im razvoj ključnih vještina za buduće poduzetničke poduhvate. Ključni predmeti koji podržavaju ovaj cilj jesu Poduzetništvo i Vježbenička tvrtka (Ekonomska

about entrepreneurship and a higher degree of perceived behavioral control, as well as a better understanding of the role of entrepreneurship in society. These findings support the importance of a curriculum that allows students the freedom to deviate from theoretical learning and create a positive, stimulating environment to develop their entrepreneurial skills. Carpenter and Wilson (2022) are warning of potential negative consequences of a curriculum that lacks flexibility and freedom for creativity, highlighting the need to balance structured and flexible educational approaches, which encourage innovation and creative thinking.

Aghaie et al. (2023) and Ratten and Usrnanij (2021) emphasize the importance of adaptive educational approaches that take into account the individual needs of students and enable the development of key entrepreneurial skills, such as creativity, innovation and teamwork.

Together, these authors contribute to understanding different aspects of entrepreneurial education, highlighting the importance of experiential and adaptive educational approaches that enable students to develop the key entrepreneurial skills and mindsets necessary for successful participation in entrepreneurial activities. Their research points to the need for continuous innovation in educational programs in order to promptly respond to the challenges of the modern entrepreneurial environment and encourage the creation of new generations of entrepreneurs.

Integration Trainee Company and Entrepreneurship courses into the school curriculum of the Vukovar School of Economics

The Vukovar School of Economics has successfully integrated entrepreneurial content into the school curriculum with the aim of developing entrepreneurial skills and competencies among students. This integration offers a modern approach to education, where theoretical knowledge is aligned with practical experiences, providing students with a comprehensive understanding of business processes

škola Vukovar, 2024). Ovi predmeti nude kombinaciju teorijskog znanja i praktičnih iskustava neophodnih za razvoj poduzetničkih znanja, vještina i *mindseta*.

Predmet Poduzetništvo usmjeren je stjecanju temeljnih znanja o ekonomskim principima, poslovnom planiranju, upravljanju resursima i financijskim osnovama. Kroz ovaj predmet, učenici uče kako prepoznati poslovne prilike, analiziraju rizike te razvijaju strategije za uspješno vođenje poslovanja. Uz teorijska znanja, učenicima se pruža prilika da kroz praktične zadatke i simulacije razvijaju poduzetnički način razmišljanja i vještine potrebne za donošenje strateških odluka (Fayolle i Gailly, 2008).

S druge strane, predmet Vježbenička tvrtka učenicima omogućava da teorijska znanja primijene u praksi kroz simulaciju stvarnih poduzetničkih pothvata. Učenici prolaze kroz cjelokupan proces osnivanja i vođenja tvrtke: od razvoja poslovne ideje i procjene njezine održivosti do svakodnevnog upravljanja svim aspektima poslovanja. Ovaj pristup obrazovanju naglašava važnost praktičnog iskustva u učenju, omogućujući učenicima da se suoče s izazovima stvarnog poslovnog svijeta i da razvijaju ključne vještine poput kreativnosti, inovativnosti, timskog rada i komunikacije (Neck i Greene, 2011).

Slični pristupi integracije poduzetništva u školske kurikule dokazano poboljšavaju sposobnosti učenika da se prilagode i uspješno djeluju u dinamičnom poslovnom okruženju. Na primjer, istraživanja provedena u školama u Sjedinjenim Američkim Državama i Velikoj Britaniji pokazala su da učenici koji sudjeluju u programima poduzetništva često pokazuju veći stupanj kreativnog razmišljanja i spremnosti preuzimanja inicijative u poslovnom kontekstu (Jones i Iredale, 2010; Gibb, 2002). Ovakav obrazovni model, koji kombinira teoriju i praksu, dokazan je kao učinkovit pristup u poticanju poduzetničkog duha i stvaranju inovativnih, prilagodljivih mladih ljudi spremnih za buduće poslovne izazove.

and enabling them to develop key skills for future entrepreneurial ventures. Key subjects supporting this goal are Entrepreneurship and the Trainee Company (Vukovar School of Economics, 2024). These courses offer a combination of theoretical knowledge and practical experiences necessary to develop entrepreneurial knowledge, skills and mindsets.

The Entrepreneurship course is aimed at acquiring basic knowledge of economic principles, business planning, resource management and financial fundamentals. Through this course, students learn how to identify business opportunities, analyze risks, and develop strategies for running a successful business. In addition to theoretical knowledge, students are given the opportunity to develop an entrepreneurial mindset and skills needed to make strategic decisions through practical tasks and simulations (Fayolle and Gailly, 2008).

On the other hand, the course Trainee company enables students to apply theoretical knowledge in practice through the simulation of real entrepreneurial ventures. Students are going through the entire process of establishing and running a company: from developing a business idea and assessing its sustainability to managing all aspects of the business on a daily basis. This approach to education emphasizes the importance of hands-on learning experience, enabling students to face the challenges of the real business world and to develop key skills such as creativity, innovation, teamwork, and communication (Neck and Greene, 2011).

Similar approaches to integrating entrepreneurship into school curricula have been shown to improve students' ability to adapt and operate successfully in a dynamic business environment. For example, research conducted in schools in the United States and the United Kingdom has shown that students participating in entrepreneurship programs often demonstrate a greater degree of creative thinking and willingness to take initiative in a business context (Jones and Iredale, 2010; Gibb, 2002). This educational model, which combines theory

METODOLOGIJA RADA

Istraživanje je provedeno putem upitnika ASTEE (*Assessment Tools and Indicators for Entrepreneurship Education*), koji predstavlja sveobuhvatan alat za mjerenje poduzetničkih vještina, znanja i *mindseta* učenika srednjoškolskog obrazovanja. Razvili su ga međunarodni stručnjaci iz područja poduzetničkog obrazovanja s ciljem evaluacije i optimizacije poduzetničkog obrazovnog procesa. Upitnik obuhvaća pet dimenzija, koje procjenjuju: (1) poduzetničke vještine – 15 pitanja, (2) poduzetnički način razmišljanja (*mindset*) – 11 pitanja, (3) poduzetnička znanja – 3 pitanja, (4) povezanost s obrazovanjem – 6 pitanja i (5) buduću karijeru učenika – 6 pitanja (Moberg et al, 2014), a temelji se na primjeni Likertove ljestvice od 5 stupnjeva. Demografski podaci uključuju dob, spol, godinu rođenja, razred te ključne informacije o učenicima, kao što su poduzetničko iskustvo i profesionalni interesi. Istraživanje je provedeno putem Googleovog obrasca u razdoblju od mjeseca ožujka do svibnja 2024. godine. U istraživanju je sudjelovalo 199 sudionika (N=199). Prikupljeni podaci analizirani su korištenjem programskog paketa IBM SPSS (*Statistical Package for the Social Sciences*), verzija 21.0. Obrada podataka provedena je deskriptivnom statistikom, korelacijskom analizom i višestrukom regresijskom analizom.

U radu su postavljene sljedeće hipoteze:

H1: Razvijene vještine inovativnosti, kreativnog razmišljanja, upravljanja i timskog rada pozitivno utječu na samoprocjenu i stavove učenika prema poduzetništvu, povećavajući njihovu sklonost i motivaciju za uključivanje u poduzetničke aktivnosti.

H2: Poduzetnička znanja utječu na poduzetničke namjere učenika.

REZULTATI I RASPRAVA

U istraživanju je sudjelovalo 199 učenika (N=199) Ekonomske škole Vukovar. U školskoj godini

and practice, has been proven to be an effective approach in fostering entrepreneurial spirit and creating innovative, adaptable young people ready for future business challenges.

WORK METHODOLOGY

The research was conducted through the ASTEE (*Assessment Tools and Indicators for Entrepreneurship Education*) questionnaire, which is a comprehensive tool for measuring entrepreneurial skills, knowledge and mindsets of secondary school students. It was developed by international experts in the field of entrepreneurial education with the aim of evaluating and optimizing the entrepreneurial educational process. The questionnaire covers five dimensions, which assess: (1) entrepreneurial skills – 15 questions, (2) entrepreneurial mindset – 11 questions, (3) entrepreneurial knowledge – 3 questions, (4) association with education – 6 questions and (5) students' future career – 6 questions (Moberg et al, 2014), and the 5-degree-Likert scale was applied. Demographics include age, gender, year of birth, grade, and key information about students, such as entrepreneurial experience and professional interests. The survey was conducted using Google's form in the period between March and May 2024. The study involved 199 participants (N=199). The collected data were analyzed using the IBM SPSS (*Statistical Package for the Social Sciences*), version 21.0. Data processing was performed by descriptive statistics, correlation analysis and multiple regression analysis.

The following hypotheses have been set out in the paper:

H1: Developed skills of innovation, creative thinking, management and teamwork have a positive impact on students' self-assessment and attitudes towards entrepreneurship, increasing their tendency and motivation to engage in entrepreneurial activities.

H2: Entrepreneurial knowledge influences students' entrepreneurial intentions.

2023./2024. škola je imala 234 upisana učenika, a uzorak koji čini 85 % ukupne populacije osigurava visoku razinu reprezentativnosti za analizu. Rodna struktura sudionika pokazuje da je 65 % učenika ženskog, a 35 % muškoga spola. Prosječna dob učenika iznosi 18 godina ($\bar{x} = 18$), uz standardnu devijaciju od 1,214 ($\sigma = 1,214$), što ukazuje na relativno homogenu dobnu skupinu. Najmlađi učenik ima 16, a najstariji 18 godina. Analiza pokazuje da većina učenika (73 %) nije zaposlena uz školovanje, dok ih 27 % kombinira školu i rad, što predstavlja znatan udio s obzirom na dob srednjoškolaca te potencijalno može utjecati na njihove poduzetničke aktivnosti i interese. Osim toga, 87 % učenika aktivno sudjeluje u izvannastavnim aktivnostima koje se smatraju važnima za razvoj poduzetničkih vještina. Ovi podaci podržavaju nalaze prethodnih istraživanja, poput studije Chakera i suradnika (2024), koji su potvrdili da integracija poduzetničke edukacije i praktičnih iskustava predstavlja učinkovit pristup u poticanju poduzetničkih kompetencija među učenicima. Takav pristup ne samo da razvija ključne vještine nego i potiče proaktivnost i inovativnost, koje su bitni elementi za buduće ekonomske aktivnosti učenika. U Tablici 1 prikazana su demografska obilježja sudionika.

Prva hipoteza odnosila se na ključne poduzetničke vještine koje utječu na percepciju, stavove, sklonost i motivaciju učenika za poduzetništvo. U Tablici 2 prikazan je sažetak modela višestruke regresijske regresije.

Rezultati istraživanja jasno ukazuju na to da razvijene poduzetničke vještine značajno utječu na percepciju i stavove učenika prema poduzetništvu, istodobno povećavajući njihovu sklonost i motivaciju za sudjelovanje u poduzetničkim aktivnostima. Višestruka regresijska analiza pokazala je da vještine „inovativnost“, „kreativnost“, „vještine upravljanja“ i „vještina timskog rada“ imaju značajan utjecaj na stavove učenika prema poduzetništvu, što potvrđuje i Pearsonov koeficijent korelacije ($R = 0,567$). Rezultat implicira da se povećavanjem razina

RESULTS AND DISCUSSION

199 students ($N=199$) of the Vukovar School of Economics participated in the research. In the school year 2023/2024, there were 234 students enrolled in the school had, and a sample that makes up 85% of the total population ensures a high level of representativeness for analysis. The gender structure of the participants shows that 65% of students are female and 35% are male. The average age of students is 18 years ($\bar{x} = 18$), with a standard deviation of 1.214 ($\sigma = 1.214$), indicating a relatively homogeneous age group. The youngest student is 16 and the oldest is 18. The analysis shows that the majority of students (73%) are not employed along with attending school, while 27% combine school and work, which represents a significant share given the age of high school students and can potentially affect their entrepreneurial activities and interests. In addition, 87% of students actively participate in extracurricular activities that are considered important for the development of entrepreneurial skills. These data support the findings of previous research, such as the study conducted by Chaker et al. (2024), which confirmed that the integration of entrepreneurial education and practical experiences is an effective approach in fostering entrepreneurial competencies among students. Such an approach not only develops key skills but also encourages proactivity and innovation, which are essential elements for students' future economic activities. Table 1 shows the demographic characteristics of the participants.

The first hypothesis referred to key entrepreneurial skills that affect students' perception, attitudes, inclination and motivation for entrepreneurship. Table 2 shows the summary of the multiple regression model.

The results of the research clearly indicate that developed entrepreneurial skills significantly influence students' perceptions and attitudes towards entrepreneurship, while, at the same time, increasing their tendency and motivation to participate in entrepreneurial activities. Multiple

TABLICA 1. DEMOGRAFSKA OBILJEŽJA SUDIONIKA
TABLE 1. PARTICIPANT DEMOGRAPHICS

VARIJABLA / VARIABLE		Mo	F	%		
Rod / Gender	Žensko / Female		130	65		
	Muško / Male	Žensko / Female	69	35		
Posao uz školu School + work	Da / Yes		54	27		
	Ne / No	Ne / No	145	73		
Izvannastavne aktivnosti Extracurricular	Da / Yes		174	87		
	Ne / No	Da / Yes	25	13		
VARIJABLA / VARIABLE	AS	Me	Mo	SD	Min	Max
Dob / Age	18	18	18	1,241	16	18

Izvor: Autori / Source: Authors

TABLICA 2. SAŽETAK MODELA VIŠESTRUKI REGRESIJSKE ANALIZE
TABLE 2. SUMMARY OF THE MULTIPLE REGRESSION ANALYSIS MODEL

	R	R ²	PRILAGOĐENI R ² ADJUSTED R ²	STANDARDNA POGREŠKA PROCJENE STANDARD ERROR OF ESTIMATE
MODEL	,567	,321	,307	2,03538

Izvor: Autori / Source: Authors

ovih vještina poboljšavaju i percepcije učenika o poduzetništvu, kao i njihova spremnost i motivacija da se uključe u poduzetničke aktivnosti. Analiza sugerira da jačanje i razvoj poduzetničkih vještina unutar obrazovnog konteksta mogu predstavljati učinkovitu strategiju poticanja poduzetničkog duha među učenicima. Poticanjem kreativnog razmišljanja i inovativnosti učenici postaju sposobniji prepoznavati i iskorištavati poduzetničke prilike. Razvijanjem vještina upravljanja i timskog rada učenici također stječu kompetencije neophodne za uspješno pokretanje i vođenje poduzetničkih projekata, što dodatno povećava njihovu sklonost i motivaciju za uključivanje u poduzetništvo.

regression analysis showed that the skills of “innovation”, “creativity”, “management skills” and “teamwork skills” have a significant impact on students’ attitudes towards entrepreneurship, which is confirmed by Pearson’s correlation coefficient ($R = 0.567$). The result implies that increasing the levels of these skills also improves students’ perceptions of entrepreneurship, as well as their willingness and motivation to engage in entrepreneurial activities. The analysis suggests that developing entrepreneurial skills within an educational context can be an effective strategy to foster entrepreneurial spirit among learners. By encouraging creative thinking and innovation, students become more agile at recognizing and

Analiza varijance (ANOVA), prikazana u Tablici 3, dodatno potvrđuje statističku značajnost svih prediktorskih varijabli – kreativnosti, upravljanja, timskog rada i inovativnosti – za stavove prema poduzetništvu ($F_{4,199} = 22,974, p < 0,001$). Ovi rezultati impliciraju da svaka od navedenih vještina značajno pridonosi oblikovanju pozitivnih stavova prema poduzetništvu, što je ključno za poticanje učenika na aktivno sudjelovanje u poduzetničkim aktivnostima.

Kreativnost, kao prediktor, pokazuje da učenici s razvijenom sposobnošću kreativnog razmišljanja i generiranja inovativnih ideja percipiraju poduzetništvo kao privlačan i dinamičan sektor. Upravljanje, predstavljeno kroz menadžerske vještine, učenicima pomaže razumjeti kako učinkovito upravljati poslovnim procesima, što ih vodi prema percepciji poduzetništva kao održive karijerne opcije. Timski rad ističe važnost suradnje i kolektivnog rješavanja problema, što je esencijalno za uspjeh u poduzetničkim inicijativama. Inovativnost, kao prediktor, odražava sposobnost učenika da razvijaju nove proizvode ili usluge, dodatno jačajući svoje pozitivne stavove prema poduzetništvu. Ova analiza naglašava da svaki od navedenih prediktora (vještina) igra važnu ulogu u

exploiting entrepreneurial opportunities. By developing management and teamwork skills, students also acquire the competencies necessary to successfully start and manage entrepreneurial projects, which further increases their propensity and motivation to engage in entrepreneurship.

The analysis of variance (ANOVA), presented in Table 3, further confirms the statistical significance of all predictor variables – creativity, management, teamwork and innovation – for attitudes towards entrepreneurship ($F_{4,199} = 22,974, p < 0,001$). These results imply that each of these skills contributes significantly to the formation of positive attitudes towards entrepreneurship, which is key to encouraging students to actively participate in entrepreneurial activities.

Creativity, as a predictor, shows that students with a developed ability to think creatively and generate innovative ideas perceive entrepreneurship as an attractive and dynamic sector. Management, presented through managerial skills, helps students understand how to effectively manage business processes, leading them to perceive entrepreneurship as a viable career option. Teamwork emphasizes the importance of cooperation and collective problem solving, which is essential for success in entrepreneurial initiatives. Innovation, as a

TABLICA 3. ANOVA – VJEŠTINE KOJI UTJEČU NA STAVOVE O PODUZETNIŠTVU
TABLE 3. ANOVA – SKILLS THAT INFLUENCE ATTITUDES ABOUT ENTREPRENEURSHIP

MODEL	ZBROJ KVADRATA SUM OF SQUARES	STUPNJEVI SLOBODE DEGREES OF FREEDOM	SREDINA KVADRATA MEAN SQUARE	F	Sig.
Protumačena odstupanja Interpreted variance	380,696	4	95,174	22,974	,000
Neprotumačena odstupanja Unexplained variance	803,696	194	4,143		
Ukupna odstupanja Total variance	1184,392	198			

Izvor: Autori / Source: Authors

formiranju proaktivnog i optimističnog pogleda na poduzetništvo među učenicima, istodobno povećavajući njihovu spremnost za angažman u poduzetničkim aktivnostima.

Podaci iz Tablice 4 pokazuju da inovativnost ima najjaču prediktivnu snagu u objašnjavanju stavova prema poduzetništvu ($\beta_4 = 0,286$, $t = 3,727$, $p < 0,001$), što je u skladu s prethodnim istraživanjima, koja naglašavaju važnost inovativnosti u razvoju poduzetničkog duha. Ovi rezultati potvrđuju nalaze Dyera i suradnika (2011), koji ističu da su kreativnost i inovativnost ključne vještine za poticanje ulaska u poduzetništvo, a također znatno pridonose pozitivnoj percepciji poduzetništva kao karijerne opcije. Obschonka i Fisch (2018) također su pokazali da je inovativnost temeljna komponenta poduzetničkog *mindseta*, snažno povezana s voljnošću pojedinaca da se upuste u poduzetničke aktivnosti.

predictor, reflects students' ability to develop new products or services, further reinforcing their positive attitudes towards entrepreneurship. This analysis highlights that each of these predictors (skills) plays an important role in forming a proactive and optimistic view of entrepreneurship among students, while increasing their willingness to engage in entrepreneurial activities.

The data from Table 4 show that innovation has the strongest predictive power in explaining attitudes towards entrepreneurship ($\beta_4 = 0.286$, $t = 3.727$, $p < 0.001$), which is in line with previous research, which emphasizes the importance of innovation in the development of entrepreneurial spirit. These results confirm the findings of Dyer et al. (2011), who point out that creativity and innovation are key skills to encourage entering the world of entrepreneurship, and also contribute significantly to a positive perception of entrepreneurship as a career option. Obschonka and Fisch (2018)

TABLICA 4. KOEFICIJENTI REGRESIJSKOG MODELA – VJEŠTINE KOJE UTJEČU NA STAVOVE O PODUZETNIŠTVU
TABLE 4. REGRESSION MODEL COEFFICIENTS – SKILLS THAT INFLUENCE ENTREPRENEURSHIP ATTITUDES

MODEL	NESTANDARDIZIRANI KOEFICIJENTI		STANDARDIZIRANI KOEFICIJENTI	t	Sig.	POKAZATELJI KOLINEARNOSTI	
	B	ST. POGREŠKA ST. ERROR				TOLERANCIJA TOLERANCE	VIF
(Konstanta) (Constant)	4,489	,810		5,544	,000		
Kreativnost Creativity	,169	,075	,188	2,247	,000	,498	1,009
Upravljanje Management	,016	,067	,018	,237	,000	,592	1,690
Timski rad Team work	,175	,065	,195	2,665	,000	,654	1,530
Inovativnost Innovation	,262	,070	,286	3,727	,000	,595	1,680

Izvor: Autori / Source: Authors

S druge strane, varijabla „upravljanje“, koja uključuje menadžerske vještine, pokazala je najslabiju prediktivnu snagu ($\beta_2 = 0,018$, $t = 0,237$, $p > 0,001$). To upućuje na činjenicu da unatoč važnosti menadžerskih vještina za operativno vođenje poduzetničkih pothvata njihov izravni utjecaj na stavove prema poduzetništvu nije toliko izražen u usporedbi s utjecajem inovativnih vještina. Istraživanje Raucha i Fresea (2007) podržava ovu tvrdnju, pokazujući da su poduzetničke vještine, poput planiranja i donošenja odluka, povezane s uspjehom u poduzetništvu, no njihov je utjecaj na poduzetničke sklonosti i motivaciju manji.

Ti nalazi naglašavaju važnost uvođenja poduzetničkog obrazovanja u školske kurikule, s naglaskom na razvoj inovativnosti i kreativnosti, jer upravo te vještine imaju najveći utjecaj na motivaciju učenika za sudjelovanje u poduzetničkim aktivnostima. Obrazovni programi usmjereni na ove vještine vjerojatno će potaknuti veći interes učenika za poduzetništvo i povećati njihovu spremnost za ulazak u poduzetničke pothvate.

Druga hipoteza testirala je imaju li poduzetnička znanja utjecaj na poduzetničku namjeru, odnosno odluku učenika o pokretanju vlastitog poduzetničkog pothvata. Tablica 5 prikazuje sažetak modela višestruke regresijske analize.

Rezultati pokazuju da poduzetnička znanja imaju statistički značajan utjecaj na poduzetničke namjere, iako je njihova povezanost umjerene snage. Pearsonov test korelacije ukazuje na pozitivnu korelaciju između poduzetničkih znanja i namjera učenika ($R = 0,478$), što sugerira da povećanje razine

also showed that innovation is a fundamental component of entrepreneurial mindsets, strongly linked to the willingness of individuals to engage in entrepreneurial activities.

On the other hand, the variable “management”, which includes managerial skills, showed the weakest predictive power ($\beta_2 = 0.018$, $t = 0.237$, $p > 0.001$). This points to the fact that despite the importance of managerial skills for the operational management of entrepreneurial ventures, their direct impact on attitudes towards entrepreneurship is not so pronounced compared to the impact of innovative skills. Research by Rauch and Frese (2007) supports this claim, showing that entrepreneurial skills, such as planning and decision-making, are associated with entrepreneurial success, but have less impact on entrepreneurial inclinations and motivation.

These findings emphasize the importance of introducing entrepreneurial education into school curricula, with an emphasis on the development of innovation and creativity, because these skills have the greatest impact on students’ motivation to participate in entrepreneurial activities. Educational programs focused on these skills are likely to stimulate greater student interest in entrepreneurship and increase their willingness to join entrepreneurial ventures.

The second hypothesis tested whether entrepreneurial knowledge has an impact on the entrepreneurial intention, i.e. the decision of students to start their own entrepreneurial venture. Table 5 shows a summary of the multiple regression analysis model.

TABLICA 5. SAŽETAK MODELA VIŠESTRUKA REGRESIJSKE ANALIZE
TABLE 5. SUMMARY OF THE MULTIPLE REGRESSION ANALYSIS MODEL

	R	R ²	PRILAGOĐENI R ² ADJUSTED R ²	STANDARDNA POGREŠKA PROCJENE STANDARD ERROR OF ESTIMATE	DURBIN-WATSON
MODEL	,478	,229	,225	2,70603	2,118

Izvor: Autori / Source: Authors

poduzetničkih znanja učenika pridonosi jačanju njihove spremnosti za ulazak u poduzetništvo. Koeficijent determinacije ($R^2 = 0,229$) pokazuje da 22,9 % varijacija u učeničkim namjerama pokretanja poduzetničkog pothvata može biti objašnjeno razinom njihovih poduzetničkih znanja. Ovi rezultati ukazuju da, unatoč znatnoj povezanosti, poduzetnička znanja čine samo jedan od nekoliko čimbenika koji utječu na odluku učenika o ulasku u poduzetništvo. Ostali čimbenici, kao što su osobne sklonosti, socioekonomski uvjeti i podrška okoline, također mogu igrati ulogu u oblikovanju poduzetničkih namjera učenika.

Analiza varijance (ANOVA) dodatno potvrđuje statističku značajnost prediktorske varijable „poduzetnička znanja“ ($F_{1,199} = 58,356$, $p < 0,001$) na poduzetničke namjere.

Rezultati regresijske analize pokazuju da poduzetnička znanja imaju znatan utjecaj na odluku učenika o pokretanju vlastitog poduzetničkog pothvata. Povećanjem razine poduzetničkog znanja za jednu jedinicu, namjera učenika za pokretanje poduzetničkog pothvata povećava se za 0,586 jedinica ($\beta = 0,478$, $t = 7,639$, $p < 0,001$). Ovaj nalaz upućuje na to da je akumulacija poduzetničkih znanja važan čimbenik u oblikovanju poduzetničkih namjera učenika. Slični nalazi pronalaze se u

The results show that entrepreneurial knowledge has a statistically significant impact on entrepreneurial intentions, although their correlation is of moderate strength. Pearson’s correlation test indicates a positive correlation between students’ entrepreneurial knowledge and intentions ($R = 0.478$), suggesting that increasing students’ entrepreneurial knowledge levels contributes to their readiness to enter the world of entrepreneurship. The coefficient of determination ($R^2 = 0.229$) shows that 22.9% of variations in students’ intentions to start an entrepreneurial venture can be explained by the level of their entrepreneurial knowledge. These results indicate that, despite the significant correlation, entrepreneurial knowledge is only one of several factors influencing students’ decision to enter entrepreneurship. Other factors, such as personal preferences, socioeconomic conditions, and support they receive from their environment, can also play a role in shaping students’ entrepreneurial intentions.

The analysis of variance (ANOVA) further confirms the statistical significance of the predictor variable “entrepreneurial knowledge” ($F_{1,199} = 58.356$, $p < 0.001$) on entrepreneurial intentions.

The results of the regression analysis show that entrepreneurial knowledge has a significant impact on the decision of students to start their own

TABLICA 6. ANOVA – UTJECAJ ZNANJA NA PODUZETNIČKE NAMJERE

TABLE 6. ANOVA – THE IMPACT OF KNOWLEDGE ON ENTREPRENEURIAL INTENTIONS

MODEL	ZBROJ KVADRATA SUM OF SQUARES	STUPNJEVI SLOBODE DEGREES OF FREEDOM	SREDINA KVADRATA MEAN SQUARE	F	Sig.
Protumačena odstupanja Interpreted variance	427,316	1	427,316	58,356	,000
Neprotumačena odstupanja Unexplained variance	1442,554	197	7,323		
Ukupna odstupanja Total variance	1869,869	198			

Izvor: Autori / Source: Authors

TABLICA 7. KOEFICIJENTI REGRESIJSKOG MODELA – UTJECAJ ZNANJA NA PODUZETNIČKE NAMJERE
TABLE 7. REGRESSION MODEL COEFFICIENTS – IMPACT OF KNOWLEDGE ON ENTREPRENEURIAL INTENTIONS

MODEL	NESTANDARDIZIRANI KOEFICIJENTI NON-STANDARDIZED COEFFICIENTS		STANDARDIZIRANI KOEFICIJENTI STANDARDIZED COEFFICIENTS	t	Sig.	POKAZATELJI KOLINEARNOSTI COLLINEARITY INDICATORS	
	B	ST. POGREŠKA ST. ERROR	BETA			TOLERANCIJA TOLERANCE	VIF
(Konstanta) (Constant)	3,707	,964		3,845	,000		
Znanje o poduzetništvu Knowledge of Entrepreneurship	,586	,077	,478	7,639	,000	1,000	1,000

Izvor: Autori / Source: Authors

istraživanju Širokove i suradnika (2016), koje je pokazalo da studenti s višim razinama poduzetničkog znanja iskazuju veću sklonost prema pokretanju vlastitog poslovanja. Slično tome, Kelley i suradnici (2016) naglašavaju da poduzetnička edukacija pozitivno utječe na percepciju poslovnih mogućnosti i osjećaj samoučinkovitosti.

Ovi rezultati apostrofiraju važnost integracije poduzetničkog znanja u školske kurikule kao ključnog elementa za poticanje poduzetničkog duha među mladima. Učenici s dubljim razumijevanjem poduzetničkih koncepata i vještina, kao i s većim povjerenjem u svoje sposobnosti, iskazuju višu razinu spremnosti za donošenje odluka usmjerenih prema ulasku u poduzetništvo. Takva obrazovna strategija ne samo da potiče razvoj poduzetničkih namjera nego i pridonosi stvaranju novih generacija poduzetnika koji mogu igrati vitalnu ulogu u održivom ekonomskom rastu i inovacijama.

ZAKLJUČAK

Poduzetnička znanja i vještine sve se više prepoznaju kao ključni čimbenici za uspjeh u suvremenom poslovnom okruženju. Uloga

entrepreneurial venture. By increasing the level of entrepreneurial knowledge by one unit, the intention of students to start an entrepreneurial venture increases by 0.586 units ($\beta = 0.478$, $t = 7.639$, $p < 0.001$). This finding suggests that the accumulation of entrepreneurial knowledge is an important factor in shaping students' entrepreneurial intentions. Similar findings are found in a study by Širokova et al. (2016), which showed that students with higher levels of entrepreneurial knowledge show a greater propensity to start their own business. Similarly, Kelley et al. (2016) emphasize that entrepreneurial education has a positive impact on the perception of business opportunities and a sense of self-efficacy.

These results emphasize the importance of integrating entrepreneurial knowledge into school curricula as a key element to foster entrepreneurial spirit among young people. Students with a deeper understanding of entrepreneurial concepts and skills, as well as greater confidence in their abilities, demonstrate a higher level of willingness to make decisions aimed at entering into entrepreneurship. Such an educational strategy not only encourages the development of entrepreneurial intentions but also contributes to the creation of new generations

obrazovnog sustava u pružanju poduzetničkih znanja i razvoju vještina postaje iznimno važna, jer priprema mlade ljude ne samo za potencijalnu poduzetničku karijeru već i za proaktivno i inovativno djelovanje u različitim poslovnim kontekstima. Ekonomska škola Vukovar, kroz poduzetničke predmete u školskom kurikulumu, nastoji osposobiti učenike za dinamično tržište rada, nudeći im potrebna teorijska znanja i praktične vještine kako bi mogli prepoznati i iskoristiti poslovne prilike te uspješno upravljati vlastitim poduzetničkim pothvatima.

Empirijsko istraživanje provedeno među učenicima Ekonomske škole Vukovar ukazuje na ulogu poduzetničkih vještina u oblikovanju pozitivnih stavova prema poduzetništvu. Rezultati su pokazali da vještine kreativnosti, inovativnosti, timskoga rad i upravljanja povećavaju sklonost učenika prema poduzetničkim aktivnostima i znatno potiču njihovu motivaciju za ulazak u poduzetnički svijet. Inovativnost je identificirana kao najutjecajnija vještina u formiranju pozitivnih stavova, potvrđujući važnost kreativnog i inovativnog razmišljanja u poslovnom okruženju. Nadalje, istraživanje je pokazalo znatan utjecaj poduzetničkih znanja na poduzetničke namjere, što je u skladu s prethodnim istraživanjima, koja pokazuju da učenici s višim razinama poduzetničkog znanja imaju veću sklonost prema pokretanju vlastitih poslovnih pothvata. Rezultati istraživanja apostrofiraju važnost integracije poduzetničkih predmeta u školske kurikule kao ključnog elementa za poticanje poduzetničkog duha među mladima. Učenici s dubljim razumijevanjem poduzetničkih koncepata i vještina, kao i s većim povjerenjem u svoje sposobnosti, iskazuju višu razinu spremnosti za donošenje odluka usmjerenih prema ulasku u poduzetništvo. Daljnji razvoj obrazovnih programa koji naglašavaju poduzetničko znanje može znatno povećati broj mladih poduzetnika, čime se pridonosi diversifikaciji gospodarstva i jačanju inovativnog potencijala.

Jedno od ograničenja ovog istraživanja jest njegov fokus isključivo na učenike Ekonomske

of entrepreneurs who can play a vital role in sustainable economic growth and innovation.

CONCLUSION

Entrepreneurial knowledge and skills are increasingly recognized as key factors for success in the modern business environment. The role of the education system in providing entrepreneurial knowledge and skills development is becoming extremely important, as it prepares young people not only for a potential entrepreneurial career but also for proactive and innovative work in different business contexts. The Vukovar School of Economics, through entrepreneurial subjects in the school curriculum, seeks to train students and prepare them for a dynamic labor market, offering them the necessary theoretical knowledge and practical skills to be able to identify and seize business opportunities and successfully manage their own entrepreneurial ventures.

Empirical research conducted among the students of the Vukovar School of Economics indicates the role of entrepreneurial skills in shaping positive attitudes towards entrepreneurship. The results showed that the skills of creativity, innovation, teamwork and management increase students' tendency towards entrepreneurial activities and significantly encourage their motivation to enter the entrepreneurial world. Innovation has been identified as the most influential skill in forming positive attitudes, confirming the importance of creative and innovative thinking in the business environment. Furthermore, the research showed a significant impact of entrepreneurial knowledge on entrepreneurial intentions, which is in line with previous research, which shows that students with higher levels of entrepreneurial knowledge have a greater tendency to start their own business ventures. The results of the research emphasize the importance of integrating entrepreneurial subjects into school curricula as a key element for encouraging entrepreneurial spirit among young

škole Vukovar, što može ograničiti primjenjivost rezultata na širu populaciju učenika iz različitih škola i obrazovnih programa. Preporučuje se proširenje uzorka na učenike iz različitih regija i obrazovnih smjerova uz primjenu različitih metoda prikupljanja podataka kako bi se osigurala veća reprezentativnost i smanjila subjektivna pristranost. Buduća istraživanja trebala bi se usmjeriti na longitudinalne studije radi procjene dugoročnog utjecaja poduzetničkog obrazovanja na karijerne izbore i uspjeh učenika te ispitivanja utjecaja različitih obrazovnih pristupa na razvoj specifičnih poduzetničkih vještina, čime bi se omogućila prilagodba obrazovnih programa prema zahtjevima tržišta rada.

people. Students with a deeper understanding of entrepreneurial concepts and skills, as well as greater confidence in their abilities, demonstrate a higher level of willingness to make decisions aimed at entering into entrepreneurship. Further development of educational programs that emphasize entrepreneurial knowledge can significantly increase the number of young entrepreneurs, thus contributing to the diversification of the economy and strengthening of the innovative potential.

One of the limitations of this research is its focus exclusively on students of the Vukovar School of Economics, which may limit the applicability of the results to a wider population of students from different schools and educational programs. It is recommended to extend the sample to students from different regions and educational majors using different data collection methods to ensure greater representativeness and reduce subjective bias. Future research should focus on longitudinal studies to assess the long-term impact of entrepreneurial education on students' career choices and success, and to examine the impact of different educational approaches on the development of specific entrepreneurial skills, allowing educational programmes to be adapted to labour market requirements.

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