

**ENTREPRENEURIAL ATTITUDES OF HUMANITIES STUDENTS -
INTERNATIONAL PERSPECTIVE (SPAIN, POLAND, NORWAY)****ACTITUDES EMPRENDEDORAS DE ESTUDIANTES DE HUMANIDADES -
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ABSTRACT

The aim of the publication is to show the importance of academic entrepreneurship classes in the process of effective education of humanistic studies students and the role of entrepreneurship university centers in the process of maximizing and accelerating the career opportunities. In the process of designing the research we decided to examine the entrepreneurship attitudes, knowledge and past experiences of students in Spain, Norway and Poland at the bachelor level of humanistic studies. Entrepreneurship classes are compulsory at this level of studies due to Bologna strategy. 249 students from the three countries BA level filled out the questionnaire. We initially examined the dependence of chosen variables in order to point out the features, which might help students to initiate their own business.

Key words: entrepreneurship; students of humanistic studies; business; business plan; acquisition of resources (raising funds); lifestyle; interests.

RESUMEN

El objetivo de la publicación es mostrar la importancia de las clases de emprendimiento académico en el proceso de educación efectiva de los estudiantes de estudios humanísticos y el papel de los centros universitarios de emprendimiento en el proceso de maximizar y acelerar las oportunidades de carrera. En el proceso de diseño de la investigación, decidimos examinar las actitudes empresariales, el conocimiento y las experiencias pasadas de los estudiantes en España, Noruega y Polonia a nivel de licenciatura en estudios humanísticos. Las clases de emprendimiento son obligatorias en este nivel de estudios debido a la estrategia de Bolonia. 249 estudiantes de los tres países de nivel BA completaron el cuestionario. Inicialmente, examinamos la dependencia de las variables elegidas para señalar las características, lo que podría ayudar a los estudiantes a iniciar su propio negocio.

Palabras clave: emprendimiento; estudiantes de estudios humanísticos; negocios, plan de negocios; adquisición de recursos (recaudación de fondos); estilo de vida; intereses.

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1. Introduction

Nowadays, Europe faces a new task: unemployed, young and educated adults. Due to rising unemployment and the difficult situation on the labour market in Poland, many university graduates face difficulties finding a job. The increase in unemployment coincided with a relatively constant rate of employment, which can be considered a failure of the employment support programme (Czarnik, Turek, 2012: 9). It is crucial to debate how best to prepare young people entering the labour market in these difficult conditions, because nearly two-thirds of employers have problems finding suitable employees for their businesses. Baby boomers are currently entering the labour market, which further increases the competitiveness. Young people realize that, before choosing a future profession, they should learn about the expectations of employers and the prospects of finding employment. It should be emphasized that the education received in the school system is gradually becoming obsolete and inadequate. There is a stereotypical belief that a career is guaranteed to all university graduates. More and more students realize that the capital of a potential employee applying for work in the modern labour market comprises not only the ability to think analytically and a set of soft skills (such as communication skills, teamwork, and delegation of tasks and negotiation), but also experience. It must also be remembered that it is the quality, not the quantity of experience that counts. Employers appreciate experience gained in a well thought-out and continuous way, not focusing on insignificant episodes.

Students and graduates are aware that education is a starting point for further activity and professional life. University education can be seen as a minimum, which does not guarantee anything, but without which it is difficult to achieve anything in the labour market. Students and university graduates often report that the knowledge and skills they have acquired during their studies are inadequate to meet the needs of employers. They say that academic knowledge is far detached from professional practice, and that the current education system does not prepare graduates for the jobs they are offered. However, it is worth asking whether the mission of universities is to produce "ready-made employees" or to equip them with the skills to flexibly follow changes in the labour market. On this background, universities can choose to offer dual education. This is already seen in some areas, mainly in vocational, technical training. However, more and more humanities faculties are also offering similar options. Dual education consists in combining theoretical knowledge with good-quality apprenticeships; however, this is difficult to implement in a situation where the market is dominated by small and medium enterprises that are not very innovative and whose owners are reluctant to invest in human resources (Górniak, 2014: 7). The question is, how to support young people starting their professional lives in this context?

Among the major challenges not only of the economy but also the education system is to develop programmes and mechanisms that are better adapted to the needs of employers and the labour market, and to develop entrepreneurial attitudes enabling the establishment of small and medium-sized enterprises. As Kosała and Pichur have written, shaping the entrepreneurial society is a necessary basis for building a modern, innovative and highly competitive economy (2008: 347). It is important to strengthen entrepreneurial attitudes among young people and to combine science and business at universities, as has been already mentioned. Developing small and medium-sized enterprises is beneficial not only to the people directly affected; to put the issue in the global context, the efficiency and innovativeness of small and medium-sized enterprises is crucial for the world economy in terms of reducing unemployment among young graduates. As noted by Drucker, the dynamic development of small and medium-sized enterprises creates new jobs. This is one of the essential conditions for building an entrepreneurial society (2014: 318). Self-employment is a strong alternative to paid employment. On the one hand, it creates new jobs; on the other (as shown by numerous studies), entrepreneurs are a group who retire very late in life, which is not without significance for the state (Anxo et al, 2012: 86).

Graduates represent a significant proportion of the unemployed. The unemployment rate among young people with higher education reaches 10%, which is lower than the 12% unemployment rate

among young people with no breakdown by education (Piróg, 2013: 308 – 309). The situation of people with higher education is difficult not only because of unemployment, but also because of the huge gap between the knowledge learned and the skills required in a workplace. Employers complain that school leavers have no basic skills and no responsibility or fairness in their approach to work and also the inadequacy of workers' skills with respect to the needs of the labour market, which testifies to the widespread lack of not only professional but also basic social skills allowing for adaptation to the work environment. Investment in education and an early start to working life (during the course of studies) may facilitate the transfer of young people to the labour market (Sienkiewicz, Gruza, 2009: 50 – 63).

Since 2008, a team of experts from the Polish Agency for Enterprise Development in cooperation with the Jagiellonian University has been implementing a project within the Study of Human Capital in Poland. In their latest report, "The Competence of the Poles and the Needs of the Polish Economy", the experts draw attention to the fact that, in the public discourse, the inadequacy of graduates' competence with respect to the needs of employers is put down to a lack of practical skills, while the need to extend the programme of internships is suggested as a remedy to this problem (Szcucka et al. 2014: 23 – 28). The results of the BKL indicate that the Polish labour market searches for people with transferable competence (i.e., those who are useful for a larger number of jobs) of a general or a professional character which can be provided by schools and universities but are now developed inadequately and for an insufficient number of people. On the other hand, a study conducted in 2013 showed that the vast majority of Poles of working age (65%) in no way raised their competence, even through various forms of self-education, including as many as 39% of Poles declared that they had never participated in any courses, training, workshops, internships or other forms of education. As few as 35% of Poles aged 18-64 (8.7 million people) had raised their competence through any of a variety of forms:

- 19% (4.7 million) from the said group of Poles participated in courses, training, workshops, lectures, seminars, conferences, practical classes, professional internships or post-graduate studies.
- 5% (1.2 million) took part in compulsory OHS and fire protection training.
- 14% (3.5 million) raised their competence through optional courses and training.
- 17% (4 million) studied alone (learned something new or gained experience with the help of family members, friends, colleagues, books, professional magazines, computer programmes and the Internet, and programmes broadcast via the television, radio, museums, exhibitions, galleries and science centres).
- 14% (3.4 million) of respondents participated in formal education.

Optional courses and training (other than those concerning health and safety and fire protection) were attended by 18% of the workforce (2.7 million), 10% of the unemployed (280 thousand) and 7% of the inactive population (480 thousand) (Szcucka et al. 2014: 5 - 15).

2. Building the entrepreneurial attitudes of university students

There are two trends shown in the literature on the entrepreneurial attitudes of students and graduates. The first reveals that the highest levels of entrepreneurial activity are observed among students/graduates who experience the biggest problems finding a job, but also among students/graduates who have been studying entrepreneurship, or those from technical faculties. The second trend shows that very few students and graduates (5.2%) stated an intention to run their own business. There are several possible reasons for the low activity in this area. It is worth noting that the survey was carried out among students and graduates coping with the labour market relatively well (humanities represented only 5.1% of all the studied faculties), who most commonly emphasized the priority of finding work in large companies that ensure good conditions of employment. It should also be pointed out that a common cause of low activity in the field of

entrepreneurship may be that the people in students' social environment (parents, immediate family, friends) lack experience in running a business, which helps lead young people away from developing a career based on self-employment. Another factor is the lack of predisposition towards an entrepreneurial approach.

The available literature highlights the dynamics in the social perception of the phenomenon of entrepreneurship. In the 1980s, it was believed that entrepreneurs were less educated than the general population, but now the importance of education for entrepreneurial activity is emphasized. However, Timmons (1995) has argued that formal education at lower levels does not promote entrepreneurial attitudes; on the contrary, it helps propagate a "take-the-job" attitude, preparing people to work on someone else's behalf and stifling creativity and entrepreneurship (1995: 65). Therefore, academic education begins to play a crucial role in promoting knowledge on entrepreneurship and building entrepreneurial attitudes. Ibrahim and Ellis claim that the entrepreneurial skills of individuals can be predicted by considering their CVs and assessing the importance they attach to building entrepreneurial attitudes in the early and later stages of life, and by getting to know their significant others (mentors) (2002: 46). Based on this conclusion, they emphasize that children's upbringing and the education given by parents have a significant impact on an individual's life. Entrepreneurial attitudes of parents should be considered part of children's education. These authors strongly emphasize the role of entrepreneurial education from an early age as an important supplement to training in adulthood. However, as Deakins observes, excessive focus on the "personality of the entrepreneur", innate predispositions and the professional history of significant others can distract from the process of learning and development in the field of entrepreneurship (1995: 46).

It is worth noting that a number of training initiatives on entrepreneurship conducted during working lives are not able to respond to the real needs of the labour market. According to Andrzejczak, the main characteristics of entrepreneurial individuals are as follows: they have an unconventional approach to solving practical problems; they are independent in making non-routine decisions, including proximal and distal conditions; they take into account a certain degree of risk and uncertainty; they take into account liability for the potential failure of their entrepreneurship and the resulting losses; they assume that their income will be higher than the costs incurred (2008: 38). Henderson and Robertson write that the "Austrian school" represents the contemporary model of entrepreneurship. This model is based on the perception of entrepreneurs as dynamic people whose activities cover many factors at once. So perceived, an entrepreneur is a catalyst of change, crucial for economic development. The entrepreneur is expected to be an innovator who deploys new solutions and technologies (2000: 280). Many researchers divide entrepreneurial competences into two main types: easy-to-learn competences (such as, for example, functional skills in management and business) and those that are more difficult to learn (such as creativity and innovative aspects of entrepreneurship). It is often argued that entrepreneurship education should focus on the necessary preparations to start one's own business, because knowledge and entrepreneurial skills are expected to motivate people to undertake entrepreneurial activities. Here, it is necessary to stress the importance of the cultural context for the development of entrepreneurial features. Following Hofstede's concept of cultural dimensions, it can be stated that societies characterized by low power distance, low uncertainty avoidance, a masculine nature, high individualization, universality, and achievement orientation will constitute a better ground for entrepreneurial activity, characterized by proactivity, innovation and risk-taking (Drucker, 2014: 17 – 23). This trend shows that it is most common for men rather than women to opt for self-employment. Women more commonly choose to work in state-owned companies and the private sector. Because of the negative phenomena as the "glass ceiling", the "escalator", or the "sticky floor", i.e., stereotypes that keep women from advancement and professional development. Paradoxically, due to the situation of women in the labour market and the difficulties they encounter

in breaking through the “glass ceiling”, nearly 35% of women decide to start their own business (often during their studies).

3. A student business idea, or step by step to your own business

Education is one of the most important factors that distinguish entrepreneurs from non-entrepreneurs, because it plays the key role in anticipating and developing entrepreneurial features (Lee et al., 2008: 28). Educational programmes should focus on issues such as encouraging autonomous, independent and innovative challenges, and should pay attention to the development of creativity and risk-taking. Students should be encouraged to take decisions during classes, and, most importantly, their bad decisions should be accepted as valuable life experience. Lebrecht describes the value of experience gained by young investors from Silicon Valley in taking erroneous decisions in their first businesses and believes that such experiences are very significant for young people, and are actually assets, teaching young businesspeople the mistakes to avoid in the future and the measures to take in order to cope with difficulties (2007: 17 – 24).

Entrepreneurship and innovativeness are the main factors which affect the dynamics of socio-economic development and create competitive micro- and macro-economic advantages. Therefore, significant emphasis should be placed on building and promoting entrepreneurial attitudes among the younger generation. As noted by Koźmiński, entrepreneurship occurs where the two areas meet: opportunities, and the ability to achieve economic non-common benefits; and the presence and activity of entrepreneurial people who are capable of going beyond the common patterns of action (2005: 163). At the academic level, this project is implemented by universities developing entrepreneurial attitudes and activities together with pre-incubators and incubators. As noted by De Faoite, Johnston and van der Sijde, there are still very few programmes or initiatives that promote entrepreneurship and take into account the cultural, social and political aspects relating to the opportunities for cooperation between education and entrepreneurs (De Faoite et al. 2003, 431 – 437).

In this situation, classes on academic entrepreneurship conducted in collaboration with the Academic Incubators and Pre-incubators of Adam Mickiewicz University in Poznań (UAM) are a great way for students to acquire theoretical knowledge combined with practical skills and experience at the study stage. Few of those studying will take up the challenge to establish and run their own businesses. The most common concerns of young people are a lack of real business ideas, ignorance of procedures, a lack of positive experiences among people from their immediate environment, and a lack of information on support in establishing and running business (both in terms of procedures and financing). The academic course at Adam Mickiewicz University (UAM) consists of 30 hours of lectures and classes conducted by business theorists and practitioners. They are designed to provide students with theoretical knowledge on entrepreneurship, business strategy, market segmentation (diagnosis of the needs of the target group of customers, particular characteristics of products or services, etc.), acquiring suppliers and business partners (e.g., Business Angels), knowledge of distribution channels for services and products, marketing, formal and legal regulations related to setting up a business, and familiarity with institutions supporting entrepreneurship. In addition to the theoretical part, the classes also provide workshops on self-presentation, negotiation with customers, or business presentations. Students learn how to properly develop a business plan in practice, how to set up a business step by step, how to raise funds for business, how to manage finances in one's own enterprise, and what insurance and taxes must be paid by business owners. Another advantage of this course is undoubtedly the opportunity to meet young entrepreneurs, who make students acquainted with the realities of starting and running a business. Participants learn about opportunities and the most common problems associated with self-employment. According to the students themselves, business meetings in the Poznań Science and Technology Park, UAM, are particularly valuable, as they are given the

opportunity to participate in workshops on entrepreneurship and learn about the opportunities offered to young entrepreneurs by academic institutions supporting student business.

4. Psychological aspects of entrepreneurship

In order to analyse this phenomenon, we have to ask ourselves what is entrepreneurship? This term is used in research reports, scientific publications and colloquial language. It is usually associated with setting up and running one's own business and achieving success, or with the way in which the business is run. "At present, the importance of entrepreneurship [has] increase[d] in management science because entrepreneurship is treated as part of a broader activity and innovativeness and is considered an important factor which makes it possible to effectively deal with both tensions in the global economy and the rapidly changing business conditions" (Kaczmarek, Kaczmarek-Kurczak, 2012: 50). It should be emphasized that entrepreneurship is also a form of behaviour and the way in which we perceive the world and ourselves. P. Drucker sees the entrepreneur as a person who "knowingly and actively searches for change, [and] directs and controls its course to finally exploit it as an opportunity" (Mrozowicz, 2010: 13 – 23). In this sense, entrepreneurship is defined as a range of competencies and skills associated with personality and character which facilitate or hinder certain behaviours of an individual (Dowigałło, 2004: 175 – 176). Entrepreneurship is a form of conduct that involves the propensity to undertake new, risky and unconventional projects, and of initiative in searching for and implementing them. This action aims at development and is innovative by nature. Entrepreneurship can be characterized as a two-pronged activity: obtaining maximum benefits from the use of what exists and continuously creating something new or innovative. Entrepreneurial behaviour and thinking are desirable in any professional activity, and they are the subject of training both at the level of the employing company and at the level of future employees.

Universities have placed increasing emphasis on the development of academic entrepreneurship as one of the processes of lifelong learning to meet the rapidly changing needs of the labour market. Opening up to business and building the capacity to release entrepreneurship potential among students and personnel represents a new form of higher education development. The current model of a university - based on education and research - has been extended to include entrepreneurship, understood as the formation of active behaviours to maintain independence in the market. Activity in the field of business education and practical support for new companies created based on the know-how of persons related to research is termed "academic entrepreneurship" (Banerski et al., 2009: 6 – 8). Nationwide research considering university entrepreneurship conducted by the Polish Agency for Enterprise Development shows that "the level of development of academic entrepreneurship understood as running one's own spin-off or spin-out is negligible. As few as 6% of respondents ran their own businesses (9% of academic staff and 2% of students). Students (51%) would like to have their own businesses much more frequently than academics (31%)" (Banerski et al., 2009: 10 – 11). The study shows that as many as 88% of researchers and 80% of students estimate that in their curriculum universities offer subjects conducive to entrepreneurial activities and confirm their suitability.

Hessel Oosterbeek, Mirjam van Praag and Auke Ijsselstein show that there is no simple relationship between centres of entrepreneurship and the development of entrepreneurial skills, as they are strongly correlated with personality traits and temperament. Their study also confirms that the entrepreneurship of individuals should be seen as an approach to life, which is a natural extension of personal tendencies which will translate into specific behaviours, thoughts and emotions in relation to various life events. Therefore, measures taken by offices for entrepreneurship will be effective as long as they support the internal predispositions of those concerned, but they are unable to radically change their temperament and convictions resulting from life attitudes, which is confirmed by numerous studies discussed later in this paper (Oosterbeek, 2010: 452). Einar A. Rasmussen and Roger Sørheim have developed a similar thesis.

In their study, they demonstrated the role of practical activities, skills and competencies associated with entrepreneurship in the development of entrepreneurial attitudes based on the predispositions of personality and temperament (Rasmussen, Sørheim, 2006: 185 – 194). Changing a life attitude will always be based on increasing - through life experiences - the availability of specific behaviours and on expanding the knowledge and emotional experience associated with the object of this attitude, which is why practical training for entrepreneurship is more effective (Aronson, 2016: 21 - 38). The study conducted by Georg von Gravenitz, Dietmar Harhoff and Richard Weber was even more interesting. They studied the skills and knowledge of students concerning entrepreneurship before and after compulsory classes in this field (Gravenitz et al. 2010: 96 – 99; 103 – 104). They have proved that entrepreneurial classes conducted with an emphasis on the practice and development of students witness a significant increase in knowledge, skills and entrepreneurial behaviour in their daily activities, and that they change their attitude towards entrepreneurship. In this way, they prove that the work on all elements of life attitudes can lead to effective change at the behavioural, cognitive and emotional levels associated with the object of this attitude. The authors emphasize that comparable results were obtained in the course of research at several universities. Moreover, Vangelis Sonitaris, Stefania Zerbinati and Andreas Al-Laham confirm that practical education in this field affected the beliefs, approaches and entrepreneurial behaviours of students. At the same time, they proved that the classes had a significant influence on careers and the development of emotional intelligence in the studied group (Sonitaris et al. 2007: 566 – 591). The impact of emotional intelligence on entrepreneurship is analysed further in this paper.

5. Entrepreneurship and personality

Since “entrepreneurship is an immanent and creationist part of personality, it is a set of personal characteristics that manifest themselves in various social and professional roles, characterized by a relatively stable range of specific personally, socially and situationally conditioned behaviours” (Mrozowicz, 2008: 558). Entrepreneurship is thus a life attitude, which is a causative factor necessary to undertake entrepreneurial activities (Sudoł, 2008: 9 – 10). The said attitude is composed of: personality traits (such as resourcefulness, initiative, independence, commitment, creativity, resistance to stress, a strong will and self-discipline), behaviour (activities of daily living, directing, controlling, monitoring, decision-making, risk-taking and assertive behaviour), as well as personal competence and social competence corresponding to emotional intelligence (Szelagowska-Rudzka, 2008: 142 – 143).

Emotional intelligence is the ability to recognize one’s own emotions and those of other people and to guide them through appropriate social behaviour. People with high IQs do not always have high levels of emotional intelligence. Emotional intelligence is affected by empathy, the ability to look at oneself and others from a distance, and the ability to establish contacts, build consensus and cooperate. According to Daniel Goleman (2012: 25 – 27), emotional intelligence consists of emotional competence, which include personal competence and social competence. Personal competencies determine the extent to which we deal with ourselves, and they include self-awareness, self-regulation and motivation. Social competencies decide how we deal with others. These competencies include empathy (understanding others: sensing others’ feelings and perspectives and taking an active interest in their concerns, tolerance for diversity and supporting the individuality of other people) and social skills, also known as interpersonal skills.

A series of studies has been conducted to verify the relationship between an entrepreneurial attitude and specific personality traits, character and forms of behaviour. Many researchers have sought relationships between the features of the functioning of entrepreneurial individuals and the theories of personality developed by Hans Eysenck and the five-factor model created by Paul Costa and Robert McCrae, also known as “the Big Five”. The Eysenck theory of personality was initially based on two dimensions: introversion vs. extraversion and neuroticism vs. emotional balance, a third dimension – psychoticism – has been added with time. Based on the intensity of the

characteristics, the following types of temperaments have been defined: sanguine, choleric, melancholic and phlegmatic (Strelau, 2012: 75-79). And the five-factor model of personality (PMO) includes the following factors of personality: neuroticism vs. emotional stability, extraversion vs. introversion, openness to experience, agreeableness vs. antagonism and conscientiousness vs. carelessness (Strelau, 2012: 63-65).

Furthermore it has been studied the intensity of personality traits identified in the studied group (entrepreneurs) and a control group (the budget sector) and Mrozowicz discovered that "entrepreneurs were characterized by greater extraversion. Statistically, more common attitudes were: optimism, openness to experience, pro-social attitudes, assertiveness, high self-esteem, a deficit of stimuli, sensation seeking, stress tolerance, the ability to make decisions in difficult situations, a sense of inner locus of control, creativity, activity and independence" (2010: 16 – 18). On the neuroticism-emotional stability scale, entrepreneurs proved to be statistically less neurotic, meaning that the probability of such behaviours as irrationality, timidity, languor, emotionality, attitudes of avoidance, a sense of guilt and low self-esteem were significantly less common than among public sector employees. Furthermore, Magdalena Kaczmarek and Piotr Kaczmarek-Kurczak (2012: 55 – 63) investigated the relationship between the theory of the Big Five and the characteristics of entrepreneurs. The strongest relationship was found in relation to the tendency to take risks, followed by openness to experience, emotional stability, conscientiousness, extraversion, a sense of efficiency and internal motivation. Similarly, a study conducted by Ludwig von Mises, Joseph A. Schumpeter, David C. McClelland, James A. Timmons and Robert H. Brockhaus revealed a significant correlation between entrepreneurship and qualities such as decision-making, innovativeness, the need for achievement, the willingness to take risks and an internal locus of control (Mushtag, 2010: 204).

6. Entrepreneurship and subjectivity

Psychologists emphasize that entrepreneurship involves a high awareness of behaviour and responsibility for oneself and one's own life, and in this context entrepreneurs manifest a subjective approach to life. Kazimierz Obuchowski, the originator of the concept of man as a subject, indicated that man in this sense is the cause of action, a designer, a creator of his own life, an active person, a decision-maker who occupies a specific position in the structure (i.e., the surrounding reality) and fulfils his own roles and responsibilities. Subjectivity is implemented through the sense of being someone and having one's own individual and social identity. Man as a subject believes that his own activity largely depends on himself. To become a subject, man needs to make conscious assumptions about himself and choose his own path of development. A sense of subjectivity expands the potential for individual development (including education) and makes one's personality flourish. Man is an active entity taking responsibility for his own life (Jarmużek, 2014: 240 – 245). Therefore, Janusz Reykowski (1989: 201) defines subjectivity as self-determination, i.e., having an internal source of causality, understood as an independent activity directed by independently selected or created objectives.

The concept of man as a subject is based on the conviction that man alone should define his goals, plans and projects concerning himself and the world around him. When an individual looks for the meaning of life, when he or she feels responsible for it, he or she aims for self-creation. Creative activity throughout one's lives will mean innovative activities which are non-conformist and which give rise to a new surrounding reality or redefines oneself. The degree of human maturity can even be measured by one's flexibility, preparedness for reflection and change in a constantly changing reality, and also by fidelity to what is most important to oneself. The ability to reorient and adapt a creative approach to life is a direct result of self-confidence, certainty and identity. In order to achieve that, a human turns out to be necessary to change competencies, attitudes and beliefs primarily of the adults who are incapable of recognizing meanings consistent with social reality, that is, with their own developmental interests. Czapiński and Panek described it as the ability to

creatively restructure experience, the ability to subjectively organize one's own life. It is worth noting that, in light of the research, it can be concluded that people with a higher level of education are more flexible in thinking and behaviour, more aware of their needs, and are able to operate more effectively in new situations, requiring the creation of new adaptive behaviour (2015: 433 - 456).

7. The international research (Spain, Poland, Norway): materials and methods

The project has been implemented since 2014 as part of statutory research. We studied students in humanities in Poland (Adam Mickiewicz University in Poznań, Faculty of Educational Studies, Pedagogy), Spain (University of Córdoba, Department of Education, teaching faculties) and Norway (University of Agder, Kristiansand, Faculty of Humanities and Education, teaching faculties). Our goal is also to study students of humanities in Italy. The aim of the conducted research was to get to know the entrepreneurial attitudes of students in European countries on the example of selected four countries (Poland, Spain, Norway and Italy), to learn the relationship between mental traits, possessed knowledge and entrepreneurial activities with the help of a developed research tool and the analysis of student support in business and propagating the idea of academic entrepreneurship. As part of international cooperation, we have contacted the Education Departments and Entrepreneurial Centers in these countries.

The diagnostic survey method was used to examine students' attitudes. A research tool was designed - a survey questionnaire, which consisted of three parts: a test by Professor Walter Good, questions about entrepreneurial knowledge and business experience, and the specifications. The questionnaire was analyzed by competent judges, thanks to which the verification and refinement of the research tool was carried out. Next, the compliance of the competent judges was analyzed - whether the evaluators' assessments differ in significance from each other or whether they are similar. The result obtained was 0.93 in the Kendall test, therefore the convergence of the answers was 93%. A small discrepancy in the judges' opinions indicates that the applied research tool is slightly sensitive to the subjective assessment of the respondent.

The first part of the questionnaire is Walter Good's Test, which examines the level of predisposition to being an effective entrepreneur (Good, 1993; 2008). Research by the creator of this tool indicates that besides knowledge of how to run a company, how to hire and manage people, certain predispositions are necessary to increase the probability of success. Walter Good examined people who were successful in the field of entrepreneurship and identified the following characteristics of an entrepreneurial person: positive response to challenges, willingness to learn from own mistakes, manifesting initiative, perseverance in pursuing the goal, control over their own impulses and creative. An entrepreneurial man is characterized by specific features (part A of the test)¹, behavioral patterns (part B of the test)² and lifestyle (part C of the test)³. In part A of Walter Good's Test researched person could receive from 0 to 14 points. In part B of the test from 0 to 46 points, and part C of the Walter Good's Test from 0 to 14 points. That is 74 points in total. The second part of the tool consisted of questions about the business experiences of students of humanities studies and their parents, knowledge about starting a business, raising funds, creating business plans. The respondents were also asked about the type of activity and interests carried

¹ Sample questions Part A: Did you participate in the initiation of social welfare clubs, social organizations, charity projects, etc.? Did you participate in school life or did you play any sport? Were you expected to do small work at home before you were 10?

² Sample questions Part B: Are you a man who, if he decides to do something, does it and nothing will stop him? When you are dealing with a stalemate in a group, are you usually the person who breaks the stagnation and initiates a further process? Do you usually ask for advice from people who are older and more experienced? Even if people tell you, "This can not be done", do you have to check it yourself?

³ Sample questions Part C: Are you willing to sacrifice your family life and accept a reduction in earnings to achieve business success? Do you set yourself clear goals when starting a task? Do you like working on projects that will take 5-10 years to complete? Do you think it's possible to work overtime to achieve the goal?

out in their free time, indication of the characteristics of entrepreneurial people, self-evaluation of their own level of entrepreneurship, further educational and professional plans and the usefulness of knowledge and skills acquired during their studies for the future profession and carried out work. The students were asked to give their gender, age, type and degree of studies, place of residence, country in which they want to live and work after graduation and the degree of financial independence.

The research has started in 2015. In total, 323 humanities students in Spain, Norway and Poland were examined. For further quantitative and qualitative analysis, 309 questionnaires filled out by students at the bachelor and master level were admitted. Some of the surveys were rejected from the analysis, because they were incomplete or the answer indicated a misunderstanding of some questions. For the comparative analysis of entrepreneurial attitudes of humanistic students at the bachelor level, 249 questionnaires were used: 51 from Spain, 118 from Norway and 80 from Poland. The research group consisted of 21% Spanish students, 47% Norwegian and 32% Polish. We are aware that these are not parallel groups, but in both Spain and Norway we have encountered some difficulties in obtaining surveys. Spanish students (even at the request of professors) did not want to stay after classes and to complete surveys, it was their free time, which they preferred to spend with their relatives. There were also often language problems. In Norway, we encountered a very specific situation - the respondents perceived some of the questions as too personal, despite ensuring the anonymity of research and the use of results only for scientific purposes. There were some students, who did not give us back the questionnaires, because they interpreted some of the questions as sensitive: Have you ever worked? (question from the second part of the tool) Do you often get sick? Do you have trouble sleeping? Do you have a savings account? (Walter Good's Test questions from parts A, B and C).

8. Main results of research

Students studying in pedagogical fields are mainly women - this disproportion is especially visible in Poland. The research group consists of 192 women and 57 men (see Figure 1). Both in Spain and Norway - men constitute 1/3 of the population of the studied national group. Spanish pedagogical faculties (Faculty of Educational Sciences) can be divided into Kindergarden Teaching and Elementary Education; and both can also be carried out in the form of bilingual studies, entitling students to teach English in the classroom. Norwegian pedagogical studies prepare for teaching at three levels of education: pre-school (1 - 5 years, optional education), 6 - 12 (elementary education) and 13 - 15 (lower secondary education). The primary and lower secondary education is free and compulsory. Students can continue their education in high school, which is also free and voluntary.

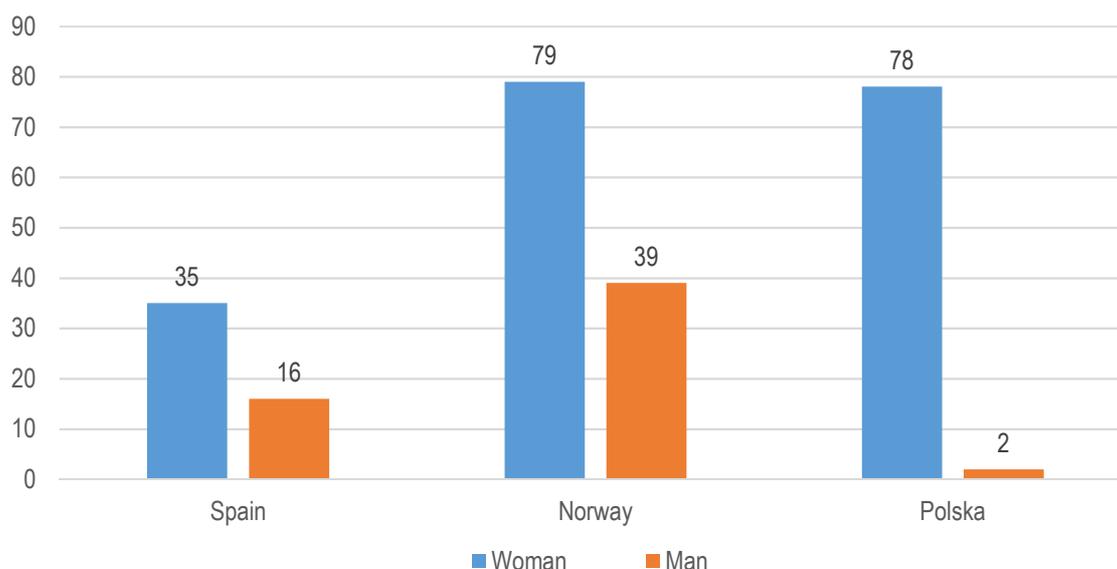


Figure 1. Gender of humanistic studies students in numbers divided into countries covered by the study. Source: Own research.

After collecting the questionnaires, raw results from the Walter Good test were recalculated in individual subscales and a general and three partial scores were obtained, answers from open questions were encoded and statistical analysis of all collected data was carried out. The Statistica program package was used for the calculations. While testing the statistical dependencies, student's or chi2 t test was applied, depending on the type of variables analyzed. The strength of correlation between the results obtained by the study of a person in individual parts of the questionnaire was analyzed at a level of significance equal to or less than $p \leq 0.05$. Cluster analysis by agglomeration of selected variables allowed to identify certain groups of variables in a significant way related to each other. The Euclidean distances were very small and pointed to significant dependencies between the country in which the research was conducted and the financial dependence and professional activity of the subjects, as well as the business experience of the parents of the respondents. The second group of related variables are the interrelations between the life activity of the subjects, the knowledge of entrepreneurship, and the characteristics of the entrepreneur. The above dependencies will be discussed later in the publication.

In the analyzed results of Walter Good's Test there was no relationship between nationality and other variables - students from Spain, Norway and Poland obtained similar results. Moreover, the distributions of responses in parts A, B and C of Walter Good's Test are close to the normal distribution. However, it is worth emphasizing that in the studied population of humanistic students, the least scores were obtained in the case of high scores in part A of Walter Good's Test (diagnosing entrepreneurial features), low scores in B part of Walter Good's Test (specific behavioral patterns), and high scores in part C of the Walter Good's Test (diagnosed lifestyle) (see Figure 2).

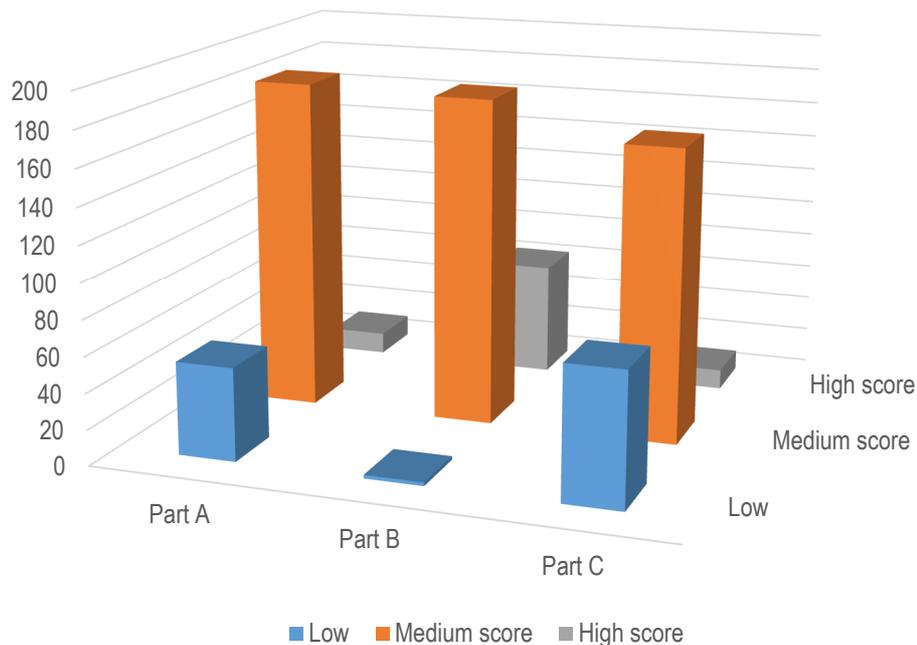


Figure 2. The results of humanistic studies students divided into the Walter Good test subscale. Source: Own research.

Significant relations between the Wood Test and other variables were noted in the case of analysis of the business experience of parents researched students. This variable had a significant impact on the results of Walter Good's Test in part A, concerning possessed entrepreneurial characteristics (correlation force 0.34) and weak, although significant in Part B of Test, concerning the behavior patterns held - in this case, the correlation strength was 0.21.

Those who achieved high scores in parts A, B and C of the Walter Good's Test, much more often described themselves as enterprising people, were able to indicate the essential characteristics of an entrepreneur (correlation force 0.30), had knowledge of the necessary formalities related to setting up a business (correlation force 0.28), about where to obtain the necessary funds (correlation force 0.30), and were able to estimate how much they need money to open a business (correlation force 0.26). The strongest relationships were revealed between part C (lifestyle) and the mentioned variables. What is important - entrepreneurial people were aware of their own characteristics and behaviors facilitating being entrepreneurial, they were also able to indicate what they can do (what skills and knowledge) to increase their own attractiveness on the labor market (correlation force 0.32), they were also able to indicate where they can derive business ideas (correlation force 0.23).

During statistical analyzes, it turned out that nationality is a variable that differentiates respondents in several important areas: knowledge of humanities students in the field of entrepreneurship, business experiences of the respondents and their parents. In all of these areas, significant correlations between Polish nationality and these variables were noted.

Analyzing the economic activity of the studied humanities students, only 8% of Spanish students and students, 4,4% of Norwegians work. Among Polish respondents, as much as 23% of the population points to combining studies and paid work. This dependence is strong (correlation force is 0.43) and allows to state that Polish students and students most often reconciled their work with studies. Both in Spain (92%) and Norway (95.6%), students most often pointed to the lack of economic activity (see Figure 3).

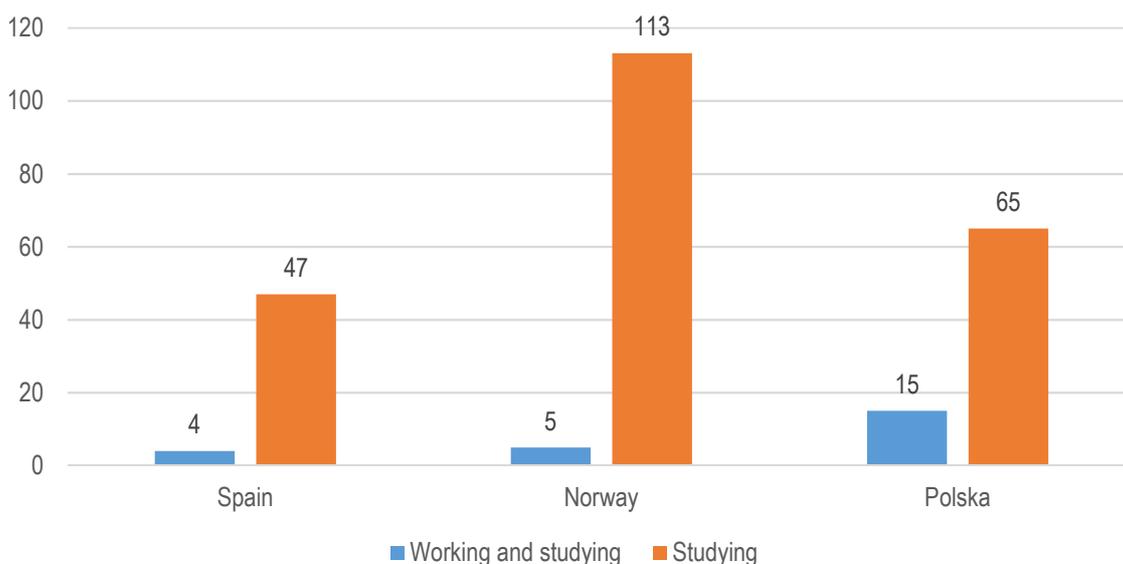


Figure 3. Professional activity of humanities students with the division into countries covered by the study. Source: Own research

Importantly, the job activity of students significantly correlated positively with the indication of other activities (besides school and job). It was the people who worked and learned, and most often developed their interests through a variety of life activities. In Poland, it was usually volunteering and hobby interests or sports, while in Norway and Spain, church and sports activities.

It is worth emphasizing that people who thought that their studies would be useful in increasing their attractiveness on the labor market were much better oriented in the issues of academic entrepreneurship (correlation force 0.29). Those students also were able to point to specific skills and knowledge that increased their attractiveness on the labor market and what they would like to learn. These relationships were especially evident for students who combined educational and commercial activity.

What is important, Poles were also a group that most often showed that they had sufficient knowledge of where to get business ideas (the strength of dependence is 0.45) and has sufficient knowledge about how to set up a company (correlation force up to 0.61) and how to raise funds for starting a business. Spanish and Norwegian students more often gave the internet source as their only source. It can be concluded on this basis that Polish students received very useful knowledge and skills in the field of academic entrepreneurship and that's why they managed so well in questions about theoretical and practical knowledge related to running their own business.

Another of the important correlations correlated with the nationality of humanities students is the business experience of the parents of the respondents - 39% of the parents of the surveyed population had experience in running their own business. Only in the case of Poles, the group of active or former entrepreneurs was more numerous than the population of parents who did not have any business experience. The parents of Polish women and Poles most often (compared to Spain and Norway) were or are entrepreneurs (see Table 1 and Figure 2). It is worth emphasizing here that in Norway there is a specific regularity: as many as 34% of employed people work in the state sector, in Spain only 17% and in Poland 25%.

Table 1.

Business experience of parents of humanities students in the countries studied. Source: Own research

	Lack of experience	Experience	Summed up
Spain	40	11	51
Norway	76	42	118
Poland	37	42	80
Summed up	154 (61%)	96 (39%)	249 (100%)

To sum up, the research showed the role of classes promoting academic entrepreneurship and showed the impact of previous parental or own business experiences as well as on the level of entrepreneurship knowledge and behaviors facilitating being an entrepreneur. The studies conducted among humanities students also showed a relationship between having features that would facilitate being an entrepreneurial person and combining educational, work and out-of-school activities. Importantly, people who achieved high scores in the Walter Good Test subscales were more likely to have thorough and adequate knowledge of entrepreneurship.

In the course of the analysis, it turned out that in the studied population of humanities students there is a significant relationship between nationality and possessed knowledge in the field of entrepreneurship. Polish students were characterized by the most appropriate knowledge about starting and running their own business, the greatest professional activity and most often owned parents of entrepreneurs (Figure 4). In the conducted study, it was not possible to obtain equality of the examined group in terms of gender. However, at the humanities studies there is a constant overrepresentation of women - that's why the conclusions from the research are representative for this study group.

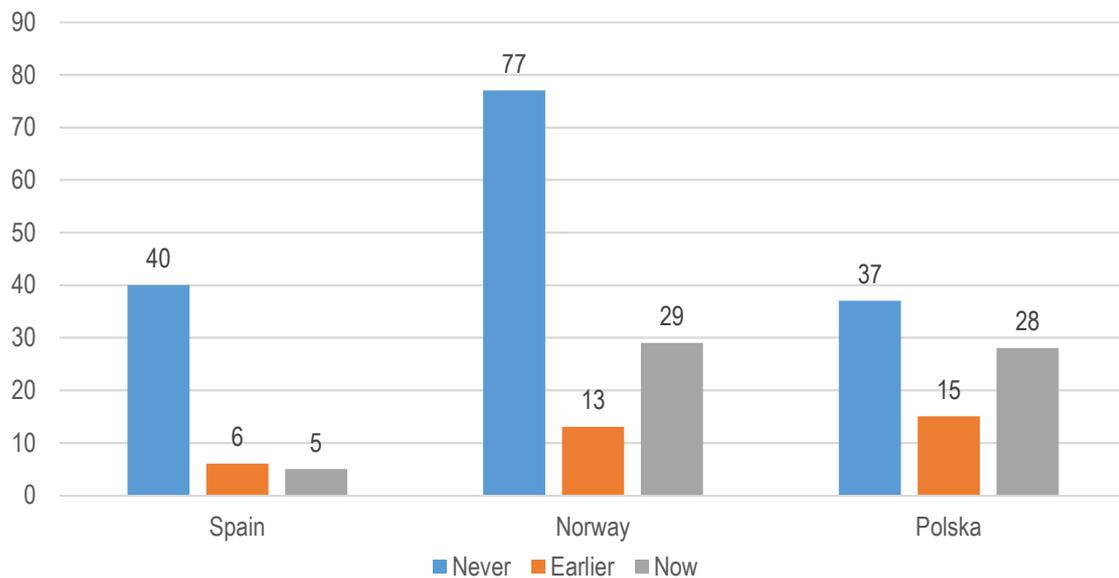


Figure 4. Business experiences of parents of studied humanities students. Source: Own research.

9. Conclusions

In the multicultural and multifunctional modern work environment, the role of entrepreneurial activity is becoming more and more important. This activity should be based on knowledge and dominated by modern information technology that is less dependent on local conditions and operates in global markets. Unquestionable advantages of learning entrepreneurial skills during one's studies include opportunities to gain qualifications and work experience, to learn about social

roles (giving employment to other people, etc.), to work towards greater financial independence, or, perhaps most important, to gain the ability to perform a satisfactory job earlier in life than students who work in a less independent way. According to research conducted by Deloitte among students and university graduates, 80% of people who gained experience in running a business during their studies indicated that this experience was useful in their later career, both in relation to looking for a job (they were more appreciated by potential employers) and in their subsequent work. Reflections on subjectivity and intentionality refer in a meaningful way to problems of entrepreneurship perceived as a life attitude. Man as a subject creates his own life consciously in accordance with his aspirations, beliefs and values. Being a subject takes courage, because one then becomes a designer of one's own life.

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