

Survey on youth's comprehension about entrepreneurship

The growing interest of entrepreneurship education training is evident and there is a number of the proposals by higher education institutions as well as non-formal education organizations. However, VOYAGE team intended to discover how youth comprehend concept of entrepreneurship and if the needs of them are satisfied with currently available offers. For this reason, a solid independent survey was implemented.

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Introduction

Nowadays, entrepreneurship is associated with ability to develop new opportunities, creating economic and social value. Lack of entrepreneurship is one of the main problems of small and medium business development. In case for business to prosper, awareness level needs to be increased as well as attraction to create personal business. Deficiency of entrepreneurship knowledge is felt in whole Europe resulting in one of the main reasons why European Union is falling behind of USA in comparison of economics. Fortunately, to reduce the gap between economical levels of these parties, European Union dedicates funds in various project that promote youth entrepreneurships.

According to studies of Michelacci and Schivardi, it is believed that education is beneficial and positively contributes progress of workforce. It is even clarified that entrepreneurs that have post-graduate degree earns fifty percent more than those entrepreneurs with college degree. Same research concludes that higher education gives people additional skills that they not necessarily can develop by themselves and those skills can be used within their business to reach striking outcomes. The study also clames that education and success is related in the way that the higher level of education is reached the greater the success is¹. Meanwhile, other research supplement that people with entrepreneurial education are more employable². However, in the survey conducted by Instiute in 2015, youth had slightly different opinion. Respondents of the survey claimed that higher education institutions does not always guarantee a favourable position in the job market. Higher education institutions quite ofthen lack of theoretical knowledge application in practice and that prevents youth from getting employed. At the same time, the desire of additonal knowledge and skills of entrepreneurship was expressed, even the survey did not ascertained whether they understand the concept of entrepreneurship.³

Entrepreneurship is a totality of personal characteristics, interpersonal (skills used to interact and communicate with individuals) and practical skills, marks with critical and creative thinking and devoted to create value, enterprise. Entrepreneur comes up with fresh ideas, and make decisions about opportunities and potential projects. They develop their creativity, are capable to communicate and build relationships, lead a team. These skills are used in everyday living and not only in business. Therefore, entrepreneurship is also beneficial for society as it creates work places for people.

Term “entrepreneur” often is used as synonym for “owner of small business” although there is significant differences between them. Entrepreneurial venture does not only generate income that would replace usual employment stream but creates substantial wealth and achieves it faster than a small business. Entrepreneurial

¹ Michelacci, C., & Schivardi, F. (2015). Are They All Like Bill, Mark, and Steve? The Education Premium for Entrepreneurs.

² European Commission. Promoting entrepreneurship, https://ec.europa.eu/growth/smes/promoting-entrepreneurship_it

³ Survey “Practice guarantees successful career”, by European Social Entrepreneurship and Innovative Studies Institute, 2015, <http://europe-institute.com/practice-guarantees-successful-career/>

venture experience great risks, therefore, always has to improve, be the best or have something unique. Entrepreneurship has to give priority to novelties and innovations when it comes to their products or services.⁴

The benefits of entrepreneurship education are obvious. However, the questions that concerns are: does youth comprehend the true benefit of entrepreneurship knowledge and skills, and what is availability of entrepreneurship education and training.

This analysis is composed of two parts: (1) a comparative analysis of similar prevailing entrepreneurship programmes and (2) a survey about youth's understanding of entrepreneurship, training programmes and real needs of such skills in the current labour market.

Concept of entrepreneurship

Entrepreneurship can be described as capacity and willingness to develop, design, launch and run a new business along with any of its risks in order to make a profit⁵. This field got attention only in 20th century when people started to go deeper when learning a new science - economics.

Entrepreneurship is closely related and beneficial to later stages of economic development. This relationship can be portrayed and explained by "U-shaped" theory. This theory says that if one field develops from a factor-driven stage of development to an efficiency-driven stage activity of entrepreneurship decreases; notwithstanding, as fields develop further from efficiency-driven stage to the innovation-driven stage, entrepreneurial activity increases⁶.

Entrepreneurship can have two meanings. In a narrow significance, entrepreneurship is perceived as ability to achieve added economic value. This definition is used among youth entrepreneurship organizations. Broader definition includes not only payment and ability to create added value but also social value establishment. To be more generic, entrepreneurship in a wider meaning is congenital and acquired personal qualities that let us create economic, social and other values. This is enterprise competency essence⁷.

Youth enterprise is young people view, skills, and knowledge that allows to create added value (social and economic) and actions devoted to use the opportunity. Youth is the most receptive society group, therefore, their entrepreneurship has to be promoted and encouraged; focus on their needs combining all the training.

There are two programmes that stimulate entrepreneurship and support individuals that are willing to get involved or are already engaged in activities: 1) entrepreneurship education (EE); 2) entrepreneurship training (ET). EE programs focus on building knowledge and skills about or for the purpose of entrepreneurship. Target group is

⁴ Drucker, P. (2014). Innovation and entrepreneurship. Routledge.

⁵ Yetisen, A. K., Volpatti, L. R., Coskun, A. F., Cho, S., Kamrani, E., Butt, H., ... & Yun, S. H. (2015). 1. The university entrepreneur. Lab Chip, 15, 3638-3660

⁶ Valerio A., Parton B., Robb A. (2014) Entrepreneurship Education and Training Programs around the World. Dimensions for Success. 18.

⁷ Entrepreneurship academy (2012). Qualification improvement program for teachers "Entrepreneurship academy" Methodical material I module. The concept of entrepreneurship. Theoretical and practical assumptions of entrepreneurship education in school. 281

secondary and higher education students. In contrast, ET programmes focus on building knowledge and skills, explicitly in preparation for starting on operating enterprise. Target group: potential and practicing entrepreneurs who are not part of formal, degree-granting programs⁸.

Target group of statistical data:

Youth who are currently involved in school or university in Europe or have very recently graduated.

Used methodology:

- Theoretical: analysis of scientific literature, statistical data analysis, graphical data representation.
- Empirical: questionnaire.

Research methodology

Aim of the research is to find out and analyse youth opinions about entrepreneurship that is currently involved in school or university in Europe. Lithuania's and foreign research data is based on descriptive statistics. The data of survey will allow us to know how youth perceives entrepreneurship, entrepreneurs, in which areas they would like to increase their knowledge and what EET (entrepreneurship education and training) programmes they know.

Main research method – anonymous questionnaire from which the analysis was done and needed data received.

All questions that were given to respondents are divided into five diagnostic areas:

1. Four questions about respondent;
2. Two questions about entrepreneurship and enterprise establishment;
3. Two questions about attitude towards an entrepreneur and what features he/she has to have;
4. Nine questions about lectures and seminar that are (or are desired) in educational institutions;
5. Two questions about travel that require a lot of physical and mental endurance.

Questionnaire was accomplished in 2016 March.

Using Google forms the active link was sent by email and posted in social media networks.

Description of Respondents

Age average of respondent is 21,34483. Analysing data of respondents: education institution (divided into three sectors: school, university and college, or recent graduates), location (EU), age, gender. Participated 334 (57,59%) women and 246 (42,41%) men (Table 1).

Gender	Man	246
	Woman	334
Total		580

Table 1. Quantity of respondents by gender

⁸ Valerio A., Parton B., Robb A. (2014) Entrepreneurship Education and Training Programs around the World. Dimensions for Success. 18.

Bigger part of respondents were attending university or collage – 55,34%. 28,28% - attending school. 16,38% - recently graduated (Table 2).

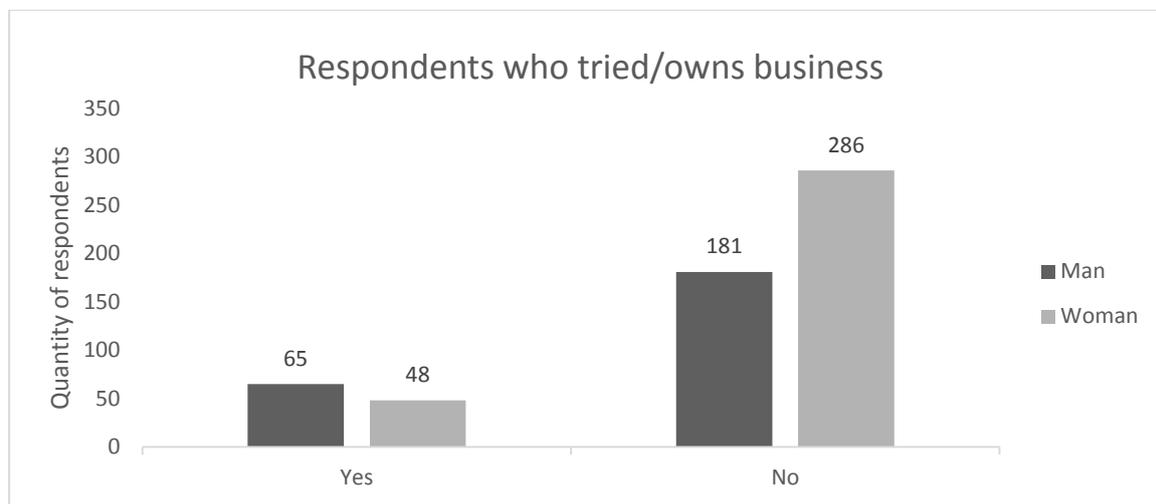
	Education institution		Finished learning
	School	University/collage	
Total	164	321	95

Table 2. Distribution of respondents education institutions

Results of Survey

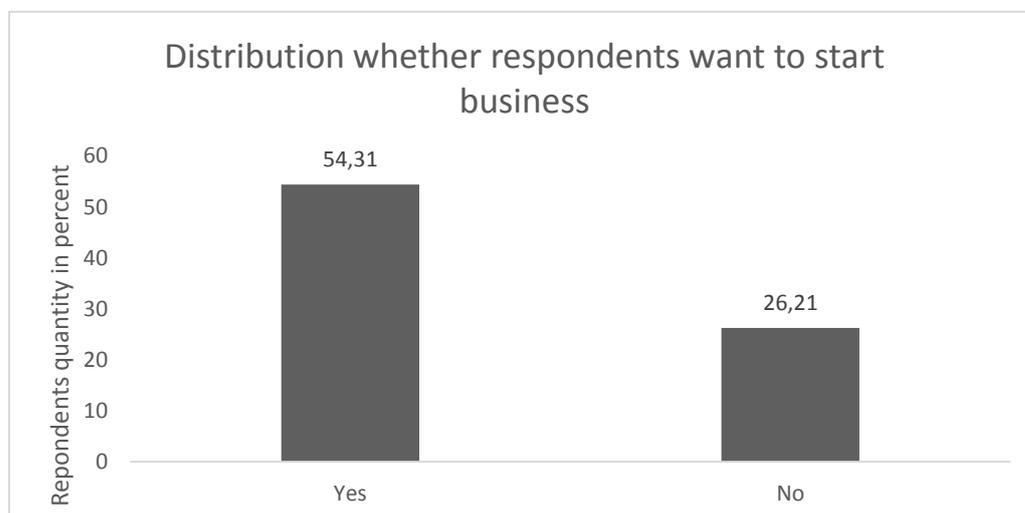
This chapter presents summarized result of the questionnaire.

Part of respondents – 113 (19,48%) - answered that they already tried to establish or had their own business. 467 (80,52%) answered they never begun or had their own business (picture 1).



picture. Lithuania's and foreign countries respondents who wish to start business.

From 80,52% respondents who do not own or experienced business, 54,31% are thinking to establish it and 26,21% respondents said that they do not want their own business (picture 2).

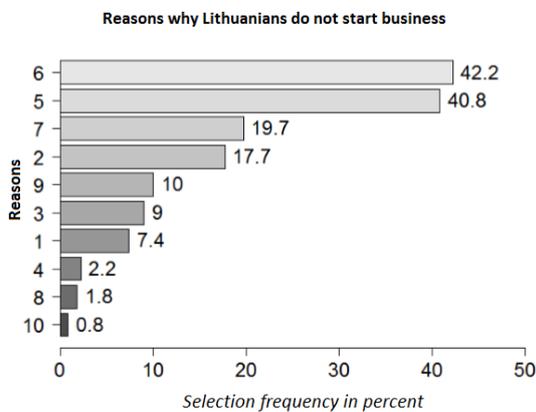


Picture2. Percentage of youth who wish /do not wish to start business

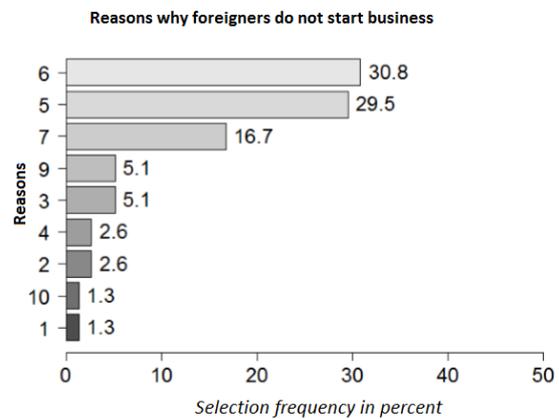
Respondents that answered that they wish to start their business were asked the reasons why do not they begin it. Both country groups marked three main reasons:

1. Lack of knowledge and experience (75,16%);
2. Do not have initial fund (71,66%);
3. Do not have ideas (35,67).

Lithuanians do not start their business by 15,1% more than foreigners because of fear of risks. Small part (1,8%) of Lithuanians stated that they do not want to lead other. Foreign countries did not marked this answer. Other reasons that were pointed out by respondents were young age, lack of time and not finished studies (picture 3, picture 4).



Picture 3. Lithuania’s respondents.

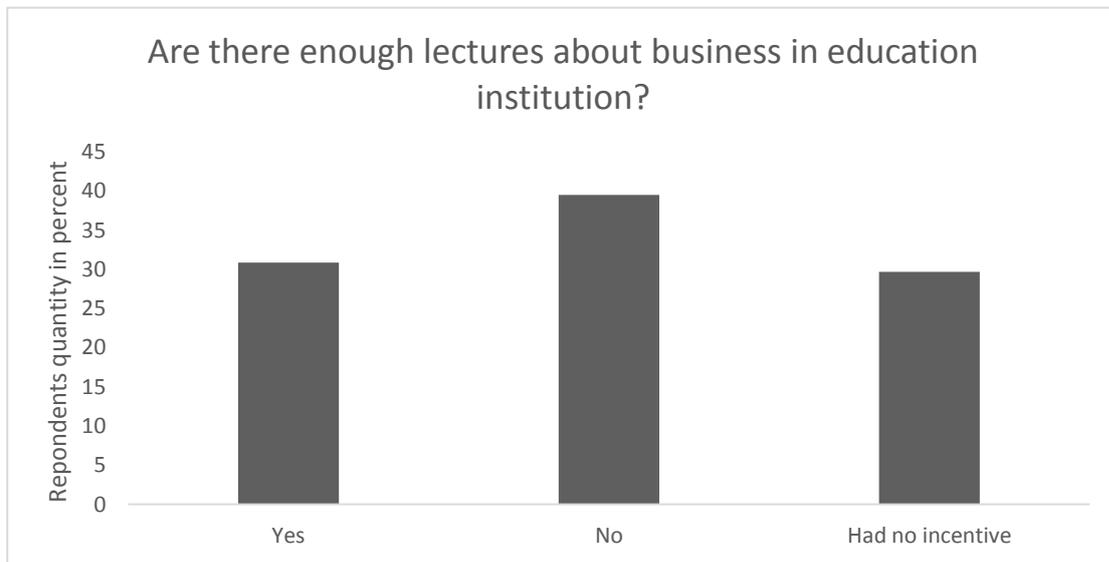


Picture 4. Foreign respondents.

Reasons why respondents do not start business:

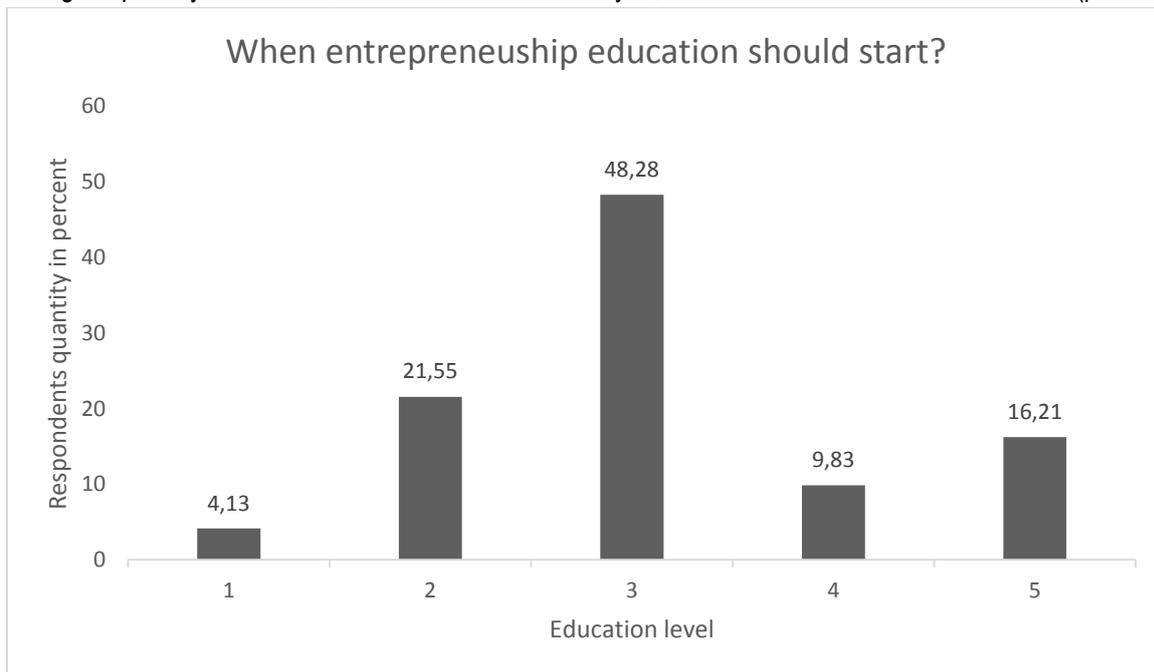
- 1 – Hired worker position is easier and salary is guaranteed. 2 – Scared of the risks. 3 – Too big responsibility. 4 – No family support. 5 – Do not have initial fund. 6 – Lack of knowledge and experience. 7 – Do not have ideas. 8 – Do not want to lead others. 9 – Afraid to lose money.

In the question “Are there enough lecture about business in education institution?” it was also asked of respondents to describe what knowledge about entrepreneurship they have. There are enough lectures about independent business establishment – stated 30,86% of respondents. Bigger part of them – 39,48% did not have this kind of module and 29,66% respondents think that there was enough information for starting independent business. Analysis shows that foreigner had more lectures about entrepreneurship (picture 5).



Picture 5. Are there enough lectures for independent business establishment?

According to 48,28% of respondents entrepreneurship and economic knowledge training should be started to learn in secondary school. 21,55% of respondents think that is best to teach children entrepreneurship skills at the age of primary schools. 16,21% at school or university. 9,83% sees it as after-school curriculum (picture 6).

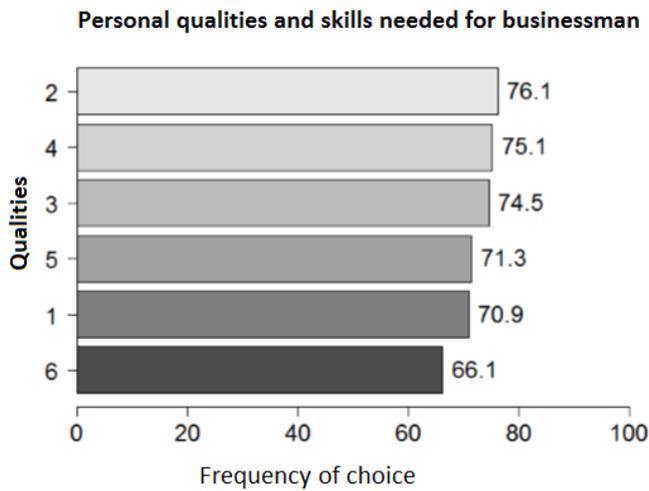


Picture 6. At what age entrepreneurship training should be taught.

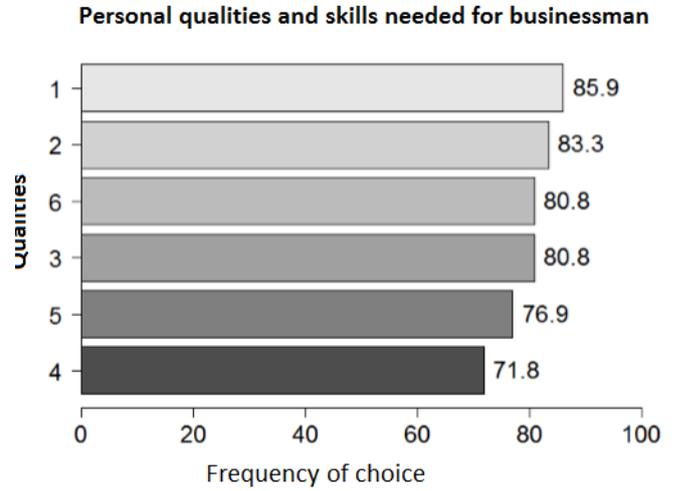
Education levels:

1 - Pre-school age; 2 – Primary; 3 – Secondary; 4 - After-school curriculum; 5 – University/college.

Respondents were asked what qualities and skills entrepreneurs should have. As we can see from picture 7 and picture 8, every skills is important but Lithuanians as the main quality names self-esteem (79,1%) when foreigner ability to make decisions (85,9%).



Picture 7. Lithuania's respondents.

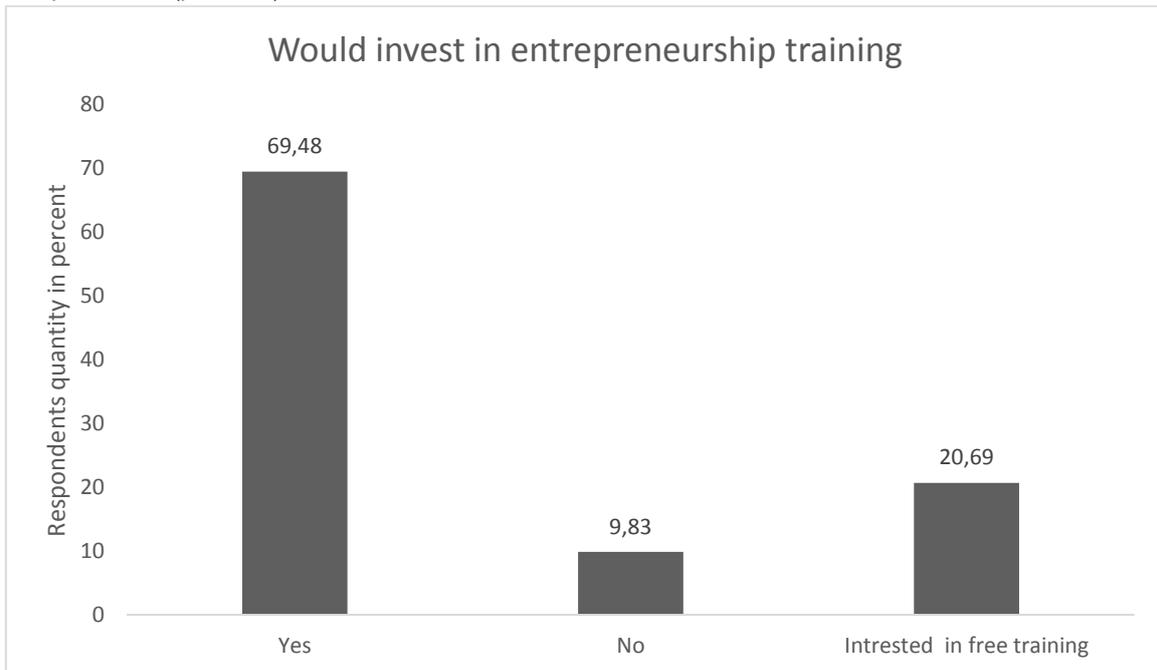


Picture 8. Foreign respondents.

Entrepreneur's qualities and skills:

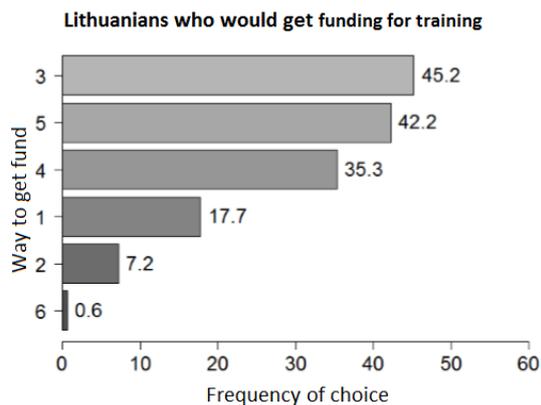
- 1 – Ability to make decisions; 2 – Self-sufficient; 3 – Organizing skills; 4 – Ability to assess the risk; 5 – Persistence; 6 – Communication skills.

More than a half of respondents (69,48%) would invest in self-improvement, 9,83% do not want to invest in their self-improvement and 20,69% are interested only in free education. Foreigners are more likely to invest in their self-improvement (picture 9).

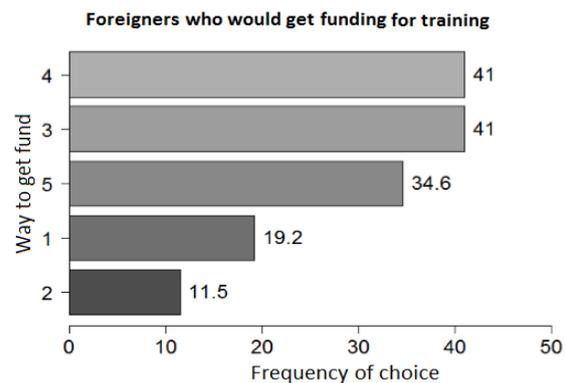


Picture 9. Would you invest in self-improvement entrepreneurship training?

69,48% respondents said that they would invest in entrepreneurship trainings. They would get funding in various ways. Even 45,22 feel independent enough to earn money themselves. Foreigners answered similar - 41,03% would earn or save money themselves. Less likely participants would take a loan for trainings. Just 11,7% marked this option. Lithuanians thought more ways: they would invest all theirs saving for training and cover the rest by taking the loan.



Picture 10. Lithuania's respondents.



Picture 11. Foreign respondents.

Respondent would get funding from:

1 – Family would provide; 2 – Would take a loan; 3 – Would earn myself; 4 – I have savings; 5 – I would search for sponsors (company that would invest in me); 6 – Other.

Respondents were asked to indicate 5 areas that they want to improve. Lithuanians and foreigners answered similarly. Respondents lack economic knowledge related to analysis of process and investment. Second place takes financial area related to book – keeping and financial planning. Also leadership and marketing. Lithuanians as 5th area name taxes system, foreigners – sales.

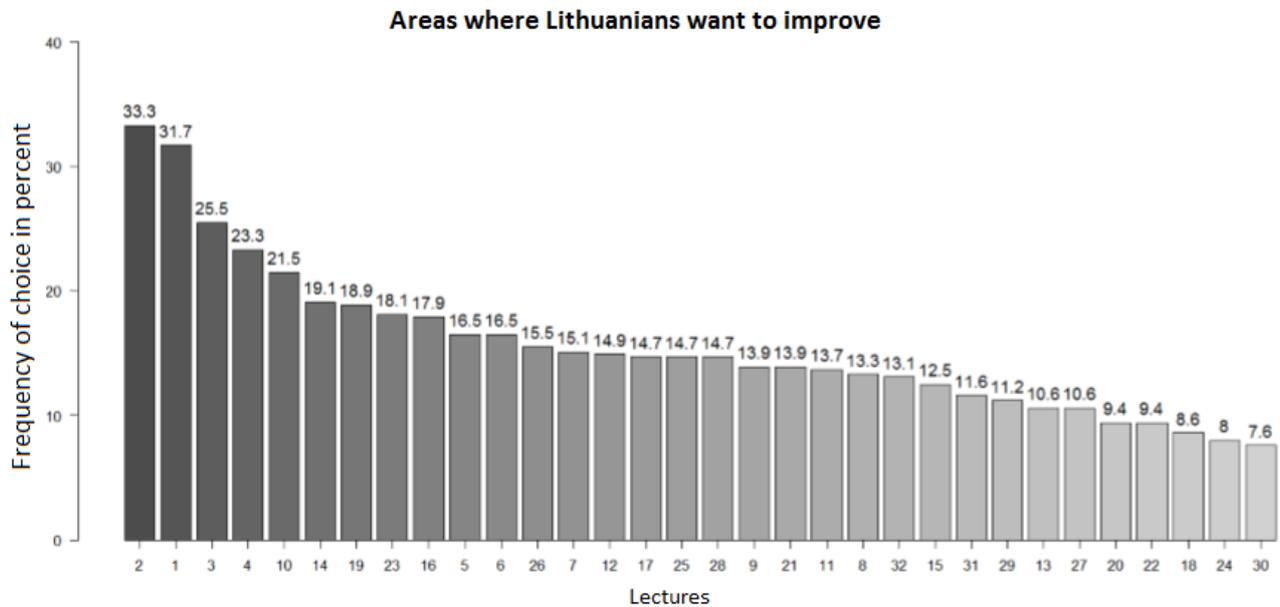
Areas that Lithuanians least want to improve:

1. Copyright (7,6%);
2. Organization management strategic plan (8%);
3. Identification of opportunities (8,6%);
4. Ethical issues in company (9,4%);
5. Mentoring (9,4%).

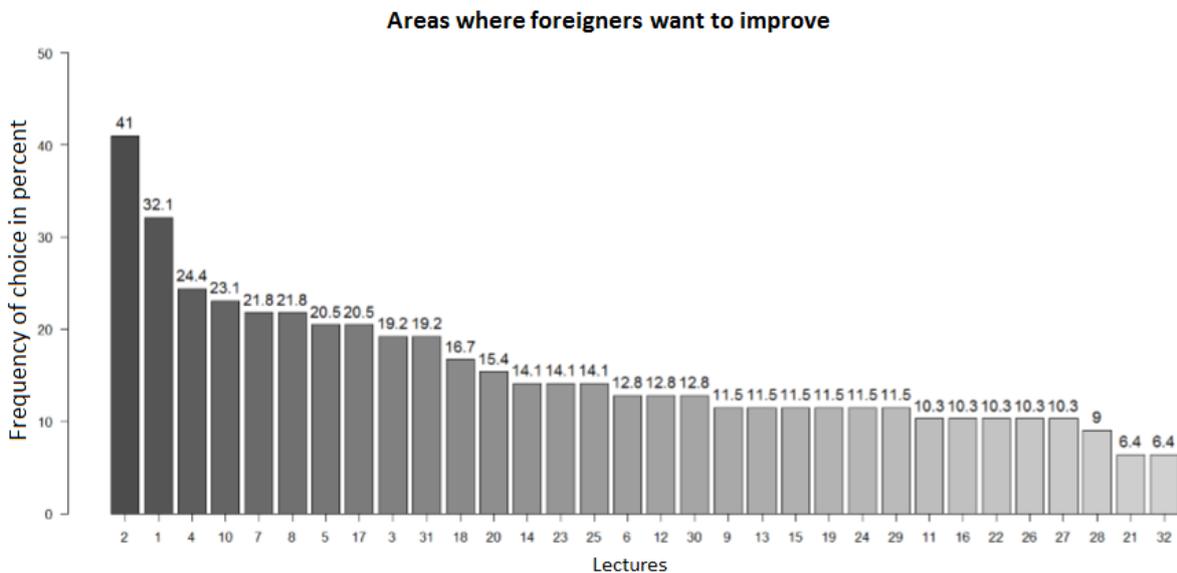
Areas that foreigners least want to improve:

1. Ethical issues in company (in and outside), human resources (finding employees, recruitment and management) (6,4%);
2. Stress management (9%);
3. Problem solving, business plan making, mentoring, oratory skills and critical thinking (10,3%).

Picture 12. Areas where Lithuanians want to improve.



Picture 13. Areas where foreigners want to improve.



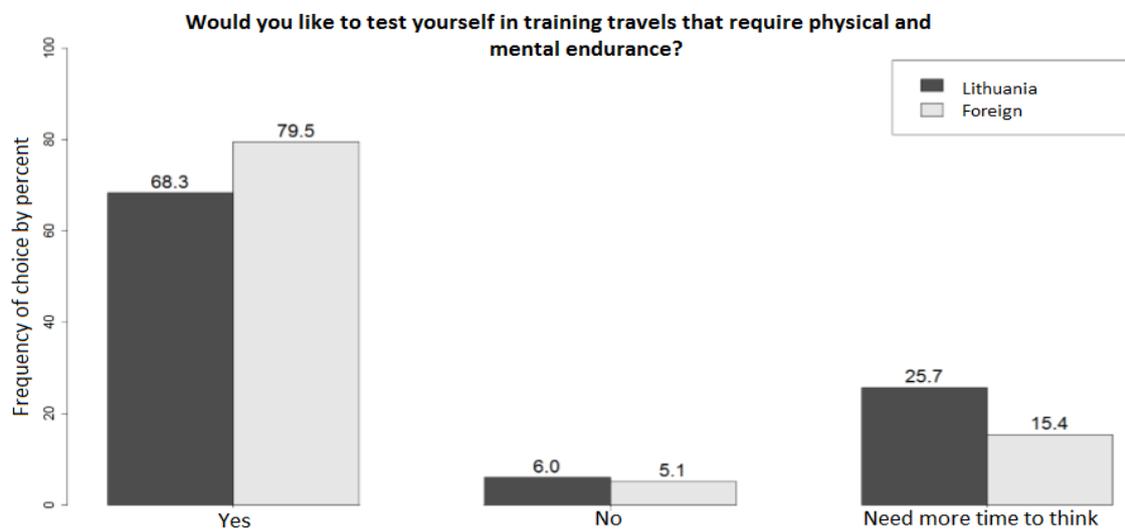
Knowledge areas:

1 – Financial (book-keeping and financial planning); 2 – Economics (process analysis and investment); 3 – Taxes systems; 4 – Marketing; 5 – Negotiation; 6 – Public relations; 7 – Planning; 8 – Sales; 9 – Market analysis; 10 – Management; 11 – Problem solving; 12 – Communication; 13 – Team-work; 14 – Making relations; 15 – Emotional control (emotional intellect); 16 – Business plan making; 17 – Funding (investors) attraction; 18 - Identification of opportunities; 19 – Psychology; 20 – User rights; 21 - Ethical issues in company (in and outside);

22 – Mentoring; 23 – Leadership; 24 - Organization management strategic plan; 25 – Time planning; 26 – Oratory skills; 27 – Critical thinking; 28 – Stress management; 29 – Crisis management; 30 – Copyright; 31 - Information technology; 32 – Human recourses (finding employees, recruitment and management).

Respondents were asked whether they would like to test themselves in training travel that requires physical and mental endurance. From the results we can see that 405 (69,83%) would like to test themselves in such kind of travels, 141 (24,31%) would need to think more about it, and 34 (5,86%) would not like to do that.

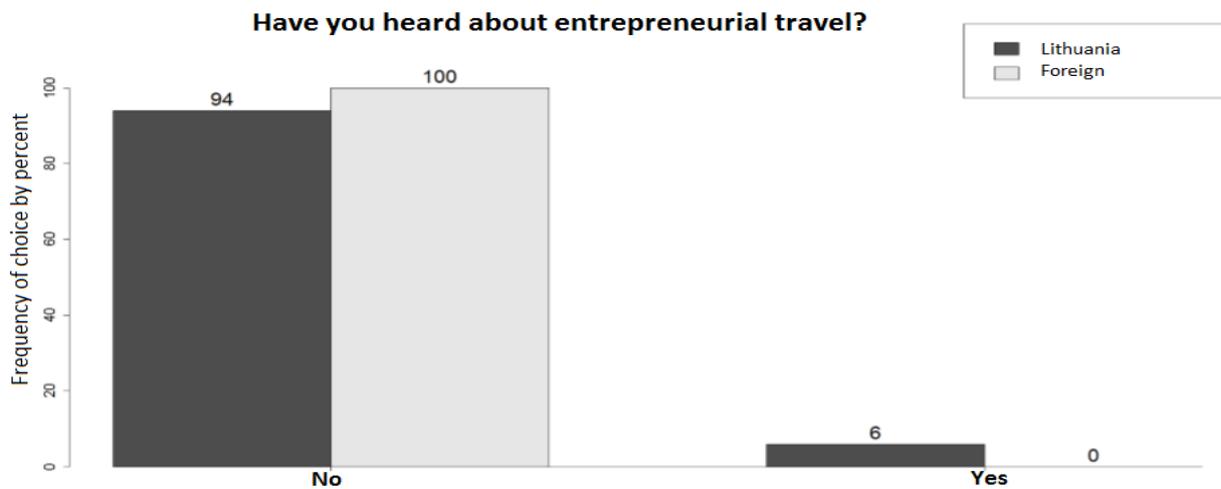
From picture 14 we can see that foreigners are more likely to test themselves by 11,2% than Lithuanians. Even 10,3% more Lithuanians would need to think about going on travel than foreigners.



Picture 14. Distribution of participants who wish to try themselves in training travels.

Questionnaire was intending to find out about what entrepreneurial travels respondents know. From picture 15 we can see that foreigners could not identify any entrepreneurial travel or similar training. Meanwhile, 6% of Lithuanians know about these programmes. Respondents said that they know these kind of travels:

- Voyage Challenge
- Various business trips
- Youth exchange
- Youth exchange funded by EU
- Industrialists Confederation
- AdVenture
- Various entrepreneurial camps (Millionaire camp)
- Entrepreneurial exhibition in various countries
- Travels to community-based organizations visiting other countries entrepreneurs.

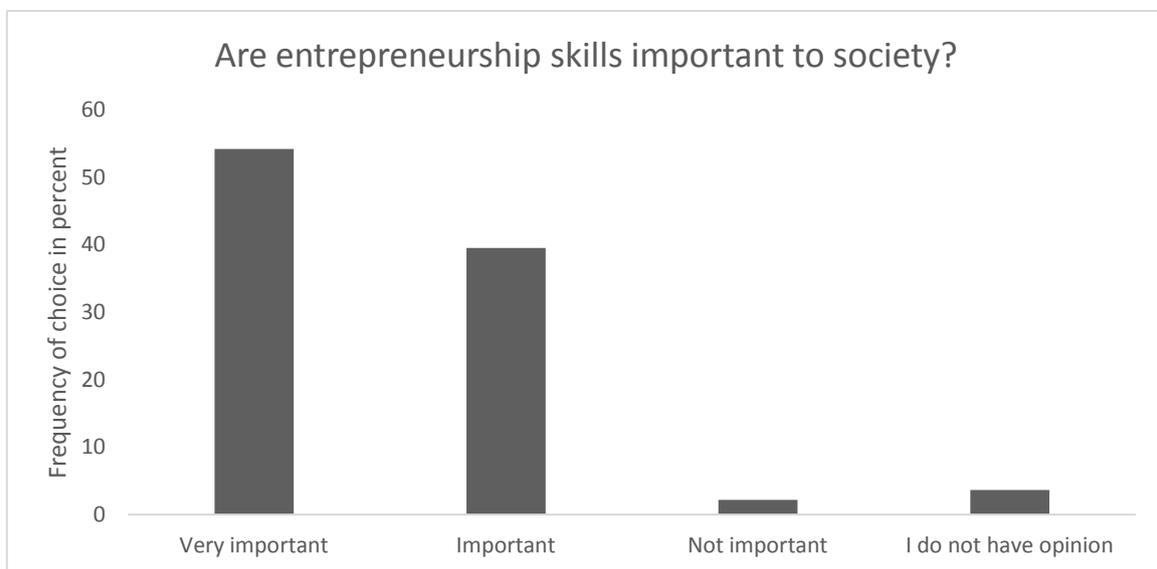


Picture 15. Entrepreneurial travel.

Most of respondents answered that entrepreneurship training in nowadays market takes very important (54,14%) and important (39,48%) part.

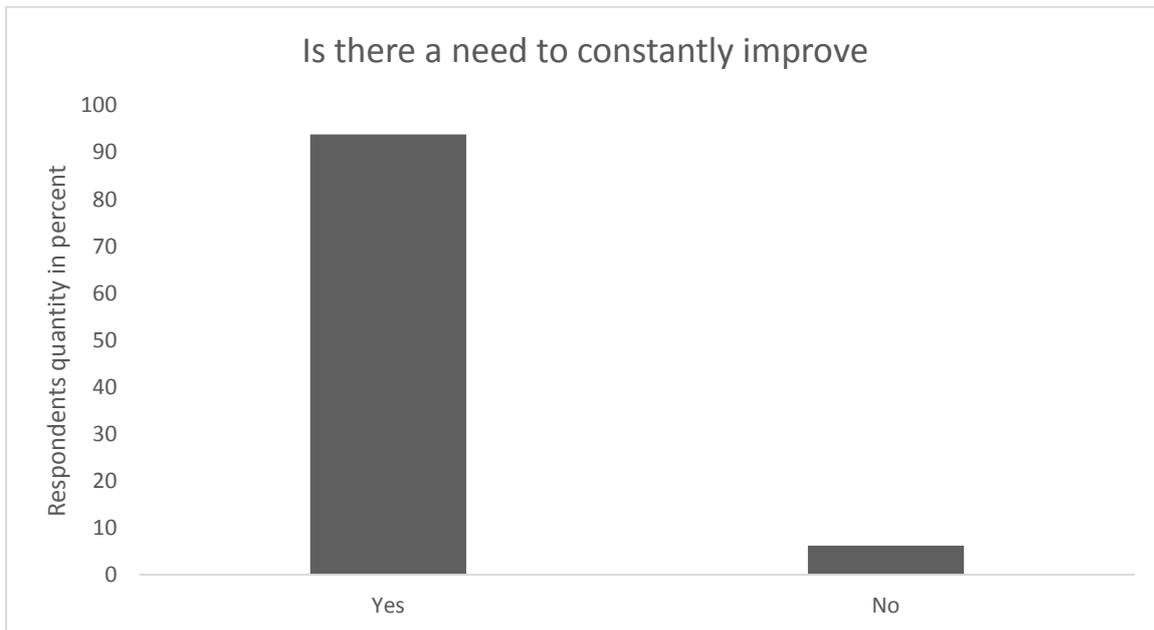
The results show that 93,62% clearly understand entrepreneurial training importance in nowadays economic situation.

No foreigner thinks that entrepreneurial skills are worthless. 16 (3,2%) Lithuanians think that they are not important. 3,62% said that they do not have an opinion (picture 16).



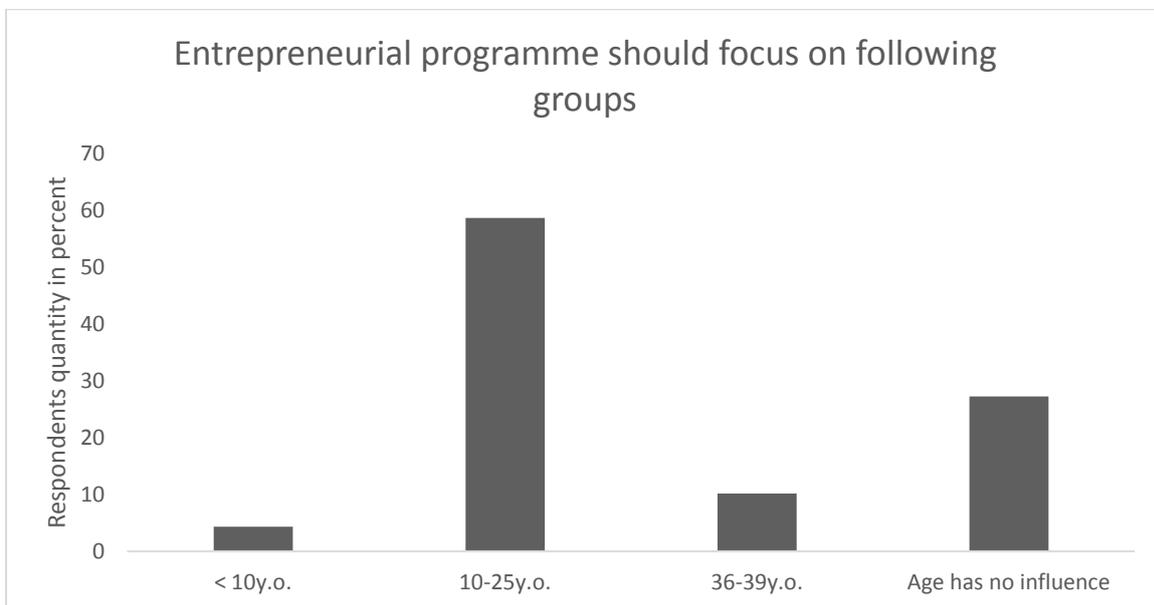
Picture 16. Nowadays it is important to have entrepreneurial qualities.

Question about constant improvement intended to describe the level of knowledge participants have. 93,79% think that they need to learn constantly, improve, deepen knowledge about entrepreneurship. 6,21% respondents think that there is no need to improve knowledge (picture 17).



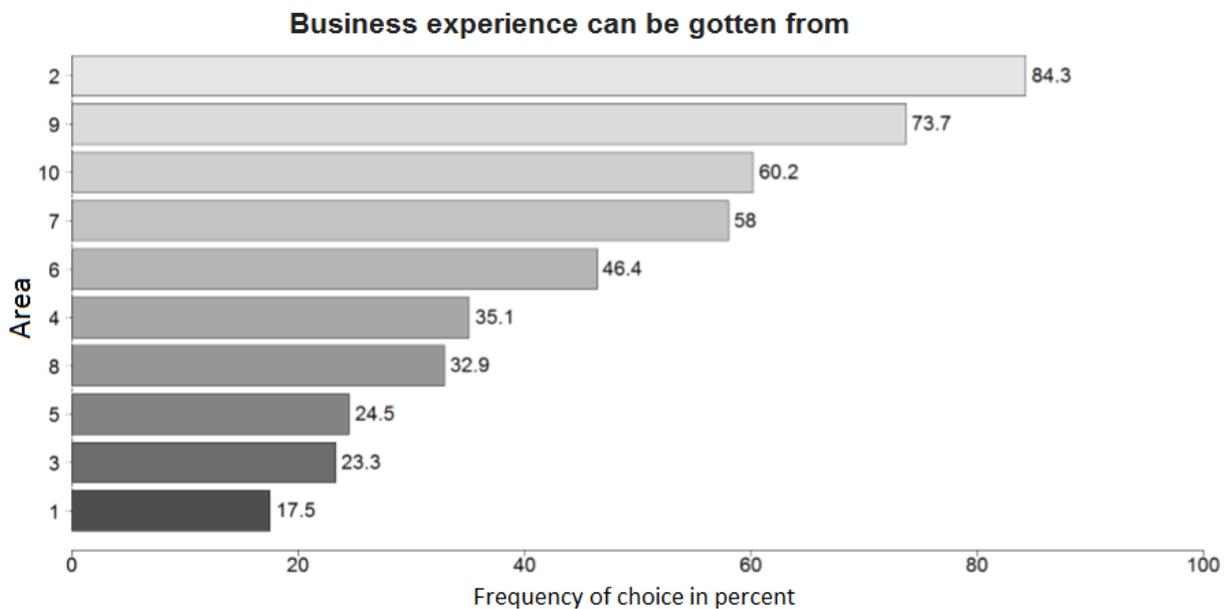
Picture 17. Is there a need to constantly improve knowledge about entrepreneurship?

58,62% of respondents marked that programs that are increasing entrepreneurship should be to focused on people age 10-25 years old. 27,24% said that age has no influence on learning. 10,17% respondents think that it is best to learn at age of 26-39. 4,6% Lithuanians said that it is best to focus on entrepreneurial skills till the age of 10 (picture 18).

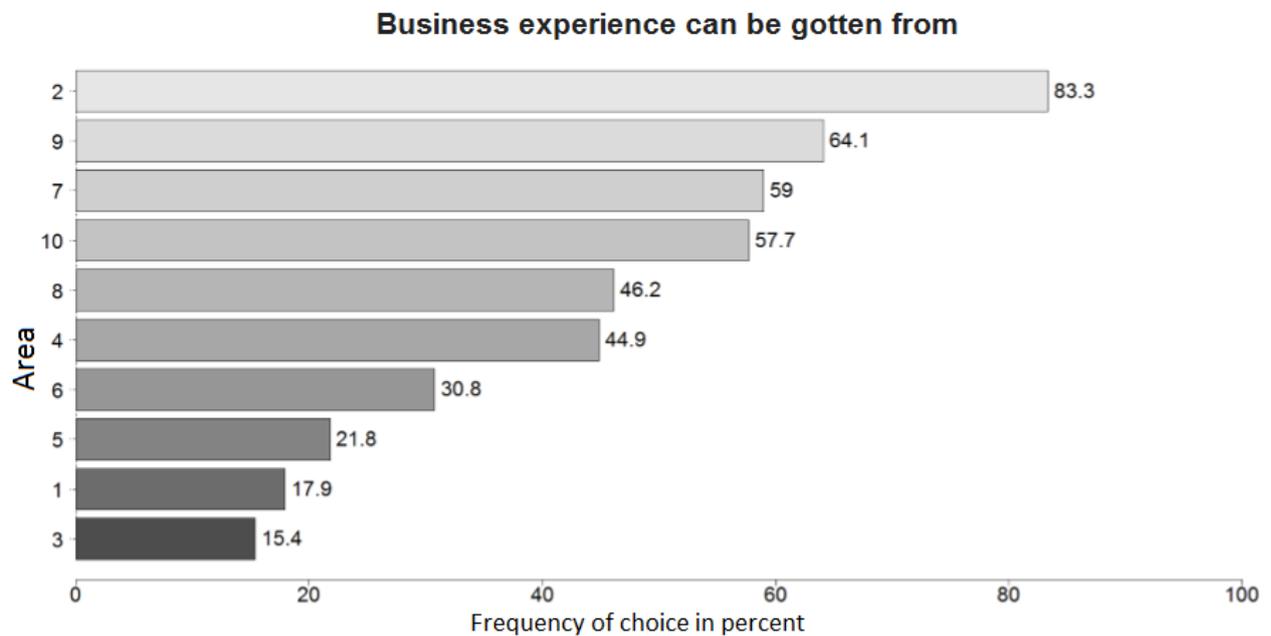


Picture 18. Entrepreneurial program should be orientated at this age.

Respondents were asked to indicate the best way in their opinion to learn entrepreneurial skills. Results say that it is best way to learn at lectures and seminars that are lead alive. 488 (84,14%) respondents stated like this. We can see that foreigners and Lithuanians answered similarly.



Picture 19. Areas were Lithuanians want to improve.



Picture 20. Areas were foreigners want to improve.

Entrepreneurial skills can be learnt from:

1 – Book reading; 2 – Lectures, seminars (alive); 3 – Lectures, seminars (distant learning); 4 – Training travels; 5 – Motivational speeches; 6 – Workshops (simulations); 7 – Participating in entrepreneurial programs; 8 – Participating in virtual games about entrepreneurship; 9 – Communication with entrepreneurs with big experience (in form of discussion); 10 – Work/volunteering in entrepreneurial project and incubators.

Summary of Survey Results

Summarizing the collected data of survey, the main highlights falls upon the following key findings:

- 580 respondents participated in the survey. 113 of them used to have or still have their own business
- More than a half respondents affirmed that they do not start their business because the lack of knowledge
- Lithuanians lack of lectures (lessons) about entrepreneurship more than students from other European countries
- Most answers in the questionnaire stated that entrepreneurship education should be learnt at secondary education.
- Analysis of questionnaire confirmed results by other scientific articles saying that entrepreneur should be comprehensive personality with a number of professional competencies
- Majority of respondents would invest into their additional education even if they do not have savings for it at the particular moment
- Even respondents agreed that an entrepreneur should have wide range of skills, the biggest emphasis was placed on improvement of knowledge in areas like economic, finance, management, entrepreneurship and marketing
- Most of the respondents were not familiar with entrepreneurial projects, although they have indicated that would not mind to try them even if they require physical and mental endurance
- The importance of entrepreneurial skills in the labour market of nowadays is evident
- The number of responses predicates that entrepreneurship education programmes should be focused on 10-25 year old people.
- The best way to learn entrepreneurship is attending live lectures, listening to success stories and by implementing tasks related to entrepreneurship.
- Analysis of the questionnaire data allows asserting that establishment and ownership of business does not depend on gender
- Willingness to testing yourself in entrepreneurial travel training does not depend on gender as well.

Survey results show that youth in Europe lack of entrepreneurship education and training. The need is obvious and the demand is bigger than the supply in the current market