



Socio-demographic characteristics and students' entrepreneurial intentions

ANA JOVIČIĆ VUKOVIĆ¹ | IVANA JOŠANOV-VRGOVIĆ¹ | SLOBODANKA JOVIN¹ |
NATAŠA PAPIĆ-BLAGOJEVIĆ¹

ABSTRACT

This paper aims to analyse the entrepreneurial intentions of tourism students, who represent a significant base of future entrepreneurs and are the drivers of innovations and competitiveness in the travel and tourism industry, which is an important part of the economy of the Republic of Serbia. The study examined whether there are differences in students' entrepreneurial intentions depending on socio-demographic characteristics: gender, place of residence, years of study, and previous work experience, as well as their parents' education and type of employment. The survey was conducted in four higher vocational schools in Serbia on a sample of 330 students of tourism and hospitality management using the Entrepreneurial Intention Scale. The results showed that students had medium intention to start and run their own business and indicate that –

among the selected socio-demographic factors – gender, years of study, and prior work experience play an important role in fostering entrepreneurial intentions. Understanding the factors that impact entrepreneurship may contribute to the development of theory in this field, as well as helping paint a clearer picture of how entrepreneurial intentions are formed as a starting point in business.

KEY WORDS

entrepreneurial intentions | socio-demographic characteristics | students | higher vocational education | Serbia

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¹ Novi Sad School of Business, Novi Sad (Serbia) | ✉ dr.ana.jovicic@gmail.com

INTRODUCTION

Recent decades have brought about significant changes in most countries around the world. The drivers of economic development are small and midsize enterprises, which prove their success by enhancing their competitiveness and improving their market positions.

The experience of developed countries shows that a successful SME sector is an important developmental factor for efficient economic development, as well as for solving many economic and social issues.

Entrepreneurship is, aside from when referring to large companies, one of the factors of economic development in the world, Europe and Serbia included.

Small and medium enterprises are essential for the development of any economy, both in developed countries and in countries in transition. Small and medium enterprises contribute to economic growth and strengthen competitiveness, which results in improving the quality of products and services, lowering prices, innovating, and developing new technologies.

A large number of SME enterprises are part of the tourism industry. According to the World Travel and Tourism Council (Jus 2020), tourism as an industry holds a 10.3% share of total global GDP, directly or indirectly providing 330 million jobs and accounting for 10.4% of global employment. Tourism is a key economic activity in the European Union due to its impact on economic growth, em-

ployment, and social development (European Commission n.d.). The importance of tourism is reflected in its activation and employment in tourism industry organisations. Those organisations include catering companies, travel agencies, and transport organisations, etc. But tourism also activates other industries that indirectly meet the needs of tourists, including trade, agriculture, and the chemical industry, etc.

Previous research into the entrepreneurial potential and activities of students in the Republic of Serbia has been conducted on a sample of students of universities and higher vocational schools (Jovin and Jošanov-Vrgović 2018; Subotić 2017; Đorđević et al. 2012; Markov and Izgarjan 2009; Markov and Mirkov 2006). According to the authors of the paper, so far in the Republic of Serbia, there is only a modest number of studies that have addressed tourism students or students of vocational studies as a special population (Jovičić Vuković and Papić-Blagojević 2018), as well as studies that analyse the entrepreneurial intentions of students in the context of socio-demographic characteristics (Markov and Izgarjan 2009).

The paper aims to analyse the entrepreneurial intentions of tourism students, who represent a significant base of future entrepreneurs, i.e., drivers of innovation and competitiveness within the tourism sector, which is an important part of the economy of the Republic of Serbia. Also, the paper strives to determine whether there are differences in the entrepreneurial in-

tentions of students depending on certain socio-demographic variables: gender of respondents, place of residence, years of study, and previous work experience, as well as their parents' education and type of employment.

Understanding the factors that affect entrepreneurship may contribute to the development of theory in this field, as well as helping policymakers, researchers, consultants, educators, and other stakeholders get a clearer picture of how entrepreneurial intentions are formed as a starting point in business.

ENTREPRENEURIAL INTENTIONS AND SOCIO-DEMOGRAPHIC CHARACTERISTICS

It is useful to distinguish between entrepreneurial invention and innovation, because although they are two different terms, people sometimes use them interchangeably. Invention can be defined as a systematic purposeful activity, planned and organised with high predictability concerning both the intended results and those that are likely to be achieved (Bhattacharyya 2006). According to the same author, if entrepreneurs try to create new and different value propositions to convert a 'material' into a 'resource,' or to combine existing resources in a new or more productive configuration, then they are innovating.

Some authors define entrepreneurial intention as the process of creating and establishing a new business – as

well as the possibility of starting a new job – and as a key element in understanding the process of founding a new enterprise (Jovin and Jošanov-Vrgović 2018). It could also be defined as “the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviours,” such as starting a new business and becoming an entrepreneur (Moriano et al. 2012). Molina-Sanchez and Garcia (2020) explain entrepreneurial intention as thinking about entrepreneurial activities and having a positive attitude or a strong intention to become an entrepreneur, while Huq Huque, and Rana (2017) explain it as a personal orientation that might lead to venture creation.

Having a new idea on its own is not sufficient. Still, it is necessary to have an idea with clear market potential supported by a team of innovation management professionals who can bring the innovation to consumers in a profitable way.

Intention models offer an understanding of antecedents to new business and entrepreneurship, as well as personal or situational factors (Krueger, Reilly, Carsrud 2000), individuals' planned behaviours (Shepherd and Krueger 2002), and individual intentional decisions (Esfandiar et al. 2019).

A review of the literature (Jovin et al. 2018; OECD et al. 2019) suggests that it is possible to distinguish between personal, social, and technical dimensions of entrepreneurship. Entrepreneurial motivation and potential to achieve personal goals indicate the personal dimension; the potential to

create structural change indicates the social dimension, while goal-oriented behaviour indicates the technical dimension of entrepreneurship. Technology-based entrepreneurs are especially important in modern society, as they make the most of new scientific advances, especially in the fields of information technology and engineering.

The results of some studies have proven the impact of certain socio-demographic factors on entrepreneurial intentions (Wahidmurni et al. 2020; Fragoso et al. 2020; Moa-Liberty, Tunde, Tinuola 2016). In this paper, special emphasis will be given to variables such as gender, place of residence, years of study, and previous work experience, as well as parents' education and type of employment.

In general, men have manifested a more positive attitude towards entrepreneurship and more pronounced entrepreneurial intentions than women (Moa-Liberty, Tunde, Tinuola 2016; Sanchez-Cañizares and Fuentes-Garcia 2013; Dabic et al. 2012; Shinnar, Giacomini, Janssen 2012). Men are also more likely to be involved in starting a business than women (Minniti & Nardone, 2007), and Dabic et al. (2012) have shown that men better perceive the feasibility of entrepreneurial activities. Women are less likely to transform their intentions into entrepreneurial activities (Haus et al. 2013) and are more likely to perceive different barriers to entrepreneurship (Shinnar, Giacomini, Janssen 2012). On the other hand, some studies have demonstrated that there are no differences between women and men in

starting new businesses (Sarri, Lapsita, Panopoulos 2018; Chaudhary 2017; Smith, Sardeshmukh, Combs 2016). Some studies have proven the influence of socio-demographic conditions and that female students use social networking sites more often than men to start their entrepreneurial ventures (Marjanović et al. 2018).

Studies have shown that entrepreneurial activities also differ according to the environment in which individual lives. Some studies show that these activities are less common in rural areas (Sternberg 2009), while others actually show that opportunities to take entrepreneurial action are greater in the case of rural regions (Baumgartner, Schulz and Seidl 2013). Faggio and Silva (2014), in their research on entrepreneurship in rural and urban areas, point out the fact that various factors drive individuals to start their own businesses. In urban areas, this is typically a sense of innovation and willingness to take risks, while in rural areas entrepreneurship often begins as a hobby (Sivenesan 2014) and self-employment is often the only way to get a job (Subotić 2017). Lalić et al. (2017) have concluded that customers represent the most common source of innovative ideas, even though, overall, ideas are usually generated from internal sources.

Some studies have demonstrated the positive correlation between education and entrepreneurship (Zhang, Duysters, Clodt 2013) and the impact of entrepreneurship education on entrepreneurial intentions; respondents who have had an education in entrepreneurship show greater entrepreneurial

intentions (Wurthmann 2014; Solesvik 2013; Quan 2012). On the other hand, Nabi et al. (2017) have shown that education could have a negative influence on starting a new business. Jovičić Vuković and Papić-Blagojević (2018) point out the key problems and difficulties for students in terms of entrepreneurship, such as insufficient knowledge needed to start their business venture, lack of information on existing entrepreneurship support programs, and the low level of support from higher education institutions.

Fatoki (2014) suggests that there is a clear association between prior work experience and entrepreneurial intentions. Previous work experience affects future business decisions and performance, and in this respect, engagement, having role models in business, and getting access to a network of business contacts relevant to starting a business are significant factors for future entrepreneurs. Also, experience in business planning, as well as entrepreneurs' attitudes on this matter, are influenced by entrepreneurial intentions because effective strategic planning can mean higher performance (Ivanišević et al. 2019).

The influence of parents' occupation and owning a family business has been proven as a driving factor (Chaudhary 2017; Bhandari 2012), that is, children of entrepreneurs are likely to become entrepreneurs by continuing their family business. Family models (Minniti and Nardone 2007), social capital (Liñán and Santos 2007), and startup capital (Sîrbu, Bob, Săseanu 2015) have also been proven to be the driving factors.

METHOD

After establishing the aim of research and analysing the literature and previous studies in this field, the hypotheses of the research were defined:

H1. There are statistically significant differences regarding students' entrepreneurial intentions depending on gender;

H2. There are statistically significant differences regarding students' entrepreneurial intentions depending on place of residence;

H3. There are statistically significant differences regarding students' entrepreneurial intentions depending on their years of study;

H4. There are statistically significant differences regarding students' entrepreneurial intentions depending on work experience;

H5. There are statistically significant differences regarding students' entrepreneurial intentions depending on parental employment type;

H6. There are statistically significant differences regarding students' entrepreneurial intentions depending on their parents' education.

The instrument used in the study consisted of two parts was adopted from previous studies (Liñán, Rodríguez-Cohard, Rueda-Cantuche 2011; Nguyen 2018). The first part of the questionnaire focused on socio-demographic variables: gender, place of residence, year of study, work experience, and parents' employment type and educational level. In the second part, students' entrepreneurial intentions were measured using the Entrepreneurial Intention Scale, which

was adopted from the Entrepreneurial Intention Questionnaire (EIQ) (Liñán Rodríguez-Cohard, Rueda-Cantuche 2011). The respondents expressed their level of agreement with the six items using a five-point Likert-type scale, ranging from 1 – strongly disagree to 5 – strongly agree.

The research was conducted in four higher vocational schools in Serbia on a sample of 330 students of tourism and hospitality management. The study was part of a research and development project funded by the Provin-

cial Secretariat for Higher Education and Scientific Research of AP Vojvodina. Following the project call and proposal, the selected sample was limited with the obligation to cover only higher vocational schools. The first part of the socio-demographic characteristics of the respondents is shown in Table 1. The second part of students' socio-demographic characteristics primarily focused on education level and the type of sector in which respondents' parents work. These are shown in Table 2.

Table 1 The power of the study versus the effect size of the significant results

Variable	Category	Number of respondents	Share (%)
Gender	Men	95	29.2
	Women	230	70.8
Place of residence	Urban	201	62.0
	Rural	123	38.0
Year of study	I	113	35.3
	II	100	31.3
	III	107	33.4
Work experience	Yes	158	49.2
	No	163	50.8

Source: Authors' calculations

Table 2 The socio-demographic characteristics of the respondents' parents

Variable	Category	Number of respondents	Share (%)
Employment type of mother	Private sector	103	33.0
	Public sector	75	24.0
	Entrepreneur	38	12.2
	Unemployed	96	30.8
Employment type of father	Private sector	99	30.0
	Public sector	86	26.1
	Entrepreneur	48	14.5
	Unemployed	72	21.8
Education level of mother	Secondary school	210	65.2
	Faculty/College	112	34.8
Education level of father	Secondary school	209	65.1
	Faculty/College	112	34.9

Source: Authors' calculations

The data were collected using pen-and-paper questionnaires. Students filled out the forms during classes. All

respondents were informed that research is anonymous and were also told about the aim of the research.

The statistical package for social sciences IBM SPSS 20 was used to analyse the collected data. The statistical techniques that were used in the paper are descriptive statistics and frequency analysis. In contrast, for the hypothesis testing we used the *t*-test of the independent samples and the ANOVA test.

RESULTS AND DISCUSSION

The Entrepreneurial Intention Scale consists of six statements that were used for this research. Table 3 shows measures of descriptive statistics for each of the six statements. The reliability of the scale was 0.940. Ideally, Cronbach's alpha coefficient should be above 0.7 (Nunnally 1978), which indicates that the internal agreement of this scale is very high.

The statements show a medium mean in terms of students' entrepreneurial intentions. The highest mean is for the statement: "I will make every

effort to start and run my firm" ($M=3.27$). This indicator can be considered significant given that, according to the Ministry of Labour, Employment, Veteran and Social Affairs (2020), the youth unemployment rate in Serbia in 2017 was 31.9%. As such, it is among the highest in Europe. According to the Serbia's Ministry of Education, Science and Technological Development (2019), in European countries, only young people in Greece and Spain have a higher unemployment rate than in Serbia, while the rate in Italy is almost the same as in Serbia. The willingness of young people to decide to start their own businesses could be a significant impetus in reducing unemployment. According to data from 2017, the position of young people in the labour market is still unfavourable (Pavlović, Bjelica, Domazet 2019), with a significantly lower employment rate than other age categories.

Table 3 Descriptive statistics – Entrepreneurial Intention Scale

Items	M	SD	N	Cronbach's α
I'm ready to do anything to be an entrepreneur	2.50	1.257	329	
My professional goal is becoming an entrepreneur	2.59	1.299	329	
I will make every effort to start and run my firm	3.27	1.365	328	
I'm determined to create a firm in the future	3.11	1.396	329	
I have very seriously thought about starting a firm	2.88	1.372	327	
I've got the firm intention to start a firm someday	2.94	1.398	326	
<i>Entrepreneurial intention - Total</i>	2.87	1.177	324	.940

Source: Authors' calculations

In this regard, some authors point to the need for a stronger link between universities and the labour market. Specifically, the relationship between universities and the labour market should be more integrated, linking

theory and practice to foster the development of competencies in higher education (Mesquita et al. 2015).

On the other hand, many respondents do not show sufficient determination and seriousness to enter into an

entrepreneurial venture after graduation. This is supported by the mean value of the statement: “I’m ready to do anything to be an entrepreneur.” It is only $M = 2.50$, which indicates that the answers were mostly grouped around the responses ‘disagree’ and ‘neutral’.

It is obvious that young people are caught in a rift between desires and opportunities. The appropriate programs and incentives, both during and after completing formal education, should encourage youth to become more actively involved in the labour market by opening their own or strengthening existing family businesses. A survey conducted by the Union of Employers of Serbia shows that 48% of young people believe that the knowledge they have acquired

during formal education does not meet the needs of practical work, while 46% believe that it does so only partially (Ristić, Rajić, Pavlović 2013). With the adoption of the Law on the Dual Model of Studies in higher education in 2019, it can be expected that changes will be made in this field. It is hoped that through ‘learning by doing’, young people will be better prepared for future challenges in the labour market.

The *t*-test of independent samples compared the results of the entrepreneurial intention in female and male students (Table 4). Significant differences were found in males $M = 3.25$, $SD = 1.13$ and females $M = 2.70$, $SD = 1.15$; $t(98) = -3.81$, $p = .000$. Based on the results of the research, hypothesis H1 is accepted.

Table 4 *T*-test of independent samples – gender differences

Gender	N	M	SD	t	Sig. (2-tailed)
Female	227	2.7078	1.15864	-3.810	.000
Male	92	3.2500	1.13349		

Source: Authors’ calculations

Previous research in the Republic of Serbia, which has analysed entrepreneurial aspirations from the perspective of gender, points to varying results. The results show that male students are more willing to start their own business (Markov and Izgarjan, 2009), which has also been determined in other studies in the region (Bartoš et al. 2015; Yordanova and Tarrazon, 2010). The data published in 2016 in the publication *Index of Gender Equality in Serbia* are in line with the results of this research. That study indicates that self-employment is twice as high among men than among

women (within the 15 to 64 age group, 29% of men and 14% women), while women are significantly less likely to be the main providers of the household than men (in Serbia, 17.3% are represented as main providers of the household). Most women in entrepreneurship today are entrepreneurs due to existential issues (66%), in most cases they do not have a family tradition in this area and operate mainly in the local market within the service sector (Vrbanac 2018). The study conducted by Daim, Dabic, and Bayraktaroglu (2016) on a sample of students in 10 countries showed that the

country of origin of the students significantly influences whether there will be differences between women and men.

The *t*-test of independent samples also tested hypothesis H2. The results of the research indicate that the entrepreneurial intentions of the students

don't differ depending on their place of residence (Table 5) because no statistically significant differences were found in the respondents from the rural setting $M = 2.96$, $SD = 1.20$ or the city $M = 2.79$, $SD = 1.15$; $t(98) = 1.25$, $p = .20$. Therefore, based on these results, hypothesis H₂ is rejected.

Table 5 *T*-test of independent samples – place of residence

Place of residence	N	M	SD	t	Sig. (2-tailed)
Rural	121	2.9669	1.20332	1.259	.209
Urban	197	2.7961	1.15765		

Source: Authors' calculations

According to a study by Duricova (2014) conducted in rural and urban areas of the European Union, it has been shown that people who live in villages that are not developed have more opportunities to start their own business than residents living in cities and developed areas. The research mentioned above also points to different results regarding the environmental impact on the development of entrepreneurial potential, where compared to rural areas, the urban environment has a significant impact on the development of entrepreneurial activities. In contrast, the results of other studies indicate that both urban and rural areas significantly affect the development of entrepreneurial potential, which is in agreement with the results obtained in this study.

Table 6 shows the results of the ANOVA test used as a method of testing hypothesis H3. The results show that $F(2,312) = 6.40$, $p = .002$, meaning there are statistically significant differences between students of different years of study, which is why hypothesis H3 is accepted. It is worth

noting that the highest average values for entrepreneurial intentions are present in first-year students.

The results are in line with the opinions and findings of several authors (Gurel et al. 2010) who argue that formal education can reduce curiosity and vision, while causing an increase in risk aversion. On the other hand, senior students would be expected to have stronger entrepreneurial intentions, encouraged by entrepreneurial education and the market and business insights they receive during their studies. The key task of higher education institutions in this sense is to help develop entrepreneurship among students through courses and training programs (Gyamfi 2014). Also, institutions should stimulate students' innovation, creativity, entrepreneurial traits, and critical thinking to make them proactive, flexible, and ready for a changing business environment, and above all determined to transform their ideas into action. Results of the research by Jovičić Vuković and Papić-Blagojević (2018) indicate that entrepreneurship education is still not

sufficiently present in the case of tourism and hospitality students at schools of higher vocational education. Kim-Soon, Ahmad and Ibrahim (2016) emphasise the importance of having an internship during studies, learning

and practising skills that enhance entrepreneurial behaviour, and studying at least one compulsory subject on entrepreneurship during education (Gurel et al. 2010).

Table 6 ANOVA – differences in years of study

Year of study	N	M	SD	F	Sig.
I	111	3.1231	1.07912	6.405	.002
II	99	2.5572	1.22525		
III	105	2.9175	1.15727		
Total	315	2.8767	1.17229		

Source: Authors' calculations

The hypothesis H4, which tests differences in entrepreneurial intentions depending on work experience, was tested by the t-test of independent samples. The results (Table 7) indicate that there are statistically significant

differences $t(314) = 3.21$, $p = .001$ between respondents with work experience $M = 3.08$, $SD = 1.15$ and those with no work experience $M = 2.66$, $SD = 1.16$. On this basis, hypothesis H4 is accepted.

Table 7 T-test – work experience

Work experience	N	M	SD	t	Sig. (2-tailed)
Yes	154	3.0887	1.15174	3.211	.001
No	162	2.6698	1.16637		

Source: Authors' calculations

According to Mutibarić, Prodano- vić, and Raspopović (2012), many successful entrepreneurs have started their own business based on the work experience they have acquired in the previous period. This provides both organisational and technical knowledge and experience, as well as a network of business contacts, which is a prerequisite for successful development. Ahmed et al. (2010) point out that students who have previous work experience (their own or within the family business) are more inclined towards entrepreneurial careers.

Work experience is particularly important when talking about work experience within an entrepreneurial firm

(Fayolle and Gailly 2015). In that case, individuals become aware of the problems they may face, such as establishing the new firm, management and communication problems, and the need to have knowledge relating to the market, customer relations, or access to resources. An understanding of the relevant circumstances makes it easier for an individual to evaluate the feasibility of starting a new business (Ngunyen 2018).

The reason for such results may be the fact that students of higher vocational schools have to complete a compulsory professional internship, within which they have the opportunity to gain relevant work experience in

tourism and hotel businesses. The internship is compulsory through at least two years of basic vocational studies, during which the student is monitored by a mentor in a higher education institution and also by a mentor in the business itself. During the internship, students have the opportunity to learn about business processes and gain practical experience by participating in daily business activities, directly observing employees, and working on specific business tasks. Another benefit of this is that cooperation with firms in the field of tourism creates a dialogue between the labour market and higher education institutions. On one hand, it takes into account real market needs in terms of knowledge and skills, while also allowing students to put theory into practice and develop current skills in

cooperation with a mentor within the business. This empowers students to be able to respond flexibly to changes, recognise new market demands, and cope with the challenges of the contemporary business environment after their studies, which are particularly dynamic when it comes to the tourism sector. In this sense, professional practice during studies becomes a key catalyst for future entrepreneurial intention and activity.

The fifth hypothesis, H5, was tested by ANOVA (Table 8), confirming that there were no statistically significant differences in entrepreneurial intentions between students depending on the employment of their mother $F(3,303) = 1.061, p = .366$ and father $F(3,297) = 2.571, p = .054$, based on which hypothesis H5 is rejected.

Table 8 ANOVA – parental employment type

Variable	Category	N	M	SD	F	Sig.
Employment type of mother	Private sector	102	2.7565	1.18286	1.061	.366
	Public sector	75	3.0689	1.26577		
	Entrepreneur	36	2.8426	.96522		
	Unemployed	94	2.8404	1.16113		
Employment type of father	Private sector	98	3.0340	1.15469	2.571	.054
	Public sector	85	2.6882	1.23785		
	Entrepreneur	46	3.1486	1.10063		
	Unemployed	72	2.7222	1.15063		

Source: Authors' calculations

The results of some studies have shown that, in most cases, children of entrepreneurs continue the family tradition and business that their predecessors started (Alsos, Carter and Ljunggren 2011). Such trends were not observed in this study, nor were they found in a study conducted by Nguyen (2018). In the case of both the

father's and mother's occupation, the highest mean values for entrepreneurial intentions are expressed in students whose parents are employed in the public sector. Future research could examine the reasons for these results.

The one-factor analysis of variance (ANOVA) explored the influence of parental education on students' entre-

preneurial intentions, as shown in Table 9. The first one-factor analysis explored students' entrepreneurial intentions depending on their mother's education, where no differences were found $t(314) = -1.078$, $p = .282$. Stu-

dents' entrepreneurial intentions were also investigated depending on their father's education, where once again no differences were found $t(314) = -.230$, $p = .818$. Based on the obtained results, hypothesis H6 is rejected.

Table 9 ANOVA – parental educational level

Variable	Category	N	M	SD	t	Sig.
Education level of mother	Secondary school	205	2.8114	1.15361	-1.078 (df 314)	.282
	Faculty/College	111	2.9610	1.22102		
Education level of father	Secondary school	206	2.8528	1.14877	-.230 (df 314)	.818
	Faculty/College	110	2.8848	1.23588		

Source: Authors' calculations

Mutibarić, Prodanović, and Raspopović (2012) found that highly educated and 'well-standing' parents foster independence and self-confidence and, in a specific way, affect the mindset of their children while they're growing up. Previous research on the entrepreneurial aspirations of students in Vojvodina also shows that entrepreneurial aspirations are stronger in students whose parents are highly qualified or qualified workers (Markov and Mirkov 2006; Todorović, Tekić, Pečujlija 2012).

CONCLUSION

Entrepreneurship is one of the crucial factors in the development of every country. Young entrepreneurs are the drivers of change and economic growth in the future, and the development of entrepreneurial awareness among young people is increasing.

The results of this study indicate that students have a medium desire and intention to start and run their own business.

The study confirmed differences in the entrepreneurial intentions of female and male students, a trend that has previously been shown by a large number of studies conducted around the world and is also true for the Republic of Serbia. Lifelong learning programs and specific programs to support women, and, above all, entrepreneurship education are the basis for developing entrepreneurial intentions. Also, it is necessary to ensure that entrepreneurial intentions are not driven solely by existential concerns (as may be the case with both the female population and the rural population). Entrepreneurship serves to develop independence, creativity, and innovation, and should be equally represented in both genders.

The survey did not confirm differences in students' entrepreneurial intentions depending on their place of residence. Bobić (2017) reported that young women in rural areas in Serbia face many barriers to starting their own business, including: information on business opportunities, a network of business contacts, and the knowledge and skills to conduct busi-

ness, etc. However, the Serbian government and NGOs are working intensively on promoting entrepreneurship through various training programs, financial incentives, and other support mechanisms. In the future, a reduction of barriers to starting a business is expected.

The research also confirmed differences in students' entrepreneurial intentions depending on their years of study and their previous work experience, with respondents who had prior work experience showing a higher level of entrepreneurial intentions. These results indicate that entrepreneurial education during studies and better support from higher education institutions are noticeably important, as are internships and gaining work experience during studies. Being in a real business environment, as well as having the support of a mentor in the industry, helps young people understand business opportunities better.

Although no statistical differences were recorded, the impact of the family is extremely significant in the context of entrepreneurial activities. Entrepreneurial parents pass on to their children their experience, business contacts, and relationships, providing financial assistance and other benefits that children from families who do not own a business cannot have. The entrepreneurial environment in the family and good entrepreneurial examples in students' immediate surroundings generate a significant impetus for individuals to become entrepreneurs themselves.

Achieving business success in a particular industry is primarily based

on the willingness of entrepreneurs to face the challenges of modern business, with education playing a significant role. The acquired knowledge must be practically applicable; therefore, it is necessary to involve the economy in the design of curricula.

It is necessary to build and implement an educational system that will influence the creation and development of entrepreneurial spirit and entrepreneurial culture.

An entrepreneurial mindset combined with skills acquired through formal education would be a starting point in creating a successful entrepreneur. Entrepreneurship can offer alternative avenues for young people, improve their skills, influence their entrepreneurial intentions, and also have a positive effect on economic and social development more broadly.

To this end, improvements are needed in the following areas:

- developing entrepreneurial awareness among young people as a first step in the development of entrepreneurship;
- promoting an entrepreneurial society through various forms of education and training;
- promoting the development of innovative financial institutions and instruments;
- improving the education system as part of institutional support for entrepreneurship development.

The main task of the education system is to change the way of thinking not only among young people, but also among adults regarding entrepreneurship, focusing not only on formal but

also on other forms of knowledge acquisition.

The limitations of this study are reflected in the respondent sample being limited to higher vocational school students and students of tourism. The recommendation for future research is to examine the entrepreneurial intentions of students using a larger sample and include students from other higher vocational schools and universities. It is also important to examine other socio-demographic variables factors (e.g., average household income can be a significant factor in encouraging entrepreneurship). This may influence the development of entrepreneurial intentions, which would produce more comprehensive results.

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Sociodemografske karakteristike i preduzetničke namere studenata

ANA JOVIČIĆ VUKOVIĆ¹ | IVANA JOŠANOV-VRGOVIĆ¹ | SLOBODANKA JOVIN¹ |
NATAŠA PAPIĆ-BLAGOJEVIĆ¹

SAŽETAK

Rad ima za cilj analizu preduzetničkih namera studenata turizma, koji predstavljaju značajnu bazu budućih preduzetnika, odnosno pokretača inovacija i konkurentnosti turističkog sektora, kao važnog dela privrede Republike Srbije. Studija je ispitivala da li postoje razlike po pitanju preduzetničkih namera studenata u zavisnosti od socio-demografskih karakteristika: pola, mesta stanovanja, godine studija i prethodnog radnog iskustva, kao i obrazovanja roditelja i vrste njihovog zaposlenja. Istraživanje je sprovedeno u četiri visoke strukovne škole u Srbiji na uzorku od 330 studenata menadžmenta u turizmu i ugostiteljstvu pomoću Skale preduzetničkih namera. Rezultati su pokazali da studenti imaju umerenu nameru da započnu i vode sopstveni posao i ukazuju da među odabranim sociodemografskim

faktorima, pol, godine studija i prethodno radno iskustvo igraju važnu ulogu u podsticanju preduzetničkih namera. Razumevanje faktora koji utiču na preduzetništvo doprineće razvoju teorije u ovoj oblasti, ali i pružiti jasniju sliku o formiranju preduzetničkih namera kao polazne osnove za otpočinjanje sopstvenog biznisa.

KLJUČNE REČI

preduzetničke namere | sociodemografske karakteristike | studenti | visoko strukovno obrazovanje | Srbija

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¹ Visoka poslovna škola strukovnih studija, Novi Sad (Srbija) | ✉ dr.ana.jovicic@gmail.com