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The attitude of students on the influence of basic academic studies on starting an entrepreneurial activity

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Abstract

This research paper deals with the analysis of students' attitudes regarding the impact of basic academic studies on the initiation of entrepreneurial activity. In order to determine the attitude of students, research was conducted by surveying and interviewing students using the method of random samples. The following were analyzed: the representation of entrepreneurship as a scientific discipline within the study programs, support in the form of incubation centers, the tendency of dual education, the presence of an entrepreneurial spirit, institutional support measures, the attitude towards female entrepreneurship, the support of mentors and available resources for the development of entrepreneurial competences. The results indicate different attitudes and impressions of students on this topic. It was studied whether there are significant differences in attitudes among the groups of respondents that were formed according to various characteristics in relation to the overall result of the survey. A certain number of students believe that the knowledge and skills acquired through basic academic education are sufficient to start entrepreneurial activity, while the other part of the respondents believe that it is insufficient for entrepreneurial motivation and seek education through practice and an example of a real economy. The studied attitude of the students is positive, but it was observed that there is still a lot of room in the creation of study programs that should be aligned with the digital era, but also with the needs of the "zoomer" generation and their clear desire to invest their future in starting entrepreneurial activities.
Keywords: *entrepreneurship, education of entrepreneurs, innovation*

1. Introduction

Every economist experience entrepreneurship in an authentic way, therefore in the economic literature we meet many different definitions. A large number of authors consider entrepreneurship to be the freedom of an employer to take actions in business, with inspiration and talent for starting an organization. Professor Drljača believes that in today's market the entrepreneurial advantage is the moment of recognition and action so that entrepreneurship is accompanied by the development of technical and technological advances in business (Drljača, 2023).

Entrepreneurship has always been associated with innovation, which represents its basic characteristic. An important task before the entities that influence the development of entrepreneurship in the country is to encourage and promote innovation potentials, as well as the innovations themselves, and certainly the education system and, of course, universities have an important role in all of this, because entrepreneurship education is a process whose ultimate goal is for the student to acquire knowledge, awareness, rules and values for creating an entrepreneurial culture (Esmi et al., 2015). Farashah (2013) believes that there is a positive connection between entrepreneurial education and entrepreneurial intentions. He distinguishes three types of entrepreneurial education: 1. Learning to understand entrepreneurship as an academic discipline, 2. Learning to act in an entrepreneurial way, which is characteristic of internal entrepreneurship, and

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3. Learning to become an entrepreneur (Dehghanpour Farashah, 2013). Each of these three types of learning about entrepreneurship is necessary for undergraduate students to understand and develop in this field of science and business.

An example of an adequate entrepreneurial culture at the faculties can be seen through the appearance of spin-off companies. Spin-off companies can be defined as companies that were created in an academic environment (Fryges & Wright, 2014). Spin-off companies are new companies that arise, usually from universities, research institutes or larger companies. These new businesses are formed to commercialize technologies, knowledge or intellectual property developed by the parent organization. Spin-off companies are often the result of successful research and development within the parent organization, where the possibility of commercializing a certain technology or knowledge was recognized. Such companies strengthen the connection between science and business.

Modern society suffers from the fastest way of life in history. Being surrounded by the high materialization of things around you and the explosive development of technology and science forces a person to adapt to it, but also to be fluid in step with it in all segments of life. Therefore, the private sector has never been more represented and dominant, and entrepreneurs are the ones who create and strengthen it. The male population is more numerous in the world of entrepreneurial investments. They often show an excessive willingness to accept risks and invest in high-risk business activities expecting high returns, which are often absent due primarily to excessive self-loaning in the process of accepting risks. Female investors always, whenever possible, avoid making investment decisions that are associated with a higher degree of risk (Dogandžić et al. , 2020). Special attention should be paid to the awareness of the emergence of female entrepreneurship, primarily in the creation of part of the program on entrepreneurship education, in order to educate female students with greater encouragement, motivation and other support necessary for starting entrepreneurial activities in the future.

The fact is that in our country, the number of companies that belong to the group of micro, small, medium-sized companies and entrepreneurs is about 99%, so the attention paid to them must be adequate. There are a large number of factors that can influence the movement of an entrepreneurial activity in different ways. Some of them are: material and financial conditions, innovative and creative ideas, family support, institutional community support, economic and political situation as well as many other subjective or objective factors. One of the most important factors is adequate academic training, which will have a positive effect on starting entrepreneurial activities after completing studies.

A significant number of researchers have dealt with this or similar topics, so it is important to highlight some of their conclusions. In their research, Duval and Couetil (2013) conclude that for the development of entrepreneurship among students, it would be significant to include a larger volume of professional literature, introduce scholarships for students, have common goals and business with different foundations that would influence and empower the faculties towards the development of new programs and conferences. They also conclude that it is necessary to connect engineering and science so that students feel the reality of business through entertainment. The academic community today should represent modern teamwork with the private sector (Duval-Couetil, 2013). While Duval-Couetil talk about the idea of joint programs of engineering and science, Ljamić-Ivanović, in their research on student behavior, believe that students who studied management have greater entrepreneurial courage and intentions towards entrepreneurial activities than engineering students. They also believe that the representation of entrepreneurship is more necessary in the educational system of technical and engineering faculties, where high-potential students oriented towards innovation and creative thinking are educated, which is the basis for creating a successful entrepreneur on the pillar of own ideas (Ljamić-Ivanović, 2015).

The group of authors researching the entrepreneurial intentions of generation "Z" students concludes that the development of entrepreneurship would be ensured by lower interest rates of entrepreneurial bank loans from the state and other financial institutions. They believe that a good political situation of the country is important for creating a stable business ecosystem and that political parties should not call for unnecessary strikes and protests. It is necessary, according to the authors, for universities to focus more on technical courses that would include entrepreneurship in the curricula, while consulting all interested institutions, because coordination between them gives the best results (Hossain et al. , 2023).

In the research conducted by Lihua, D. states that during the transition to real entrepreneurial actions, situational factors such as entrepreneurial social atmosphere, government policies and entrepreneurial education provided by colleges play a very important role (Lihua, 2022).

In the following research, Glomazić, Ljumović and Jakšić (2020) come to the conclusion that respondents who had entrepreneurial education in the formal education system show the intention to establish their own business to a greater extent than those who did not have entrepreneurial education until the moment of employment or self-employment. They believe that entrepreneurial education influences the shaping of future entrepreneurs and their intentions. Given the presence of millennials and the new generation "Z" who have different attitudes, methods and ways of working, the educational system should follow the new changes in society and create a new system of entrepreneurial education as well as programs for teachers. (Glomazić et al. , 2020). A similar conclusion was reached by Đogić (2018), who in his research indicates that young people do not know how to spot good business opportunities on the market and do not have

enough interest in entrepreneurship as a solution for personal employment. The result of low entrepreneurial intuition and action among young people is poorly arranged entrepreneurial education, poor or insufficient education and motivation towards entrepreneurial actions and the formation of entrepreneurial abilities in general. He believes that the solution to these shortcomings and the awakening of awareness about entrepreneurship among young people is to change the curriculum (Đogić & Arnaut, 2018).

2. Research methodology

The descriptive-empirical method was applied in this research.
The general hypothesis is that there is a positive attitude of students about the impact of basic academic studies on the initiation of entrepreneurial activity.
Hypotheses are given which are accepted or rejected during the research based on the obtained results. For this purpose, basic and auxiliary - alternative hypotheses were defined:
H1.0.: There is a significant difference between the mean values of the results of students' attitudes about the impact of BAS[1] on the initiation of entrepreneurial activity among male and female respondents.
H1.1.: There is no significant difference between the mean values of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among male and female respondents.

H2.0.: There is a significant difference between the mean values of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among respondents who have entrepreneurs in their family and those respondents who do not have people in their family who have tried their hand at some entrepreneurial activity.
H2.1.: There is no significant difference between the mean values of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among respondents who have entrepreneurs in their family and those respondents who do not have people in their family who have tried their hand at some entrepreneurial activity.

H3.0.: There is a significant difference between the mean value of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among respondents who are divided into three age groups: respondents under 22 years of age, the group of respondents from 23 to 32 years of age, and the group of respondents who have over 33 years of age.
H3.1.: There is no significant difference between the mean score of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among respondents who are divided into three age groups: respondents under 22 years of age, the group of respondents from 23 to 32 years of age, and the group of respondents who they are over 33 years old.

A specially prepared questionnaire was created for the purposes of this research. In this paper, only some elements of the research that are adequate to his needs are presented.

The questionnaire was created in such a way that three parts can be clearly distinguished. In the first part, questions were asked that should enable the collection of basic data about the respondent. The questions refer to gender, age, faculty where the respondent is studying, year of BAS where he is studying, average grade on previous judges as well as a question related to information on whether the respondent has a member in his family who has tried his hand at some entrepreneurial activity. In the second part, respondents were asked ten questions to which answers are given on a Likert scale: 1. I completely agree, 2. I agree, 3. I have no opinion, 4. I disagree and 5. I do not agree at all. The answers given by the respondents are evaluated according to the key and the achieved results are added up. A higher score on the scale shows a more positive attitude of students about the impact of basic academic studies on the initiation of entrepreneurial activity. The third part of the questionnaire refers to the respondents' clear attitude about the future situation and plans for starting some entrepreneurial activity.

The survey was conducted at the faculties of the University of Belgrade. Respondents were selected using the method of random samples. The survey was conducted by direct contact with respondents in the period March-April 2023. The sample was 120 respondents from the student population, which represents a representative sample on the basis of which further statistical research can be conducted. Subsequent analysis removed two questionnaires that were incomplete, so that the sample was defined at the level of 118 respondents.

Processing of the data obtained by the questionnaire was carried out in the IBM SPSS 23 program (Statistical Program for Social Sciences).

3. Analysis of research results

In the initial part of the analysis, information related to the sample itself will be presented. There are a total of 118 respondents in the sample, of which 31 are male or 26.3%, while 87 are female, representing 73.7% of the total sample.

[1] Basic academic studies

Table 1. Demographic structure of respondents

		Frequency (N=118)	
		Frequency	Percent
Gender	male	31	26.3
	ladies	87	73.7
Years of age grouped	<= 22	67	56.77
	23-32	43	36.44
	>=33	8	6.77
The faculty where you study	Faculty of Economics	26	22.0
	Faculty of Law	20	16.9
	Faculty of Electrical Engineering	12	10.2
	Faculty of Mechanical Engineering	11	9.3
	Faculty of natural sciences	5	4.2
	School of Civil Engineering	17	14.4
	Faculty of Agriculture	11	9.3
	Other	16	13.6
Year of study	the first	19	16.1
	the other one	26	22.0
	the third	39	33.1
	fourth	34	28.8
Average rating	<=6.5	25	21.2
	6.51-7.5	32	27.1
	7.51-8.5	24	20.3
	8.51-9.5	27	22.9
	9.51-10	10	8.5
Entrepreneurs in the family	not	81	68.6
	yes	37	31.4

Source: Author's calculation based on IBM SPSS 23

The sample includes subjects aged 19 to 49, who are grouped into three groups. In the first group there are respondents aged 22 and younger who participate with 56.77% in the total sample, in the second group there are respondents from 23 to 32 years old who participate with 36.44% in the total sample and in the third group there are respondents over 33 years of age who participate with 6.77% in the total sample.

The sample includes respondents who study at several faculties. There are 26 respondents from the Faculty of Economics in the sample, which represents 22%, from the Faculty of Law there are 20 respondents or 16.9%, from the Faculty of Electrical Engineering 12 respondents or 1.2%, from Mechanical Engineering 11 respondents or 9.3%, from Faculty of natural sciences 5 respondents or 4.2%, from School of Civil Engineering 17 or 14.4%, Agricultural 11 or 9.3 and from other faculties 16 respondents or 13.6%. Respondents from the sample declared what year of study they are in. In the first year of study, 19 respondents are studying, which is 16.1%, in the second year of study it is 26 or 22%, in the third year, 39 respondents are studying, that is, 33,1%, and in the fourth year, 34 respondents are studying, that is, 28.8% of students.

Respondents from the sample also declared their average grades in their previous studies. For a more complete and simple overview, the average grades are grouped so that from the table it can be distinguished that 25 respondents scored up to 6.5, which is 21.2%, and 32 respondents, or 27.1%, have an average score of 6.51 to 7.50. , an average score of 7.51 to 8.50 was achieved by 24 respondents, which represents 20.3%, an average score of 8.51 to 9.50 was obtained by 27 respondents, i.e. 22.9%, and an average score of 9.51 to 10 was obtained by 10 respondents, i.e. 8.5%.

In the questionnaire, respondents stated whether there is a person in their family who has tried their hand at some entrepreneurial activity. It was answered with yes and no. The answer "no" was given by 81 respondents, or 68.64%, while the answer "yes" was given by 37 people, or 31.36% of respondents from the sample.

Tests of Normality

Descriptive analysis was carried out below. The table shows that the sample includes 118 respondents who validly participated in the formation of the overall result of the ASIBASOSEA[1] analysis.

Table 2. Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Survey Total res. ASIBASOSEA	118	100.0%	0	0.0%	118	100.0%

Source: Author's calculation based on IBM SPSS 23

[1] The attitude of students on the influence of basic academic studies on starting an entrepreneurial activity

Table 3. Descriptives

			Statistics	Std. Error
Survey Total res. ASIBASOSEA	Mean		33.14	0.361
	95% Confidence Interval for Mean	Lower Bound	32.43	
		Upper Bound	33.86	
	5% Trimmed Mean		33.17	
	Median		34	
	Variance		15.355	
	Std. Deviation		3.919	
	The minimum		24	
	Maximum		43	
	Range		19	
	Interquartile Range		6	
	Skewness		-0.115	0.223
	Kurtosis		-0.344	0.442

Source: Author's calculation based on IBM SPSS 23

Arithmetic mean is 33.14, using Trimmed mean, which discards 5% of the upper and lower data, a new mean value of 33.17 is obtained. The median is 34.00, while the variance is 15.355, the standard deviation is 3.919, the minimum is 24 and the maximum is 43. Skewness is - 0.115, which means that it is a negative asymmetry, with Kurtosis there is a similar situation - 0.344 indicates an exterior that is more elongated. It is necessary to calculate the standardized Skewness as well as the standardized Kurtosis in order to determine the normality of the distribution in this sample. Standardized data are calculated based on absolute values in the form of Statistica quotients and Standard Errors. So the standardized Skewness is 0.545695 while the standardized Kurtosis is 0.77828. If the results of standardized Skewness - and standardized Kurtosis - are lower than the value of 1.96, it is considered that the null hypothesis, which is usually the rejection of the normality of the distribution, cannot be accepted.

Below is a Test of Normality based on two models. One is the Kolmogorov-Smirnov test while the other is the Shepiro-Wilk test. The first test always involves a very large sample in order to obtain positive results about the normality of the distribution. The criterion that is generally accepted is that $\alpha = 0.05$. The result we got is lower than the reference value, so the normality of the distribution is rejected based on it. However, the Shepiro-Wilkson test, which is intended for small samples with a little more than 30 subjects, shows a value above 0.05, so that the normality of the distribution can be established based on this test.

Table 4. Tests of Normality ASIBASOSEA

	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	Df	Sig.
Survey Total res. ASIBASOSEA	.112	118	.001	.981	118	.100
a. Lilliefors Significance Correction						

Source: Author's calculation based on IBM SPSS 23

In the literature, it is considered that if one of the results of these two tests is not greater than 0.05, normality cannot be accepted, as a rule, normality should be rejected on the basis of these results. However, in the social sciences such results are considered common, so the Shapiro - Wilkson test is usually taken as authoritative.

In such situations, it is necessary to try some of the transformations that could bring a significantly better distribution. Based on the distribution that has been achieved and its graphic representation, it is necessary to choose an adequate transformation (Tabachnick &Fidell, 2013). The most appropriate transformation that could be implemented based on the results so far is the "mapping and square root" transformation. It is implemented in the SPSS program by crossing the system formula SQRT, i.e., the formula: Mapping and square root = SQRT (K- total ASAIBASIUEA), K = the largest possible value from the scale + 1.

Table 5. Tests of Normality

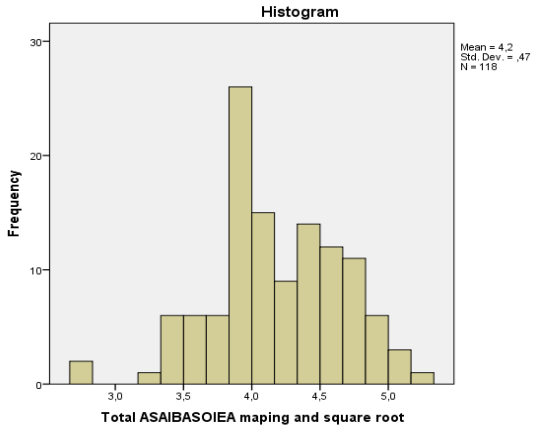
	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Survey Total res. ASIBASOSEA mapping and square root	.090	118	.020	.980	118	.078
a. Lilliefors Significance Correction						

Source: Author's calculation based on IBM SPSS 23

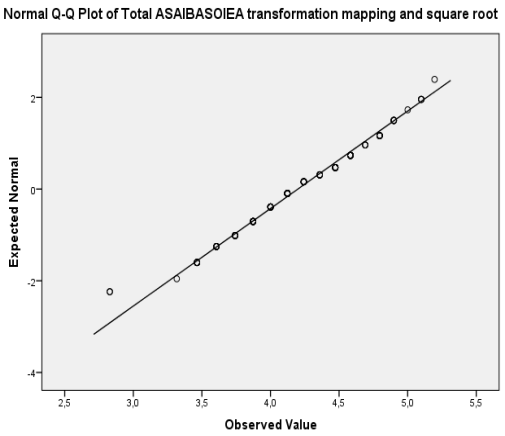
After performing a mapping and square root transformation, Skewness and Kurtosis are still negative. Standardized Skewness and standardized Kurtosis have values less than 1.96, so certainly on this basis we cannot reject the null hypothesis about the normality of the distribution. On the we see that the basis of the normality test is Shapriro - Wilkson test sig. values of 0.078, which is greater than 0.05 and confirms the normal distribution. The Kochgomogorov - Smirnov test has significantly increased the sig., it is now 0.02, significantly approaching the upper limit of 0.05.

Graphical representations more faithfully depict a more normal distribution. The histogram visibly has a better distribution, more uniform with clear contours approaching a Gaussian curve. The QQ plot diagram shows us that a large number of points are located or equated to a straight line, which is certainly in favor of a slightly better distribution, and a more significant normality of the distribution can be stated.

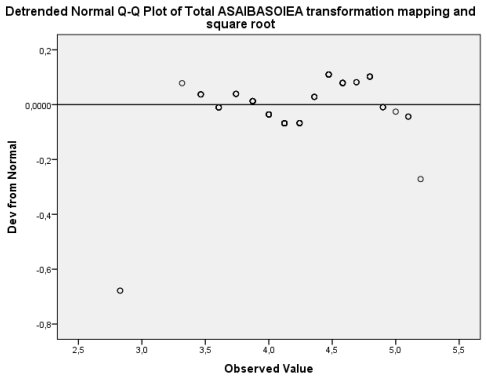
Graphics 1. Total ASIBASOSEA transfoation maping and square root



Graphics 2. Total ASIBASOSEA transfomation mapng and squre root



Graphics 3. Detrended Normal Q-Q Plot of Total ASIBASOSEA transfo. mapping and square root



Source: Author's calculation based on IBM SPSS 23

The dot plot shows a significantly noticeable difference before and after the transformation. After the transformation, it is noticeable that the results are approaching a straight line, so the normality of the distribution is less questionable. With a very small statistic in the Kilmogorov - Smirnov test, good results observed in the graphs, standardized Skewness and standardized Kurtosis that have values less than 1.96 as well as the Shapiro - Wilkson test where sig. > 0.05, the conclusion is that in no case can we reject the null hypothesis about the normality of the distribution, which enables the further use of adequate statistical parametric techniques.

T-Test-1

T Test was performed for two groups of respondents who were divided on the basis of gender. The Group statistics table shows a group of 31 male members and 87 female members.

H1.0.: There is a significant difference between the mean values of the results of students' attitudes about the impact of BAS on the initiation of entrepreneurial activity among male and female respondents.
H1.1.: There is no significant difference between the mean values of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among male and female respondents.

Table 6. Group Statistics - gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Survey Total res. ASIBASOSEA	1 male	31	32.39	3.211	.577
	2 females	87	33.41	4.125	.442

Source: Author's calculation based on IBM SPSS 23

Table 7. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.	Mean Difference	Std. Er. Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Survey Total res. ASIBASOSEA	Equal variances assumed	1.768	.186	-1.256	116	.212	-1.027	.818	-2.646	.593
	Equal variances not assumed			-1.413	67.502	.162	-1.027	.727	-2.477	.424

Source: Author's calculation based on IBM SPSS 23

We analyze the result of the Levenes test, it shows F 1.768 and sig. 0.186. Sig. is greater than 0.05, which indicates the equality of variances, so the data from the first row is analyzed.

The result of the t-test of independent samples is shown below, which should show us whether there are significant differences in the views on the influence of BAS on the movement of entrepreneurial activities expressed by male and female respondents. Data P = 0.212 indicates that there are no significant differences (p>0.05).

$$Eta\ square\ (\text{Cohen}, 1988) = \frac{t^2}{t^2+(N1+N2-2)} = 0{,}00219 \qquad (1)$$

The guidelines for the interpretation of the obtained results are: = low impact, 0.06 = moderate impact and 0.14 = high impact.

Within the framework of the t-test, the size of the influence of the gender difference of the respondents on the attitude of students about the influence of BAS on the initiation of entrepreneurial activity is calculated. The level of this influence is only 0.22% of the dependent variable and belongs to the "small influence" category.

Conclusion: the t-test of independent samples compared the results of the ASIBASOSEA examination of men and women. There was no significant difference in the results for men M = 32.39, SD = 3.211, or women M = 33.41, SD = 4.125; t (118) = -1.256, p = 0.212 (two-tailed), the difference between feature means by group (mean difference = -1.027, 95% Cl: from 0.424 to 0.593) was small, Eta square is 0.00219.

Based on the obtained results, we reject the hypothesis H1.0.: and accept the alternative hypothesis H1.1: There is no significant difference between the mean values of the students' attitudes about the influence of BAS on the movement of entrepreneurial activity among male and female respondents.

T-Test - 2

The T Test was performed for two groups of respondents who were divided based on the fact that they have or do not have a family member who started an entrepreneurial activity. The Group statistics table shows that there is a group that does not have entrepreneurs in their family and there are 81 of them in total, while in the second group there are 37 respondents who declared that there is a person in their family who started some entrepreneurial activity.

H2.0.: There is a significant difference between the mean values of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among respondents who have entrepreneurs in their family and those respondents who do not have people in their family who have tried their hand at some entrepreneurial activity.

H2.1.: There is no significant difference between the mean values of the results of students' attitudes about the impact of BAS on the initiation of entrepreneurial activity among respondents who have entrepreneurs in their family and those respondents who do not have people in their family who have tried their hand at some entrepreneurial activity.

Table 8. Group Statistics

	Entrepreneurs in the family?	N	Mean	Std. Deviation	Std. Error Mean
Survey Total res. ASIBASOSEA	0 no	81	33.30	3.913	.435
	1 yes	37	32.81	3.964	.652

Source: Author's calculation based on IBM SPSS 23

Table 9. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Survey Total res. ASIBASOSEA	Equal variances assumed	.085	.771	.623	116	.535	.485	.780	-1.059	2.030
	Equal variances not assumed			.620	69.026	.537	.485	.783	-1.077	2.048

Source: Author's calculation based on IBM SPSS 23

We analyze the result of the Leveness test. It shows F = 0.085 and sig. 0.771 which indicates equality of variances. The result of the t-test of independent samples is shown below, which should show us whether there are significant differences in the views on the impact of BAS on the initiation of entrepreneurial activities expressed by respondents who have entrepreneurs in their family and the group that declared that there are no entrepreneurs in their family . Data from the T-test P = 0.535 shows that there are no significant differences (p>0.05).

$$Eta\ square = \frac{t^2}{t^2+(N1+N2-2)} = 0{,}00333 \qquad (2)$$

As part of the t-test, the size of the influence of the group of respondents who declared that they have entrepreneurs in their family and the group that declared that there are no entrepreneurs in their family, on the attitude of students about the impact of BAS on the initiation of entrepreneurial activity is calculated. The level of this influence is only 0.33% of the dependent variable and belongs to the "small influence" category.

Conclusion: the t-test of independent samples compared the results of the ASIBASOSEA survey of respondents who have an entrepreneur in their family and those who do not. There was no significant difference in the results of those who do not have entrepreneurs in their family M = 33.30, SD = 3.913, that is, those who have entrepreneurs in their family M = 32.81, SD = 3.964; t (118) = -0.623, P = 0.535 (two-sided), difference between feature means by groups average difference = -0.485, 95% Cl: from 2.030 to 2.048., eta squared is 0.0033.

Based on the obtained results, we reject the hypothesis H2.0.: and accept the alternative hypothesis H2.1.: There is no significant the difference between the attitudes of the group that has an entrepreneur in the family and the group that does not have an entrepreneur in the family according to ASIBASOSEA.

One-factor ANOVA of different groups with subsequent tests

One-factor analysis of variances of different groups was carried out in our case with the use of one dependent variable, which refers to the attitude of students about the impact of BAS on the support of entrepreneurial activities, and one independent variable. In this case, one continuous independent variable was taken which was recoded into three categories, it is the age of the respondent.

In this part of the research, H 3.0 is given: There is a significant difference between the mean value of the results of students' attitudes about the impact of BAS on the initiation of entrepreneurial activity among respondents who are divided into three age groups: respondents under 22 years of age, the group of respondents from 23 to 32 years of age and groups of respondents who are 33 years of age and older.

Alternative hypothesis H3.1.: There is no significant difference between the mean value of the results of students' attitudes about the influence of BAS on the initiation of entrepreneurial activity among respondents who are divided into three age groups: respondents under 22 years of age, the group of respondents from 23 to 32 years of age and the group respondents who are 33 years of age and older.

Table 10. Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		The minimum	Maximum
					Lower Bound	Upper Bound		
1 <=22 years	67	31.72	3.712	.454	30.81	32.62	24	39
2 23-32 years	43	34.84	3.545	.541	33.75	35.93	25	43
3 >=33 years	8	36.00	2.204	.779	34.16	37.84	33	39
Total	118	33.14	3.919	.361	32.43	33.86	24	43

Source: Author's calculation based on IBM SPSS 23

In Table No. 10 Descriptives, data are given on the total number of respondents n -118, which is divided into three groups. The mean, standard deviation, standard error, confidence intervals, minimum and maximum are given. The confidence intervals already show that there is no overlap, potentially indicating statistically significant differences in the attitudes of the groups we are examining.

Table 11. Test of Homogeneity of Variance

Survey Total res. ASIBASOSEA

Levene Statistic	df1	df2	Sig.
2,011	2	115	,139

Source: Author's calculation based on IBM SPSS 23

Test of homogeneity of variances means Eva examination of the equality of variances in all three groups and is a prerequisite for the further continuation of statistical research. In our research Sig. is 0.139, therefore it is greater than 0.05, which means that the assumption of homogeneity of variance is not violated.

Table 12. ANOVA

Survey Total res. ASIBASOSEA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	325.078	2	162.539	12.703	.000
Within Groups	1471.472	115	12.795		
Total	1796.551	117			

Source: Author's calculation based on IBM SPSS 23

In the ANOVA table, we should note the F statistic, which is 12.703 with a probability of sig. 0.000 which means that the probability of repeating this F statistic is very low. According to the above, we interpret that the F statistic is statistically significant. When sig. less than 0.05 means that there is a significant difference between the mean values of the dependent variable ASIBASOSEA in the three age groups. Thus, hypothesis H3.0. confirmed.

Post Hoc Tests

Follow-up ANOVA tests allow not only significant differences to be observed but also where they are located between groups. In the Mean Difference column, an asterisk indicates that the groups differ significantly at the P < 0.05 level

Table 12. Multiple Comparisons

Dependent Variable: Survey Total res. ASIBASOSEA

Scheffe

(I) year_of_age_bin3	(J) year_of_age_bin3	Mean Difference (IJ)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 <=22 years	2 23-32 years	-3.121 *	.699	.000	-4.85	-1.39
	3 >=33 years	-4.284 *	1.338	.007	-7.60	-.97
2 23-32 years	1 <=22 years	3.121 *	.699	.000	1.39	4.85
	3 >=33 years	-1.163	1.377	.701	-4.58	2.25
3 >=33 years	1 <=22 years	4.284 *	1.338	.007	.97	7.60
	2 23-32 years	1.163	1.377	.701	-2.25	4.58

* The mean difference is significant at the 0.05 level

Source: Author's calculation based on IBM SPSS 23

From the table it can be concluded that the first group differs significantly from the second group at a significance level of sig.0.000, the first group differs from the third group at a significance level of sig.0.007, the second group differs from the first at a significance level of sig. 0.000, and that the third group differs from the first group at a significance level of sig. 0.007. The table is read in order from top to bottom and the conclusion is that only the second group does not differ from the third group.

Calculation of the effect size is carried out using eta squared. It is calculated as the quotient of the sum of the squared deviations of the different groups and the total sum of squares, 325.078 /1796.551 = 0.1809456. Eta square of 0.181 according to Cohen - this criterion, shows a large influence. Which means that age has a big impact on the ASIBASOSEA result.

Table 13. Measures of Association

	Eta	Eta Squared
Survey Total res. ASIBASOSEA * age group3	.425	.181

Source: Author's calculation based on IBM SPSS 23

Conclusion: The results of a one-factor analysis of variance of different groups with subsequent tests where the influence of age divided into three groups on the attitude of students about the influence of BAS on the initiation of entrepreneurial activity was studied.

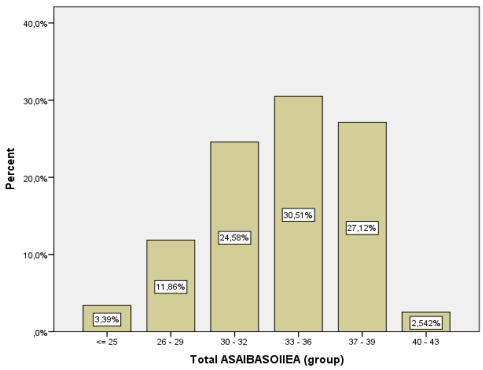
The respondents were divided into three groups: the first 22 years and under, the second from 23 to 32 years and the third group 33 years and over. A statistically significant difference was found at the level of $p < 0.05$, the results of three age groups: F = 12,703, p=0,000010. Eta square = 0.181 indicates that the difference between mean values according to Cohen's criterion is at the level of large influence. Subsequent comparisons were made using the Scheffe-Lje model, in which the mean value of group 1 (M = 31.72, SD = 3.712) is significantly different from the mean value of group 2: (M = 34.84, SD = 3.712), also the mean values group 1: (M = 31.72, SD = 3.712) differ significantly from group 3: (M = 36.00 SD = 2.204), while the mean values of group 3 and group 2 do not differ significantly.

4. Discussion

The decision to start an entrepreneurial activity is influenced by a large number of factors, from motivation, financial resources, institutional support, political situation, availability of necessary resources, innovation and creativity, level of education and many others. This discussion will be limited only to the research subject of this paper. The research we conducted should prove that the attitude of students about the impact of basic academic studies on the initiation of entrepreneurial activities is a variable that can significantly indicate the necessity of forming a better education system in the domain of young entrepreneurs. A large number of researchers have dealt with this topic and most agree with the fact that education has a significant impact on the initiation of entrepreneurial activities. In this sense, in this paper, students' views on the impact of basic academic studies on the initiation of entrepreneurial activity were studied. The research established that there is a positive attitude of the students in the sample. This is defined by the fact that out of the maximum 50 evaluation units, the mean value of the results is 33.14, that the standard error is 0.361, that after removing 5% of the final results, the mean value is 33.17, as and that Skewness and Kurtosis are negative which groups the results towards higher values. The research came to the conclusion that gender differences, as well as the presence of an entrepreneur in the family of respondents, do not significantly affect their attitude towards the impact of basic academic studies on the initiation of entrepreneurial activities.

However, the research proved that differences in age significantly affect the attitude of the respondents, so that younger respondents up to 22 years of age, members of the first group in the research, have a less positive attitude, while older respondents belonging to the second and third groups have a different, significantly more positive attitude. The members of the second and third groups have, one would say, based on greater experience, acquired knowledge and skills, a more complete perception and a clearer attitude about the impact of basic academic studies on the initiation of entrepreneurial activities. The result of the research is positive, but it is far from the maximum possible values. This points to the fact that there is still a lot of room for taking certain measures that would improve the basic studies system and bring it closer to the needs and demands of the new generation of students.

Graphics 4. Total ASIBASOSEA group



Source: Author's calculation based on IBM SPSS 23

Graph no. 4 shows that 3.39% of respondents expressed their opinion with a score of up to 25 points, 11.86% of respondents gave a score of 26-29 points, 24.58% of respondents gave a score of 30-32, 30.51% of respondents gave grades between 33-36 points, 27.12% of respondents gave grades between 37-39 and finally only 2.54% of respondents gave grades between 40-43 points. Further evaluations up to a maximum of 50 points were completely absent. The conclusion is that in addition to the positive attitude that was expressed, there is considerable dissatisfaction among students regarding the modalities of the influence of higher education on the initiation of entrepreneurial activity. Does this conclusion stem from the fact that generation "Z" is being educated at higher education institutions today? Report from 2016. by the multinational bank Goldman Sachs, generation "Z" includes those people who were born after 1998. (Wolf, 4 March 2016). Different data can be found in the literature, so that depending on the author, the year of the beginning of the calculation of the existence of generation "Z" also depends. Recent survey data shows that most

"zoomers" crave flexibility and a sense of purpose in the work they do. That is why most of them show interest in terms of finding their own business ventures. **The study, which surveyed 1,000 Gen Z respondents aged 18 to 25, found that 84% chose entrepreneurship as the most exciting of 12 career paths, with 75% ultimately wanting to become an entrepreneur** (Biznis.rs, 2023)**.** It is believed that such tendencies and attitudes of the population towards entrepreneurial activities at this level were expressed for the last time in the 30s of the last centuries. Most of the research has similar results. What is certain is that this generation must be met in such a way that academic studies are changed in accordance with their needs.

5. Conclusion

The initial stage of developing entrepreneurial awareness and entrepreneurial spirit is in the last phase of adolescence, which refers to the period from 18 to 26 years old. It is the life phase that includes the study period of the largest number of students. The research that was carried out proved that there is a positive attitude about the influence of basic academic studies on the initiation of entrepreneurial activity, but it also showed that there is a lot of room to strengthen and improve its influence. The changes must be in line with the needs of the new generation of popular "zoomers" students. They clearly express this need, and it refers to the aspiration to obtain sufficient knowledge and skills in basic studies, which would increase the level of self-confidence to act in accordance with their wishes, which include the initiation of new entrepreneurial activities. Therefore, the strategy of the development of higher education should go in the direction of introducing a greater number of scientific disciplines and study programs that would foster the study of skills and knowledge that determine entrepreneurship because their realization would represent an investment in new generations of highly educated entrepreneurs.

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