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ENTREPRENEURIAL INTENTIONS OF POLISH AND CZECH STUDENTS – COMPARATIVE STUDIES

INTENCJE PRZEDSIĘBIORCZE POLSKICH I CZESKICH STUDENTÓW – STUDIA PORÓWNANWCZE

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Summary: The purpose of the article is to identify and analyse the factors influencing the entrepreneurial intentions of students at the Faculty of Economics, Management and Tourism of Wrocław University of Economics (FEMT) and the Technical University of Liberec (TUL). The research hypothesis adopted in the study stated that despite the geographical proximity of the carried out social functions, there occurs a large variety of motivation, personality and cultural factors influencing the entrepreneurial intentions of students from FEMT and TUL. The presented layout of the article and the applied research methods, such as the subject literature overview, descriptive and comparative analysis and survey research conducted using CAWI (Computer-Assisted Web Interview) method were used to achieve the defined objective and to verify the hypothesis. The analysis and interpretation of the research material allowed to confirm the adopted research hypothesis.

Keywords: entrepreneurship, entrepreneurial intentions, cultural differences.

Streszczenie: Cele artykułu stanowią identyfikacja i analiza czynników kształtujących intencje przedsiębiorcze studentów Wydziału Ekonomii, Zarządzania i Turystyki Uniwersytetu Ekonomicznego we Wrocławiu (WEZiT) oraz Uniwersytetu Technicznego w Libercu (TUL).

Hipotezą badawczą opracowania stało się stwierdzenie wskazujące, że mimo bliskości geograficznej sprawowanych funkcji społecznych występuje duże zróżnicowanie czynników motywacyjno-osobowościowych i kulturowych kształtujących intencje przedsiębiorcze studentów WEZiT i TUL. Osiągnięciu wyznaczonego celu oraz weryfikacji postawionej hipotezy podporządkowano układ artykułu oraz wykorzystane metody badawcze, obejmujące: studia literatury tematu, analizę opisową i porównawczą oraz przeprowadzone metodą CAWI (*Computer-Assisted Web Interview*) badania sondażowe. Analiza i interpretacja materiału badawczego pozwoliły na potwierdzenie przyjętej hipotezy badawczej.

Słowa kluczowe: przedsiębiorczość, intencje przedsiębiorcze, różnice kulturowe.

1. Introduction

Entrepreneurship is one of the basic factors having an impact on increasing the competitiveness of enterprises and socio-economic development. This trait, analysed through the prism of human ability to undertake and implement innovative, frequently risky actions, taking e.g. the form of economic activity is perceived as the engine of progress and the factor changing the face of modern economies. Developing entrepreneurial attitudes, from an early age, should be approached as an indispensable element of education, influencing the development of a society capable of functioning in a knowledge-based economy. For economic and social reasons, the state should formulate and implement a policy aimed at developing entrepreneurial attitudes, and therefore launch mechanisms to promote them, primarily among university students.

Members of the Finance and Accounting Departments from Wrocław University of Economics, the Faculty of Economics, Management and Tourism in Jelenia Góra, and the Technical University of Liberec participated in a cross-border project entitled *Economic aspects of running a business along the Polish-Czech borderland*, implemented within the framework of Interreg V-A Czech Republic – Poland Programme, funded from the European Regional Development Fund resources through the Euroregion Neisse-Nisa-Nysa. As part of this project, in the period 2018–2019, the following events were held: round table discussions (a meeting of Polish and Czech representatives of scientific centres and entrepreneurs focused on analysing and assessing the conditions for running a business) and a scientific conference with the additional participation of students representing the aforementioned universities, who presented business plans regarding the ideas for running a business on the Polish-Czech borderland. At that time the concept of this article was initiated, which aimed at identifying and analysing the factors influencing the entrepreneurial intentions of students from Wrocław University of Economics, the Faculty of Economics, Management and Tourism in Jelenia Góra (Faculty of EMT) and the Technical University in Liberec (TUL). Achieving this objective is facilitated by providing answers to the following research questions:

1. What are the development directions of the entrepreneurial intentions in the analysed groups of students?

2. What kind of motives for setting up a business are indicated by the members of the analysed groups of students?

3. What is the self-assessment of the entrepreneurial competences presented by the members of the analysed groups of students?

4. Are the cultural differences between Poland and the Czech Republic reflected in the propensity to start a business activity by the members of the analysed groups of students?

Following the adopted purpose of the article, the following research hypothesis was formulated: despite the geographical proximity of the carried out social functions, there occurs a large variety of motivation, personality and cultural factors influencing the entrepreneurial intentions of students from Wrocław University of Economics, the Faculty of Economics, Management and Tourism in Jelenia Góra (FEMT) and the Technical University in Liberec (TUL).

The adopted task determined the structure and content of this article as well as the applied research methods. In the theoretical part, focused on the analysis of the selected entrepreneurship problems, with particular emphasis on entrepreneurial intentions, the subject literature studies and the method of descriptive and comparative analysis were used. To diagnose student entrepreneurial attitudes, the results of the survey studies conducted by the authors in March 2019, using the CAWI method (Computer-Assisted Web Interview). The information collected based on this survey was compared with the results of the research presented in the GUESS Reports (GUESS, 2016, 2017). The final conclusion presented in this article is the consequence of using deduction as the method of logical inference.

2. Entrepreneurial intentions of students – literature overview

Entrepreneurship represents a multidimensional category of an interdisciplinary nature, which is included in the set of concepts relevant to the domain of social sciences. It can be used and analysed within many contexts and from different perspectives. The variety of its meanings provides the basis for conducting theoretical and practical research, focusing on understanding the essence of entrepreneurship, determining the factors, the implied manifestations and consequences/effects for individuals and their environment. Understanding the essence of entrepreneurship requires, from each researcher, to accept the fact that the content of this concept is continuously evolving, whereas its meaning becomes the function of the adopted viewpoint and place on the time axis to which the definition refers.

The origins of research on the nature of entrepreneurship go back to such scholars as R. Cantillon (1938), J. B. Say (1960) and J. Schumpeter (1960). The first of these authors, in his pioneering study which discussed, among others, the problem of entrepreneurship and the entrepreneur, stated that the latter is a person who knows how to operate in an unbalanced market, and who uses the process of restoring its balance to achieve the intended profit. Among the traits defining an entrepreneur

R. Cantillon included “hunting for opportunities” and risk-taking (Bławat, 2003, p. 18). Entrepreneurship, in the understanding of this author, represents the ability to anticipate, perceive and take advantage of the opportunities created by the market environment (Łuczak, 2003, p. 11).

J. B. Say (1960, p. 119) did not identify the essence of the entrepreneur’s function in taking risks and operating in conditions of uncertainty. According to him, an entrepreneur is a manager who receives remuneration for his/her special skills. J. B. Say referred to entrepreneurship as such entrepreneurial behaviour which transfers economic resources from the area of lower efficiency to the area of higher efficiency, increasing their usability and profit.

In turn, J. Schumpeter, by combining entrepreneurship with the process of implementing innovations, claimed that it is manifested by:

- launching a new product, which the consumers are not yet familiar with, or a new type of product;
- introduction of a new production method;
- opening a new market, i.e. a market in which a certain industry sector of a given country was not previously introduced, regardless of whether this market existed or did not exist previously;
- acquiring a new source of raw materials or semi-finished products, regardless of whether this source existed before or needed to be developed;
- performing a new organization of industry, e.g. creating a monopolistic situation or breaking the position of a monopolist.

The consequence of adopting the above standpoint is the conclusion that an entrepreneur is a person seeking extraordinary profit, introducing innovations and destroying the existing state of market balance.

A classical perception of entrepreneurship, from the management perspective, was presented by e.g. P. Drucker (1973, pp. 36-37), who, like J. Schumpeter, by emphasizing the strong relationship between innovation and entrepreneurship, combines the introduction of innovations forming the foundations of future business with taking the best advantage of the available resources. In his opinion, administration and entrepreneurship should be distinguished from each other, as the first activity consists in performing things properly (i.e. efficiently), whereas entrepreneurship is manifested by doing the right things (acting effectively). In the presented concept of entrepreneurship, an entrepreneur is a person who seeks and responds to changes, simultaneously approaching them as both a change and an opportunity (Drucker, 1992, pp. 36-37).

The presented examples of perceiving entrepreneurship confirm the difficulties in formulating its universal definition. In the opinion of B. Piasecki (2001, p. 26), adopting the criterion of an entrepreneur’s economic functions, his/her personality traits and the manner of managerial behaviour allows, however, to divide the definitions of this concept functioning in the public space into three representative sets. They include descriptions of the essence of entrepreneurship focused on the following problems:

- assessment of the opportunities for launching and developing a project, achieving the effect of the performed actions, estimating the degree of the threats and risks accompanying the aforementioned actions and implementing innovations,
- identifying entrepreneurship with individual personality traits presented by the entrepreneur and/or his/her characterological profile,
- method of performing managerial functions (taking advantage of behavioural criteria).

From the perspective of scientific research, the discussion on the concept of entrepreneurial intentions seems very interesting. This concept is broadly covered in the literature on entrepreneurship, primarily within its cognitive trend. The discussion focused on intentions is a debate conducted at the stage preceding the decision to start a business or undertake an entrepreneurial action. In most cases, intentions are defined as the state of mind of an individual which takes place in the course of the entrepreneurial process, prior to the specific behaviour and resulting in specific future effects. Such an approach to intentions was presented in the studies by C. L. Shook, R. L. Priem, and J. E. McGee (2003), T. R. Shultz (1980) and N. Krueger (2009). Intentions focus human attention on a specific goal or a path of achieving it. They are an expression of a conscious and planned decision resulting in the activities related to opening a company (Thompson, 2009, p. 671). In the science of entrepreneurship, intentions are perceived as the factor announcing entrepreneurial behaviour, i.e. starting one's own business is considered as a premeditated, intentional activity, which has been planned by an individual. The subject literature is full of theories describing the factors which impact on entrepreneurial intentions and examples of methods to measure them, cf. (Kurczewska, 2010).

To sum up the above discussion, it is worth highlighting the diversity of views on the essence of entrepreneurship, which becomes the function of its interdisciplinary and subjective nature in the area of identifying this concept's content. The definitions and classifications of this category, functioning in the public space, are subject to an ongoing evolution and none of them can be treated as ultimate, full and generally accepted. The literature on the subject presents numerous types of entrepreneurship, such as female entrepreneurship, mature entrepreneurship (a grey entrepreneur is a term often used in relation to entrepreneurs over 55), family entrepreneurship, academic or student entrepreneurship (Łuczka & Rembiasz, 2016, pp. 31-32).

The decision to start one's own business and the actual implementation of this intention is a consequence of the entity's entrepreneurial attitude, determined by various internal and external factors. In the subject literature there are many classifications of the determinants influencing the creation and development of entrepreneurship, including academic/student entrepreneurship. D. Piróg (2014, p. 307), synthesizing the review results of the many approaches to this problem, lists the following factors:

- internal – covering competence and qualification capital (education and experience) and the unique traits of an individual;

- external – including basic macroeconomic figures as well as cultural and social conditions – social capital.

The first group includes the psychologically conditioned motivations, such as striving for independence, the desire to earn higher income and financial independence, opportunity for professional development, negative experiences from hired labour, favourable market conditions, absence of other employment opportunities, risk of unemployment, greater certainty of self-employment. The second group – external determinants – covers general national determinants and the framework conditions for entrepreneurship. National determinants refer to such economy characteristics as: its openness, growth dynamics, monetary stability, efficiency of markets' operation. Framework conditions are very important for starting and developing a business because they exert a direct impact on economic ventures by either supporting or slowing them down. The framework conditions for entrepreneurship include: capital availability; public policy (taxes and legal regulations); public entrepreneurship support programs; education and training; research and development; commercial and occupational infrastructure (quality and possibility of cooperation with suppliers, subcontractors, consulting companies, banks, law firms); access to technical infrastructure as well as cultural and social norms (PARP, 2011, p. 8).

Another interesting classification of academic entrepreneurship determinants was proposed by M. Peters, C. Sigla, and A. Strobl (2006), who developed a model based on a review of the models and approaches to the problem of academic entrepreneurship determinants. Their model adopts a direct mutual influence between the desire to be independent and an entrepreneurial attitude (intention). They also took into account a wide spectrum of personal traits, followed by the role of external factors. Approximately 500 students of the University of Innsbruck were surveyed using this model and it was found that the important determinants of establishing a company were recognized by students as: existing obstacles, knowledge and the desire to acquire relevant knowledge and also the spirit of innovation. In turn, M. Pruett, R. Shinnar, B. Toney, F. Llopis, and J. Fox (2009), who surveyed students from the United States, Spain and China pursued the answer to the question about the extent to which cultural factors determine entrepreneurial intentions. G. Hofstede (1980) claims that culture is a set of shared values and beliefs which, in turn, determine the socially acceptable behaviour. Hence, cultural values may also determine the extent to which society considers entrepreneurial behaviour, such as risk-taking or independent thinking, as desirable (Hayton, George, & Zahra, 2002, p. 33). Many scientists examine intercultural differences by adopting the so-called Hofstede Model based on the six following dimensions: (Hofstede, 2011, p. 6).

- power distance – the way of approaching inequality between people in a given society (a small distance means striving to reduce inequality between people);
- individualism versus collectivism – the relationship of an individual with other people and the degree of putting the desire for personal freedom against the need

for social ties (individualistic societies value personal freedom, people derive their identity from individual achievements);

- masculinity versus femininity – the rigid gender roles (male society is characterised by a significant division of social roles by gender, whereas in a female one the distribution of social roles by gender is relatively small);
- uncertainty avoidance – the attitude of a society to uncertainty regarding the future (its low level means that individuals accept life as it is, remain more open to different and innovative activities and ideas);
- long Term versus short term orientation – the first of them is characterized by focusing on the past and the present, attachment to tradition and legal obligations, placing less emphasis on the costs incurred as a result of such social orientation, whereas the latter focuses on the future, adjusts tradition to the prevailing conditions, a long-term oriented society appreciates perseverance, foresight and entrepreneurship;
- indulgence versus restraint – the degree to which people try to control their desires and needs based on the way they were brought up (a relatively weak control is referred to as “indulgence” and a strong control is called “restraint”).

Having taken into account the complexity of the culture concept and the related difficulties of measuring its dimensions, it is not surprising that the studies analysing correlations between the national culture orientation and entrepreneurship provide different results. Generally, scientists have formulated a hypothesis that entrepreneurship is characteristic for societies featuring high individuality, low level of uncertainty avoidance, low power distance and high masculinity (Hayton et al., 2002, p. 34). At the same time, individuality and uncertainty avoidance are strongly related to such personality traits as internal control location, risk-taking and innovation de facto determining the propensity towards entrepreneurial behaviour (for more, see (Mueller & Thomas, 2001).

The results obtained by M. Pruett et al. (2009) proved that cultural and social factors are important, however, they explain only a small part of entrepreneurial intentions, whereas the psychological determinants resulting from individual personality traits and the resulting perception of opportunities and threats related to running one’s own business turned out to be the most important predictor. According to the surveyed students the most important motives for entrepreneurship are independence and autonomy of decision-making, and also the chance to implement their own ideas and the possibility of creating “something of their own”. However, when it comes to personality traits, taking up the challenge of an entrepreneur is facilitated by: the need for achievement, internal locus of control (*self-efficacy*), innovativeness, risk tolerance and entrepreneurial alertness, which makes people capable of discovering and taking advantage of new opportunities (Karabulut, 2016, p. 12). The results of many studies available in the subject literature confirm that the individuals presenting higher levels of ESE – entrepreneurial self-efficacy, i.e. the ones who perceive themselves as having traits of a good entrepreneur, express

interest in entrepreneurship more often and/or intend to start their own business (e.g. (Tsai, Chang, & Peng, 2016; Nwankwo, Kanu, Marire, Balogun, & Uhiara, 2012; Linan, 2008)).

In view of the fact that entrepreneurial self-efficacy is an important determinant of entrepreneurial intentions, an enterprise and entrepreneurship education (EEE) becomes an important task for universities, regardless of the country. The concept of education proposed by the British Quality Assurance Agency for Higher Education (QAA, 2018) covers two aspects. The first of them, enterprises education, refers to the process of providing students with extensive abilities for generating ideas and developing the skills necessary to implement these ideas. The second, entrepreneurship education, aims at preparing students in terms of the knowledge, skills and attitudes required in the context of creating a new venture or starting their own business. In addition, it is worth highlighting that many researchers have empirically proved that entrepreneurship education has a positive influence on people making decisions related to starting their own economic activity (e.g. (Nowiński, Haddoud, Lančarič, Egerová, & Czeglédi, 2019; Rauch & Hulsink, 2015; Bae, Qian, Miao, & Fiet, 2014)).

3. Research methodology

In order to achieve the adopted purpose of the study, and thus the answer to the questions formulated in its introduction, the study was based on applying the selected research methods. Hence, the results of the survey conducted by the authors in March 2019, using the CAWI (Computer-Assisted Web Interview) method on a sample of 192 FEMT students representing 21.4% of the total number of the faculty students (896) are presented in this section. The information collected based on the survey was compared with the research results published in the following reports: *Global University Entrepreneurial Spirit Students' Survey 16' Poland* (GUESS, 2017) and *Report for the Czech Republic (2016) – Student Entrepreneurship in the Czech Republic Faculty of Economics Technical University of Liberec Czech Republic* (GUESS, 2016). The research covering the group of FEMT students takes the form of pilot studies, and the sample itself is not representative for the entire student population of the analysed faculty. The research group of the Czech report covered 1135 respondents studying at nine universities, of which 456 surveyed students (40% of the studied population) were the TUL students. This quantitative dominance allowed for the authors' assumption that the results presented in this report may be appropriate for comparisons between the students studying at FEMT and TUL.

The following parameters were used to describe the research sample: gender, age and cycle of study. In the case of Polish respondents, women made up 77.6% and men 22.4% of the surveyed population (for the Czech Republic 62% and 38% respectively). The second characteristic of the research sample, i.e. age, shows that students up to 24 years-of-age constituted 71%, whereas those older 29% of the

respondents in the surveyed Polish group. For Czech students, these figures were 67% and 33%, respectively.

The majority of students at FEMT in Jelenia Góra are the first (Bachelor’s) cycle students, which was reflected in the structure of the studied population, i.e. 65% of the respondents and the remaining part are the second (Master’s) cycle (over 33%) or the third (PhD) cycle (approximately 1.6%) students. In the case of Czech students, the first cycle population amounted to 57% of the total number of the respondents, the remaining part of the respondents studied at Master’s (40%), PhD and MBA (3%) studies.

4. Research findings and the resulting conclusions

Within the framework of verifying the research hypothesis formulated in the introduction, first it was attempted to answer the following question – *what are the development directions of entrepreneurial intentions in the analysed groups of students?* To this end, both FEMT and TUL students’ indications were used in answering the question – are they currently running a business and do they intend to run their own business? (see Figure 1).

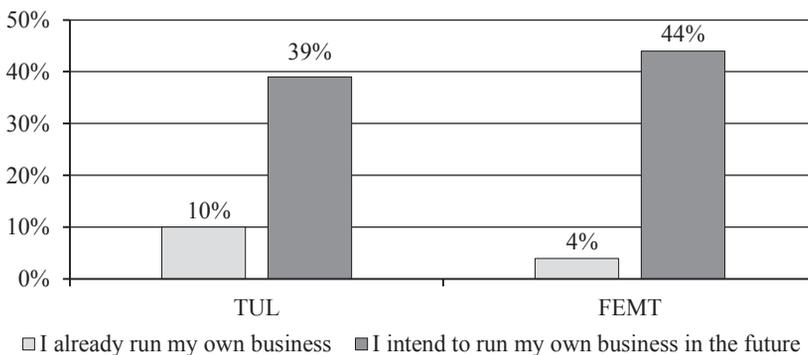


Fig. 1. The percentage of students within the surveyed populations intending to run their own business or currently running it

Source: authors’ compilation based on the conducted survey studies and GUESS (2016, pp. 8, 9).

Among FEMT students, only 4% of the respondents indicated that they already run their own company, whereas among the surveyed TUL students, every tenth student declared running their own business. Such a significant difference is, on the one hand, the evidence of starting economic activity earlier by Czech students and, on the other, the result of postponing the decision to start business activity by FEMT students, who are characterised by a higher potential for entrepreneurial intentions than their TUL peers, since as many as 44% of the latter consider, in the indefinite future, to start their own business (in the case of TUL students the respective number

is 39%). Importantly, in both surveyed populations, almost half of the respondents already run or would like to run their own business in the future. This finding confirms that the studied groups show a high level of entrepreneurial intentions.

An addition to the above analysis is the distribution of students' entrepreneurial intentions, taking into account the criterion of time (immediately after graduation / 5 years after graduation) within which they consider setting up their own business (or possibly taking over a family business). In the case of FEMT students, it was assumed that the first group would include the respondents who indicated the answer "yes, right after graduation, I already have an idea", and the second group covered those who ticked off the answer "yes, after I gain professional experience" (see Figure 2).

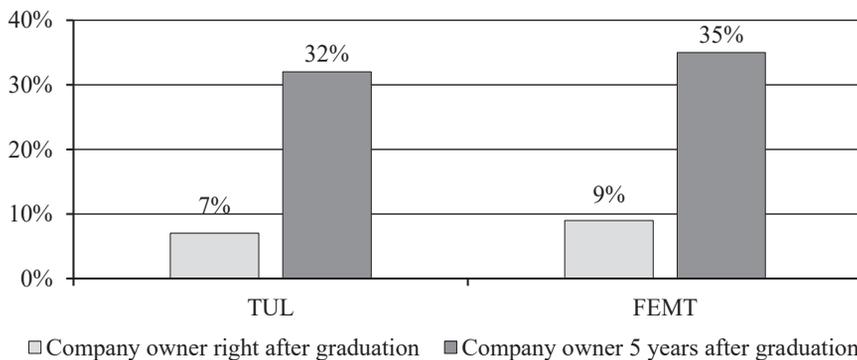


Fig. 2. Planned career path of the surveyed groups of students

Source: authors' compilation based on the conducted survey studies and GUESS (2016 pp. 8,9).

The presented data show that despite the high level of entrepreneurial intentions represented by the surveyed groups of Polish and Czech students, they delay the moment of starting a business activity and only a few of them intend to start such activity right after graduation. The majority of the surveyed population see themselves as an owner (or co-owner) of the company not earlier than five years after graduation.

The reasons for the high potential of entrepreneurial intentions among the analysed groups of students should probably be perceived in the motives for starting their business activity. Therefore, their identification resulted in formulating the next research question – *what kind of motives for setting up a business are indicated by the members of the analysed groups of students?* The data from GUESS reports and the data from the survey covering FEMT students collected in the form of replies to multiple-choice questions were used to provide the answer to the above question. Due to the differences in the content of the questions (and thus the answers), the received answers were divided into four groups (see Table 1).

Table 1. Motives for making decisions about starting a business in the surveyed populations of students (%)

	TUL	FEMT
Financial (materialistic) motive	64	53
The need for self-realisation	69	51
Independence for decision-making (independence of action)	56	39
Recognition and respect	56	13

Source: authors’ compilation based on the conducted survey studies and GUESS (2016, p. 19).

The conducted analysis shows that the main motives for making decisions about starting a business by the surveyed FEMT students include, equally, the financial motive and the need for self-realisation. Much less frequently FEMT students indicated the possibility of making independent decisions as well as recognition and respect of the environment. In turn, TUL students identified the need for self-realization more often than the financial motive. For more than half of them, other motives are also important, i.e. independence in the decision-making process as well as recognition and respect of the environment, which significantly distinguishes them from FEMT students.

According to the authors, the motives followed by TUL students more often in their decisions, in particular the non-financial motives, can represent the determinant responsible for starting business activity earlier, especially already during university studies, which is also manifested in a lower level of entrepreneurial intentions for the future. In the case of the surveyed FEMT students, the dominating financial motive becomes an expression of approaching their own economic activity primarily as a source of income, as well as a materialistic approach to the basics of entrepreneurial operations.

The third research question aimed at the self-assessment of the entrepreneurial competences presented by the surveyed students. In this case, seven groups of desirable traits were identified and assessed individually from the perspective of their occurrence among the representatives of the surveyed populations (see Table 2).

Table 2. Self-assessment of student entrepreneurial competences in the studied populations (%)

	TUL	FEMT
Consistency and effectiveness in action	42	53
Ability to cooperate	49	52
Creativity/ingenuity	37	50
Ability to solve problems	42	47
Prediction skills	42	39
Tendency to take risks	37	25
Initiating changes	37	14

Source: authors’ compilation based on the conducted survey studies and GUESS (2016, p. 15).

Among the surveyed FEMT students, the trait most often identified as a personal attribute was consistency and efficacy in action – indicated by 53% of the respondents. Next in line was the ability to cooperate (52%), followed by creativity/ingenuity (50%). Interestingly, only a quarter of FEMT students recognized that they were willing to take risks, and even fewer identified themselves as willing to initiate changes. The low self-esteem of Polish students, in the case of the last two traits, may be reflected in postponing the moment of starting a business activity and in the lower percentage of people setting up their own company during university studies, compared to their peers from TUL.

TUL students most often identified themselves as capable of entering into cooperation (49%), next they ranked consistency in action, ability to solve problems and prediction skills (42% of responses), while 37% of the surveyed TUL students stated they were characterized by a tendency to take risks and capable of initiating changes, which, as has already been mentioned, may be manifested in their setting up a business earlier.

To sum up, there is a variety of personality and competence motives among students representing the analysed groups, which translates into the level of entrepreneurial intentions and the very moment of starting a business.

Providing an answer to the final research question i.e. *are the cultural differences between Poland and the Czech Republic reflected in the propensity to start business activity by the members of the analysed groups of students?* in the authors' opinion requires discussing the characteristics of the levels of cultural values specific to each society, along with their reference to assessing the propensity of the analysed student population related to setting up their own business after graduation.

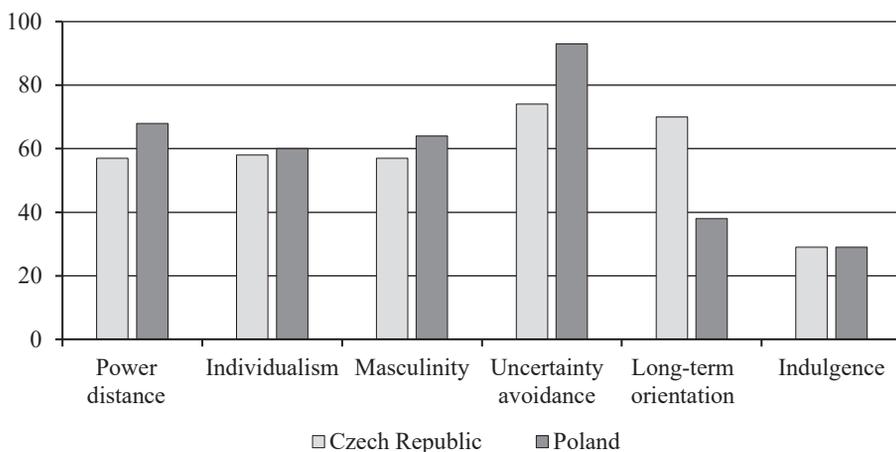


Fig. 3. The level of cultural values characterizing the culture of the Czech Republic and Poland (points)

Source: (Hofstede-insights, 2019).

As has already been mentioned earlier, cultural differences will be analysed through the prism of the Hofstede model covering cultural values and distinguishing six of their dimensions. The value levels of these cultural dimensions, assigned to the society of Czechs and Poles, determining their population behaviour, are presented in Figure 3.

Even though Poland and the Czech Republic are neighbouring countries, in terms of cultural aspects their societies differ from each other. This difference refers primarily to time orientation, uncertainty avoidance and power distance. Table 3 presents the characteristics of the discussed cultures.

Having accepted the above characteristics of cultural attributes specific to the culture of Poland and the Czech Republic, it is possible to compare the levels of features facilitating the development of entrepreneurship along with their potential specific to the analysed cultures (see Table 4).

As shown, it is difficult to state unequivocally that the cultural features of Poland and the Czech Republic facilitate the development of entrepreneurship. For both cultures, covering the potential of these features occurs in the case of the desired level of individuality, masculinity and long-term orientation characteristic only for the Czech culture. High power distance, which is a cultural characteristic typical of the society of Poles and Czechs, remains in strong opposition to the assumption that its low level enhances entrepreneurship. A similar conclusion applies to the cultural feature attributed to Polish society, i.e. its short-term orientation.

Bearing in mind the specified relationships, the authors assumed that the cultural values characterizing Czech society are more in line with the values which facilitate the development of entrepreneurship, and therefore it should be presumed that in the studied population of Polish and Czech students the latter should present a higher propensity in setting up a business. This assumption is verified by the content of Table 5.

The analysis of the data presented above, based on the previously formulated conclusions regarding the assessment of entrepreneurial intentions and the planned career path of the surveyed group of students, does not allow making an authoritative statement that the existing cultural differences, specific to the analysed societies, are directly reflected in the propensity towards starting a business by the studied groups of students. FEMT students show a higher tendency to start economic activity than their Czech peers, i.e. 44% vs. 39%, respectively. In turn, taking into account the percentage of people already involved in running a business in the analysed populations, the Czech one is the definite leader. This status, as already mentioned, is a consequence of the larger percentage of those postponing the moment of setting up their own business until acquiring more knowledge and experience, perceived by FEMT students as a chance for increasing the potential success of such a venture.

Table 3. Polish and Czech culture in light of G. Hofstede's cultural values

Power distance	
Czech Republic – 57 points	Poland – 68 points
Both Polish and Czech society is a hierarchical one, accepting social inequalities and the order in which each element has its own place, and not requiring its justification. A higher level of power distance, compared to the Czech Republic, indicates that Poles, more than Czechs, accept the hierarchical order of the world, inequalities in the distribution of power, are inclined towards greater centralization of the decision-making powers and submit to the will and decisions of individual executing management and control functions.	
Individualism	
Czech Republic – 58 points	Poland – 60 points
Both Polish and Czech culture is considered to be individualistic (although the assessments of this dimension are closer to the middle of the scale) accepting and preferring a loose connection of the social framework, in which the good of an individual and his/her closest family is placed above the good of a group/general public. A characteristic feature of the society and culture in the discussed countries is the avoidance of bearing individual responsibility, its dispersion among the difficult to identify members of a group (systemic legacy). In the opinion of Hofstede, the high level of power distance and individuality, as features of Polish culture, create a kind of contradiction, which forces the decision-makers to develop and adopt appropriate forms of communication based on personal contact with their subordinates, who accept the assumption that everyone, in a given organization and/or structure is important, although not equal.	
Masculinity	
Czech Republic – 57 points	Poland – 64 points
Poland, compared to the Czech Republic, is a more masculine society in which competition, achievements and success become the values defining the fulfilled social roles, thus defining the system of observed values. The feature of masculine societies (which include both Poles and Czechs) is to live for work, decisiveness and assertiveness of the decision makers, emphasis on justice and solving conflict through combating it.	
Uncertainty avoidance	
Czech Republic – 74 points	Poland – 93 points
Both Polish and Czech culture represent cultures preferring uncertainty avoidance, with Polish society being more restrictive/conservative in this area, maintaining rigid codes of beliefs and behaviours and not tolerating unconventional behaviours and ideas. The cultures featuring a high level of uncertainty avoidance are characterised by an emotional need for rules (even if the rules never work), people show an internal need for being busy and working hard, whereas precision and punctuality become a standard. A high level of this cultural characteristic limits the innovativeness of activities, becoming a function of the need for predictability and reducing the consequences of feeling stressed as the result of new situations, the effects of which are unrecognizable.	
Long-term orientation	
Czech Republic – 70 points	Poland – 38 points
This feature represents the area of the greatest diversity in terms of cultural values attributed to the analysed societies. Poles are a society characterised by a short-term orientation, expecting quick results from actions taken and showing great respect for tradition. The societies with a short-term orientation (among which Poles are included) represent the so-called normative societies, which observe and relate to social changes with great caution and suspicion, and remain sceptical about investing and saving. The Czechs and their pragmatic culture are on the opposite side of these characteristics. They demonstrate the ability of adapting tradition to the changing conditions quickly and easily, along with a strong propensity to save and invest, economizing and perseverance in achieving the results of the undertaken actions.	
Indulgence	
Czech Republic – 29 points	Poland – 29 points
The 29 points scored by both Poland and the Czech Republic indicate the culture presenting one of the lowest levels of indulgence (and therefore a highly restrained one). Such societies are highly prone to cynicism and pessimism. Unlike indulgent societies, the restrained ones do not attach much importance to free time, controlling the fulfilment of their desires.	

Source: authors' compilation based on (Hofstede-insights, 2019).

Table 4. Cultural values facilitating to the development of entrepreneurship vs. the culture of Poland and the Czech Republic

Cultural value	The level of cultural value facilitating entrepreneurship	The level of cultural value assigned to culture	
		Poland	Czech Republic
Power distance	Low (L)	Hh*	H
Individualism	High (H)	Hh	H
Masculinity	High (H)	Hh	H
Uncertainty avoidance	Low (L)	Hh	H
Long-term orientation	High (H)	L	H
Indulgence	No information	L	L

* High level and also higher than for the compared Czech culture.

Source: authors' compilation.

Table 5. Entrepreneurial intentions and selected measures of entrepreneurship appropriate for the studied populations

	FEMT students	TUL students
I intend to start my own business immediately after graduation	9%	7%
I intend to start my own business five years after graduation	35%	32%
I already run my own business	4%	10%
	Poland	Czech Republic
TEA* / country ranking in Europe	9.4%/VIII	7.6%/XVI
EEA** / country ranking in Europe	2.6%/XXII	3.1%/XX
TEA+EEA / country ranking in Europe	11.4%/XIII	10.5%/XXI

*TEA – total entrepreneurship at an early stage (% of people involved in setting up a business or running a new enterprise operating up to 3.5 years in the total working age population (aged 18-64). This group covers nascent entrepreneurs and new entrepreneurs.

**EEA – intrapreneurship rate -% share of people in the total population of a given country citizens aged 16-64 who perform a leading role in organizational entrepreneurship.

Source: authors' compilation based on survey studies and (*Europe's hidden...*, 2016, p. 8).

In turn, taking into account the macro dimension, it should be presumed that the higher compatibility of cultural values facilitating the development of entrepreneurship, attributed to the Czech culture against Polish culture, is reflected in such measures of entrepreneurship as TEA¹, EEA or their compilation. However, it turns out that also in this respect certain interpretational ambiguity can be observed regarding the levels

¹ The levels of these measures are true for 2014. The Internet lacks comparable data describing the levels of TEA and EEA indicators for Poland and the Czech Republic. The latest *Global Entrepreneurship Monitor 2018/2019 Global Report* presents these data only for Poland and does not include the Czech Republic in its content.

of these measures, since the value of TEA index places Poland in the top ten European countries evaluated according to this criterion (position VIII), whereas the Czech Republic is ranked XVI.

On the other hand, low levels of EEA indicator (the Czech Republic 3.1%, Poland 2.6%) describe the so-called intrapreneurship of the analysed societies, indicating at the same time the relatively low share of entrepreneurs working for and on behalf of their employer. Finally, when compiling both of the above-mentioned measures, ignoring, for example, the fact that they do not include the percentage of entrepreneurs conducting their economic activity for over 3.5 years since their business was set up, in the description of entrepreneurship level, Poland is perceived as more entrepreneurial in relation to the Czech Republic. This statement remains contradictory to the previously adopted assumption that the cultural characteristics attributed to Czech culture enhance the development of entrepreneurship to a greater extent. The consequence of this conclusion is the statement that the culture of a given country and its specificity, perceived through the prism of its characteristic features, is just an element in the set of factors influencing entrepreneurial behaviour of its representatives, along with such determinants as psychological or personality factors attributed to the potential or already functioning entrepreneurs.

5. Conclusion

In the opinion of the authors of this article, the analysis and interpretation of the collected research material allowed to answer the research questions formulated in its introduction, thus confirming the adopted hypothesis, indicating that despite the geographical proximity of performing social functions, there is a large variety of motivation, personality and cultural factors influencing the entrepreneurial intentions of FEMT and TUL students. The authors approach the presented study as a voice in the discussion on the problem of entrepreneurial intentions and their determinants, and also as an incentive for further research and analysis focused on the conditions and factors having an impact on entrepreneurship, with a particular emphasis on the so-called 'student' entrepreneurship.

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