

Edukacja przedsiębiorczości, płeć a intencje przedsiębiorcze studentów z krajów wyszehradzkich

Entrepreneurship education, gender and entrepreneurial intentions of university students in Visegrad countries

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This paper investigates whether entrepreneurial education contributes to the entrepreneurial intentions of university students in the four Visegrád countries (Czech Republic, Hungary, Poland and Slovakia.). The results show several differences with regard to the impact of education and Entrepreneurial Self-Efficacy (ESE) on entrepreneurial intentions across the four nations. In short, the direct impact of entrepreneurship education was positive and significant in only one country, Poland. This was the only nation amongst the four to have introduced entrepreneurship education at high-school level. Additionally, an indirect influence of entrepreneurship education on entrepreneurial intentions was uncovered. Using a multi-construct approach to entrepreneurial self-efficacy, the research proves that ESEs related to searching, planning and marshalling activities mediate the impact of entrepreneurial education on intentions, although these effects differ across the studied countries. Lastly, a gender comparison indicates that although women generally have lower entrepreneurial intentions and display lower levels of ESE they benefit more than men do from entrepreneurship education. Such findings hold important implications for entrepreneurship educators and policy makers.

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