

*Saša Petković<sup>1</sup>*

*Mira Krneta<sup>2</sup>*

*Ana Marija Alfirević<sup>3</sup>*

*Maja Ivanović Đukić<sup>4</sup>*

## **Students' Career Aspirations towards Entrepreneurial and Managerial Jobs: A Comparative Study in Bosnia and Herzegovina, Croatia and Serbia<sup>5</sup>**

**Каријерне аспирације студената ка предузетничком и менаџерском послу: компаративна студија у Босни и Херцеговини, Хрватској и Србији**

### **Abstract**

In conditions of significant high youth unemployment rates in the transition countries of Southeast Europe, the subject of special interest of public administration and the academic community is researching the connection between stimulating entrepreneurial activity and launching independent entrepreneurial ventures and self-employment. Also, the subject

---

<sup>1</sup> University of Banja Luka, Faculty of Economics, Banja Luka, Bosnia and Herzegovina, e-mail: sasa.petkovic@ef.unibl.org.

<sup>2</sup> Croatian Bank for Reconstruction and Development, Split Regional Office, Croatia, e-mail: mira.krneta@hbor.hr.

<sup>3</sup> University of Applied Sciences "Marko Marulić", Knin, Croatia, e-mail: anamarija.alfirevic@veleknin.hr.

<sup>4</sup> University of Niš, Faculty of Economics, Niš, Serbia, e-mail: maja.djukic@eknfak.ni.ac.rs.

<sup>5</sup> This paper was presented at the 6th Redete Conference in Banja Luka (Bosnia and Herzegovina), April 13-15, 2018

of research interest is factors influencing the entrepreneurial affinities and intentions of youth, who are finishing the process of formal education and trying to get involved in the world of work, either as employees or employers. The subject research was conducted on a purposive (deliberate) sample of 448 respondents in Croatia, Bosnia and Herzegovina (BiH) and Serbia, collected through online questionnaire, with the aim of comparing career aspirations of youth towards entrepreneurial and managerial jobs. The research is an extension of the interest of the academic community, complements the previous intense research from the region of South-east Europe and gives a scientific contribution by modifying and testing previously conducted empirical research in BiH and Croatia (Umihanić, Đonlagić Alibegović & Alfirević, 2018), extending the sample to Serbia, where significant research of this kind has not been conducted. The results, obtained by using descriptive statistics, analysis of variance (F-Test) and Post Hoc Fisher's LSD test for testing research hypothesis, indicate that there are significant differences in the career orientation of the surveyed students between three observed countries. In Croatia and Serbia, the impact of society and national culture is neither favourable for entering entrepreneurship, nor for a managerial career. Attitudes are somewhat more favourable in BiH, but not significantly more favourable in comparison to Serbia and Croatia.

**Key words:** entrepreneurial intentions, managerial career, entrepreneurial education, student entrepreneurship, Bosnia and Herzegovina, Croatia, Serbia

## **1. Introduction**

The problem of unemployment, especially of younger population, is expressed not only in the wider region among the countries of Southeast Europe, but also the countries in the European Union (EU). Among the EU countries, which under the term youth unemployment imply that these are the persons under the age of 25, Croatia is at the very top in terms of the unemployment of young people (with the rate of 24.5%), followed by Greece (43.7%), Spain (36%), Italy (31.5%) and Cyprus (25.1%) (Eurostat, 2018). According to ILO methodology, youth unemployment rate in Bosnia and Herzegovina (BiH) is one of the highest among the countries of the world (67.5%), while in Serbia it is 33.7% (World Bank, 2017). The consequences of such high unemployment rate among the countries of Southeast Europe are the result of global economic developments and the transition process which the countries in the region have been going

through for the last thirty years, and which has in recent years resulted in the increasing migration of the younger population to the developed European countries. Out-migration may limit the economic potential of the sending countries through brain drain, potential innovation loss and demographic risks. Research findings by Kovtun, Cirkel, Murgasova, Smith & Tambunlertchai (2014) suggest that long-lasting labour market weaknesses in the Western Balkans have structural roots: the institutional setup of the labour markets, labour cost factors, and especially the unfinished transition process. In the former Yugoslavia, the initial stages of transition were interrupted by the war which lasted from 1991 to 1995 and, in addition to large human casualties, left significant consequences for the population, infrastructure, economy and non-governmental activities, such as education, health, culture and sports (Petković, 2017). At the heart of the transition process there is the institution building, as well as the development of entrepreneurship and small and medium-sized enterprises (SMEs) (Hisrich, Petković, Ramadani & Dana, 2016). Many studies have shown that developed countries which encouraged entrepreneurship and the development of SMEs had a greater economic growth (Audretsch & Thurik, 2000; Casson & Wadeson, 2007; Ács & Naudé, 2013). As Carree and Thurik (2003) argue, for instance, it is now accepted that entrepreneurship is a necessary condition for a sound, long-term economic growth (Sautet, 2011). The potential solution to the problem of youth unemployment in Southeast Europe could be identified in encouraging the launch of new small businesses by young people. On the other hand, reformation of higher education in the direction of building the entrepreneurial eco-system of modern universities (Miller & Acs, 2017) would encourage creativity, initiative, proactiveness and risk-taking by students, and result in an increase in self-employment of young people not only out of necessity, but also out of perceived market opportunities. GEM (2017) called these individuals entrepreneurs led by the opportunity to progress (IDO), and in 2016 in the economies which were based on the efficiency (Croatia, Serbia and Bosnia and Herzegovina belong to this group of countries), 71% of respondents from the sample on the world level, were motivated by opportunities, rather than necessity.

In the Western Balkans, several research studies on entrepreneurial intentions of students have been carried out (Pfeifer, Šarlija & Zekić Sušac, 2014; Krneta, Alfirević & Đonlagić, 2015; Alfirević, Peronja & Borovac Zekan, 2015; Rajh et al., 2016; Langer, Alfirević, Pavičić & Krneta, 2016; Pašić Mešihović & Šestić, 2016; Baručić & Umihanić, 2016; Petković, 2017; Petković, Krneta & Alfirević, 2017; Šestić, Bičo Ćar, Pašić-Mešihović & Softić, 2017), while on a wider scale, dozens of papers have been published in recent years (Dehkordi, Sasani, Fathi & Khanmohammadi, 2012; Karimi et al., 2015; Mustafa, Hernandez, Mahon & Chee, 2016; Daim, Dabić & Bayraktaroglu, 2016; Aloulou, 2016), which points

to the importance and relevance of the research topic. Unlike BiH and Croatia, a very little research on entrepreneurial intentions of limited intensity focused on the personal characteristics of respondents was conducted in Serbia (Rajh et al., 2016; Nikolić, Čočkalović, Terek, Božić & Nastasić, 2017; Terek, Nikolić, Čočkalović, Božić & Nastasić, 2017). Research conducted by Umihanić, Đonlagić Alibegović and Alfirević (2017) on a sample of the student population in BiH shows that students are reluctant to entering entrepreneurship, but they perceive managerial job as a desirable form of a career after finishing the formal education. In the research on entrepreneurial intentions of students in BiH (Petković, Krneta & Alfirević, 2017; Petković, 2017), it was determined that personal competence and motivation of students are predictors of an entrepreneurial intention, which is not the case with the “entrepreneurial university” and institutional support for entrepreneurs-beginners, which is perceived as very weak and insignificant.

According to the GEM research in BiH (2012), the reason for this career orientation of young people is associated with the lack of quality of educational programs related to the development of their own business, as well as insufficient motivation of young people for entrepreneurship. Criticism of the approach to the research of students' intentions that there is no guarantee that students who intend to start their own business will do it, can be justified. But at the same time, this type of research allows us to evaluate career aspirations of young people during or after finishing their university education, which can represent one of the most significant inputs for the creation of economic policy of small countries in transition. Empirical evidence suggests that intention-based models are still a highly relevant theoretical framework for exploring entrepreneurial behavior and it has been argued that intention is still the single best predictor of future behavior (Pfeifer et al., 2014). In the context of special interest for the mentioned research issues, empirical research was conducted on a purposive (deliberate) sample of the student population in three selected countries of the region (Croatia, BiH and Serbia), with the aim to determine whether there are significant differences in career aspirations of the student population towards the selection of a career of an entrepreneur or a career of a manager in the future, i.e. after finishing their formal academic education. The obtained results of the research can serve as a relevant indicator for comparing differences between these three countries in the level of development of entrepreneurial culture and generally the perception of young people regarding self-employment. On the other hand, the research results may be useful in the context of the impact on education and public policy in order to encourage and develop entrepreneurship and build the entrepreneurial eco-system at the public universities, especially among the younger population. The next section presents literature review, followed by description of the methodology, research model and hypotheses. Results are discussed in the

section four, while the final section includes conclusions and policy implications, pointing to some limitations and lines for future research.

## 2. Literature Review

Exploring entrepreneurial intentions of students in the academic community in the world has been at the peak of interest for the last two decades, which is shown by a number of theories and models tested by researchers, presented in this literature review, and in the context of the problem of our research. From the point of the previous theoretical approaches to the career orientation towards entrepreneurship, Miljković Krečar (2010a) presents four theoretical approaches: a) theory of career decision (it considers the impact of various factors on the selection of a career of an entrepreneur), b) theory of career socialisation (it is associated with the identification of required experiences important for starting entrepreneurial business), c) theory of career orientation (it starts from defining its own role and the identity of a career of an entrepreneur) and d) theory of career development (it is observed through various stages of development of a business career and the impact of family relations). A lot of research on entrepreneurial intentions of students in the world and in the region of Southeast Europe has been conducted through testing or modifying the Ajzen's theory (1991), i.e. the model of planned behavior (TPB), which appeared to be an effective predictor of different behaviour (risk-oriented behaviour, ethical behaviour, the intent to start one's own business) in a number of studies in the social sciences (Watchravesringkan et al., 2013; Karimi et al., 2015; Linan & Fayolle, 2015; Pašić Mešihović & Šestić, 2016). According to the TPB model, entrepreneurial behaviours are the result of intention, and intentions are the function of attitudes, subjective norms and behavioural controls (Roxas et al., 2008 stated in Mustafa et al., 2016). In contrast to the Shapero's (1982) model of entrepreneurial events, SEE model which suggests that entrepreneurial intentions are dependent on three elements: perceived desirability, propensity to act and perceived feasibility, and TPB model (Ajzen, 1991), Lüthje and Franke (2003) proposed the LFM model which incorporated a broad range of direct exogenous factors (Nabi et al., 2010). A particular strength of the LFM model is that it incorporates both personality traits and entrepreneurial factors in examining the attitudes regarding entrepreneurial intentions (Mustafa et al., 2016).

According to previous research, personality traits are an important predictor of entrepreneurial preferences. Therefore, some personality traits can affect the individual intention of starting a new venture (Dehkordi et al., 2012). Considering the work of authors who have written about the personality of an entrepreneur, Deakins and Freel (2012, p. 10) single out certain key characteristics that

are in scientific literature referred to as the essential skills of every entrepreneur, such as: “McClelland’s (McClelland, 1961) need for achievement, calculated risk-taking, expressed internal locus of control, creativity, innovativeness, the need for independence, tolerance of uncertainty, vision, self-efficacy”. However, by giving a great importance to a set of innate personality traits, the role of education and training is reduced. Psychological perspective is one of the main areas of entrepreneurship research (Aloulou, 2016). However, due to the neglect of the impact of variables from the environment, empirical research based solely on psychological characteristics is mainly no longer conducted. On the other hand, the motivation of individuals depends to a large extent on the environmental factors. Social cognition theories such as the Social Cognitive Career Theory (SCCT) also offer a comprehensive framework in which the choice of a career is a function of dynamic interaction among self-efficacy, outcome expectations and personal goals (Lent, Brown & Hackett 2002, as state Pfeifer et al., 2014).

A growing number of research studies confirm the important role of contemporary universities in fostering self-employment of students through the establishment of the so-called entrepreneurial ecosystems (Miller & Acs, 2017; Spigel & Harrison, 2018; Thompson, Purdy & Ventresca, 2018). Universities around the world also play the third role, i.e. the role of an entrepreneurial university, along with traditional roles, such as centers for education and research centers (Iglesias-Sánchez, Jambrino-Maldonado, Velasco & Kokash, 2016). Multiple studies and authors (Isenberg, 2014; Stam, 2015) have made clear arguments that entrepreneurial ecosystems are a crucial line of inquiry given that we live in an entrepreneurial economy (Audretsch & Thurik, 2000, as state Miller & Acs, 2017). Recent meta-analytic evidence (Bae, Qian, Miao & Fiet, 2014 as state Mustafa et al., 2016) has suggested that the types of support universities can offer may be shaped significantly by the cultural and institutional difference. Recent research studies suggest that entrepreneurial skills and attitudes can be gained through business simulation experiences (Arias-Aranda & Bustinza-Sanchez, 2009). Higher education and entrepreneurship are seen by researchers, policy makers and members of the media as two societal institutions crucial for economic growth, job creation, and increased standards of living in the USA (Miller & Acs, 2017). Individuals with family members or close friends who are entrepreneurs are more likely to start their own business than those who have not experienced the same level of exposure to entrepreneurship (Collins & Moore, 1970, as state Petković & Milanović, 2017). Relatively few research results of inclinations towards entrepreneurship in transition countries show that specific features of individual countries may affect the propensity to start an independent business and entrepreneurial activity (Rajh et al., 2016).

In addition to the research based on the individual characteristics of individuals and socio-behavioural aspects of the environmental impact on the entrepreneurial intentions, very little research has been conducted on the specificities of the country and the development of entrepreneurial infrastructure. China has formulated a series of entrepreneurial policies on tax incentives, offered loans with low interest rates, etc. thus encouraging student entrepreneurship. It is obvious that the current environment in China is suitable for student entrepreneurship (Yao, Wu & Long, 2016). In general, entrepreneurship education at the universities can inform and motivate students, and therefore increase their willingness to consider entrepreneurship as a career path (Lange, Marr, Jawahar, Yong & Bygrave, 2011).

Drawing on the theoretical approach to career socialisation, the results of previous research show that previously gained experience in a family business influences the formation of a career identity in children from an early age (Miljković Krečar, 2010 b). Krneta et al. (2015) observed the impact of various factors on career orientation towards entrepreneurship. Their research was based on the research conducted among students in Croatia and BiH which determined that support from social environment (family and friends) and personal experience in entrepreneurship significantly influenced the pursuit of career choice of an entrepreneur. On the other hand, the research conducted in Croatia on a sample of 41 surveyed students, showed that career orientation towards entrepreneurship is not influenced by belonging to an entrepreneurial family (Vuković, Kedmelec, Horvat and Korent, 2011). Due to a small sample of the above mentioned research (Vuković et al., 2011), research findings should be taken with caution. In a study conducted in BiH in early 2016 (Petković, 2017; Petković, Krneta & Alfirević, 2017) on a sample of 351 surveyed students of the Faculty of Economics, University of Banja Luka, the research results were consistent with the results of similar studies in the region of the Western Balkans (Krneta et al., 2015; Alfirević et al., 2015; Pašić Mešihović & Šestić, 2016; Langer et al. 2016), which showed that personal characteristics were the strongest predictors of students' entrepreneurial intentions and emphasized the need to strengthen the social context and potential support of social capital in the development of youth entrepreneurship (Langer et al., 2016).

Exploring the impact of entrepreneurship education on the intention to start own business, on a sample of the student population, Peterman & Kennedy (2003) determined that students attending programs of entrepreneurship education perceive entrepreneurship as a desirable career choice, as evidenced in another study conducted by Turker and Senem Sonmez (2009). On the other hand, previous research has shown the importance and impact of entrepreneurship education when selecting a career of an entrepreneur in terms of adaptation and creation of

programs of entrepreneurship education based on the needs of users and entrepreneurs (Collins, Hannon & Smith, 2004).

In the next chapter, we will present the methodology, research sample, limiting factors in the research, research hypotheses and research results. In this preliminary phase of the research, we will analyse attitudes of the respondents, the students of economics from three public universities in Croatia, BiH and Serbia with the previously verified questionnaire in BiH (Umihanić, Đonlagić Alibegović & Alfirević, 2018). In this case, it is about the initial research in these three countries on the desirability of entrepreneurial and managerial career after graduation. In the next phase we will do comprehensive research by testing Social Cognitive Career Theory (SCCT) (Lent, Brown & Hackett, 2002), on the basis of which we will also measure the causality of selected independent variables on the dependent variable identified as entrepreneurial intentions of students.

### **3. Empirical Research**

#### **3.1. Research Sample**

Empirical research conducted on a sample of the student population at the beginning of 2018 (from January 2018 to the end of March 2018), through online survey of 448 students of the three public universities in selected public higher education institutions in three different countries: Croatia (the Faculty of Economics, University of Split, 74 respondents), BiH (the Faculty of Economics, University of Banja Luka, 218 respondents and 63 respondents from nine other faculties; the Faculty of Economics, University of Tuzla, 18 respondents) and Serbia (the Faculty of Economics, University of Niš, 75 respondents). The sample included a total of 448 respondents, who considering the availability make purposive (deliberate) sample.

Data on the structure of the respondents indicate that most of the survey questionnaires were collected at the University of Banja Luka, Republic of Srpska (281 respondents or 62.73%), while a smaller number was collected at the Faculty of Economics, University of Split in Croatia, 74 respondents, 16.5%), at the Faculty of Economics, University of Niš, Serbia (75 respondents, 16.7%) and at the Faculty of Economics, University of Tuzla, the Federation of Bosnia and Herzegovina (18 respondents or 4%). Considering the level of university studies, data show that the majority of respondents attend undergraduate studies (66.3%), while a slightly smaller percentage attend graduate (master) studies (26.3%). The sample also includes respondents attending doctoral studies (3.3%) and respondents who have finished the graduate (master) studies, and do not intend to pursue further education (0.7%), which is a negligible percentage of respondents.

It is interesting to note that of all respondents in the sample women are most represented (67.6%). Also, as might be expected, most of the respondents have no work experience (59.6%), have not been involved in entrepreneurship (80.8%), while only one third of them (37.9%) stated that their families own a family company, i.e. that they have a family entrepreneurial experience. However, 75% of respondents know someone who is an entrepreneur.

The research was conducted through previously verified on-line survey questionnaire (Umihanić et al., 2018), which was used to measure students' attitudes towards career preferences and the selection of a career of an entrepreneur, i.e. a career of a manager after finishing the formal academic education. The data were statistically processed in SPSS version 22 using descriptive statistics, analysis of variance (F-test) and Post Hoc statistical testing by Fisher's LSD test in order to test the research hypotheses, as described in the Discussion section.

### **3.2. Research Limitations**

These data show that there is a small percentage of response among students of higher years of study (graduate level) to the conducted research, which represents its significant limitation. Namely, the answers are formed on the basis of personal attitudes of respondents who attend the undergraduate level of study and have insufficient knowledge of the social and business environment and the labour market. Also, one part of the sample from BiH are students of other study programs who do not study entrepreneurship as a compulsory subject (22.41% or 63 respondents from nine faculties, out of which only eight respondents from the Faculty of Agriculture have a compulsory subject in the field of entrepreneurship in the second year of study).

The sample was collected electronically, and despite our desire to include the entire statistical set, the sample has no characteristics of a random sample, which is one of the key limitations in the research. Finally, given that this is initial research in three countries on the desirability of entrepreneurial, i.e. managerial career after graduation, the biggest disadvantage of the research is that in this phase of the research we did not test some of the available theories, which would help us measure the causality of selected independent variables on the entrepreneurial intentions of students, such as Ajzen's (1991) TPB theory, Shapero's (1982) SEE model, Lüthje and Franke's (2003) LFM model or SCCT model (Lent, Brown & Hackett, 2002).

### **3.3. Research results**

The questionnaire, which was used to collect data on the attitudes and opinions of respondents, consisted of two pairs of six questions about their attitudes to-

wards entrepreneurial and managerial career and general information about the respondents. In the following lines, we will present some results of the research relevant to discuss and prove the research hypotheses.

The evaluation of means of students' career orientation is shown below for all three observed countries, for the characteristics that measure career preferences in the family about the acceptability of an entrepreneurial career and a managerial career, as well as particles, which refer to the impact of national culture on career choice, social acceptability and the importance of entrepreneurs in society, and particles related to the perceived risk and ethical acceptability of the observed career orientations (see Table 1). At the same time, the attitudes of the respondents are measured on the ordinal Likert scale with responses ranging from 1 to 5 (1 - I completely disagree, 5 - I completely agree).

The results of the evaluation of means show that in Croatia, compared to other observed countries, there are almost average evaluations of attitudes related to career preferences in the family (with the same result for both observed groups of 2.97). If we observe the means of evaluations of the impact of the national culture on the career orientation towards entrepreneurship, it can be said for both Croatia and Serbia that evaluations range from average to slightly average (Croatia has a result of 2.97 and Serbia has somewhat lower result of 2.71). The attitude towards the social acceptability of an entrepreneurial career has the result of 2.89 for Croatia and lower average evaluation of 2.47 for Serbia, and a managerial career has the result of 2.85 for Croatia and much lower average evaluation of even 2.41 for Serbia. The mean values for BiH in relation to Croatia and Serbia show that respondents have a medium level of attitudes for all particles. It can be concluded that in Croatia and Serbia, the impact of society and national culture is unfavorable for entering entrepreneurship, as well as for a managerial career. The reasons for such attitudes can be partially linked with the current economic and business situation, unfavorable business climate, but also a crisis that has affected a large part of the countries that have gone through the transition process over the last twenty years or so, which particularly applies to the countries of the wider region of Southeast Europe.

Although from the analysis of the attitudes of the respondents among the three countries, one can notice the difference in preferences towards the acceptability of the entrepreneurial, i.e. managerial career after finishing the academic education. For each particle below there is the analysis of the statistical significance of these differences through the analysis of the variance (F-test), which starts from the assumption that the homogeneity of the variance is not distorted, which is confirmed if  $p < 0.05$ .

**Table 1.**

*Evaluations of the mean values of the respondents towards the entrepreneurial, i.e. managerial career for three countries: Croatia, BiH and Serbia*

	Croatia			BiH			Serbia		
	N	Mean	Std. deviation	N	Mean	Std. deviation	N	Mean	Std. deviation
Entrepreneurial career - career preference in the family	62	<b>2.97</b>	.868	299	3.17	1.102	75	3.60	1.013
Entrepreneurial career - national culture prefers career	62	<b>2.97</b>	.886	299	3.17	.997	75	<b>2.71</b>	.955
Entrepreneurial career - is not sufficiently appreciated in society	62	3.24	.918	299	3.42	1.154	75	3.57	1.016
Entrepreneurial career - is not socially acceptable	62	<b>2.89</b>	.994	299	3.27	1.114	75	<b>2.47</b>	1.018
Entrepreneurial career - associated with the exploitation of other people	61	3.62	.860	299	3.81	1.008	75	3.16	1.326
Managerial career - career preference in the family	59	<b>2.97</b>	.830	299	3.21	1.097	75	3.57	1.105
Managerial career - national culture prefers career	59	3.00	.947	299	3.26	.976	75	3.11	.924
Managerial career - is not sufficiently appreciated in society	60	3.25	.856	299	3.39	1.095	75	3.37	1.037
Managerial career - is not socially acceptable	60	<b>2.85</b>	.988	299	3.20	1.106	75	<b>2.41</b>	1.054
Managerial career - associated with the exploitation of other people	60	3.50	.930	299	3.69	1.059	75	3.08	1.239
Valid N (listwise)	59			299			75		

Source: Authors' analysis

The obtained results suggest that there are significant differences among respondents in three observed countries, which are related to *differences in career preferences in the family*:  $F(2.432) = 6.581$ ,  $p = 0.002$ ), *the impact of the national culture*:  $F(2.432) = 7.103$ ,  $p = 0.001$ ) on the career orientation towards an entrepreneurial career, as well as the *difference between the preferences in the family for the orientation towards a managerial career*:  $F(2.429) = 5.245$ ,  $p = 0.006$ ). Similarly, it was observed that there is a *significant level of significance of differences between three countries which are related to the differences in the impact of the society*:  $F(2.432) = 17.701$ ,  $p = 0.000$ ) and ethics:  $F(2.431) = 11.354$ ,  $p = 0.000$ ) on the *acceptability of entrepreneurship as a preferred career*, which also applies to the impact of the society:  $F(2.430) = 16.715$ ,  $p = 0.000$ ) and ethics:  $F(2.430) = 9.549$ ,  $p = 0.000$ ) on the acceptability of a managerial career (see Table 2).

**Table 2.**  
*Analysis of variance*

ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Entrepreneurial career - career preference in the family	Between Groups	14.614	2	7.307	6.581	<b>.002</b>
	Within Groups	479.639	432	1.110		
	Total	494.253	434			
Entrepreneurial career - national culture prefers career	Between Groups	13.542	2	6.771	7.103	<b>.001</b>
	Within Groups	411.782	432	.953		
	Total	425.324	434			
Entrepreneurial career - is not sufficiently appreciated in society	Between Groups	3.607	2	1.803	1.485	.228
	Within Groups	524.715	432	1.215		
	Total	528.322	434			
Entrepreneurial career - is not socially acceptable	Between Groups	41.432	2	20.716	17.701	<b>.000</b>
	Within Groups	505.588	432	1.170		
	Total	547.021	434			
Entrepreneurial career - associated with the exploitation of other people	Between Groups	25.120	2	12.560	11.354	<b>.000</b>
	Within Groups	476.762	431	1.106		
	Total	501.882	433			
Managerial career - career preference in the family	Between Groups	11.850	2	5.925	5.245	<b>.006</b>
	Within Groups	484.648	429	1.130		
	Total	496.498	431			
Managerial career - national culture prefers career	Between Groups	4.205	2	2.103	2.259	.106
	Within Groups	399.274	429	.931		
	Total	403.479	431			
Managerial career - is not sufficiently appreciated in society	Between Groups	.711	2	.356	.320	.727
	Within Groups	478.425	430	1.113		
	Total	479.136	432			
Managerial career - is not socially acceptable	Between Groups	39.156	2	19.578	16.715	<b>.000</b>
	Within Groups	503.657	430	1.171		
	Total	542.813	432			
Managerial career - associated with the exploitation of other people	Between Groups	22.150	2	11.075	9.549	<b>.000</b>
	Within Groups	498.714	430	1.160		
	Total	520.864	432			

Source: Authors' analysis

After determining the existence of statistical significance among the observed groups in three different countries the working hypotheses were formulated below, as follows:

**H1:** There is a significant difference between countries in the wider region of Southeast Europe, given the preferences for entrepreneurial and managerial career.

**H2:** There is a significant difference between countries in the wider region of Southeast Europe, given the impact of national culture on career preferences.

**H3:** There is a significant difference between countries in the wider region of Southeast Europe, given the social status of different types of careers.

**H4:** There is a significant difference between countries in the wider region of Southeast Europe, given the social acceptability of career preferences.

**H5:** There is a significant difference between countries in the wider region of Southeast Europe, given the perception of the ethical acceptability of entrepreneurial and managerial career.

Previously presented results established the existence of *significant differences between the observed groups according to career orientation of respondents in the future*, but at the same time, the analysis results *do not show between which countries these differences are most pronounced*. However, in accordance with the specified Post Hoc statistical testing, Fisher's LSD test was applied.

Results of the analysis of the Fisher's LSD test show that *there are differences between the observed countries*, which speak about the tendency in the family for the acceptability of career choices in the future, where the difference is more pronounced *between Serbia and Croatia, than between Serbia and BiH*. Even with the impact of ethics on career orientation, there are differences, which are larger in BiH, compared to other two countries. Furthermore, the obtained differences, which speak about the impact of the national culture on the acceptability of entrepreneurial and managerial career are more pronounced in BiH, than in Serbia. Given the social impact on the career orientation of respondents in the future, differences are apparent when comparing all three observed countries and the difference is most pronounced in BiH. It has been established that all obtained differences are significant at the level of 5%. (See Table 3).

**Table 3.**  
Post-hoc test of significant differences between three countries

Dependent Variable		(I) Country	(J) Country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Entrepreneurial career - career preference in the family	LSD	<b>Croatia</b>	<b>Serbia</b>	-.600*	.182	<b>.001</b>	-.96	-.24
			BiH	-.167	.148	.259	-.46	.12
		<b>Serbia</b>	<b>Croatia</b>	.600*	.182	<b>.001</b>	.24	.96
			BiH	.433*	.136	.002	.17	.70
		<b>BiH</b>	Croatia	.167	.148	.259	-.12	.46
			<b>Serbia</b>	-.433*	.136	<b>.002</b>	-.70	-.17
Entrepreneurial career - national culture prefers career	LSD	Croatia	Serbia	.261	.168	.122	-.07	.59
			BiH	-.203	.137	.139	-.47	.07
		<b>Serbia</b>	Croatia	-.261	.168	.122	-.59	.07
			BiH	-.464*	.126	<b>.000</b>	-.71	-.22
		<b>BiH</b>	Croatia	.203	.137	.139	-.07	.47
			<b>Serbia</b>	.464*	.126	<b>.000</b>	.22	.71
Entrepreneurial career - is not socially acceptable	LSD	<b>Croatia</b>	<b>Serbia</b>	.435*	.187	<b>.020</b>	.07	.80
			BiH	-.373*	.152	.015	-.67	-.07
		<b>Serbia</b>	<b>Croatia</b>	-.435*	.187	<b>.020</b>	-.80	-.07
			BiH	-.808*	.140	<b>.000</b>	-1.08	-.53
		<b>BiH</b>	Croatia	.373*	.152	<b>.015</b>	.07	.67
			<b>Serbia</b>	.808*	.140	<b>.000</b>	.53	1.08
Entrepreneurial career - associated with the exploitation of other people	LSD	<b>Croatia</b>	<b>Serbia</b>	.473*	.182	<b>.010</b>	.12	.83
			BiH	-.173	.149	.246	-.47	.12
		<b>Serbia</b>	<b>Croatia</b>	-.473*	.182	<b>.010</b>	-.83	-.12
			BiH	-.646*	.136	<b>.000</b>	-.91	-.38
		<b>BiH</b>	Croatia	.173	.149	.246	-.12	.47
			<b>Serbia</b>	.646*	.136	<b>.000</b>	.38	.91
Managerial career - career preference in the family	LSD	<b>Croatia</b>	<b>Serbia</b>	-.573*	.186	<b>.002</b>	-.94	-.21
			BiH	-.214	.152	.161	-.51	.09
		<b>Serbia</b>	<b>Croatia</b>	.573*	.186	<b>.002</b>	.21	.94
			BiH	.359*	.137	<b>.009</b>	.09	.63
		<b>BiH</b>	Croatia	.214	.152	.161	-.09	.51
			<b>Serbia</b>	-.359*	.137	<b>.009</b>	-.63	-.09
Managerial career - is not socially acceptable	LSD	<b>Croatia</b>	<b>Serbia</b>	.451*	.188	<b>.017</b>	.08	.82
			BiH	-.340*	.154	.028	-.64	-.04
		<b>Serbia</b>	<b>Croatia</b>	-.451*	.188	<b>.017</b>	-.82	-.08
			BiH	-.791*	.140	<b>.000</b>	-1.07	-.52
		<b>BiH</b>	Croatia	.340*	.154	<b>.028</b>	.04	.64
			<b>Serbia</b>	.791*	.140	<b>.000</b>	.52	1.07
Managerial career - associated with the exploitation of other people	LSD	<b>Croatia</b>	<b>Serbia</b>	.428*	.187	<b>.023</b>	.06	.80
			BiH	-.177	.153	.249	-.48	.12
		<b>Serbia</b>	<b>Croatia</b>	-.428*	.187	<b>.023</b>	-.80	-.06
			BiH	-.606*	.139	<b>.000</b>	-.88	-.33
		<b>BiH</b>	Croatia	.177	.153	.249	-.12	.48
			<b>Serbia</b>	.606*	.139	<b>.000</b>	.33	.88

\*. The mean difference is significant at 0.05 level.

Source: Authors' analysis

#### **4. Discussion**

Research results indicate that there are significant differences in the evaluation of respondents' attitudes on career orientation in the future in all three observed countries of Southeast Europe. All cities (Split, Croatia; Banja Luka and Tuzla, BiH; and Niš, Serbia) where the research was conducted are the cities of similar size which used to be strong industrial centers in the former Yugoslavia. However, in addition to the low level of entrepreneurial activity of the population in the cities where the research was conducted, which is also the result of the socialist legacy of the former Yugoslavia, the intention in our research was to analyse attitudes of students of economics on the desirability of entrepreneurial vs. managerial profession, without a deeper analysis on the reasons. Unlike recent research on entrepreneurial intentions in the region (Pfeifer, Šarlija & Zekić Sušac, 2014; Krneta, Alfrević & Đonlagić, 2015; Alfrević, Peronja & Borovac Zekan, 2015; Rajh et al., 2016; Langer, Alfrević, Pavičić & Krneta, 2016; Pašić Mešihović & Šestić, 2016; Baručić & Umihanić; Petković, 2017; Petković, Krneta and Alfrević, 2017; Šestić, Bičo Ćar, Pašić Mešihović & Softić, 2017), we did not analyse thoroughly the causes of such attitudes. Our goal was to determine if there are significant differences in career options between these three countries in transition. Although this type of research can be considered incomplete due to non-inclusion of a number of factors influencing entrepreneurial intentions of students that we have described in the literature review, we can consider it solely as the first stage of the future research that will provide empirical proof of cause of different perceptions of young people in three countries of the former common state.

Also, our research showed where the obtained statistical difference is more pronounced. In terms of preferences of the family in career choices in the future, the difference is more pronounced between Serbia and Croatia, than between Serbia and BiH. Also, with the impact of ethics on career choice, the differences are evident and more pronounced in BiH, equally as the impact of national culture and social impact.

Therefore, the specific aim of this analysis was to determine whether there are significant differences between three selected countries in the career orientation of the respondents towards achieving a career of an entrepreneur, and a career of a manager after finishing the formal education in the future. As previously presented, the obtained results of the analysis of variance show that there are significant differences between countries in the wider region of Southeast Europe, given the preferences of entrepreneurial and managerial career. Therefore, it can be concluded that the first hypothesis of the research, which states "there is a significant difference between countries in the wider region of Southeast Europe, given the preferences for entrepreneurial and managerial career", is accepted.

The second hypothesis is partially accepted, since there is only a slight difference between the countries in the wider region of Southeast Europe, given the impact of national culture on career preferences towards entrepreneurship. Further, data show that the third hypothesis of the research cannot be accepted because there were no significant differences between countries in the wider region of Southeast Europe, given the social status of different types of careers. Furthermore, as it was determined that there were significant differences between countries in the wider region of Southeast Europe, given the social and ethical acceptability of career preferences, the fourth and fifth hypotheses are accepted.

The results of our study can be partly compared with the results of similar research in the region of Southeast Europe. However, we need to emphasise the specificity of our preliminary research, so detailed comparisons with the results of similar research are not possible, except for the initial preliminary research conducted by Umihanić et al. (2018). The results of the preliminary empirical research in Croatia among business students from the public university conducted by Pfeifer et al. (2014) indicate that the main predictors of the entrepreneurial intentions in Croatia are strength of entrepreneurial identity aspiration and entrepreneurial self-efficacy. In order to explore entrepreneurial intentions and their antecedents in the post-transition context, Rajh et al. (2016) conducted a survey among 1,200 students of economics and business in four Southeast European countries: Bosnia and Herzegovina, Croatia, Macedonia and Serbia. The results indicate that personal attitude towards entrepreneurship, perceived behavioral control and subjective norm positively and significantly affect entrepreneurial intent. Respondents from Bosnia and Herzegovina exhibit higher levels of entrepreneurial intent compared to other observed countries. It is in line with the results of research conducted in 2016 at the Faculty of Economics, University of Banja Luka, on a sample of 351 students (Petković, 2017), where the first auxiliary research hypothesis that stated “personal traits and motivation considerably influence entrepreneurial intentions of students” was confirmed, but not the second one that stated “entrepreneurial university encourages active students to start their own business” and the third one that stated “the social environment, above all the family, but also peers, school, media and developed institutions supporting the development of entrepreneurship positively influence the entrepreneurial intentions of students”, which was not a big surprise, since the institutions of entrepreneurial infrastructure in BiH were not sufficiently built (Hisrich et al., 2016), the transition was not successfully completed (Trivić & Petković, 2014) and higher education institutions and study programs in BiH have not been fully reformed in line with European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2015). Research on the perception of the desirability of the selection of a career of an entrepreneur among

young people was conducted in BiH on a sample of 190 interviewed students, according to which students in BiH consider a career of an entrepreneur as a possible choice, but not the most acceptable form of a career (Šestić et al., 2017). In the research conducted on a sample of 44 entrepreneurs in BiH in 2016, it is important to mention that the empirically rejected correlation between attitudes towards entrepreneurship and entrepreneurial opportunity recognition leads to the conclusion that entrepreneurship education within and out of formal education systems in BiH insufficiently develops and strengthens attitudes toward entrepreneurship of its participants (Baručić & Umihanić, 2016).

In Serbia, in research conducted among 380 students (Nikolić et al., 2017), correlations between life values and enterprise potential dimensions and entrepreneurial intentions dimensions, for the most part are not statistically significant. Entrepreneurial intention has a statistically significant and positive correlation with the following dimensions of life values: love and affection, self-actualization and personal gratification.

## Conclusion

Based on the research of a purposive (deliberate) sample of 448 students from four cities and three countries in the region of Southeast Europe, we have come up with interesting results on the attitudes of students on the desirability of entrepreneurial or managerial career options after graduation. Although from the analysis of the attitudes of the respondents between the three countries, one can notice the difference in preferences towards the acceptability of the entrepreneurial, i.e. managerial career after finishing the academic education. For each particle below there is the analysis of the statistical significance of these differences through the analysis of the variance (F-test), which starts from the assumption that the homogeneity of the variance is not distorted, which is confirmed if  $p < 0.05$ .

The obtained results suggest that there are significant differences between respondents in three observed countries, which are related to differences in career preferences in the family:  $F(2.432) = 6.581$ ,  $p = 0.002$ ), the impact of the national culture:  $F(2.432) = 7.103$ ,  $p = 0.001$ ) on the career orientation towards the achievement of the entrepreneurial career, as well as the difference between the preferences in the family in the orientation towards managerial career:  $F(2.429) = 5.245$ ,  $p = 0.006$ ). Similarly, it was observed that there is a significant level of significance of differences between the three countries which are related to the differences in the impact of the society:  $F(2.432) = 17.701$ ,  $p = 0.000$ ) and ethics:  $F(2.431) = 11.354$ ,  $p = 0.000$ ) on the acceptability of the entrepreneurship as a preferred selection of a career, which also applies to the impact of the society:

$F(2,430) = 16.715, p = 0.000$ ) and ethics:  $F(2,430) = 9.549, p = 0.000$ ) on the acceptability of a managerial career. Based on the obtained results of the variance analysis, we can conclude that the first hypothesis, which says there is a significant difference between countries in the wider region of Southeast Europe, given the preferences for entrepreneurial and managerial career, has been proven. The second hypothesis has been partly proven, because the obtained differences that speak about the impact of national culture on the acceptability of entrepreneurial and managerial career are more pronounced in BiH than in Serbia. Since no significant differences were obtained between countries in the wider region of Southeast Europe, given the social status of different types of careers, we reject the third hypothesis which claims that there is a significant difference between countries in the wider region of Southeast Europe, given the social status of different types of careers. Finally, as it is determined that there are significant differences between countries in the wider region of Southeast Europe, given the social and ethical acceptability of career preferences, we accept the fourth and fifth research hypotheses, which claim that there is a significant difference between countries in the wider region of Southeast Europe, given the social acceptability of career preferences and the perception of the ethical acceptability of entrepreneurial and managerial career.

It can be concluded that in Croatia and Serbia, the impact of society and national culture is not favourable for entering entrepreneurship, but also for a managerial career. Attitudes are somewhat more favourable in BiH, but not significantly more favourable in comparison to Serbia and Croatia. The reasons for such attitudes can be partially linked with the current economic and business situation, unfavourable business climate, but also a crisis that has affected a large part of the countries that have passed through the transition process over the last twenty years or so, which particularly applies to the countries of the wider region of Southeast Europe. The results obtained in this way have implications for future research in the region of Southeast Europe, which should go in the direction of comprehensive research of influencing factors of entrepreneurial intentions of students through testing the original and/or by modifying the available theoretical models, as already done in Croatia, on the example of a modified model of Social Cognitive Career Theory (SCCT) (Lent, Brown & Hackett, 2002), on the basis of which we will also measure the causality of the selected independent variables on the dependent variable identified as the entrepreneurial intentions of the students. On the other hand, our research should alert decision-makers to lead a more effective economic policy of targeted support for the development of entrepreneurship and building entrepreneurial ecosystems, given the results obtained from the research, and to encourage universities to undertake comprehensive reforms towards the development of entrepreneurial ecosystems of

public universities that will significantly encourage and motivate students to select an entrepreneurial career as a lifelong career option. The research represents an extension of the interest of the academic community, complements previous intense research from the region of Southeast Europe and gives a scientific contribution by modifying and testing previously conducted empirical research in BiH and Croatia (Umihanić et al., 2018), extending the sample to Serbia, where significant research of this kind has not been conducted.

The results can be useful in terms of improving existing and developing new entrepreneurship education programs at higher education institutions, strengthening entrepreneurial behaviour of young people, as well as an incentive for the development of measures through the system of public support, aimed at developing and strengthening youth entrepreneurship and the university entrepreneurial eco-system.

## References

- Ács, Z.J., & Naudé, W.A. (2013). Entrepreneurship, Stages of Development and Industrialization, (In Szirmai, A., Naudé, W.A., & Alcorta, L. ed. *Pathways to Industrialization in the 21<sup>st</sup> Century*. Oxford: Oxford University Press.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Alfirević, A.M., Peronja, I., & Borovac Zekan, S. (2015.) Influence of the desirability of entrepreneurship and self-integrity of students with the intention of creating new enterprises; 5th South-East European (SEE) meeting & scientific conference of management departments; Retrived October 31, 2016, from [http://entrepreneurship2015.foi.hr/sites/default/files/Zbornik%20Full%20Papers%20A4%20-%20Interkatedarski%20FOI%202015\\_0.pdf](http://entrepreneurship2015.foi.hr/sites/default/files/Zbornik%20Full%20Papers%20A4%20-%20Interkatedarski%20FOI%202015_0.pdf).
- Aloulou, W.J. (2016). Predicting entrepreneurial intentions of freshmen students from EAO modeling and personal background A Saudi perspective. *Journal of Entrepreneurship in Emerging Economies*, 8(2), 180-203.
- Arias-Aranda, D., & Bustinza-Sánchez, O. (2009). Entrepreneurial attitude and conflict management through business simulations. *Industrial Management & Data Systems*, 109(8), 1101-1117.
- Audretsch, D., & Thurik, A. (2000). Capitalism and Democracy in the 21<sup>st</sup> Century: From the Managed to the Entrepreneurial Economy. *Journal of Evolutionary Economics*, 10(1), 17-34.
- Bae, T.J., Qian, S., Miao, C., & Fiet, J.O. (2014). The relationship between entrepreneurship education and entrepreneurial intentions: a meta-analytic review. *Entrepreneurship Theory and Practice*, 38(2), 217-254.
- Baručić, A., & Umihanić, B. (2016). Entrepreneurship education as a factor of entrepreneurial opportunity recognition for starting a new business. *Management*, 21(2), 27-44.

- Carree, M., & Thurik, A.R. (2003). The impact of entrepreneurship on economic growth. In Z.J. Acs & D. Audretsch (Eds.), *Handbook of entrepreneurship research: An interdisciplinary survey and introduction* (pp. 437–471). New York: Springer.
- Casson, M., & Wadeson, N. (2007). Entrepreneurship and macroeconomic performance. *Strategic Entrepreneurship Journal*, 1(3-4), 239-262, DOI: 10.1002/sej.35.
- Collins, O. and Moore, D. (1970). *The organization makers: A behavioral study of independent entrepreneurs*. New York: Meredith.
- Collins, L., Hannon, P., & Smith, A. (2004). Enacting entrepreneurial intent: the gaps between student needs and higher education capability. *Education and Training*, 46(8-9), 454-463.
- Daim, T., Dabić, M., & Bayraktaroglu, E. (2016). Students' entrepreneurial behavior: international and gender differences. *Journal of Innovation and Entrepreneurship*, 5(19), 2-22.
- Deakins, D., & Freel, M. (2012). *Entrepreneurship and Small Firms*. Belgrade: Data status.
- Dehkordi, A.M., Sasani, A., Fathi, M., & Khanmohammadi, E. (2012). Investigating the effect of emotional intelligence and personality traits on entrepreneurial intention using the fuzzy DEMATEL method. *International Journal of Business and Social Science*, 3(13), 286-296.
- European Association for Quality Assurance in Higher Education. (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. Retrieved December 12, 2016 from <http://www.enqa.eu/index.php/home/esg/>.
- Eurostat. (2018). *Youth unemployment rate in EU member states as of January 2018 (seasonally adjusted)*. Retrived March 16, 2018, from <https://www.statista.com/statistics/266228/youth-unemployment-rate-in-eu-countries/>.
- GEM. (2017). *Global Entrepreneurship Report 2016/2017*. Retrived January 8, 2018 from <http://www.gemconsortium.org/report/49812>.
- GEM. (2012). *GEM BiH 2012, Entrepreneurial education to (self)employment of young people*. Retrived February 2, 2018, from [http://www.cerpod-tuzla.org/images/doc/BiH\\_GEM\\_izvjestaj\\_2012\\_.pdf](http://www.cerpod-tuzla.org/images/doc/BiH_GEM_izvjestaj_2012_.pdf).
- Hisrich, R.D., Petković, S., Ramadani, V., & Dana, L.P. (2016). Venture Capital Funds in Transition Countries: Insights from Bosnia and Herzegovina and Macedonia. *Journal of Small Business and Enterprise Development*. 23(2), 296-315, DOI 10.1108/JSBED-06-2015-0078.
- Iglesias-Sánchez, P.P., Jambrino-Maldonado, C., Velasco, A.P., & Kokash, H. (2016). Impact of entrepreneurship programmes on university students. *Education + Training*, 58(2), 209-228.
- Isenberg, D. (2014). *What an entrepreneurship ecosystem is*. Harvard Business Review.
- Karimi, S., Biemans, H.J.A., Mahdel, K.N., Lans, T., Chizari, M. & Mulder, M. (2015). Testing the relationship between personality characteristics, contextual factors and entrepreneurial intentions in a developing country. *International Joournal of Psychology*. 52(3), 2267-240, DOI: 10.1002/ijop. 12209

- Kovtun, D., Cirkel, A.M., Murgasova, Z., Smith, D., & Tambunlertchai, S. (2014). *Boosting Job Growth in the Western Balkans*. IMF Working Paper, Retrieved March 31, 2018 from <https://www.imf.org/external/pubs/ft/wp/2014/wp1416.pdf>.
- Krneta, M., Alfirević, A. M., & Đonlagić, S. (2015). Student demographics, family/social support and entrepreneurial intent: Initial results of empirical research. Proceedings of the 4th International Conference “Economics of Integration: Challenges of Economics in a Crisis Environment”. Tuzla: University of Tuzla - Faculty of Economics, pp. 431-448.
- Lange, J.E., Marram, E., Jawahar, A.S., Yong, W., & Bygrave, W. (2011). Does an entrepreneurship education have a lasting value? A study of careers of 4,000 alumni. *Frontiers of Entrepreneurship Research*, 31(6), 210-224.
- Langer, J., Alfirević, N., Pavičić, J., & Krneta, M. (2016). *Intentions and Perceptions of the Entrepreneurial Career Among Croatian Students: Initial Results of a Longitudinal Empirical Study*. In *Contemporary Entrepreneurship* (pp. 213-228). Springer International Publishing.
- Lent, R. W., Brown, S. D., & Hackett, G. (2002). *Social Cognitive Career Theory*, in *Career Choice and Development*, 4th ed. Eds. D. Brown and Associates. San Francisco, CA: Jossey-Bass, 255-311.
- Linan, F., & Fayolle, A. (2015). A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda. *International Entrepreneurship and Management Journal*, 11(4), 907-933.
- Lüthje, C. and Franke, N. (2003). The ‘making’ of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135-147.
- McClelland, D.C. (1961). *The Achieving Society*. New York: Van Nostrand.
- Miljković Krečar, I. (2010 a). Teorijski modeli poduzetničke karijere. *Društvena istraživanja: časopis za opća društvena pitanja*, 19(3), 441-461.
- Miljković Krečar, I. (2010 b). Razvoj poduzetničkih kompetencija u sustavu cjeloživotnog obrazovanja. *Napredak: časopis za pedagoškijsku teoriju i praksu*, 151(3-4), 417-432.
- Mustafa, M.J., Hernandez, E., Mahon, C., & Chee, L.K. (2016). Entrepreneurial intentions of university students in an emerging economy: The influence of university support and proactive personality on students’ entrepreneurial intention. *Journal of Entrepreneurship in Emerging Economies*, 8(2), 162-179
- Nabi, G., Holden, R., & Walmsley, A. (2010). Entrepreneurial intentions among students: towards a re-focused research agenda. *Journal of Small Business and Enterprise Development*, 17(4), 537-551.
- Nikolić, M., Čočkalović, D., Terek, E., Božić, S., & Nastasić, A. (2017). The impact of life values on entrepreneurial intentions of students in Serbia. *Journal of Engineering Management (JEMC)*, 7(1), 28-34.
- Pašić Mešihović, A., & Šestić, M. (2016). To be or not to be an entrepreneur... Entrepreneurial intentions among students, In *Conference Proceedings at 8th International Conference of the School of Economics and Business Sarajevo*, 14<sup>th</sup> October 2016, Sarajevo, BiH
- Peterman, N. E., & Kennedy, J. (2003). Enterprise Education: Influencing Students’

- Perceptions of Entrepreneurship. *Entrepreneurship Theory and Practice*, 28, 129–144.
- Petković, S., i Milanović, M. (2017). *Laboratorija ideja. Od ideje do preduzetničkog poduhvata*. Banja Luka: Univerzitet u Banjoj Luci, Ekonomski fakultet. ISBN 978-99938-46-72-7.
- Petković, S., Krneta, M., & Alfirević, A. (2017). University Students' Entrepreneurial Intentions in Transitional Countries: Insights from Bosnia and Herzegovina and Croatia. In Proceedings of 6<sup>th</sup> South East European Meeting & Scientific Conference of Management Departments: "Contemporary entrepreneurial management and organization in the digital era in transition countries: obstacles and possibilities", (pp. 191-205). October 07<sup>th</sup>-08<sup>th</sup> 2016, Banja Luka. Banja Luka: University of Banja Luka, Faculty of Economics and University of Mostar, Faculty of Economics, ISBN 978-99938-46-69-7, UDK: 334.72:378.18(497.6)(497.5)
- Petković, S. (2017). University Students' Entrepreneurial Intentions: Insights from BiH (Republic of Srpska). *Acta Economica*, 15(27), 59–92. UDC:005.961:159.947.5; DOI: 10.7251/ACE1727059P.
- Petković, S., Krneta, M., & Alfirević, A. (2017). University Students' Entrepreneurial Intentions in Transitional Countries: Insights from Bosnia and Herzegovina and Croatia. In Proceedings of 6<sup>th</sup> South East European Meeting & Scientific Conference of Management Departments: "Contemporary entrepreneurial management and organization in the digital era in transition countries: obstacles and possibilities", (pp. 191-205). October 07<sup>th</sup>-08<sup>th</sup> 2016, Banja Luka. Banja Luka: University of Banja Luka, Faculty of Economics and University of Mostar, Faculty of Economics, ISBN 978-99938-46-69-7, UDK: 334.72:378.18(497.6)(497.5)
- Pfeifer, S., Šarlija, N., & Zekić Sušac, M. (2014). Shaping the Entrepreneurial Mindset: Entrepreneurial Intentions of Business Students in Croatia. *Journal of Small Business Management*, 54(1), 1-16, doi: 10.1111/jsbm.12133
- Rajh, E., Budak, J., Ateljević, J., Davčev, Lj., Jovanov, T., Ognjenović, K. (2016). Entrepreneurial Intentions in Selected Southeast European Countries. Working materials of EIZ, (9), 5-27
- Roxas, B.G., Cayoca-Panizales, R., & de Jesus, R.M. (2008). Entrepreneurial knowledge and its effects on entrepreneurial intentions: development of a conceptual framework. *Asia-Pacific Social Science Review*, 8(2), 61-77.
- Sautet, F. (2011). Local and Systemic Entrepreneurship: Solving the Puzzle of Entrepreneurship and Economic Development. *Entrepreneurship: Theory and Practice*, 37(2), 387-402 DOI: 10.1111/j.1540-6520.2011.00469.x
- Spigel, B., & Harrison, R. (2018). Towards a Process Theory of Entrepreneurial Ecosystems. *Strategic Entrepreneurship Journal*, 12(1), 151-168, doi: 10.1111/sej.1268
- Stam, E. (2015). Entrepreneurial ecosystems and regional policy: a sympathetic critique. *European Planning Studies*, 23, 1759-1769.
- Shapero, A. (1982). Social dimension of entrepreneurship, in Kent, C., Sexton, D. and Vesper, K. (Eds), *The Encyclopedia of Entrepreneurship*, Prentice Hall, Englewood Cliffs, New York. NY, pp. 72-90.

- Šestić, M., Bičo Ćar, M., Pašić-Mešihović, A., Softić, S. (2017). Poduzetničke namjere studenata poslovnih studija u Bosni i Hercegovini. *Obrazovanje za poduzetništvo - E4E : znanstveno stručni časopis o obrazovanju za poduzetništvo*, 7(2), 147-160.
- Terek, E., Nikolić, M., Čočkalo, D., Božić, S., & Nastasić, A. (2017). Enterprise potential, entrepreneurial intentions and envy. *Central European Business Review*, 6(2), 30-41.
- Thompson, T.A., Purdy, J.M., & Ventresca, M.J. (2018). How entrepreneurial ecosystems take form: Evidence from social impact initiatives in Seattle. *Strategic Entrepreneurship Journal*, 12(1), 96-116, DOI: 10.1002/sej.1285
- Trivić, J., & Petković, S. (2014). Institutions and institutional environment in candidate and potential candidates – how far are we?, in Dimitrijević D. (ed.) *Old and New World Order Between European Integration and Historical Burdens: perspectives and challenges for Europe of 21st century*, (pp. 458-472). Institute for International Economics and Politics, Belgrade and Hans Seidel Foundation, Munich. ISBN 978-86-7067-207-9.
- Turker, D., & Sonmez Selcuk, S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2), 142-159.
- Umihanić, B., Đonlagić Alibegović, S., & Alfirević, A.M. (2018). Managerial and entrepreneurial career aspirations of students – Preliminary empirical findings. *Economic Review: Journal of Economics and Business*, in print.
- Vuković, K., Kedmenec, I., Horvat, J., & Korent, D. (2011). The Role of Education in Creating an Enterprise Culture. *Learning for entrepreneurship*, 1(1), 297-310.
- The World Bank. (2017). *Unemployment, youth total (% of total labor force ages 15-24) (modeled ILO estimate)*. Retrived March 17, 2018, from [https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=BA-RS&name\\_desc=false](https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=BA-RS&name_desc=false)
- Watchravesringkan, K.T., Hodges, N.N., Yurchisin, J., Hegland, J., Karpova, E., Marcketti, S., & Yan, R. (2013). Modeling entrepreneurial career intentions among undergraduates: An examination of the moderating role of entrepreneurial knowledge and skills. *Family and Consumer Sciences Research Journal*, 41(3), 325-342.
- Yao, X., Wu, X., & Long, D. (2016). University students' entrepreneurial tendency in China. *Journal of Entrepreneurship in Emerging Economies*, 8(1), 60-81.

## Резиме

У условима значајне високе стопе незапослености младих у транзиционим земљама југоисточне Европе, предмет посебног интереса јавне управе и академске заједнице је истраживање повезаности између подстицања предузетничких активности, покретања самосталних предузетничких подухвата и samozapošljavanja. Такође, субјекти истраживачког интереса су фактори утицаја на предузетничке афинитете и намјере младих који завршавају процес формалног образовања и покушавају да се укључе на тржиште рада, било као запослени или послодавци. Истраживање је спроведено на намјерном узорку од 448 испитаника у три различите земље на крају 2017. године и почетком

2018. године на следећим јавним факултетима: Економски факултет, Свеучилиште у Сплиту (Хрватска), Економски факултет, Универзитет у Бањој Луци и Економски факултет Универзитета у Тузли (Босна и Херцеговина) и Економски факултет Универзитета у Нишу (Србија), прикупљеног путем онлајн упитника, с циљем упоређивања каријерних аспирација младих ка предузетничком и менаџерском послу. Истраживање представља проширење интереса академске заједнице и допуњује претходна интензивна истраживања у региону југоисточне Европе и даје научни допринос модификовањем и тестирањем раније спроведеног емпиријског истраживања у Б&Х и Хрватској (Умиханић, Ђонлаглић Алибеговић & Алфировић, 2018), проширујући узорак на Србију, гдје није било значајнијих истраживања ове врсте. Добијени резултати, коришћењем дескриптивне статистике, анализе варијансе (F-тест) и Post hoc статистичког испитивања помоћу Fisher-овог LSD теста за испитивање истраживачких хипотеза, указују на то да постоје значајне разлике у каријерној оријентацији испитаних студената између посматране три земље. У ужем смислу, циљ овог истраживања је да се утврди да ли постоје значајне разлике између три земље о каријерној оријентацији студентске популације у правцу изградње предузетничке или менаџерске каријере у будућности. У ширем смислу, добијени резултати истраживања могу се тумачити као разлика у степену развоја предузетничке културе и преовлађујуће перцепције предузетништва у ове три земље, односно као разлика у начину и садржају предузетничког образовања у смислу стицања потребних компетенција. Добијени резултати показују да постоје значајне разлике у каријерној оријентацији анкетираних студената између посматране три земље. Резултати могу бити корисни у смислу унапређења постојећих и развијања нових програма предузетничког образовања у високошколским установама, у смислу јачања предузетничког понашања младих, као и подстицаја за развој мјера кроз систем јавне подршке, чији је циљ развој и јачање предузетништва младих и универзитетског предузетничког екосистема. У Хрватској и Србији утицај друштва и националне културе није повољан за улазак у предузетништво, али није повољан ни за успјешну менаџерску каријеру. Ставови су донекле повољнији у БиХ, али нису знатно повољнији у односу на Србију и Хрватску.

**Кључне ријечи:** предузетничке намјере, менаџерска каријера, предузетничко образовање, студентско предузетништво, Босна и Херцеговина, Хрватска, Србија