

Importance of knowledge in the process of shaping the entrepreneurial attitudes of young people

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Abstract. The article presents the results of author's research on entrepreneurship of technical university students. The key issue and the aim of the research was to determine the levels of knowledge necessary to run a business, in particular legal knowledge and the establishment and management of own enterprises. The analysis of secondary data and the results of previous research reveal, among others, discrepancy in the opinions of students and current entrepreneurs on the importance of business knowledge, a sense of insufficient knowledge of entrepreneurship (interestingly) also declared by students of economic faculties or lack of information on financing their own business despite going to economics studies. The research tool was an original auditorial survey. The test method was a test of knowledge and a self-report questionnaire. The obtained results were subjected to statistical analysis. The premise of an in-depth analysis of the subject matter is the social need to effectively shape the entrepreneurial attitudes of young people. Utilizing the potential of each individual contributes to the growth of social well-being. The use of the potential of students of management departments at technical universities seems particularly justified, as graduates are supposed to have both industry and technical knowledge as well as business knowledge. In the articles, the authors distinguish areas and present results that may contribute to the debate on the subject of entrepreneurship education at universities.

1 Introduction

Currently, one of the most important functions of the management of an organization is knowledge management understood as an integrated system of activities aimed at identifying, acquiring and using knowledge aimed at providing the company with a competitive advantage. The accumulation of knowledge resources by employees increases the value of a given organization. Therefore, the view is increasingly widespread that knowledge management is an indispensable condition for the development of enterprises of all sizes. Not

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only managers and employees of large organizations, but also primarily entrepreneurs who set up and run businesses need specific knowledge and skills from many different areas. In accordance with the idea of continuing education, they can acquire and develop them at various stages of their lives. And so graduates of non-economic majors, apart from knowledge of the studied field of study, should have the basics of business knowledge enabling them to function satisfactorily on the labor market (including running their own business).

2 The phenomenon of entrepreneurship

In the literature of the subject, numerous definitions of entrepreneurship are formulated. There is a problem with defining entrepreneurship, which results from its multidimensional character and the possibility of its inclusion as both an economic, social and psychological category. Entrepreneurship in the economic sense consists in starting a business and taking related risks in order to obtain certain benefits, mainly of a material nature. Entrepreneurial traits, such as initiative and energy, that enable achieving its goals, are associated with entrepreneurship as a social and psychological category. It is also: the ability to take risks, creativity, high need for achievements, a great need for autonomy, internal location of control [1]. Interestingly, these properties are largely conditioned by the process of upbringing and learning, but they are also based on certain innate predispositions [2].

However, if a man begins to manifest entrepreneurial behaviour, the internal potential alone is not enough. The decisive factor is the intention to become entrepreneurs. Defining the future behaviour of an individual is possible by defining attitudes towards a particular behaviour, subjective norms and the way of perceiving one's own influence on behaviour. Attitude can be defined as an assessment, a learned tendency. It consists of three components: emotional (reaction to the object of posture), cognitive (thoughts, beliefs about the cognitive object), behavioural (action, behaviour towards the object's attitude). One of these components can be dominant and form the basis of posture [3]. In the study of entrepreneurial attitudes, researchers often try to determine motivation, determinants, beliefs. This is significant because the entrepreneurial attitude determines taking actions to establish and run your own business.

3 Business knowledge and shaping entrepreneurial attitudes

Contemporary Polish economy is evolving towards a knowledge-based economy [2]. Traditional sectors are being replaced by the services sector and new technologies, which requires constant updating of professional qualifications. Therefore, education and consulting and training support are becoming more and more important for potential entrepreneurs.

At the stage of life when entrepreneurial attitudes are formed, competences are acquired through school education and concern two areas - running a company and a specific industry. In addition, initiating and developing business depends on the ability to use business legal advice and various types of training. Research on factors conducive to female entrepreneurship shows that business owners assess the knowledge and skills acquired during school education in the field of their own industry the most. On the other hand, the students of Management, which are potential entrepreneurs, particularly appreciate the role of industry training in setting up and running a business [2, 4].

Education programs at universities in economic subjects are based on the conviction of the indispensable knowledge of the entrepreneur. For example, the aim of the subject "Running a business" is the development of the following areas of competence [5]:

- Student learns the rules of operation of the business entity and its settlement,

- Student is able to interpret the basic legal and organizational principles of the operation of an economic entity,
- Student acquires knowledge necessary to initiate his own business.

On the basis of the above-mentioned assumptions, it can be concluded that the novice entrepreneur is required to know about: procedures for setting up a business, preconditions of choosing the legal form and form of company taxation, workers involved in hiring employees, legal contracts, social insurance rules, the rules of business register, the rules of keeping tax records of revenues and expenses, suspending and liquidating a business

The typology of areas of business knowledge can be presented a bit broader. The knowledge of a modern manager-entrepreneur in the context of his competences should relate to [6]: industry, creativity and innovation, rational risk taking, team management, conflict resolution, organization, negotiation, communication inside the enterprise, communication outside enterprise, strategic thinking, information management.

Knowledge necessary for an entrepreneur may also be related to the methods of acquiring it. Then the most important becomes [2]:

- knowledge obtained through legal advice in the field of: European Union, investment investments, public aid, recognition and development of new technologies, subsidizing workplaces, a tax law.
- another knowledge obtained by industry trainings in the field of: administration and running the company, export strategy, implementation of new technologies, equipment servicing, new trends, specialization related to setting up and running a company,
- knowledge and skills acquired during participation in fairs and / or exhibitions,
- knowledge and skills acquired during school education are equally important: knowledge and skills in running your own business (eg field of study, specialization related to setting up and running a company),
- knowledge and skills in your own industry (eg finishing tailoring school and work as a seamstress),

Entrepreneurship education mainly includes business education - providing knowledge and shaping the skills needed to undertake business, commercial and social ventures, as well as economic education and financial education - which focuses on knowledge about the environment in which the enterprise, entrepreneur or project is operating [7]. In addition, legal education is also necessary to run your own business effectively.

Moreover, education has a significant impact on the entrepreneurial behaviour of owners-managers managing family businesses. Education programs should contain elements of education for entrepreneurship, because the acquired knowledge influences the taking of initiatives by the educating people, extends their awareness about the economic, social and legal environment and increases the risk-taking proposition [8].

It must be said that "teaching entrepreneurship is not a temporary or a seasonal fashion, it is a reality and a requirement of the modern world" [9]. Still, the following questions seem to be up to date: Are people born or become entrepreneurs? Is it possible to teach entrepreneurship or only selected aspects of it? [10]. Is it possible to effectively shape entrepreneurial attitudes through the educational process (transfer of knowledge)?

4 The results of own empirical research

4.1 Survey description

The research was conducted in 2018 and 267 students of the Poznań University of Technology participated in them. The aim of the research was to determine the level of business knowledge, including legal knowledge necessary to run your own business. The

study consisted of four stages and included: legal knowledge test, self-explanatory questions on economic knowledge and self-explanatory questions on management knowledge, examination of declared competences and entrepreneurial attitudes. The research tool was the author's knowledge test and an audience survey. The obtained results were analyzed by percentage. The study directions of the respondents are presented in Table 1.

Table 1. Respondent's fields of study

	Logistics	Biomedical Engineering	Material Engineering	Mechanics	Infor-matics	Mechanical Engineering	Other	No data
Number of answers:	35	44	30	22	36	96	2	1
Percentage of responses (%)	13	17	11	8	14	36	0,8	0,4

Source: Own research

The most numerous group were students in the field of Mechanical engineering. The respondents were aged 19-23. Every fifth student declared that he was working for earnings

4.2 Attitudes towards entrepreneurship

Almost half of the surveyed students had a positive attitude towards running their own business. Numerous people were very close in numbers who did not think about whether they want to run their own business (see table 2).

Table 2. Answers to the question: "Are you interested in running your own business?"

	Yes	No	I don't think about it	I don't know what own business is	I don't understand the question	No data
Number of answers:	117	36	105	1	6	2
Percentage of responses (%):	44	14	39	0,4	2	0,8

Source: Own research

In the study carried out in 2016, the share of students planning to start a business stood at 32% with 7% already pursuing economic activity [11,12].

4.3 Self-assessment of business knowledge by students

At one stage of the study students had the task - to determine their level of knowledge in the field of management. Most often, they marked the answer "I know more or less, I have general knowledge". Students often declared "I do not know, but I will look for knowledge alone". On average, only every fifth student believed that he has a good knowledge of the subject and is a specialist in the subject (see Table 3)

The surveyed students underwent a test in the field of legal knowledge necessary to run a business. Their task was to answer 14 questions. The results show that half of the respondents could indicate the correct answer. On average, every tenth respondent answered that he does not know what the answer to the question is. The results are presented in the table below (table 4).

Table 3. Knowledge of students in the field of running a business

	I don't know	I do not know, but I know someone who has the necessary knowledge	I do not know, but I will look for knowledge alone	I know more or less, I have general knowledge	I know it well, I'm a specialist	No data
I know how to motivate people to work						
Number of answers:	14	14	33	115	81	10
Percentage of responses (%):	5	5	12	43	30	3,7
I have knowledge about how to organize work for others						
Number of answers:	18	12	61	118	49	9
Percentage of responses (%):	7	5	23	44	18	3,4
I know the styles of leadership and the determinants of their choice						
Number of answers:	26	28	78	80	43	12
Percentage of responses (%):	10	11	29	30	16	4,5
I have enough technical knowledge						
Number of answers:	14	28	86	97	33	9
Percentage of responses (%):	5	11	32	36	12	3,4

Source: Own research

Table 4. Results of the legal knowledge test

	Percentage of correct answers:	Percentage of answers: "I do not know":
Average:	37,8	10,6
Median:	36	9
Dominant:	43,72	9

Source: Own research

The obtained results in the legal knowledge test show that, although the respondents did not have sufficient knowledge, they often tried to guess the correct answer and sometimes they showed good intuition. The obtained results confirm the necessity of education in the field of entrepreneurship, so that it is not a lack of knowledge, but the choice was the premise for taking hired work instead of own business.

5 Conclusions

The presented results of authoritative empirical studies should be included in the case study category. However, this problem can successfully be a starting point for generalizations. In

the surveyed group, almost half of young people show a willingness to run their own business. It deserves attention due to the fact that respondents do not study economics (which usually are selected by potential entrepreneurs). Such a result shows that graduates of technical faculties constitute a group of specialists who can be encouraged to undertake entrepreneurial activities instead of seeking wage labour. It seems necessary to change the education and change the general orientation (usually declared by the participants of the research) to specific knowledge facilitating entrepreneurial activities.

It is necessary to distinguish business knowledge (acquired in the education process) from the intuition gained on the basis of experience, observation or innate predispositions. Both seem to be valuable in the process of becoming an entrepreneur. The results of the conducted research lead to the conclusion that the most important is the awareness of one's own resources, enabling the influencing of a specific piece of reality, in these studies - on the own business. The authors in the presented article assumed that the awareness of possessed knowledge activates entrepreneurial attitudes. At the same time, they realize that self-awareness of their own entrepreneurial predispositions, experiences, etc. is equally significant

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