With the support of the Erasmus+ Programme of the European Union

The thematic issue is supported by the Jean Monnet Chair titled Cultural Political Economy of Europe 2030 and its Global Impact (CPE2030), edited by prof. dr. Borut Roncevic.

The project was Co-funded by the Erasmus+ programme of the European Union, project number 620793-EPP-1-2020-1-SI-EPPJMO-CHAIR.

Original Article • DOI: 10.2478/rsc-2023-0008 • RSC • 15(1) • 2023 • 102-111

RSC

Research in Social Change

A SLOVENIAN STUDENT CAREER TRILEMMA

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Abstract

In the present research, we examined the influence of attitudes towards entrepreneurship, entrepreneurial skills, locus of control of behaviour, gender and entrepreneurial parents on the purpose of a career decision after completing studies, based on a sample of Slovenian students. The study is based on a quantitative analysis of data collected in 2019 using professional, scientifically proven online survey tools. Students expressed their career choice intention by choosing between entrepreneurship (self-employment), employment in a for-profit organisation and employment in a non-profit organisation. We detected statistically significant differences between the sexes. We also confirmed the extremely high importance of entrepreneurial parents as role models. We further confirmed the importance and role of the locus of control of behaviour and the respondents' attitude towards entrepreneurship, while we did not detect a typical influence of an individual's entrepreneurial skills on their career intention.

Keywords

career decision • student • for-profit • non-profit • entrepreneur

1. Introduction

The business world as we know it today requires different competencies from young people entering the labour market than it did in the past. Entrepreneurship has been a popular topic among students for a long time (Herbert and Link 2009). They will encounter entrepreneurship as entrepreneurs in their own companies or as internal entrepreneurs within the organisation. The fact that someone becomes an entrepreneur is the result of many influences or circumstances. The idea that sets of beliefs, activities and institutions are related to entrepreneurship is not new (Stark and Bainbridge 1985). Many studies have investigated the influence of personal and social factors on entrepreneurial or broader career decisions. We analysed the data obtained in 2019 from the Global University Entrepreneurial Spirit Student's Survey (GUESSS). The research has been carried out under the auspices of two universities in Switzerland (StGallen and Bern) since 2003 and is carried out every 2 years. The research aims to track the factors that shape a student's career decision.

In today's social context, Europe as an economic, political and cultural space is exposed to rapid changes, specific geopolitical situations and cultural diversity (Golob, Makarovič, and Tomšič 2020).

For this reason, it is essential to periodically research the field of young people's career decisions because only in this way can the findings always be current and practically applicable. The present article examines the influence of important factors on the career decision of students. The importance of the selected factors has been scientifically confirmed by past studies (Ajzen 1991; Chen, Greene and Crick 1998; Bocatto, Gispert, and Rialp 2010; Zellweger, Sieger, and Halter 2011). Thus, we focused on students' attitudes to entrepreneurship, self-assessment of entrepreneurial abilities, locus of behaviour control, gender and possible self-employed parents. Our goal is to examine the influence of the listed factors on the career decision of Slovenian students.

The student's career intention represents our independent variable, which has a limited stock of three nominal values: entrepreneur, employee in a for-profit organisation, and employee in a non-profit organisation. Such a range of values is current and based on existing studies demonstrating the importance of distinguishing these categories in recent research (Ariza-Montes and Lucia-Casademunt 2016).

Continuing this article, we first present an overview of the existing theory on which we base our research and hypotheses. For transparency, we have presented the derived hypotheses in this part. The methodological part follows this. The article concludes with an interpretation of the results combined with a discussion.

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2. Theoretical Background and Hypotheses Development

When we hear the word entrepreneur, we first think of people who turn their ideas into reality and change the world in meaningful and new ways (Močnik and Širec 2019). Why do some people decide to become entrepreneurs and others don't? Individuals who recognise and act on opportunities from the environment make decisions to enter entrepreneurship. Therefore, entrepreneurship can be better explained by integrating the individual and the environment (Xie 2014). Xie's study (2014) sets up a model of when an individual is technically and psychologically ready for entrepreneurship, combining Kirzner's (1999) and Schumpeter's views (Backhaus and Schumpeter 2003). In any case, the individual must be well prepared for entrepreneurship with the appropriate competencies. The environment can only facilitate the process of a new business opportunity by providing support resources such as finance and various mentoring trainings (Xie 2014). Entrepreneurship is a global process and phenomenon of the last decades. Still, it shows that it will be an even more critical factor in the following decades of the 21st century since entrepreneurship creates new jobs and generates economic growth (Pšeničny 2013). With the considerable involvement of the European Commission, the European Union has been increasingly systematically dealing with member states' innovation and entrepreneurial capacity for several years, with a particular emphasis on small and medium-sized enterprises (Cizelj 2012). The environment in which entrepreneurial individuals live and work significantly influence their decision to start a company or expand an existing one (Rebernik et al. 2014).

2.1. Entrepreneurship and youth

It is a frequently exposed theme. However, since time is becoming more and more challenging for young people at the beginning of their careers, it is essential to investigate the question periodically. This applies especially today, when we are facing some additional, maybe less expected, phenomena deriving from the fact that more young people in Slovenia wish to build their professional careers in a non-profit sector.

Deciding on entrepreneurship and entrepreneurship education is encouraged by all national educational and political reform strategies (Catalin and Iucu 2014). Teaching entrepreneurship is a challenge for most non-business schools, where developing soft skills must be combined with a proactive approach to changing mindsets and attitudes. Last but not least, we focus on creating the mentality and identity of the individual in society. Researching contemporary processes of identity formation and attitudes towards collective feelings of belonging is particularly interesting if we focus on young people (Golob, Makarovič, and Tomšič 2020). When they are growing up and deciding on a further professional career, we can influence whether they decide to enrol in a secure job in the state administration, opt for an employment in a business or choose to take their own entrepreneurial path. In other words, a critical obstacle to starting a business and entrepreneurship is the lack of entrepreneurial competence.

2.2. For-profit versus non-profit employment

The difference between the for-profit and non-profit sectors lies in the different goals of each sector (Hamann and Foster 2014). On one side is profitability, while on the other is the guiding idea of environmental and social impact (Moczulska, Seiler, and Stankiewitcz 2019). Understanding the nuances of these two sectors is crucial for individuals seeking employment and for policymakers to design effective strategies for organisational management (Leete 2000). For-profit organisations typically exhibit a hierarchical management structure where decision-making power rests at the top. These organisations are driven by profit maximisation, emphasising ownership responsibility. In contrast, non-profit organisations often adopt flatter hierarchies encouraging more decentralised decision-making. These structures emphasise the responsibility of individual stakeholders and prioritise the organisation's mission over financial gain (Powell 1990).

Employees in the for-profit economy are primarily motivated by financial rewards and opportunities for growth. Profit-based decision-making and market competition contribute to their focus on generating shareholder returns. A sense of social impact and purpose drives non-profit workers. They are motivated by the opportunity to contribute to public services and positively impact society (Judge and Kammeyer-Mueller 2012). The for-profit economy typically offers competitive salary structures, performance-based incentives, and comprehensive benefits packages. Conversely, non-profits can provide modest compensation, relying on intangible rewards and benefits (Moczulska, Seiler, and Stankiewitcz 2019). Business organisations generally also offer more structured career development paths, including acquiring new skills, training programs, and clear opportunities for advancement (Kang et al. 2015). Non-profit organisations generally offer fewer formal development programs but emphasise leadership development and practical experience (Powell 1990).

The mentioned differences between the two sectors significantly shape the career decision of young people (Kang et al. 2015). Due to the mentioned differences, the sectors are treated separately in the present research, especially in the awareness that personality factors strongly influence an individual's career decisions in connection with the sectors under consideration (Ariza-Montes and Lucia-Casademunt 2016). Grounded on these mentioned theories, we propose our hypotheses H1, H2 and H3.

H1: Students with higher entrepreneurial attitude will prefer for-profit employment to non-profit.
H2: Students with higher entrepreneurial skills will prefer for-profit employment to non-profit.
H3: Students with a higher internal locus of control will prefer for-profit employment to non-profit.

2.3. Attitudes and locus of control

Research has proven that every behaviour is planned and as such, also predictable (Ajzen 1991). The same goes for career decisions. The intention directly influences behaviour (Krueger and Carsrud 1993). Two essential factors predicting behaviour are attitude and perceived locus of control (Krueger Jr., Reilly and Carsrud 2000; Carr and Sequeira 2007). In entrepreneurship research, attitudes towards entrepreneurship are defined based on a mutual comparison between personal perceptions of all available career choices (Krueger Jr., Reilly and Carsrud 2000).
Based on the existing knowledge, we expect that students with higher levels of attitudes and internal locus of control will choose an entrepreneurial career path before both alternatives.

H4: Students with a higher level of entrepreneurial attitude will more likely choose self-employment over employment in for-profit or non-profit organisations.
H5: Students with higher level of internal locus of control will more likely choose self-employment rather than employment in for-profit or non-profit organisations.

2.4. Entrepreneurial skills

One key factor influencing students' career decisions is their perception of entrepreneurial skills and their relevance to future career success. Previous studies found that student's attitudes towards entrepreneurship, including their perception of the importance of skills such as creativity, innovation and risk-taking, significantly influenced their entrepreneurial intent (Schwarz et al. 2009). This suggests that students who recognise the value of entrepreneurial skills are more likely to consider entrepreneurship as a viable career option.
Entrepreneurial education is crucial in developing students' entrepreneurial skills and shaping their career decisions. Watchravesringkan et al. (2013) found that entrepreneurial knowledge and skills directly impacted students' attitudes towards entrepreneurship and their intentions to pursue entrepreneurial careers (Watchravesringkan et al. 2013). Entrepreneurial education provides students the necessary knowledge, skills and mindset to succeed in entrepreneurship and influences their career choices accordingly.
The intersection of entrepreneurial skills and other factors, such as life-stage events and family background, also influences students' career decisions. Lewis et al. (2015) explored the interplay between the life-stage event of motherhood and the transition from corporate employment to self-employment, highlighting how personal circumstances can shape career decisions (Lewis et al. 2015). Additionally, family background, particularly having a family business background, can influence students' entrepreneurial intentions and career choices (Kumar et al. 2022). Due to exposure and familiarity with entrepreneurial activities, students with a family business background may be more inclined to consider entrepreneurship as a career option (Zellweger, Sieger, and Halter 2011).
Furthermore, the perception of the university environment and the availability of entrepreneurial opportunities can influence students' career decisions. Lanero, Vásquez, and Lôpez Aza (2016) found that student's perceptions of the university environment, including the availability of resources, support, and networks, significantly influenced their entrepreneurial career choice (Lanero, Vásquez, and Lôpez Aza 2016). Universities that provide a conducive environment for entrepreneurship and offer resources and support for aspiring entrepreneurs can positively impact student's career decisions.
Entrepreneurial self-efficacy, or an individual's belief in their ability to succeed in entrepreneurship, is another critical factor in students' career decisions. Jiatong et al. (2021) found that entrepreneurial education significantly influenced students' entrepreneurial self-efficacy, which in turn affected their entrepreneurial intentions and career choices (Jiatong et al. 2021). Students with higher levels of entrepreneurial self-efficacy are more likely to consider entrepreneurship as a viable career option.
In conclusion, entrepreneurial skills significantly influence students' career decisions. Factors such as attitudes towards entrepreneurship, exposure to entrepreneurial role models, entrepreneurial education, personal circumstances, family background, university environment, and entrepreneurial self-efficacy all shape students' intentions and choices related to entrepreneurship. By fostering entrepreneurial skills and providing supportive environments, educational institutions can empower students to make informed career decisions and consider entrepreneurship a viable and rewarding career path.

H6: Students with higher level of entrepreneurial skills will more likely choose self-employment rather than employment in for-profit or non-profit organisations.

2.5. Gender and self-employed parents

Gender plays a significant role in entrepreneurial career decisions, influencing perceptions, intentions and

opportunities for men and women. Several studies have explored the impact of gender stereotypes on perceptions of entrepreneurs and entrepreneurial intentions. Gupta et al. (2009) found that entrepreneurs were perceived to have predominantly masculine characteristics, reinforcing the gender-role stereotype (Gupta et al. 2009). Similarly, he demonstrated that implicit and explicit activation of gender stereotypes influenced men's and women's intentions to pursue entrepreneurship (Gupta, Turban, and Bhawe 2008). These findings suggest that gender stereotypes shape individuals' perceptions of entrepreneurship and may influence their career decisions.

The influence of entrepreneurial role models on students' career decisions is another important aspect. Muofhe & du Toit (2011) found that students exposed to entrepreneurial role models were more likely to consider entrepreneurship a career choice (Muofhe and du Toit 2011). Role models can inspire and motivate students, showcasing the possibilities and benefits of entrepreneurship. This highlights the importance of providing students access to successful entrepreneurial role models to foster their entrepreneurial career intentions.

Previous research also found that exposure to entrepreneurial role models significantly and positively impacted entrepreneurial career intentions, with gender moderating the effects (Barnir, Watson and Hutchins 2011). Role models influenced women more in their entrepreneurial intentions compared to men. This suggests that having access to successful female role models can inspire and motivate women to consider entrepreneurship as a viable career option.

Parents in the role of successful entrepreneurs can significantly influence the career decision of children, as they can encourage entrepreneurial behaviour and, thus, intention (Chlosta et al. 2012). In entrepreneurial families, the long-term perspective of the growth of family assets influences the entrepreneurial behaviour of all family members (Habbershon, Williams and MacMillan 2003). The family business's performance does not play an essential role in this, as previous research recognises the performance of the business in both parts. Both are a motivator for entrepreneurial behaviour (Olson et al. 2003) and an inhibitor (Zahra 2005; Bocatto, Gispert and Rialp 2010).

H7: Male students will be more likely to choose self-employment than employment in for-profit or non-profit organisations compared to their female colleagues.

H8: Students from entrepreneurial families will more likely choose self-employment rather than employment in for-profit or non-profit organisations than their peers.

3. Research Design and Methodology

The population consists of students of Slovenian higher education institutions in 2019. In the research, we used data collected during the GUESSS 2019 survey. The survey is conducted every 2 years under the auspices of the University of St. Gallen in Switzerland and the University of Bern. In 2019, we collected 561 valid student surveys in Slovenia. The sample is random but subject to the limitations of online surveying, which past research has shown does not compromise the study's credibility. Students are informed about the research through official channels of higher education institutions. The research ensured the highest level of anonymity.

Our dependent variable is the student's career choice intention. Since the dependent variable can occupy three categorical values, multinomial logistic regression appears to be the most appropriate analysis method (Hair et al. 2010). Since the technique requires a central or reference category, we used the 'entrepreneur' career choice as such in our hypotheses. To compare mean values between individual subgroups, we used the *T*-test.

We asked the students if they already had their own company. All respondents who answered yes are excluded from further analysis. That allows a prospective view and avoids survivor bias from which retrospective studies might suffer in cases such as interviewing entrepreneurs about their motives after they started a business (Davidsson 2004). Respondents who did not decide on their career goals immediately after their studies are also excluded from the analysis. After the data reduction, 501 respondents remained in the database.

Table 1 shows the frequency distribution of students' career intentions immediately after their studies and 5 years later. We can see that after 5 years, the percentage of those who intend to start their own company increases significantly.

Table 1. Career choice intention

	Immediately after study		5 years after study	
	Frequency	Percent	Frequency	Percent
Employee in a for-profit organisation	312	62.3	144	28.7
Employee in a non-profit organisation	140	27.9	107	21.4
An entrepreneur	49	9.8	209	41.7
I don't know yet			41	8.2
Total	501	100.0	501	100.0

Source: Own data.

Immediately after graduation, 9.8% of respondents are like this, while this number jumps to 41.7% 5 years after completing their studies. This jump is mainly at the expense of employees in for-profit organisations, where we noticed a drop from 62.3% to 28.7% in the following time interval. The percentage of those who decide to work in a non-profit organisation changes to a lesser extent, from 27.9% to 21.4%.

Table 2 provides insight into the composition of our sample in terms of gender and entrepreneurial parents. Women moderately dominate the sample. As expected, the sample consists, to a greater extent, of respondents who do not come from entrepreneurial families since 16.5% of adults are entrepreneurs in developed countries (GEM 2022).

3.1. Dependant variable

Our dependent variable is students' career choice intention. Respondents had three groups of options available to them: an employee in the for-profit organisation (small, medium or large), an employee in a non-profit organisation (state administration, academy) and an entrepreneur (own firm, successor of family business). We asked the students about their career choice intention immediately after their studies and 5 years after that. We used a time span of 5 years since a typical entrepreneur works elsewhere before starting his own business (Brockhaus and Horwitz 1986).

3.2. Independent variables

Our independent variables are entrepreneurial attitude, entrepreneurial skills, the level of internal locus of control (locus), gender and self-employed parent. We asked students about our two dichotomous variables (gender and self-employed parent). The other three parameters were measured using 7-point Likert scales. Attitude towards entrepreneurship was measured with five items (Liñán and Chen 2009). We collected data on entrepreneurial skills with seven items based on past research (Chen, Greene and Crick 1998; Zhao 2005; DeNoble, Ehrlich and Singh 2007). The level of internal locus of control was measured with three items (Levenson 1973).

Table 2. Sample frequencies

	Gender		Parent entrepreneur	
	Frequency	Percent	Frequency	Percent
Male	190	37.9		
Female	311	62.1		
Yes			157	31.3
No			344	68.7
Total	501	100.0	501	100.0

Source: Own data.

4. Research Results and Discussion

After testing our hypotheses H1, H2 and H3 for the differences between for-profit and non-profit employment opportunities, we obtained the results displayed in Table 3. We detected a significant difference between the two job opportunities based on self-assessed entrepreneurial attitudes ($p = 0.000$). Students intending to find a job in a for-profit organisation have a higher level of entrepreneurial attitudes (4.5778) compared to their peers who intend to choose a non-profit employer (3.8000). We therefore confirmed our hypothesis H1. It is an expected result since for-profit organisations usually require more entrepreneurial attitudes (Leete 2000; Hamann and Foster 2014).

A comparison of the two choices based on entrepreneurial skills did not show statistically significant results ($p = 0.120$). We thus reject our hypothesis H2. Such a result leads to the otherwise speculative conclusion that students believe both types of organisations require the same mastery of entrepreneurial skills to survive in the market. In any case, additional in-depth studies would be necessary before such a conclusion could be confirmed.

We reached a similar result when comparing the level of locus of control between the two groups of students. Even in this case, we did not detect statistically significant differences ($p = 0.139$), which we expected based on existing theories. Thus, we reject our hypothesis H3 entirely.

Hypotheses H4–H8 were tested using a multinomial regression model. Our dependent variable can take three values: an employee in a for-profit organisation, an employee in a non-profit organisation or an entrepreneur or self-employed. For the model's needs, we chose the last category as a reference and compared the probabilities of choosing the remaining two alternatives with it. The results are displayed in Table 4.

We conclude that career intention influences the student's attitude towards entrepreneurship, as we detected highly statistically significant ($p = 0.000$ in both cases) connections between the choice of an entrepreneurial path and employment in any of the two employment alternatives. In both cases, students will be more likely to choose an entrepreneurial career path than the alternative. Thus, hypothesis H4 is confirmed.

We expected a similar result when comparing the probability of choosing individual career alternatives based on the degree of mastery of entrepreneurial skills. The results are different in this case. Namely, we did not detect statistically significant relationships between the degree of mastery of entrepreneurial skills and the choice of one of the three possible alternatives. We therefore rejected hypothesis H6. Such a result can be the result of a large number of factors. We believe that the social environment and its institutions should be considered first. Recently, it has been almost

Table 3. Independent samples *T*-test results

Career path right after study		*N*	Mean	Std. deviation	*t*	Sig.
Attitude towards entrepreneurship	Employee in a for-profit organisation	288	4.577	1.642	4.600	0.000
	Employee in a non-commercial organisation	136	3.800	1.587		
Self-assessed entrepreneurial skills	Employee in a for-profit organisation	285	4.389	1.284	2.526	0.120
	Employee in a non-commercial organisation	131	4.045	1.298		
Internal locus of control	Employee in a for-profit organisation	289	5.035	1.212	–1.480	0.139
	Employee in a non-commercial organisation	135	5.219	1.147		

Source: Own data analysis.

Table 4. Sample frequencies

Career path right after study		B	Sig.	Exp(B)
Employee in a for-profit organisation	Intercept	5.115	0.000	
	Entrep_attitude	–0.820	0.000	0.441
	Entrep_skills	–0.073	0.735	0.929
	Locus	0.244	0.290	1.276
	Gender (male)	–0.709	0.086	0.492
	Selfemployed parent (NO)	1.624	0.000	5.074
Employee in a non-profit organisation	Intercept	4.434	0.001	
	Entrep_attitude	–1.097	0.000	0.334
	Entrep_skills	–0.325	0.163	0.722
	Locus	0.670	0.007	1.955
	Gender (male)	–0.944	0.036	0.389
	Selfemployed parent (NO)	1.687	0.000	5.401

Source: Own data analysis; reference variable = entrepreneur.

impossible to find a higher education course that does not have at least a minimum of business studies in the program. Knowledge of the economic environment is becoming more critical daily, as this is the only way for an individual to position himself correctly in society. Entrepreneurial skills have thus become expected in practically all workplaces. We could therefore conclude that such a result in our research is the result of the increasing awareness of students that they need entrepreneurial skills in any case and that this is the only way they do not affect the purpose of choosing a career path.

A high level of internal locus of control means awareness that the individual himself greatly influences what happens to him. On this basis, we set up hypothesis H5, since a higher level of internal locus of control means a higher level of self-confidence (Ajzen 1991; Kolvereid 1996) and such an individual is expected to choose an entrepreneurial future (Zellweger, Sieger and Halter 2011). The analysis of the results only partially confirmed our thinking. We did not obtain a statistically significant difference between the probability of choosing an entrepreneurial career and employment in a for-profit organisation. A more telling finding is that individuals with a higher level of internal locus of control are more likely to choose employment in a non-profit organisation than an entrepreneurial career path. This finding refuted our hypothesis H5 ($p = 0.007$) and is also somewhat surprising since the probability of choosing a non-profit organisation compared to an entrepreneurial career is almost twice as high (Exp. B = 1.955). In any case, we believe it opens the door for further in-depth research into this phenomenon. The concept of our research does not allow us to draw conclusions about the causes, but it certainly points to several factors that may result from such an outcome. In the future, we should examine the possibility that one of these factors is the relative unreliability with which we sometimes associate employment in non-profit organisations. Whether such a general position is justified or not is, of course, an entirely different question. The fact is, however, that non-profit organisations are often recognised as some ‘undesirable appendage’ of the capital-based system and, as such, represent a ‘necessary evil’ resorted to by those individuals who find it challenging to adapt to the requirements of the existing system. As a result, we can conclude that such individuals need a high level of self-confidence and an internal locus of control when deciding on a career path in a non-profit organisation since they are challenging the general opinion. We again emphasise that it is only a speculative consideration that needs a scientific test.

Hypothesis H7, which we partially confirmed, covers the gender of the respondents. When comparing the probabilities between the career choice of entrepreneurship and employment in a for-profit organisation, we did not detect statistically significant differences between the sexes. Such a finding differs from some of the previous findings, which suggest that men are more likely to choose an entrepreneurial career path compared to women (Gupta et al. 2009; Barnir, Watson and Hutchins 2011; Zellweger, Sieger and Halter 2011). At the same time, we must be aware that in each research, the population, the place and the implementation time are different. The social and economic environment is changing rapidly. Economic conditions are different from day to day. So do our perception and attitude towards gender differences. Therefore, we believe that research similar to ours should be a constant and regularly check the current correlations between important career choice factors in individual social groups. Our research partially confirmed hypothesis H7, since we detected a statistically significant ($p = 0.036$) difference between the sexes. It turned out that compared to women, men are more likely to choose an entrepreneurial career path than employment in the non-profit sector. Such a result can also result from the factors described in the previous paragraph. Factors that influence an individual's image in society are essential for the possible decision to be employed in non-profit organisations. In any case, we would recommend in-depth, possibly qualitative, research into this phenomenon in the future.

As for the entrepreneurial role model given by self-employed parents, we confirmed the previous scientific findings with a high level of characteristics ($p = 0.000$ for both claims of hypothesis H8) also on the population of Slovenian students. Hypothesis H8 was thus fully confirmed. A student with a self-employed parent (one or both) in the family is much more likely to embark on an entrepreneurial career path than any employment opportunity. This probability is more than five times higher (Exp. B = 5.074 and Exp. B = 5.401). Self-employed parents are thus undoubtedly an essential factor in the purpose of a student's career choice. It is important to remember at this point that we analysed the career intention of students immediately after completing their studies. At the outset, we found that the proportion of students who decide on an entrepreneurial career path changes significantly after 5 years (Brockhaus and Horwitz 1986), namely at the expense of employment in for-profit organisations. We could conclude that most students who decide to start a business right after graduation have a self-employed parent as a role model. Therefore, these students do not need 5 years to create their own business. The example of their parents is enough for them. If such a finding were to be confirmed, it would represent an important warning to parent entrepreneurs, who should always be aware of this fact.

5. Conclusion

The present research offers an eloquent insight into the background of the career intention of Slovenian students immediately after completing their studies. Based on a representative sample of more than 500 students, the analysis confirmed scientifically important and practically valuable findings. In our opinion, the scientific apparatus must conduct similar studies of young people's career intentions regularly since only this changes over time. Knowing young people's career motives and entrepreneurial intentions is crucial for any healthy, sustainable society. The findings presented in this paper also, or above all, have practical value for state institutions, parents and, ultimately, students. Only in-depth knowledge of the issue allows decision-makers to create social conditions where young people will make socially desirable decisions independently and without pressure. A sustainably developing future society can only rely on young people who make decisions this way.

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