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# Investigation of Students' Attitudes Towards Entrepreneurship, Career Path Abroad and Their Life Satisfaction

***Erila Haska***
***Anisa Kume***
Part-Time Lecturer, Faculty of Economics,
University of Tirana, Albania

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## Abstract

Youth entrepreneurship is considered an essential tool to unleash the economic growth of countries and diminish the high rates of youth emigration in southeast Europe. This paper is based on the data collected as part of the INTERGEN project on the attitudes of young people related to entrepreneurship and the development of family businesses carried out at twelve universities in six countries (Pavlov & Zagorcheva, 2020). The main objective of the paper is to reveal findings of the entrepreneurial attitude of students and the differences between this attitude and variables such as sex, age, the field of study, and country. Also, the paper presents the desire of students to pursue a career abroad, their life satisfaction, and analyze differences between these attitudes and variables such as age, gender, the field of study, and country. Data were generated by a sample of 1382 students from 12 universities in Albania, Bulgaria, Poland, Romani, Russia, and Serbia. Responses from the survey were statistically analyzed using descriptive statistics. The findings disclose those female students, older students, and those who pursue business studies are more inclined to become entrepreneurs compared to their peers. The results show that there is no significant difference between the desire to develop a career abroad and variables such as age,

gender, and field of study. Findings prove that there is a statistically significant positive relationship between the students' entrepreneurial attitude and life satisfaction. The paper clearly shows that students from different countries expressed different levels of entrepreneurial attitudes, life satisfaction, and desire to develop a career abroad.

**Keywords:** Entrepreneurial attitude, students, carrier path, satisfaction

## Introduction

When it is discussed about technology and employment, economists argue that as automobiles replaced horses, old industries shut down. Moreover, the Industrial Revolution left millions unemployed because their jobs were rendered obsolete by machines. Automation, artificial intelligence, and digital communications network serve as pushing engines for innovation (Dautovic, 2020). A November 2017 report by the McKinsey Global Institute analyzed around 800 occupations in 46 countries and estimated that between 400 million to 800 million jobs could be lost due to robotic automation by 2030 (James Manyika, Woetzel, Batra, Ko, & Sanghvi, 2017).

Future innovation and economic growth will depend on future leaders with entrepreneurial skills and attitudes. Entrepreneurship led by youth is a paramount engine to develop the human capital, boost the economic potential of young generations, and enhance long-term growth (Ellis & Pompa, 2013). The World Bank economic assessment 2016-17 shows that the adverse demographic dynamic of the six Southeast European countries (SEE-6: Albania, Bosnia and Herzegovina, Kosovo, FYR Macedonia, Montenegro, and Serbia) is aggravated by emigration. Significant outmigration of young people is thus a major concern to policymakers, as it can worsen demographic prospects, reduce the workforce at various skill levels, and undermine development prospects overall (Dedovic, 2016). The main reasons, which lead to youth emigration, are considered the high levels of unemployment among youngsters and lack of economic opportunities. Youngsters leave their country in search of a better life, employment, and education (International Organization for Migration, 2015).

One effective way of keeping young people in the country and part of the labor market is to increase youth entrepreneurship (James Manyika, Woetzel, Batra, Ko, & Sanghvi, 2017). Entrepreneurship offers societal benefits such as the creation of jobs, an increase of innovation, boost competition, and strengthen economic opportunities (Green, 2013).

This study examines general trends and specific group differences between entrepreneurial attitude and variables such as age, gender, country, and field of study. Also, we intended to analyze differences between the desire

of young people to pursue a career abroad, their life satisfaction, and variables such as age, gender, country, and field of study.

This article is structured as follows: the first section lays out the literature review as a basis to understand the frameworks about students' entrepreneurial attitude, their life satisfaction, and the willingness to emigrate and develop a career abroad. Based on the literature review, hypotheses are developed. The methodology is explained in the second section by entailing the sample selection and its characteristics. The third section presents the data analysis and the main findings. This paper closes with a discussion section.

## Literature Review

Various studies have been conducted to examine the entrepreneurial attitude of students and influencing factors. A study based on an extensive survey conducted in Singapore in 1998 examined the influential level and determinants of students at the bachelor level. The research discovered that female students are less interested in entrepreneurship due to a lack of entrepreneurial knowledge and not because of risk-averse attitude (Wong & Wang, 2004). Many other studies (Holienka, Holienková, & Gál, 2015); (Henley, De Cock, Latreille, Dawson, & Humphreys, 2009); (Israr & Saleem, 2018); (Green, 2013) prove the fact that male students demonstrate a higher level of entrepreneurial intention and attitude compared to female students. A study proved that the gender gap is 36.6% directly after studies but only (10.8%) 5 years later related to the entrepreneurial intentions of students (Sieger, Fueglistaller, & Zellweger, 2016).

Studies have found different results related to age and entrepreneurial attitudes. A report published by OECD (2013) shows that 'older' young people are more likely to be entrepreneurs. While, other studies show that students with the age group of 20 or less are more prone to become entrepreneurs compared to the older groups (Israr & Saleem, 2018) (Criaco, 2012) (Hatak, Harms, & Fink, 2015).

The education system plays a crucial role in discovering and shaping the characteristics of future entrepreneurs (Ibrahim & Soufani, 2002). Several studies assume that entrepreneurship-related curricula and related fields have an impact on entrepreneurial will (Garo, Kume, & Basho, 2015). Studies conducted by Solesvik (2013); Kolvereid & Moen (1997) has shown that entrepreneurship students have a higher willingness to become entrepreneurs. Similarly, a study conducted by Varela & Jimenez (2001) has shown that there is a correlation between university investment in entrepreneurship and the number of students becoming entrepreneurs. Noel (2001) proved that graduates from entrepreneurship schools established a larger number of businesses compared to graduates in other fields. Many studies prove that entrepreneurial intentions and attitudes depend on the field of study. Business students display entrepreneurial

attitudes more than students of other fields such as natural sciences (Holienka, Holienková, & Gál, 2015); (Gubik, 2014). Another study disclosed that the science of arts, economics, and law students have stronger entrepreneurial intentions compared to other fields of studies (Sieger, Fueglistaller, & Zellweger, 2016).

Entrepreneurship brings several benefits for youngsters in terms of happiness and independence (Blanchflower & Oswald, 1998). Some studies show strong evidence between self-employment and the level of happiness or well-being of these individuals (Carree & Verheul, 2012; Benz & Frey, 2008). In recent years, it is seen a high flow of youngsters leaving their countries in particular in south Eastern Europe and Western Balkans. In terms of age, 68.4% of young people aged 15-19 testimony their plans to emigrate (Roman & Vasilescu, 2016). The fact that young people represent the largest group among emigrants makes the future of Western Balkans countries challenging (Institute for Development and Innovation, 2019). Youngsters leave their countries mostly obliged by economic factors and negative perceptions of their home country. Youth from EU member countries are less inclined to emigrate compared to youngsters from Western Balkan countries. The problem of brain drain seems to be more present in Albania and Montenegro, while in Bulgaria and Macedonia, those who emigrate are mostly youngsters with lower socioeconomic levels. It seems that there is no correlation between the countries' level of development and life satisfaction of youngsters. A study has found that youngsters from least developed countries such as Kosovo and Albania are the most satisfied and optimistic compared to developed countries such as Slovenia and Croatia (Lavrič, Jusic, & Tomanovic, 2019).

Studies show that there is a significant relationship between gender and the decision to migrate. Some studies show that males have a greater desire to emigrate compared to females (Roman & Vasilescu, 2016), while other studies show shreds of evidence of women to migrate as much as men (O'Neil, Fleury, & Foresti, 2016). Van Lindert, Cottyn, & Schapendonk (2013) show that in particular, young women are in search of work opportunities abroad.

Some research questions rightly arise after this reflection:

- Is there any difference between entrepreneurial attitude and variables such as gender, age, and field of study (those who attend business studies compared to other fields of studies)?
- Is there any difference between the students' desire to develop a career abroad and variables such as gender, age, and field of study (those who attend business studies compared to other fields of studies)?
- Is there any difference between students' life satisfaction and variables such as gender, age, and field of study (those who attend business studies compared to other fields of studies)?

- Is there any correlation between the entrepreneurial attitude and students' life satisfaction?
- Is there any difference among students of different countries related to the entrepreneurial attitude, students' desire to develop a carrier abroad, and life satisfaction?

## Methodology

### Sample framework and Data Collection

The sample framework and database for this paper is based on research conducted under the INTERGEN project, which examines the attitudes of young people regarding the intergenerational family businesses, carried out at twelve universities in Albania, Bulgaria, Poland, Romani, Russia, and Serbia (Pavlov & Zagorcheva, 2020). The period collecting the answers from the students is December 2018 - June 2019. Although the above study had a broader purpose, the authors were able to exploit the database to achieve this article's objectives.

Even though 1424 students participated in the INTERGEN study, this paper was considered only 1,382 responses. In terms of their field of study, most of the students' participants in the survey pursue their studies in business administration (57.9%), whereas 42.1% pursue their studies in other fields.[1] In terms of age, the majority of students (71.9%) belong to the group age 18-23 years old, while other students are over 24 years old. Table 1 provides specific details of the above-mentioned results.

| **Variable** | **N** | **%** |
|---|---|---|
| **Gender** | | |
| Male | 420 | 30.4% |
| Female | 962 | 69.6% |
| | *1382* | *100%* |
| **Field of Study** | | |
| Business Administration | 800 | 57.9% |
| Other fields | 582 | 42.1% |
| | *1382* | *100%* |
| **Age (years)** | | |
| 18 – 23 | 994 | 71.9% |
| More than 24 | 388 | 28.1% |
| | *1382* | *100%* |

***Table 1:*** *Distribution of participants according to selected demographic variables*

### The instrument used in the research

[1] Other fields of education comprise a) Education, b) Arts & humanities, c) Social sciences, journalism & information, d) Natural sciences, mathematics & statistics, e) Information & Communication Technologies, f) Engineering, manufacturing & construction, g) Agriculture, forestry, fisheries & veterinary

The instrument used is a structured questionnaire, which was self-administered by students at 12 universities in 6 countries. This instrument employed in the study "The Intergenerational family businesses as a stress management instrument for entrepreneurs" (INTEGEN) was exploited to investigate the entrepreneurial attitude of students and whether there are any differences between this attitude and variables such as sex, age, the field of study, and country. Also, the article tries to test any differences between the desire to develop the career path abroad, life satisfaction, and variables such as sex, age, and field of study, and country.

The structured questionnaire comprises 40 units that measure students' entrepreneurial attitude, students' desire to develop a career path abroad, their life satisfaction, and their willingness to continue their family business. For this paper, only 26 units were taken into consideration. Eleven (11) units were employed to measure the students' entrepreneurial attitude; four (4) units measure the desire to develop a career path abroad, and; eleven (11) units measured students' life satisfaction. The previously mentioned units were transformed into three main categories, as per dimensions selected. Each respondent had to rate each question (unit) with a Likert scale of 1 to 5.

**Statistical analysis**

To achieve the objectives of this paper was conducted a quantitative research approach. This kind of approach uses deductive logic starting with hypotheses and then collecting data used to determine whether empirical evidence to support that hypothesis exists. Statistical analyses were performed employing the SPSS software package. Based on the hypothesis and objectives of this study, descriptive statistics were used to describe dimensions results. Cronbach's alpha was used to test the internal consistency of the instruments and KMO and Bartlett test to evaluate whether the factor analysis was useful to our data. Primary data were presented in tables and graphs through descriptive analysis (mean, standard deviation, minimum, maximum, and frequency). Independent samples t-test was used to test the homogeneity of variances between two groups of variables. One Way ANOVA technique was used to test whether there are any statistically significant differences between the means of several independent (unrelated) groups of variables.

**Results**

Respondents provided their perception of the willingness to become entrepreneurs, desire to develop the career path abroad, and satisfaction with their current lifestyle. The table illustrates Cronbach's Alpha Values and KMO Bartlett Test score. According to Cortina (1993), Cronbach alpha values of 0.7 or higher indicate acceptable internal consistency. For measuring sampling adequacy, Hair, Black, & Babin (2010), Pallant (2000), Tabachnick

& Fidell (2007) suggested that if the Kaiser-Meyer-Olkin (KMO) is greater than 0.6 and if Bartlett's Test of Sphericity (BTS) significance is smaller than 0.05 then factorability of the correlation matrix is assumed. As shown from the table 2, the three dimensions have acceptable internal consistency, and the sampling adequacy is within the adequate parameters.

| Dimension | Uni | Cronbach's | KM | Bartlett's test |
|---|---|---|---|---|
| Students' Entrepreneurial Attitude | 11 | .883 | .894 | .000 |
| Desire towards developing a career | 4 | .708 | .676 | .000 |
| Students' Life Satisfaction | 11 | .896 | .905 | .000 |

***Table 2:*** *Cronbach's Alpha and KMO & Bartlett's Test score*

## 1. Hypothesis testing students' entrepreneurial attitude

### *1.1. Students' entrepreneurial attitude with respect to age*

| Students' entrepreneurial attitude | Age (years old) | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | 18-23 | 994 | 3.5581 | .79009 | .02506 |
| | Over 24 | 388 | 3.8667 | .66886 | .03396 |

***Table 3:*** *Students' entrepreneurial attitude with respect to age*

Table 3 shows a difference between the mean value of younger students and those over 24 years old. The older students are more willing to become entrepreneurs with a mean of 3.8667 than younger students with a mean of 3.5581. To check whether there is any significant variation among the mean values, we have statistically measured the means with the aid of the independent samples t-test with the following hypothesis:

Ho: There is no significant difference between students' entrepreneurial attitude and age.

H1: There is a significant difference between students' entrepreneurial attitude and age.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | 19.623 | .000 | -6.800 | 1380 | .000 | -.30856 | .04538 | -.39758 | -.21954 |
| EV not assumed | | | -7.311 | 827.687 | .000 | -.30856 | .04220 | -.39139 | -.22572 |

***Table 4:*** *Independent samples t-test with respect to age*

From the above table 4, the significance value is .000. Since this figure is <.05, the null hypothesis is rejected. Thus, there is a significant difference between students' entrepreneurial attitude and age.

*1.2. Students' entrepreneurial attitude with respect to gender*

| Students' entrepreneurial attitude | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | Female | 962 | 3.6903 | .70376 | .02269 |
| | Male | 420 | 3.5405 | .89689 | .04376 |

***Table 5:*** *Students' entrepreneurial attitude with respect to gender*

Table 5 shows a difference between the mean value of female students and male ones. Female students are more willing to become entrepreneurs with a mean of 3.6903 than male students with a mean of 3.5405. To check whether there is any significant variation among the mean values, we statistically have measured the means with the aid of the independent samples t-test with the following hypothesis:

Ho: There is no significant difference between students' entrepreneurial attitude and gender.

H1: There is a significant difference between students' entrepreneurial attitudes and gender.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | 45.142 | .000 | 3.337 | 1380 | .001 | .14981 | .04489 | .06175 | .23787 |
| EV not assumed | | | 3.039 | 653.939 | .002 | .14981 | .04930 | .05301 | .24661 |

***Table 6:*** *Independent samples t-test with respect to sex*

From the above table 6, the significance value is .000. Since this figure is <.05, the null hypothesis is rejected. Thus, there is a significant difference between students' entrepreneurial attitudes and gender.

*1.3. Students' entrepreneurial attitude with respect to the field of study*

| Students' entrepreneurial attitude | Field of Study | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | Business Administration | 800 | 3.8546 | .58645 | .02073 |
| | Other fields | 582 | 3.3563 | .89088 | .03693 |

***Table 7:*** *Students' entrepreneurial attitude with respect to sex*

Table 7 shows a difference between the mean value of students pursuing the business administration field and those who pursue other fields of study. Students, who pursue business administration as assumed are more willing to become entrepreneurs with a mean of 3.8546 than students attending other fields of study with a mean of 3.3563. To check whether there is any significant variation among the mean values, we statistically have measured the means with the aid of independent samples t-test with the following hypothesis:

Ho: There is no significant difference between students' entrepreneurial attitude and field of study.

H1: There is a significant difference between students' entrepreneurial attitude and field of study.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | 148.150 | .000 | 12.526 | 1380 | .000 | .49835 | .03979 | .42030 | .57640 |
| EV not assumed | | | 11.767 | 937.322 | .000 | .49835 | .04235 | .41524 | .58146 |

***Table 8:*** *Independent samples t-test with respect to the field of study*

From the above table 8, the significance value is .000. Since this figure is <.05, the null hypothesis is rejected. Thus, there is a significant difference between students' entrepreneurial attitude and field of study.

## 2. Hypothesis testing the desire towards developing a career path abroad

### *2.1. Desire towards developing the career path abroad with respect to the age*

| Desire towards developing a career path abroad | Age (years old) | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | 18-23 | 994 | 3.1918 | .81281 | .02578 |
| | Over 24 | 388 | 2.8718 | .83342 | .04231 |

***Table 9:*** *Desire towards developing the career path abroad with respect to the age*

Table 9 shows a difference between the mean value of younger students and older ones. Younger students have a greater desire to develop their career path abroad with a mean of 3.1918 than older students do with a mean of

2.8718. To check whether there is any significant variation among the mean values researcher statically measure the means with the aid of independent samples t-test with the following hypothesis:
Ho: There is no significant difference between desire towards developing a career path abroad and age.
H1: There is a significant difference between desire towards developing a career path abroad and age.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | .832 | .362 | 6.531 | 1380 | .000 | .32004 | .04900 | .22391 | .41617 |
| EV not assumed | | | 6.459 | 690.610 | .000 | .32004 | .04955 | .22276 | .41732 |

***Table 10:*** *Independent samples t-test with respect to the age*

From the above table 10, the significance value is .362. Since the figure is >.05, the null hypothesis is not rejected. Thus, there is not a significant difference between desire towards developing a career path abroad and age.

*2.2. Desire towards developing a career path abroad with respect to the gender*

| Desire towards developing the career path abroad | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | Female | 962 | 3.1085 | .82862 | .02672 |
| | Male | 420 | 3.0869 | .83688 | .04084 |

***Table 11:*** *Desire towards developing a career path abroad with respect to the gender*

Table 11 shows a very slight difference between the mean value of female students and male ones. Female students have a greater desire to develop their career path abroad with a mean of 3.1085 than male students with a mean of 3.0869. To check whether there is any significant variation among the mean values, we statistically have measured the means with the aid of independent samples t-test with the following hypothesis:
Ho: There is no significant difference between desire towards developing a career path abroad and gender.
H1: There is a significant difference between desire towards developing a career path abroad and gender.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | .001 | .969 | .445 | 1380 | .656 | .02164 | .04861 | -.07372 | .11699 |
| EV not assumed | | | .443 | 791.241 | .658 | .02164 | .04880 | -.07415 | .11743 |

***Table 12:*** *Independent samples t-test with respect to gender*

From the above table 12, the significance value is .969. Since the figure is >.05, the null hypothesis is not rejected. Thus, there is not a significant difference between the desire towards developing a career path abroad and gender.

2.3. *Desire towards developing the career path abroad with respect to the field of study*

| Desire towards developing a career path abroad | Field of Study | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | Business Administration | 800 | 3.0233 | .83103 | .02938 |
| | Other fields | 582 | 3.2101 | .81918 | .03396 |

***Table 12:*** *Desire towards developing the career path abroad with respect to the field of study*

Table 12 shows the difference between the mean value of students pursuing the business administration field and those who pursue other fields of study. Students who attend other fields of study have a greater desire to develop their career path abroad with a mean of 3.2101 than students attending business administration with a mean of 3.2101. To check whether there is any significant variation among the mean values, we statistically have measured the means with the aid of independent samples t-test with the following hypothesis:

Ho: There is no significant difference between desire towards developing the career path abroad and field of study

H1: There is a significant difference between desire towards developing the career path abroad and field of study.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | .645 | .422 | -4.149 | 1380 | .000 | -.18672 | .04500 | -.27500 | -.09843 |
| EV not assumed | | | -4.158 | 1262.190 | .000 | -.18672 | .04490 | -.27481 | -.09863 |

***Table 13:*** *Independent samples t- test with respect to field of study*

From the above table 13, the significance value is .422. Since this figure is >.05, the null hypothesis is not rejected. Thus, there is not a significant difference between the desire towards developing the career path abroad and field of study.

## 3. Hypothesis testing the students' life satisfaction

### *3.1. Students' life satisfaction with respect to the age*

| Students' life satisfaction | Age (years old) | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | 18-23 | 994 | 3.4345 | .77103 | .02446 |
| | Over 24 | 388 | 3.7085 | .73110 | .03712 |

***Table 14:*** *Students' life satisfaction with respect to the age*

Table 14 shows a difference between the mean value of younger students and older ones. Younger students seem to be less satisfied with their life with a mean of 3.7085 compared to older students with a mean of 3.4345. To check whether there is any significant variation among the mean values researcher statically measure the means with the aid of independent samples t-test with the following hypothesis:

Ho: There is no significant difference between students' life satisfaction and age.

H1: There is a significant difference between students' life satisfaction and age.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | 6.791 | .009 | -6.024 | 1380 | .000 | -.27408 | .04550 | -.36333 | -.18483 |
| EV not assumed | | | -6.166 | 741.498 | .000 | -.27408 | .04445 | -.36134 | -.18682 |

***Table 15:*** *Independent samples t-test with respect to the age*

From the above table 15, the significance value is .009. Since this figure is <.05, the null hypothesis is rejected. Thus, there is a significant difference between the life satisfaction of students and age.

*3.2. Students' life satisfaction with respect to gender*

| Students' life satisfaction | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | Female | 994 | 3.5675 | .73827 | .02380 |
| | Male | 388 | 3.3829 | .82387 | .04020 |

***Table 16:*** *Students' life satisfaction with respect to gender*

Table 16 shows a difference between the mean value of female students and male ones. Female students seem to be more satisfied with their lifestyle with a mean of 3.5675 compared to male students with a mean of 3.3829. To check whether there is any significant variation among the mean values researcher statically measure the means with the aid of independent samples t-test with the following hypothesis:

Ho: There is no significant difference between students' life satisfaction and gender.

H1: There is a significant difference between students' life satisfaction and gender.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | 12.296 | .000 | 4.125 | 1380 | .000 | .18460 | .04476 | .09680 | .27240 |
| EV not assumed | | | 3.951 | 725.411 | .000 | .18460 | .04672 | .09288 | .27632 |

***Table 17:*** *Independent samples t-test with respect to the sex*

From the above table 17, the significance value is .000. Since this figure is <.05, the null hypothesis is rejected. Thus, there is a significant difference between the life satisfaction of students and gender.

*3.3. Students' life satisfaction with respect to the field of study*

| Students' life satisfaction | Field of study | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| | Business Administration | 994 | 3.6881 | .66614 | .02355 |
| | Other fields | 388 | 3.2685 | .83417 | .03458 |

***Table 18:*** *Students' life satisfaction with respect to the field of study*

Table 18 shows that students pursuing business administration seem to be more satisfied with their life with a mean of 3.6881 compared to students attending other fields of study with a mean of 3.2685. To check whether there is any significant variation among the mean values researcher statically measure the means with the aid of independent samples t-test with the following hypothesis:

Ho: There is no significant difference between students' life satisfaction and field of study.

H1: There is a significant difference between students' life satisfaction and field of study.

| Equal Variance | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 95% Confidence Interval of The Difference | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EV assumed | 53.155 | .000 | 10.386 | 1380 | .000 | .41959 | .04040 | .34034 | .49884 |
| EV not assumed | | | 10.029 | 1076.638 | .000 | .41959 | .04184 | .33750 | .50168 |

***Table 19:*** *Independent samples t-test with respect to the field of study*

From the above table 19, the significance value is .000. Since this figure is <.05, the null hypothesis is rejected. Thus, there is a significant difference between the students' life satisfaction and field of study.

**4. Hypothesis testing the correlation between two non-parametric variables: students' entrepreneurial attitudes and their life satisfaction**

Ho: There is no statistically significant relationship between students' entrepreneurial attitude and life satisfaction.

H1: There is a statistically significant relationship between students' entrepreneurial attitude and life satisfaction.

| | | | Students' life satisfaction | Students' Entrepreneurial Attitude |
|---|---|---|---|---|
| Spearman's rho | Students' life satisfaction | Correlation Coefficient | 1.000 | .579 |
| | | Sig. (2 tailed) | | .000 |
| | | N | 1382 | 1382 |
| | Students' Entrepreneurial Attitude | Correlation Coefficient | .579 | 1.000 |
| | | Sig. (2 tailed) | .000 | |
| | | N | 1382 | 1382 |

***Table 20:*** *Spearman correlation between two non-parametric variables*

From the above table 20, the significance value is .000. Since the figure is <.05, the null hypothesis is rejected. Thus, there is a statistically significant relationship between the entrepreneurial attitude and students' life satisfaction. The correlation coefficient=.579 shows that there is a moderate positive relationship. Those, which are more satisfied with their life, show evidence of a higher level of entrepreneurial attitude.

## 5. Hypothesis testing students' entrepreneurial attitude with respect to nationality

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound | | |
| Albania | 100 | 4.0326 | .37726 | .03773 | 3.9578 | 4.1075 | 3.18 | 4.80 |
| Bulgaria | 435 | 3.8840 | .56188 | .02694 | 3.8311 | 3.9370 | 1.64 | 5.00 |
| Polonia | 96 | 3.8097 | .45178 | .04611 | 3.7181 | 3.9012 | 1.55 | 4.55 |
| Romania | 373 | 3.0914 | 1.03246 | .05346 | 2.9863 | 3.1965 | 1.00 | 5.00 |
| Russia | 266 | 3.7796 | .48624 | .02981 | 3.7209 | 3.8383 | 2.36 | 5.00 |
| Serbia | 112 | 3.7508 | .49338 | .04662 | 3.6584 | 3.8432 | 1.73 | 4.73 |
| Total | 1382 | 3.6448 | .77037 | .02072 | 3.6041 | 3.6854 | 1.00 | 5.00 |

***Table 21:*** *The entrepreneurial attitude with respect to nationality*

From the above table 21, it is shown that students from Albania display a higher level of entrepreneurial attitude with a mean of 4.0326. To test this, it is applied one way ANOVA.

Ho: The means related to students' entrepreneurial attitudes are equal for all nationalities.

H1: The means related to students' entrepreneurial attitudes are not equal for all nationalities.

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 162.864 | 5 | 32.573 | 68.249 | .000 |
| Within Groups | 656.715 | 1376 | .477 | | |
| Total | 819.579 | 1381 | | | |

***Table 22:*** *One Way ANOVA test between the students' entrepreneurial attitude with respect to nationality*

From One Way ANOVA table 22, the significance value p =.000, less than the .05, the null hypothesis is rejected. Thus, the willingness of students to become entrepreneurs differs in different countries.

Tukey HSD

| Nationality | N | Subset for alpha = 0.05 | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| Romania | 373 | 3.0914 | | |
| Serbia | 112 | | 3.7508 | |
| Russia | 266 | | 3.7796 | |
| Polonia | 96 | | 3.8097 | |
| Bulgaria | 435 | | 3.8840 | 3.8840 |
| Albania | 100 | | | 4.0326 |
| Sig. | | 1.000 | .524 | .397 |

***Table 23:*** *Multiple comparisons between countries in three diffe*

Albanian and Bulgarian students tend to show a higher will to become entrepreneurs. The other following groups are comprised of Polish, Russian, and Serbian students, and the last come Romanian students who tend to be less willing to become entrepreneurs.

## 6. Hypothesis testing the desire towards developing a career abroad with respect to nationality

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound | | |
| Albania | 100 | 3.6942 | .81098 | .08110 | 3.5332 | 3.8551 | 1.25 | 5.00 |
| Bulgaria | 435 | 2.7103 | .80876 | .03878 | 2.6341 | 2.7866 | 1.00 | 5.00 |
| Polonia | 96 | 3.2396 | .74949 | .07649 | 3.0877 | 3.3914 | 1.25 | 4.75 |
| Romania | 373 | 3.0811 | .79984 | .04141 | 2.9997 | 3.1625 | 1.00 | 5.00 |
| Russia | 266 | 3.2679 | .67286 | .04126 | 3.1866 | 3.3491 | 1.75 | 5.00 |
| Serbia | 112 | 3.6518 | .65876 | .06225 | 3.5284 | 3.7751 | 1.50 | 5.00 |
| Total | 1382 | 3.1020 | .83090 | .02235 | 3.0581 | 3.1458 | 1.00 | 5.00 |

***Table 24:*** *The desire towards developing a career abroad with respect to nationality*

From table 24 above, it is shown that Albanian and Serbian students have a greater desire to develop their career path abroad more than students from other countries with a mean respectively of 3.6942 and 3.6518. To test this, it is applied one way ANOVA.

Ho: The means related to desire towards developing the career abroad are equal for all nationalities.

H1: The means related to desire towards developing a career abroad are not equal for all nationalities.

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 144.943 | 5 | 28.989 | 49.337 | .000 |
| Within Groups | 808.486 | 1376 | .588 | | |
| Total | 953.430 | 1381 | | | |

***Table 25****: One Way ANOVA test between the desire towards developing a career abroad with respect to nationality*

From One Way ANOVA table 25, the significance value p =.000, less than the .05, the null hypothesis is rejected. Thus, the desire of students towards developing a career abroad is not equal for all nationalities.

Tukey HSD

| Nationality | N | Subset for alpha = 0.05 | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| Bulgaria | 435 | 2.7103 | | |
| Romania | 373 | | 3.0811 | |
| Polonia | 96 | | 3.2396 | |
| Russia | 266 | | 3.2679 | |
| Serbia | 112 | | | 3.6518 |
| Albania | 100 | | | 3.6942 |
| Sig. | | 1.000 | .256 | .997 |

***Table 26:*** *Multiple comparisons between countries in three different groups*

Albanian and Serbian students show a greater desire to develop their careers abroad, followed by Polish, Russian and Romanian students. The last come, Bulgarian students, who show a lower desire to develop their careers abroad.

## 7. Hypothesis testing students' life satisfaction with respect to nationality

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound | | |
| Albania | 100 | 3.5103 | .58268 | .05827 | 3.3947 | 3.6259 | 1.45 | 4.45 |
| Bulgaria | 435 | 3.8311 | .64485 | .03092 | 3.7704 | 3.8919 | 1.45 | 5.00 |
| Polonia | 96 | 3.6146 | .70784 | .07224 | 3.4712 | 3.7580 | 1.00 | 4.91 |
| Romania | 373 | 3.0707 | .88931 | .04605 | 2.9801 | 3.1612 | 1.09 | 4.82 |
| Russia | 266 | 3.5191 | .59245 | .03633 | 3.4476 | 3.5907 | 1.73 | 4.91 |
| Serbia | 112 | 3.6315 | .66892 | .06321 | 3.5062 | 3.7567 | 1.27 | 4.82 |
| Total | 1382 | 3.5114 | .76969 | .02070 | 3.4708 | 3.5520 | 1.00 | 5.00 |

***Table 27:*** *Students' life satisfaction with respect to nationality*

Table 27 above shows that Bulgarian students are more satisfied with their life, rather than students from other countries with a mean respectively of 3.8311. One way ANOVA is applied to test this hypothesis.

Ho: The means related to students' life satisfaction are equal for all nationalities.

H1: The means related to students' life satisfaction are not equal for all nationalities.

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 119.574 | 5 | 23.915 | 47.106 | .000 |
| Within Groups | 698.567 | 1376 | .508 | | |
| Total | 818.141 | 1381 | | | |

***Table 28:*** *One Way ANOVA test between students' life satisfaction with respect to nationality*

From One Way ANOVA table 28, the significance value p =.000, less than the .05, the null hypothesis is rejected. Thus, the satisfaction of students with their life is not equal for all nationalities.

| Nationality | N | Subset for alpha = 0.05 | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| Romania | 373 | 3.0707 | | |
| Albania | 100 | | 3.5103 | |
| Russia | 266 | | 3.5191 | |
| Polonia | 96 | | 3.6146 | 3.6146 |
| Serbia | 112 | | 3.6315 | 3.6315 |
| Bulgaria | 435 | | | 3.8311 |
| Sig. | | 1.000 | .658 | .076 |

***Table 29:*** *Multiple comparisons between countries in three different groups*

Bulgarian students tend to be more satisfied with their life, followed by Serbian, Polish, Russian, and Albanian students. The last come Romanian students who feel less satisfied with their life.

**Discussion**

The main purpose of this article was to investigate students' entrepreneurial attitude, their desire to develop a career abroad, life satisfaction, and whether there are any differences between these attitudes and variables such as sex, age, the field of study, and country. Also, the article tries to find any relation between the entrepreneurial attitude and life satisfaction of students. The research covered 12 universities across six countries: Albania, Bulgaria, Poland, Romani, Russia, and Serbia. In the analysis were taken into consideration the responses of 1382 students who fulfilled a structured questionnaire.

Results indicate that female students tend to be more inclined to become entrepreneurs compared to male students. This finding is interesting and inconsistent with most of the research papers conducted (Holienka, Holienková, & Gál, 2015); (Henley, De Cock, Latreille, Dawson, & Humphreys, 2009); (Israr & Saleem, 2018); (Green, 2013); (Sieger, Fueglistaller, & Zellweger, 2016). In terms of age, older students present a higher level of entrepreneurial attitude compared to those who are less than 23 years old. The result is supported by the OECD report (Green, 2013). As assumed business students tend to be more prone to become entrepreneurs. Previous papers such as Holienka, Holienková, & Gál (2015) & Gubik (2014) support this result.

When it comes to the students' desire to develop a career path abroad, the results show that there is no significant difference between this desire and variables such as gender, age, and field of study.

There is a significant difference between students' life satisfaction and variables such as gender, age, and field of study. Female and older students seem to be more satisfied with their life compared to male and younger students. Also, business students seem to be more satisfied with their life compared to students who pursue other fields of study. On the other hand, there is a statistically significant positive relationship between the entrepreneurial attitude of students and their life satisfaction, a result supported by previous studies. Thus, those who show a higher entrepreneurial attitude state a greater level of satisfaction with their life. Taking into consideration those female students, older ones, and those who pursue business studies are more inclined to become entrepreneurs, therefore tend to show evidence of greater satisfaction from their life compared to others.

There are different levels of entrepreneurial attitude among students from different countries. Albanian and Bulgarian students tend to be more inclined to become entrepreneurs compared to students of other countries. Serbian and Romanian students show a lower level of entrepreneurial attitude compared to others. Other studies support the fact that Albanian students show entrepreneurial aspirations (Kume, Kume, & Shahini, 2013). Results show that Serbian students are more prone to develop their careers abroad, compared to Bulgarian students who show greater aspirations to become entrepreneurs. It is interesting that even though Albanian students show a higher entrepreneurial attitude, they still are prone to develop their careers abroad.

In terms of life satisfaction, Bulgarian students tend to be more satisfied with their life while Romanian students feel less satisfied with their life compared to students of other countries. This evidence is much related to the fact that Bulgarian students are more inclined to become entrepreneurs and not leave the country. Romanian students, who are less prone to become entrepreneurs, seem to be less satisfied with their life compared to respondents from other countries.

Taking into account that education on entrepreneurship has an impact on entrepreneurial attitudes, other fields of studies should introduce courses on entrepreneurship, innovation and establish business incubators to boost creativity and entrepreneurial spirit. Based on the results of the study that younger students do not have the same entrepreneurial aspirations as older ones, formal and informal education should start from the early ages to seed the entrepreneurial spirit to the young generations.

In terms of limitations, the size of the sample has not been the same for every country. Future studies should consider this limitation, as well as should extend the research topic and consider variables such as family business experience. Also, it would be interesting to increase the number of countries participating in the research and to cluster those in EU countries and non-EU countries.

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