

REASONS AND OBSTACLES TO STARTING A BUSINESS: EXPERIENCE OF STUDENTS OF LITHUANIAN HIGHER EDUCATION INSTITUTIONS*

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The paper examines entrepreneurship as a measure for youth inclusion in the labor market, as well as causes, benefits and obstacles to starting a business, based on the experiences of students of Lithuanian higher education institutions. Although Lithuania implements a variety of measures intended for promoting student entrepreneurship, students remain in a worse situation in terms of opportunities for entrepreneurship than the remaining society. The purpose of the research is to study the reasons and obstacles for inclusion of the undergraduate students in entrepreneurship. The research of inclusion and participation of students in entrepreneurship revealed that only a small part of them were engaged in business. This is caused by unwillingness to be a hired employee. Students associate engaging in business with personal revenues, which they rate as the most significant benefit, while the main obstacle is the lack of information on starting a business.

1. INTRODUCTION

Transformation processes that take place in the business world inevitably cause market changes, make new demands and pose new challenges for modern

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societies, among the most important of which is the aim to foster entrepreneurship and develop entrepreneurial skills. These changes in the business environment demand certain behavior from individuals, characterized by such attributes as innovation, initiative, risk tolerance, creativity and self-confidence, proactivity and ability to recognize opportunities and implement them, ability to make swift and rational decisions, take risks, communicate, and lead. This set of attributes is described by scientists as entrepreneurship.

Entrepreneurship aspects in the global context have been studied for several decades and are increasingly often actualized not only in management and economics, but also in education, politics, psychology and other studies: entrepreneurship concepts (Gorman et al., 1997; Hisrich, Peters, 1998; Timmons, Spinelli, 2003; Kirby, 2004; Turner, Nguyen, 2005), entrepreneurial abilities and attributes (Caird, 1991; Koh, 1996; Collins, Kunz, 2007) are discussed, the content of abilities characteristic to an enterprising person are revealed (Gartner, 1988; Garavan, O'Conneide, 1994; Raffo et al., 2000).

Entrepreneurship analysis receives less attention in Lithuania, as it is considered to be an intricate, complex phenomenon, involving many areas of scientific and practical activities. Some authors (Stripeikis, 2008; Solnyskiniene, 2008; Strazdiene, 2009; Zuperka, 2009, 2010, 2011; Ramanauskienė et al., 2011; Zidonis, 2012) also examine the concept of entrepreneurship, entrepreneurial skills, discuss the prerequisites for developing entrepreneurial skills and models for entrepreneurship education in their papers. It should be noted that the majority of scientific papers and studies usually analyze youth entrepreneurship even though regulations governing the EU and Lithuanian youth policies emphasize the post-secondary students (i.e. students at institutions of higher education (universities and colleges) who study in programs conferring a degree) as one of the most important focus groups – who have a potential for creating new jobs and ensuring long-term sustainable economic growth of a country.

Despite the fact that both in scientific and political contexts one of the main prerequisites for increasing youth employment is encouraging youth to do business (create new businesses, self-employment, intra-partnership), statistical data reveals a rather difficult situation of youth involvement in entrepreneurship. As stated in Youth–Investing and empowering, EU Youth Report (2009), the proportion of young people running their own business is very low in Europe: about 4% of young people aged 15-24 and 9% of 25-29 year-olds are self-employed. In all EU Member States, the percentage of self-employed is higher in the 25-29 age group than among the 15-24 year-olds, and

the rate of self-employed persons does not reach 10% of the employed population for the age group 25-29 except in Greece, Italy, Cyprus, Poland, Romania and Slovakia. According to the Factors of Business Success Survey (FOBS), less than 15% of entrepreneurs are under 30. Among the most important motivators for starting one's own business in all countries that participated in the survey were a desire for new challenges and being one's own boss. Future earning was also an important aspect when starting one's own business: about 80% of Czech, Romanian, Slovenian and Slovakian entrepreneurs reported the financial aspect as the main motivator (EU Youth Report, 2009).

Meanwhile, in Lithuania, as in Bosnia and Herzegovina and Panama, the greatest number of entrepreneurs is in the 18-24 year category and by analyzing the reasons for early involvement in entrepreneurial activities, it can be said that business creation among young people is usually opportunity-based – 47.2% – rather than necessity-based – 28.4%; 49% of men and 44% of women get involved in entrepreneurship because of opportunities and 29% of men and 27% of women – because of necessity (GEM, 2012).

It should be noted that the same studies alert on youth entrepreneurship problems, while European Youth Forum Position Paper on Youth Entrepreneurship (2011) states that there are EU-specific entrepreneurship problems: entrepreneurs' age, lack of starting financial and social capital and confidence in them, lack of business startup experience and life experience in general. Meanwhile, in the final report on the evaluation of youth entrepreneurship encouragement measures (2012) it was emphasized that in Lithuania some of the most important reasons why young people avoid starting a business include the fear of bankruptcy and personal failure, insufficient education of young entrepreneurs, insufficient rate of establishing businesses creating high added value. Hence, research shows that a significant part of youth is not willing to start their own business and are more inclined towards choosing a safer lifestyle – employment or, in the case of slow market expansion – becoming dependent on state redistribution policies, despite the fact that international rating agencies and financial institutions are rather favorable regarding the business environment in Lithuania in their reports.

According to the analysis in scientific literature (Mueller, Thomas, 2001; Logue, 2004; Schoof, 2006; Stripeikis, 2008; Adamoniene, Silingiene, 2008; Zuperka, 2010; Zidonis, 2012), reasons and obstacles for youth's unwillingness to do business and/or get involved in entrepreneurship can be divided into two groups: The first one are intrinsic factors, involving cultural-psychological,

demographic and social-economic factors, as well as person's characteristics, values, skills, perception and behavior; The second one are extrinsic factors, caused by market (finance, labor market, information) imperfections. To eliminate these obstacles various EU support and youth entrepreneurship fostering measures are applied, such as for example, the application of financial engineering instruments mitigates the lack of financial capital by young people to some extent, while the organization of entrepreneurship training boosts entrepreneur's reputation in the society and promotes business creation as a career opportunity for youth (Zidonis, 2012).

European Commission Communication “*Youth on the move*”¹ argues that an important driving force behind entrepreneurship is independent work which may help to create jobs and can be a valuable opportunity for academic youth to apply the skills gained in educational institutions in practice, as well as do a job that they most like. Nevertheless, entrepreneurship and characteristics attributed to entrepreneurship as a personal trait cover quite a wide range of aspects – from personal traits, abilities and competences to the attitude towards business, entrepreneurship and businesspeople in the society. Therefore, in fostering undergraduate students' entrepreneurship-based thinking, it is necessary to discuss not only the means of effective financial support allowing to successfully set up one's own business, but also, as noted in the final report of the expert group of the best procedure project “professional training and entrepreneurship” (2009), the development of attributes required for entrepreneurship, as well as stimulating interest in entrepreneur's profession. The starting point for the latter outcomes is the standpoint and attitudes of the young people to entrepreneurship and their experience in intending to create/when creating a business.

Scientific problem is as follows. Hence, even though the scientific field widely acknowledges the fact that entrepreneurship is one of the most important factors influencing changes in a national economy and that academic youth is in the limelight of entrepreneurship fostering policies, as well as the fact that a variety of measures are being implemented focusing on promoting entrepreneurship in this group, it should be noted that Lithuania lacks a holistic approach to fostering entrepreneurship among academic youth and there is insufficient scientific research analyzing reasons and benefits for starting a business, as well as the obstacles for involving academic youth in entrepreneurship. It demonstrates that this *problem remains significant and*

¹ See: http://europa.eu/youthonthemove/docs/communication/youth-on-the-move_EN.pdf

relevant in the context of national and societal development because of its multifaceted and dynamic nature, the solution of which requires looking for the answers to the *following research questions: what factors encourage Lithuanian undergraduate students to start a business? What obstacles do undergraduate students face when seeking/intending to start a business?*

The object of the research are the reasons and obstacles for Lithuanian undergraduate students' involvement in entrepreneurship.

The purpose of the research is to research reasons and obstacles for involvement of the undergraduate students into entrepreneurship.

The methods of the research are the analysis of scientific literature, questionnaire, descriptive statistics and factor analysis. The adequacy of the data for a factor analysis was verified based on the value of Kaiser-Meyer-Olkin measure, while internal consistency of a factor was evaluated by performing a Cronbach's Alpha test.

2. METHODOLOGY AND METHODS OF THE STUDY

Study on the involvement of the Lithuanian students of higher education institutions into entrepreneurship is based on philosophical lines of thoughts with origins from various philosophical traditions:

1. Philosophical line of thought which targets the ethical behavior, that is based on utilitarian philosophical traditions, Machiavellianism and Protestantism ideas and sets a goal to develop individual orientation of one's values. The fundamental principle of the utilitarianism theory – an action can be considered to be morally just if as many people as possible benefit from it (Mill, 2005). According to this theory, a person strives for benefits in his own actions, which is not mutually exclusive from entrepreneurship. Reasoning of the Machiavellianism is considered to be open for ruse, intrigues, unmerciful cruelty and artificial love. Seeing that business follows not just the moral provisions of utilitarianism as a philosophical line of thought, it is vital to also assess the Machiavellian factors when analyzing the entrepreneurship. In the theory of Protestantism, the improvement of professional activity is approved of and it is believed that professional specialization provides conditions to gain more skills, increases the productivity and thus contributes to the overall welfare, which is valued more than the individual welfare (Pruskus, 2003). The Protestantism aggrandizes the modern specialist and the entrepreneur, who

succeeds because of his own efforts and is known for his rationality, discipline, responsibility, which are all directly connected with entrepreneurship.

2. *Philosophical line of thought which targets the effective activities* is based on pragmatism and constructivism philosophical concepts that dominate in the world of business, which requires exercising tasks set by the economic markets as well as constructive, practical thinking while solving or finishing given tasks. The essence of education based on the philosophy of pragmatism – understanding how to select values, practical preparation to solve life issues, learning how to select and formulate individual goals (Bitinas, 2000). The supporters of this philosophical line of thought firmly believe that entrepreneurship is learnt by practicing, experimenting in different activity fields that always provide challenging problems and where one always strives to meet the goals. Constructivism is a philosophical line of thought which is based on the assumption that an individual constructs the understanding of the real world using his experience, which suggests an uninterrupted learning process for the whole society, acceptance of and respect for the opinions of others and which rejects the statement that some decisions are better than others (Clements, 2005). Therefore, the development of entrepreneurship should be based on the philosophy of constructivism, as the learning process of entrepreneurship requires constant creation of various learning models and reference to real life content.

In order to examine the reasons and obstacles for the Lithuanian students involvement in entrepreneurship, a data collection method was selected – a survey, and the instrument of the survey – a questionnaire which includes four criteria of the study: reasons that led to starting a business (personal and economic-social ones); benefits that are gained by participating in the business; obstacles for involvement into business (internal factors: cultural – psychological and social-economic factors; external factors: volatile financial markets, imperfection of the market infrastructure's supply, information sharing obstacles) and social-demographic characteristics (family status, gender, age, personal income from direct employment, type of educational institution, degree of studies, job status). The questionnaire consisted of 45 closed statements. The reliability of survey statement's range was tested using Cronbach's Alpha test. The retrieved reliability coefficient – 0.87 suggested that the questionnaire was homogenous and the received results were appropriate for a statistical analysis.

For the selection of quantitative study sample's volume, a probabilistic method for the selected group sample's volume was used, where the probability of any of the elements to be selected for the sample was known. Probabilistic

study group selection method – random selection when each person (or group) has equal chances of falling within it, regardless of individual attributes or differences. Research target group were Lithuanian higher education institutions' final year students. A calculated sample size 1,014 with an estimated $\pm 3\%$ error suggested that the sample size met the characteristics of a general set (Dattalo, 2008).

In the quantitative survey results' analysis, statistical analysis methods were applied: descriptive statistic and factorial analysis. Under the basis of descriptive statistic, a primary quantitative data processing was conducted. With a multidimensional statistical method – factor analysis, the observed variables were segmented into groups (from few or dozen similar variables), that were unified by a factor not observed directly (www.lidata.eu). Principal component method and Varimax rotation with Kaiser normalization was used for factor extraction. The number of factors was determined based on the Kaiser criterion, i.e. factors with initial eigenvalues of 1 or more were analyzed (Hayton et al., 2004). The adequacy of the data for a factor analysis was based on Bartlett's sphericity criterion (p) value, where $p = 0.000 < 0.05$, and the Kaiser–Meyer–Olkin (KMO) measure, where $KMO > 0.6$ (Vaus, 2004). It was found that factor analysis was applicable for the research data. Statistical data analysis was performed using SPSS 21.0 package.

Socio-demographic characteristics of research participants. The study was conducted in the period from January, 2013 till May, 2013. A total of 1,014 respondents from 6 universities (69.3% of the respondents) and 6 other institutions of higher education (30.7% of the respondents) in Lithuania participated in the survey. The majority of students were studying for a Bachelor's degree (88.6%) and were 21-24 years old. Only 12.1% of the undergraduate students were married and 72.5% were single. Most of the students were women (64.2%) and the rest were men (35.8%). It was found during the research that 36.6% of the respondents were employed, 28.1% had previous work experience but were currently unemployed for various reasons. However, a third of the students had never been involved in the labor market. It should also be noted that 35.7% of respondents had minimum salaries (up to LTL 850– equals €245).

3. RESULTS AND DISCUSSION

Undergraduate students are considered to be one of the factors of growth of urban, regional, and country's economy whose effect is directly related to students' employment. However, as shown by recently conducted researches in

the country (Ciburiene, Guscinskiene, 2009; Strazdiene, 2009; Zuperka, 2010, 2011; Zidonis, 2012; Assessment of Youth Entrepreneurship Encouragement Measures, 2012), with changes in the labor market, youth is in a less advantageous position than the rest of the society in a sense of involvement in the labor market and business due to a lack of knowledge, abilities, financial and social capital, as well as professional experience.

The latter tendency is also proven by the research on the involvement and participation of Lithuanian undergraduate students in business which revealed that only 36.6% of undergraduate students (at universities and colleges) who participated in the research were involved in the labor market, 11.6% of them had their own business although 28.1% of the respondents said that they had been previously working / had had a business.

Men (7.6%) were more likely to start their own business than women (4.0%) who were mostly studying at a university (9.5%) and were undergraduate students, i.e. bachelor degree candidates, or vocational bachelor degree candidates (10.4%). It is worth noticing that the majority, i.e. 7.8% of the undergraduate students having their own business were between 21 and 24 years old and did not have a family (7.9%), i.e. were single. When evaluating the income of those involved into business, the results of the research distributed as following: the income of the majority, i.e. 7.8% of those having their own business were between LTL 851 and LTL 2000 (€246 – 578 correspondingly) and 6.5% earned more than LTL 2000 (€578 correspondingly).

3.1. The reasons which encouraged starting up business and the benefits the business brings

Youth entrepreneurship is defined as the whole of a person's self-realization in economic, social and cultural areas although the roots of entrepreneurship are both in the individual and the culture of the society (Stripeikis, 2008) what enables us to assume that the decision to start a business is determined by rather different reasons and it is extremely difficult to identify the most important of them.

Some of them are related to the necessity to create a business due to the negative circumstances (e.g. unemployment), others – due to a possibility of business having appeared. Besides, the motivation to take up business is also determined by business initiatives as well as factors of activities.

Therefore, according to Pruskus (2003), such motives to create a business as the wish to become rich, willingness to become independent, demonstrate one's abilities, create a working place, fulfil one's ideas, demand for self-expression, etc. can also be distinguished.

When analyzing the reasons which encouraged Lithuanian undergraduate students to start a business, the method of factorial analysis was used. With the help of the stated method, the main components of the three groups of factors having encouraged students to start a business were detected: social (24.8% of response dispersion), economical (22.8% of response dispersion) and personal characterized by smaller indicator of dispersion (14.5%) (Table 1). The calculated factorial analysis reliability Kaiser-Meyer-Olkin Measure (KMO = 0.776) and Bartlett's Test of Sphericity criterion (224.440; df = 45, p = 0.000) prove that the above mentioned variables are satisfactorily adequate for the factorial analysis. It was established that the three factors together explain 62.172% (cumulative %) of all the variables dispersion. The internal consistency of factors Cronbach's $\alpha = 0.794$ demonstrates quite good internal reliability and the fact that the statements making up factors are homogeneous.

Table 1. Factorial analysis of the reasons encouraging a student to start a business (N = 1014)

Structural Component	Weight (L)	Dispersion (%)
Social reasons		
Willingness to fulfill one's business idea	0.812	24.8
Willingness to apply the acquired knowledge in practice	0.785	
Willingness to continue a family business	0.695	
Possibility to take up a favorite activity	0.635	
Willingness to have a better position in the society	0.596	
Economic reasons		
Probability of higher income	0.837	22.8
Willingness to create working places	0.808	
Personal reasons		
Unwillingness to be a hired employee	0.905	14.5
Aspiration of personal freedom	0.893	
Demand of self-expression	0.569	

Notes: L – factorial weight (supporting the rotation of the method of main components VARIMAX) shows the statistical unity of the variables and the factor (factorial analysis model ALFA);% - per cent (cumulative) frequency shows how many% of dispersion can be explained by an independent variable KMO (Kaiser – Meyer – Olkin Measure of Sampling Adequacy) – the scales suitable for factorial analysis.

As stated in the final report on the assessment of measures encouraging youth entrepreneurship (2012), the change in youth willing to create one's own working place in Lithuania as well as in Latvia correlates with the changes in the economic well-being: in the period of economic growth the majority of young people wanted to become hired employees and not to take on the initiative or the risk to create a working place for themselves and the near ones.

Whilst the results of the research revealed that currently when the consequences of economic crisis are still felt in the country, unwillingness to be a hired employee ($L = 0.905$), aspiration of personal freedom ($L = 0.893$), probability of higher income ($L = 0.837$), willingness to fulfill one's business idea ($L = 0.812$), as well as willingness to create working places ($L = 0.808$) are stated to be the most essential reasons to start a business among Lithuanian undergraduate students. When evaluating that, it can be stated that social and economic as well as personal reasons encouraging students to start a business are important.

The supporters of pragmatism consider that an individual takes up a certain activity pursuing or hoping benefits from it. A possibility to get some kind of benefit (in accordance with the principles of rationalism – financial) is frequently named as one of the reasons to start business. In the society there is also an attitude dominating that businessmen care exceptionally of their own financial wellbeing although there is a positive tendency that bigger and bigger part of the society considers a businessman as a creator of working places (GEM, 2012).

The research on Lithuanian undergraduate students' involvement and participation in business showed that the majority, i.e. 82.7% of students having their own business associate participation in business with personal income which they detect as a benefit. A total of 68.4% of academic youth say that it is beneficial to participate in business as it enables to bring up / improve entrepreneurship skills, and 67.1% suppose that it provides personal satisfaction. The minority of respondents (46.1%) approves of the opinion that participating in business creates a possibility to be recognized although one component of a businessperson's social image is recognition and respect from others. It can be assumed that recognition is not the factor which can be significant and encouraging enough for becoming a businessperson while personal income is a significant factor motivating a student to get involved in business.

3.2. Obstacles for involvement in business

In Lithuania, when solving the issues of youth involvement in the labor market, youth entrepreneurship and self-employment are emphasized as two of the most essential resources for decreasing youth unemployment and offering career opportunities (Ciburiene, Guscinskiene, 2009; Zidonis, 2012; Assessment of Youth Entrepreneurship Encouragement Measures, 2012). However, young population of the country is reluctant to set up a business. There are different reasons for that: beginning with the lack of information on how to start a business, insufficient knowledge, abilities and experience, fear of risk, up to the problem of finding suitable employees, absence of initial capital, burden of legal, governmental, administrative requirements (Stripeikis, 2008; Zuperka, 2010; Assessment of Youth Entrepreneurship Encouragement Measures, 2012).

When analyzing the obstacles for involvement of Lithuanian undergraduate students in business, it was detected that the majority (71.0%) of students participating in the research had never attempted to develop a business, and 21.4% had not encountered any obstacles when trying to create/when creating a business. When explaining the obstacles encountered by the latter group of academic youth, on the bases of factorial analysis 4 factor groups characterizing this variable criterion were identified: instability of financial market and infrastructure (21.3% of response dispersion), cultural – psychological factors (18.1% of response dispersion), obstacles in information spread (15.2% of response dispersion) and social – economic factors (13.6% of response dispersion) (Table 2).

The received value of Kaiser-Meyer-Olkin Measure ($KMO = 0.764$) and Bartlett's Test of Sphericity criterion (775.549; $df = 231$, $p = 0,000$) proves that the variables are satisfactorily adequate for the factorial analysis. It is stated that having carried out the rotation of factors, the four groups of factors in total explain 68.214% (cumulative %) of all variables dispersion. Cronbach's $\alpha = 0.882$ shows that the internal consistency of factors is high and the statements making up the factors are homogeneous.

According to the opinion of the Lithuanian undergraduate students who participated in the research, it can be inferred that they distinguish lack of information on creating business ($L = 0.903$), poor possibilities to receive a loan ($L = 0.859$), high costs of receiving a loan ($L = 0.840$) and lack of entrepreneurial skills ($L = 0.838$) as the most important obstacles for starting a business. On the other hand, poor business people's reputation in the society (L

= 0.431) and inconsideration of starting a business as a career (L = 0.382) are not identified by academic youth as obstacles to start a business. It is proven by low weight (L) of these statements.

Table 2. Factorial analysis of obstacles to start a business (N = 1014)

Structural Component	Weight (L)	Dispersion (%)
<i>Instability of financial markets and infrastructure</i>		
Poor possibilities to receive a loan	0.859	21.3
High costs of receiving loans	0.840	
High price for rent of office premises	0.614	
High price for technological services	0.611	
High price for business consultancy services	0.604	
Loan not provided for starting a business	0.538	
<i>Cultural-psychological factors</i>		
Lack of demand for self-expression	0.795	18.1
Lack of independence	0.789	
Unwillingness to take over a family business	0.767	
Unwillingness to take on responsibility	0.608	
Unwillingness to take on risks	0.593	
<i>Obstacles in information spread</i>		
Lack of information on starting a business	0.903	15.2
Lack of information on possible sources of financing a business	0.781	
Lack of information on business administration	0.662	
<i>Social-economic factors</i>		
Lack of entrepreneurial skills	0.838	13.6
Lack of entrepreneurial knowledge	0.774	
Lack of business idea	0.753	
Lack of family connections with business	0.621	
Lack of personal finances	0.612	
Absence of participation in the business environment	0.596	

It is noticeable that although there is an opinion dominating in academic context that the creation of a business is rather influenced by personal features that a beginning businessperson possesses, his or her skills, abilities and in-born qualities than by environmental factors, however, the latter more frequently become the factors reducing entrepreneurship and creating obstacles for starting a business. Unstable government policy in the area of finance and regulation as well as the lack of information on starting, setting up and developing a business remain major obstacles for establishing and developing a business and without eliminating them any other encouragement of entrepreneurship remains secondary. Besides, governmental institutions, non-governmental organizations and particularly educational institutions should pay more attention to the

distribution of information on setting up a business among academic youth which can be provided through seminars, conferences, by organizing meetings, discussions with businesspeople and sharing practical business experience and inspiring stories of successful businesses.

4. CONCLUSIONS

Sustainable growth and coherent social development in the modern world bring changes in fundamental values, norms and attitudes of the post-industrial society not only in the EU Member States, but also in Lithuania, as a result of which the expectations of the undergraduate students, as an innovative part of the society, regarding life and work quality also change, because they come to the fore as the potential to create new jobs and ensure long-term, sustainable economic growth and coherent development of a country. Lithuania currently implements diverse measures for the promotion of youth entrepreneurship and engagement in business. However, as revealed by the research of inclusion and participation in entrepreneurship of students of Lithuanian higher education institutions, a larger part of them are not interested in or inclined to start their own business, but rather opt for a more socially secure way of living – work as hired employees. As a result, the promotion of student entrepreneurship remains one of priority directions of country's activities, requiring to seek for a dialogue between the institutions of higher education and the representatives of the labor market, while together innovatively approaching the entrepreneurship problems of highly qualified young specialists and developing an aid mechanism, which would enable them to successfully engage in business and other flexible (non-traditional) forms of employment.

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RAZLOZI I PREPREKE ZA POKRETANJE PODUZEĆA: ISKUSTVO STUDENATA LITVANSKIH INSTITUCIJA VISOKOG OBRAZOVANJA

Sažetak

U ovom se radu poduzetništvo analizira kao mjeru uključenja mladih u tržište radne snage, kao i razloge, koristi i prepreke za pokretanje vlastitog poduzeća, i to na temelju iskustva studenata litvanskih institucija visokog obrazovanja. Iako se u Litvi provodi niz mjera za poticanje studentskog poduzetništva, studenti su i dalje, u kontekstu prilika za poduzetništvo, u lošijoj poziciji od ostatka društva. Cilj je rada proučiti razloge i prepreke za uključenje studenata preddiplomskog studija u poduzetničke aktivnosti. Istraživanje uključivanja i participacije studenata u poduzetništvu pokazuje da se tek mali dio njih aktivno angažirao u poslovnim aktivnostima, i to ponajviše zbog nemotiviranosti za plaćeno zaposlenje. Studenti povezuju poslovni angažman s osobnim dohotkom (koji se smatra i najznačajnijom koristi), dok se kao glavna prepreka izdvaja nedostatak informacija o pokretanju vlastitog poduzeća.