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Entrepreneurial Education Profiles of Students from the Czech Republic, Poland and Slovakia

Abstract

The aim of this article is to know the opinions of students of pedagogical studies in terms of their self-assessment of selected competences that can form the profiles of entrepreneurial groups. The argument consists of two parts. The first one is the review of literature on the terminology of competences. The second part covers the presentation of the results of (preliminary) own research in groups of full-time students, conducted by a survey method using a questionnaire survey. The research covered students from the Czech Republic, Slovakia and Poland. Entrepreneurial competences were divided into three groups: 'Ideas and capabilities', "Resources" and "Action", according to the document *The Entrepreneurship Competence Framework* (2020). The research showed that Polish students have most entrepreneurial characteristics, especially in terms of the traits in the group "Resources" and "Action". Students from the Czech Republic mainly attributed themselves characteristics from the "Action" area. Students from Slovakia are to a small extent aware of possessing their entrepreneurial qualities.

Keywords: action, education, ideas and possibilities, entrepreneurial competence, resources.

Introduction

According to Monika Adamska-Staroń (2009a, p. 98) "Education influences the consciousness, psyche, mind, behaviour of a person, their spirituality, and

has an impact on the shape of the social world. Changes in education promote society transformation.”

Education is to support the individual in their quest for development and to fulfil various family, social and professional roles (Wyzga 2018, p. 178). It is done by “bringing to light their self-knowledge, inspiring unconventional discovery and cognition of the world, independent thinking, interpreting, questioning the “found” certainties, obviousness, creative action, activity directed to the development of oneself but also society (Adamska-Staroń, 2009b, p. 170). Developing and acquiring competences, including in the area of entrepreneurship, can better prepare children and youth to enter adult life, which is full of challenges and constant changes.

This article is aimed at presenting literature on entrepreneurial competence as a key competence in the European education system. Selected definitional concepts of entrepreneurial competence and entrepreneurial qualities will be discussed. This will be followed by an analysis of the results of our own research, which will involve the self-assessment of students from the Czech Republic, Poland and Slovakia in terms of their subjective perception of traits from the entrepreneurial group in their personality resources. Three subgroups of competences have been assigned for entrepreneurial competence. These are: qualities in terms of ideas and possibilities, resources and action. For each of the groups mentioned, competences were detailed, and assigned. This was the basis for the presentation of differences in student responses and for making recommendations for further action. The analysis will be carried out in the context of preparing students for social tasks, and for entering the labour market, on the basis of ideas and possibilities, acquired skills, and by taking conscious and creative action.

Entrepreneurial competence

According to the definition of Władysław Kopaliński’s Dictionary of Foreign Words, a competent person is ‘entitled to act, to decide; having the classification to make judgements and assessments; authoritative, authoritative’ (Kopaliński 1994, p. 270). Competences are often equated with qualifications, however, according to Stefan Michał Kwiatkowski, for the competences developed during education to become qualifications they must undergo an examination procedure. Those acquired outside formal education must be subjected to validation procedures (2018, p. 17). Competences are distinguished from qualifications by their uniqueness, singularity and immeasurability (Borowiec-Gabryś, Kilar, Rachwał, 2018, p. 71).

The concept of entrepreneurship can be approached in two ways. The word competence derives from the English words *competency* and *competence*. The

first meaning originates from the United States and is considered in a behavioural sense. It is the component of knowledge, skills and attitudes. The second meaning, *competence*, goes back to the British etymology and is based on standardised outcomes of activities, e.g. learning outcomes adopted in the European and National (Polish) Qualification Frameworks (Piróg, 2015, p. 366).

As stated by Waclaw Strykowski (2005, 15): "It is competences that determine the qualifications of people in particular professions, and they are a kind of guarantee of doing a good job and achieving success. Solely individuals with specific and high competences can be professionals". The attribute of competence is its "dynamics revealed in action, in a person's relationship with reality", which is why he uses terms of competence when describing qualifications (Strykowski, 2005, 15).

The intensity of work by researchers in the field of entrepreneurship has brought changes in its understanding and thus the multiplicity of its definitions.

The original definition of entrepreneurship has evolved and is no longer limited solely to an economic meaning. New definitions of entrepreneurship emphasise its much broader scope, taking into account its various components and capturing it as a set of certain personal characteristics. There is no single definition of entrepreneurship on which authors agree. Entrepreneurial competences are multidisciplinary. They are the subject of research by various specialists, e.g. in labour pedagogy, higher education didactics, higher education management, social policy or economics, sociology, psychology.

Entrepreneurship education has evolved over the last decades. There has been a shift from being a component for economic development strategies to an academic perspective, where the main research subjects are at earlier stages of education, then students.

According to the Tomasz Rachwał's definition, entrepreneurship is "a set of personal traits such as activity, enthusiasm for work, initiative, creativity [...], self-confidence, self-discipline, honesty, willingness to take balanced risks [...]. According to the author, these traits allow one to find oneself in the role of an entrepreneur as well as to actively participate in social and economic life" (Rachwał, 2004, p. 169).

Entrepreneurial behaviour can be a consequence of the formation of entrepreneurial intentions. Entrepreneurship teaching-learning programmes provide opportunities to develop and acquire entrepreneurial qualities. Not every student manifests entrepreneurial behaviour aiming at implementation in business. Young people often perceive the word entrepreneurship through the prism of starting a business or fulfilling themselves within a company, where it is important to have a number of entrepreneurial qualities. Developing entrepreneurial qualities is a predisposition that can be a good contribution to career development, not only in terms of one's own business, but in terms of the ability to find one's way in the labour market.

According to many authors, educational programmes can influence attitudes of students, and inspire and stimulate activity in entrepreneurial qualities.

Since 2002, education in Fundamentals of Entrepreneurship in Poland has been formalised and became compulsory as part of general education, alongside other subjects, preparing young people for adult life. The situation is similar in the Czech Republic and Slovakia.

Particular attention is paid to equipping young people with the knowledge to understand the social and economic phenomena that surround them, as well as to presenting that improving practical skills and shaping attitudes can influence entrepreneurial behaviour, so that they can enter the labour market more confidently without being afraid to take responsibility for their decisions. The discussion on the role of entrepreneurship in education has been ongoing for many years.

In view of the dynamic social and economic changes in the world, there is a growing awareness of the need for education in the area of competence from an early age (Balachowicz, 2022). According to Damian Ostrowski, personality is shaped at the lower stages of education, same as the capacity for creativity, for innovation, for entrepreneurship.

Unfortunately, students at the lower levels of education are not sufficiently prepared to be independent or creative. After all, each of us is creative in our own way, and education is to develop this creativity, so that students and graduates are able to adapt to the environment and the associated changes. As stated in the Report *Beyond the Horizon – Direction to Education* (2020, p. 55): “Teaching creativity also involves supporting experimentation and the expression of one’s own opinions and feelings, [...] recognising the right to be wrong”.

At further educational stages, knowledge is enriched, competences are broadened and new skills are acquired (Waciegga, Wróbel, 2018, p. 463), attitudes and behaviours formed are deepened (Ostrowski, 2011, p. 112).

The European Commission considers entrepreneurship as one of the key competences, which should be taught at all stages and levels of education, including in non-formal learning (European Commission, 2006).

I will refer to the words of Maria Dudzikowa, who stated that “the cognitive structure is composed of specific abilities, fed by knowledge and experiences; built on a set of beliefs that, with the help of these abilities, it is worth and possible in the given context of an individual’s own situation to initiate and implement effective tasks to achieve changes in one’s own personality and behaviour in accordance with the standards desired by oneself’ (1994, p.206).

Entrepreneurial intentions and behaviours are conditioned by various factors. It has been recognised that the entrepreneurial process begins with entrepreneurial intentions, the individual perception and proper evaluation of one’s own entrepreneurial qualities. Therefore, the following should be taken into ac-

count. among others: competences, acquired skills or possessed resources, predispositions or character traits.

The impact of education on the development of entrepreneurial qualities can contribute in the long term to innovative education, which is important for the development of young people, future citizens and labour market participants.

Competence is one of the most important pedagogical concepts, behind which there are various personality traits, attained knowledge and acquired skills or abilities of an individual to act. According to Jerzy Nikitorowicz (2021, p. 204), “competences are specific dispositions to undertake and implement actions with the awareness of striving for a specific effect, taking into account social and cultural conditions and situations”. In the case of competences, resources, abilities, i.e. the potential of the individual, and possibilities in action are important (Meczkowska, 2003, p. 693, Strykowski, Strykowska-Nowakowska, 2017, p. 35).

Definition of entrepreneurial competence, which is attributed to a specific person, emerges from the cited authors’ definitions of the characteristics of entrepreneurial competence.

When writing about competences, it is important to bear in mind their changing nature, often subject to reconstruction due to social, economic, political or environmental conditions. Whether it is pandemic, the war in Ukraine, or the recent flooding in Poland, one can wonder or speculate how much influence the events will have on the formation of competences in the future.

The war in Ukraine has triggered and tested competences in aspects of defence and international cooperation, and negotiations. It has caused a massive migration of the Ukrainian population, as a result of which multicultural competences were stimulated, such as skills of finding oneself in communication with a person from another culture, acceptance of cultural behaviour. Understanding of the ethical dimension of the situation, i.e. respect for the dignity of refugees, respect for the “other” person, recognising the injustice of war, compassion and empathy. Polish society has passed this test with flying colours. There has been an opening up to the other, there has been an increase in cooperation, in sharing of one’s goods, in providing unpaid services, in taking the Ukrainian population under one’s roof, in hiring in companies.

The pandemic has certainly had an impact on raising the level of digital competence, students and teachers, groups of employees, communities.

The September 2024 floods caused that the decision-makers had to find their way in managing people and resources, in emergency conditions, coordinating rescue efforts, in an environment that was turbulent and difficult to predict. There has been an increase in the importance of environmental risk management skills and the ability to construct a strategy for adapting flood-prone areas, reformatting people’s past ways of thinking, thinking in terms of the con-

sequences of climate change and the real risks associated with it. The actions and activities that people, organisations, and the government took had to take place under time pressure. Some were spontaneous, such as the various collections of food, equipment or funds, taking in people and animals, psychological support, and architectural support. Every town, municipality, school, joined in to help those in the post-flood areas. Other actions, both governmental and institutional, should be pertinent and coordinated, as well as appropriate management of human teams and resources should be implemented in order to produce tangible results.

It is supposed that as a result of disasters such as flooding, interpersonal competences are strengthened among the population, sensitivity to the social environment is activated, the level of empathy, support for the needs of the other increases.

Action competences are strengthened, group cooperation, judgement and quick reaction, planning and organising work, managing teams are activated.

Looking at environmental, ecological disasters, it is noted that more and more emphasis must be placed on shaping and developing skills related to environmental sustainability and appropriate spatial planning to minimise the risk of future disasters (Balachowicz, 2022).

Reference has been made to recent developments, as it is impossible to discuss competencies in entrepreneurial qualities while ignoring the reality and events that are unfolding next door. These events activate behaviours, resources and ideas in the community, important for active action, support of the population and rebuilding of infrastructure. Traits from the catalogue of entrepreneurial competences are activated.

Education in the development of entrepreneurial qualities focuses on developing real skills that are necessary in adulthood, for the realisation of one's goals and objectives, in a rapidly changing world. We live in an uncertain, and changing reality. It is difficult to forecast today which will be the competences required 15 years from now. According to sociologists' estimates, nowadays generations are replacing each other more frequently, instead of every 25 years as was the case until recently (Błażejowski, 2021, p. 229). What competences will determine finding one's place in social and cultural life, in the life of an active person, in times of smoother change, in the era of rapidly developing automation? It can be assumed that many professions will change their nature and new specialisations will emerge. Well-qualified, competent, professional workers will be sought after.

"Entrepreneurship-focused programmes refer to the development of key life skills to help navigate this uncertain future' (Grabarek, 2022, p. 392). As noted by the authors (Karpiński, 2001, Kwiatkowski 2018, p. 23), it is difficult to predict the future, as the development of economies does not occur linearly,

there are events (e.g. war, pandemic, floods) that affect leaps in socio-economic change. Thinking about competences for future generations makes educational sense for the design of educational programmes, for the community that nothing is certain and lifelong learning is written into our genetic code.

The competence referred to as entrepreneurship is recognised by some researchers as the competence of the future, due to its growing importance for economic development (Borowiec-Gabryś, Kilar, Rachwał, 2018, Kwiatkowski). Katarzyna Grabarek points out the skills that need to be developed for the future are problem solving, teamwork, empathy or learning to accept failure. (2022, s. 392).

Young people need to be prepared for an uncertain future, and a way to have a better entry into adulthood may be to develop entrepreneurial qualities that relate to key life skills (Lackéus, 2013). These qualities should include developing the competences of being creative and open to collaboration, which are key words when discussing entrepreneurial attitudes, but also learning to identify problems. This should also involve motivating people to be persistent in their efforts to achieve their goals, developing their passions in life, because, as stated by Stefan Kwiatkowski, this is a construct closely related to intrinsic motivation that allows anticipating future achievements (2018, p. 79). Moreover, the author notes that people who have a conviction of their proficiency, entrepreneurial competences, are “programmed| to change the world, to make it better.

Monika Borgiasz believes that “shaping a young person can only take place by adopting entrepreneurial attitudes” (2017, p. 199). It can certainly foster the shaping of traits important for human development, but who they will be in life, what motivations they will follow, also depends on many other factors.

There are various typologies of competences. The division of competencies by Siwan Mitchelmore and Jennifer Rowley (2010) is often cited in publications. The researchers identified 25 entrepreneurial competences, which Danuta Piróg grouped into personal (social), behavioural and managerial characteristics (2015, p. 371).

Another division of entrepreneurial competences was developed on behalf of the European Commission as part of The Entrepreneurship Competence Framework (EntreComp) project. Entrepreneurship was defined as a transversal competence “which applies to people in all spheres of life, from personal development, to active participation in society, to entering or re-entering the labour market as an employee or self-employed person and to contributing to the start-up of different kinds of cultural, social or economic ventures. Competence is divided into three categories: ideas and the ability to realise them, resources and action” (Rachwał, 2019, p. 23).

Entrepreneurial competence is one of the eight basic key competences in the European education system, competences that are essential for the knowledge society. Entrepreneurial competences, until recently considered as

specialised competences, are becoming general competences. This is also the case with digital and language competences (Kwiatkowski, 2018).

Entrepreneurial attitudes need to be shaped, they can become a contribution to educational, social, professional success.

Research part

As noted by López-Núñez, Rubio-Valdehita, Armuña, Pérez-Urria (2022), the entrepreneurship guidelines in “EntreComp: The Entrepreneurship Competence Framework” can be used to map current educational needs, identify linkages to different skills, adapt and design new curricula, build competency-based selection models, identify team strengths and validate skills acquired through learning.

Based on the literature, three groups of entrepreneurial competences were identified. Competencies (competence characteristics) were assigned to each group. The division into subgroups of competences was made on the basis of the EntreComp set of entrepreneurial competences, developed on behalf of the European Commission in 2020. The division of competences that was used in the EntreComp document was applied and they were divided into three groups. The first was called “Ideas and Possibilities”, covering the following competences: seeing opportunities, creativity, vision, valuing ideas, ethical and ‘balanced’ thinking (sustainable consequences of one’s actions).

The group “Resources” or mental resources covered the following competences in the self-assessment survey: motivation and perseverance, mobilisation of colleagues and others, knowledge of finance and economics in order to be able to make analyses, self-awareness and self-efficacy, consolidation of resources (acquiring and managing resources).

The competence area “Action”, i.e. translating ideas into practice, means planning and management, cooperation with others (teamwork) and dealing with uncertainty, with risk, taking initiative, permanent experiential learning (Kwiatkowski, 2018, p. 19. Sasin, 2022).

All three categories together define entrepreneurship and describe it as the ability to transform ideas and possibilities into actions that generate value (Sasin, 2022).

Competence in entrepreneurial traits is the basis for preparation to enter adult social and cultural life, into the labour market. Lecturers sometimes receive questions from students, about the purpose of the topics discussed, about the practicality of educational programmes. About application in real life? In response, I would like to use the opinion of Professor Roman Galar, who claims that “studies should prepare for a profession, but to the extent not exceeding half of the classes. The rest should serve to shape a knowledgeable citizen” (Galar, 2023).

Introducing entrepreneurship into educational programmes, into curriculum, work methods of an activating nature, through experience, experimentation, project methods, methods that require the student to inquire and question, that are based on both research and theory and practice, develop, enrich the student with important competences, skills and attitudes (Kožuš, 2021; Sołtysiak 2012). This is the response to dynamic socio-economic changes, to the needs of the labour market, but also for the personal and intellectual development of the student.

In both the Entrepreneurship Action Plan 2020 and the New Approach to Education, the European Commission calls on Member States to provide all young individuals with practical entrepreneurial experience before they leave compulsory education, and emphasises the importance of learning-by-doing methods (European Commission, 2014).

According to recent educational concepts, the fastest learning is through experience, creative activities and creativity (Adamska-Staroń, 2018; Kožuš, 2021; Krzyżek, 2010; Łukasik, 2019; Sołtysiak, 2022).

In a dynamically changing world, education should aim to be creative and innovative, to prepare the problem-solving student in a non-stereotypical way (Kožuš, 2021, p. 10). One of the tools for activating students to learn are simulation games that allow them to take on the role of an entrepreneur – to make decisions like those made by business managers and to compete with other players in the market.

The contemporary social and economic situation and the labour market expect professionals, graduates with passion, with the ability to think creatively, create innovations, with developed analytical skills, able to work in multicultural environments, understanding the laws of the market, characterised by interdisciplinary, communication, leadership skills, able to adapt to changing conditions and lifelong learning (Patel, Vannai, Dasani, Sharma, 2024; Sołtysiak, 2018). According to the authors, in order to achieve a sustainable level of development in entrepreneurship, as exemplified by research in India, it is very important that the spirit and culture of entrepreneurship is ingrained in students, at the 'school' level. Education in developing entrepreneurial qualities contributes to fostering important qualities for potential employees, as well as can bring support to the goals for sustainable development in the country. It fosters an apt transition of professionals from the education systems to the labour market.

Research assumptions

The author, following Tomasz Rachwał, considers entrepreneurship “a cross-cutting competence that applies to people in all spheres of life, from personal

development through active participation in society, to exiting and/or re-entering the market as an employee or self-employed person, as well as to starting various types of ventures (cultural, social or economic)" (2019, p. 23).

For the purposes of the research, the author adopted a definition of individual entrepreneurship as a certain process that begins with the perception and positive assessment of one's own capabilities, in terms of one's competences, skills or character traits. The article analyses selected personality traits, skills, resources possessed and readiness to be active in one's environment (their subjective evaluation by respondents), taken into account in most models of entrepreneurship. Recognising that entrepreneurial behaviour is conditioned by a number of factors.

In line with the state of the art, it was assumed that the construction of profiles – models of entrepreneurial traits among students can take place through self-assessment, i.e. discovering one's potential in a chosen field. In this case, it referred to entrepreneurial traits, in terms of finding out to what extent students perceive competences from the groups in their self-assessment: "Ideas (ideas) and possibilities", "Resources" and "Action".

The author used the model developed within the 'EntreComp' project, in terms of identifying entrepreneurial traits among students from the Czech Republic, Poland and Slovakia.

The research attempted to determine the relationship between student self-assessment among the three groups of entrepreneurial traits and the students' country of origin. Pearson's Chi-square test of significance was used for this purpose, the statistical significance of the differences in responses between the student groups was tested and V_c – the strength of effect index, the degree of dependence between the variables was given.

The research was conducted among students of pedagogical studies, in their first and second year, the respondents were between the ages of 20 and 24. The research was conducted from May 2022 to June 2023. At Jan Dlugosz University in Czestochowa, 164 students returned completed survey questionnaires. In the Czech Republic, at Palacký University in Olomouc, the sample consisted of 85 students. In Slovakia, at the Žilina University in Žilina, the sample consisted of 26 students. A survey method, using a questionnaire survey, was used to investigate students' self-assessment.

Research results

Students responded to a self-report question on their perception of themselves as having selected entrepreneurial traits.

Table 1 shows the results of the chi-square independence test for the trait group "Ideas and Possibilities". The % of affirmative responses is given. Re-

sponses to the question included a choice – tick, any number of traits out of a possible 5. In the first column of the table, the names of these traits from the competence group “Ideas and Possibilities” are entered.

Table 1

Relationship between students' country of origin and self-reported characteristics from the ideas (ideas) and capabilities group – chi-square independence test

Ideas and Possibilities	Czech Republic		Slovakia		Poland		In total		χ^2	p	V _c
	N	%	N	%	N	%	N	%			
Is creative, looking for solutions	67	24.54	25	9.16	135	49.82	228	83.52	1.85	0.40	0.08
Develops visions	48	17.84	19	7.06	92	34.20	159	59.11	2.22	0.33	0.09
Evaluates ideas	30	11.11	15	5.56	65	24.07	110	40.74	2.79	0.25	0.10
Understands the ethical dimension of his/her actions	20	7.14	13	4.81	70	25.93	103	38.15	8.09	0.02*	0.17
Self-esteem, I have knowledge and skills	28	10.29	14	5.15	106	38.97	148	54.41	19.84	0.00*	0.27

df=2 p<0.05 N=275

N- number of observations, affirmative answers; chi-square – value of test statistic, df – degrees of freedom, p-value for chi-square test, V_c – strength of effect index, * statistical significance

Source: Authors' research

The Czech, Polish and Slovak students who underwent the survey considered creativity to be the most important characteristic. Polish students had the highest response rate, with almost half of the students (49.82%) stating that they were creative solution seekers.

The relationship between the study groups was not statistically significant.

Statistically significant differences, at the p=0.00 level, were shown for the trait named “Self-esteem, I have knowledge and skills”. The degree of relationship between the variables, which is a measure of the strength of the effect in this test, was V_c=0.27. This indicates a moderate strength of the relationship between the variables studied.

The trait concerning the ethical dimension of one's actions did not reach high values in the students' responses, for the Czech students 7.14% and for the Slovak students 4.81% respectively. Only one in four respondents in Poland, i.e. 25.93% of students, considers it a valuable trait from the catalogue of entrepreneurial traits, in the group “Ideas and Possibilities”. Statistical significance, at p=0.02 and a weak effect of the relationship between variables V_s=0.17 are noted.

Table two shows the results of the chi-square independence test for the resource trait group. The % of affirmative responses is given.

Table 2

Relationship between students' country of origin and resource group characteristics – chi-square test of independence

Resources	Czech Republic		Slovakia		Poland		In total		χ^2	p	V _c
	N	%	N	%	N	%	N	%			
Motivation	67	24.54	19	6.96	128	46.89	214	78.39	1.57	0.47	0.08
Encouraging others	20	7.38	16	5.9	100	36.9	136	50.18	28.82	0.00*	0.33
Possesses theoretical knowledge (knowledge of economics and finance)	51	18.75	5	8.09	87	37.99	160	58.82	8.55	0.01*	0.18
Self-confidence, sense of efficacy	52	19.05	21	7.69	131	47.99	204	74.73	7.99	0.02*	0.17
Sense of self-awareness	34	12.55	18	6.64	85	31.37	134	50.55	4.97	0.08	0.14
Acquisition and management of tangible and intangible assets	18	6.69	11	4.09	74	27.51	103	38.29	10.95	0.11	0.20

df=2 p<0.05 N=275

N- number of observations, affirmative answers; chi-square – value of test statistic, df – degrees of freedom, p-value for chi-square test, V_c – strength of effect index, * statistical significance

Source: Authors' research.

In the group of entrepreneurial traits – „Resources”, Czech students most frequently claimed that resource they possessed is motivation, this was nearly 25% of the responses. Slovak students did not recognise it as leading in the group. In contrast, Polish students, close to 50%, considered this attribute to be important for entrepreneurship. It should be added that the trait “Self-confidence, sense of efficacy” was also considered an important trait by Polish students, with a number close to 50%. Czech students also ranked it highly, as almost one in five (19.05%) respondents attributed it to their self-esteem. In this case, statistical significance (p=0.02) and a weak dependency effect between variables Vs=0.17 are noted.

Statistical significance at the p=0.02 level was recorded between the competences in the “Resources” group and the students for the trait “Encouraging others” and a moderate degree of relationship between the variables, with a moderate strength of effect V_c=0.33.

Furthermore, statistical significance at the p=0.01 level was recorded for the trait defining a student with economic and financial literacy and a weak effect of the relationship between the variables Vs=0.18.

It should be mentioned that in the group of “Resources” traits, Polish students attributed the said traits to themselves to the greatest extent.

Table 3

Relationship between students' country of origin and action group characteristics – chi-square test of independence

Actions	Czech Republic		Slovakia		Poland		In total		χ^2	p	V _c
	N	%	N	%	N	%	N	%			
Planning	62	22.96	24	8.89	120	44.44	206	76.30	3.46	0.18	0.11
Team management	55	20.30	18	6.64	110	40.59	183	67.53	0.08	0.96	0.08
Collaboration	52	19.19	19	7.01	118	43.54	189	69.74	1.24	0.54	0.07
Ability to cooperate in a team	51	18.89	19	7.04	108	40.00	178	65.93	0.30	0.86	0.03
Dealing with uncertainty, risks	40	14.71	20	7.35	114	41.91	174	63.97	10.86	0.00*	0.20
Takes the initiative	0	0.00	17	6.16	69	25.00	86	31.16	60.31	0.00*	0.47

df=2 p<0.05 N=275

N- number of observations, affirmative answers; chi-square – value of test statistic, df – degrees of freedom, p-value for chi-square test, V_c – strength of effect index, * statistical significance

Source: Authors' research

In the group of entrepreneurial traits "Action", the trait "Planning" was associated with the highest percentage by students from the Czech Republic, Poland and Slovakia. No statistical significance was noted in this case. At a similar level are the responses concerning the attribution of traits under the names: "Team management" "Cooperation" and "Ability to cooperate in a team". It can be assumed that students are able to become active individuals when the situation demands it. Particularly Polish students, as the response percentage is within 40%, for Czech students the response percentage is within 20% and for Slovak students within 7%.

Statistical significance was recorded for the trait "Dealing with uncertainty, risks", p=0.00 and V_s=0.20.

In contrast, a strong correlation effect occurred between the variables country of origin and the trait "Takes the initiative". V_s=0.47 and p=0.00. In this case, one in four (25.00%) Polish students attributed this trait to themselves, 6.16% Slovak students, and 0.00% Czech students respectively.

Summary

Research of the authors (Krašnicka, Glod, Ludvik and Perekova, 2014, p. 328) shows that "the opportunities to equip students not only with the necessary knowledge, but also to shape their attitudes and behaviours, including entrepreneurial ones, are not fully exploited".

Balachowicz (2022, p. 111) notes that there has been growing dissatisfaction with the social effects of education since the 1970s. Not only education, but also the state has failed to develop a clear direction for educational change.

I agree with Krzysztof Rubacha (2021, p. 220) that the standards for the education of educators show few hours of pedagogy or psychology in which skills could be developed in terms of various competences. "The internship programmes themselves do not place the student seriously in school work, therefore some students understand that they are not prepared to cope with school life and educational practice".

According to Józefa Bałachowicz (2022), the problem of Polish society is low communicative competences and poor motivation for civic interaction in daily life.

In the course of their lives, university graduates are forced to function in different socio-cultural, economic, environmental conditions, in different working environments. The measurement of a quality worker should be the ability to retrain, to learn quickly.

Therefore, the topic of developing competences, referred to as entrepreneurial competences, seems important.

The author was interested in what competences in the field of entrepreneurial qualities are ascribed by students. Polish students rated themselves as having many entrepreneurial traits to the greatest extent, but the percentages are not high, exceeding 50%. From the group of competencies "Ideas and Possibilities", the trait "creativity" reached the highest percentage of 49.82%. From the group "Resources", students most frequently marked "self-confidence", "sense of efficacy" 47.99% and "motivation" 46.89%. By contrast, in the "Action" group, qualities were assigned at a similar level, around 40%. These are qualities such as "ability to plan", "team management", "cooperation" and "ability to work in a team" and "dealing with uncertainty, risk".

Can these responses indicate that Polish students consider themselves to be entrepreneurial? Based on these pilot research, it can only be assumed that to the greatest extent Polish students are endowed with entrepreneurial potential. Other research, by Teresa Kraśnicka, Grzegorz Głód, Ludislav Ludvik and Jindra Peterkov, show that both Polish and Czech students rated their entrepreneurial potential highly. About one third of the respondents stated that they lacked entrepreneurial attributes. They were unable to recognise or assess them (2014, p. 328).

Limitations of the research. This was a preliminary research. It was conducted on a relatively small sample. The research was conducted in three universities. The groups were not homogeneous. Drawing conclusions should be narrowed down to the research sample. They are a starting point for further analyses in order to be able to determine which competences need to be developed or worked on so that when a student leaves the walls of a university, they are aware that they have developed their personality traits, acquired compe-

tences and gained skills, achieved new knowledge resources important for their future, which will allow them to function better in social life, in the working environment.

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Edukacyjne profile w zakresie przedsiębiorczości studentów z Czech, z Polski i ze Słowacji

Streszczenie

Celem artykułu jest poznanie opinii studentów kierunków pedagogicznych, w zakresie ich samooceny na temat wybranych kompetencji, które mogą tworzyć profile grup przedsiębiorczych. Wywód składa się z dwóch części. W pierwszym dokonano przeglądu literatury przedmiotu w zakresie ujęcia terminologicznego kompetencji. Druga część przedstawia wyniki (wstępnych) badań własnych, w grupach studentów studiów stacjonarnych, przeprowadzonych metodą sondażu, z wykorzystaniem kwestionariusza ankiety. Badania przeprowadzono wśród studentów z Czech, ze Słowacji i z Polski. Kompetencje w zakresie przedsiębiorczości podzielono na trzy grupy: „Pomysły (idee) i możliwości”, „Zasoby” i „Działanie”, zgodnie z dokumentem *The Entrepreneurship Competence Framework* (2020). Badania pokazały, że studenci Polscy posiadają najwięcej cech przedsiębiorczych, szczególnie w zakresie cech z grupy „Zasoby” i „Działanie”. Studenci z Czech głównie przypisywali sobie cechy z obszaru „Działanie”. Studenci ze Słowacji w małym zakresie są świadomi posiadania cech przedsiębiorczych.

Słowa kluczowe: działanie, edukacja, idee i możliwości, kompetencje przedsiębiorcze, zasoby.