

MANAGEMENT OF EDUCATION CONCEPTS IN THE FIELD OF ENTREPRENEURSHIP OF UNIVERSITY STUDENTS IN THE CZECH REPUBLIC

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Abstract: Student preparation for entrepreneurship has become a key strategic goal in the knowledge economy over the past decade. Young entrepreneurs represent the potential for successful start-ups, their innovative development and sustainable growth. The explored topic of difference between men and women is most significant in case of entrepreneurship propensity. The male population is more self-confident at all whilst the women have less various responses to the surveyed questions. All the dependent variables involved in the data set reach higher standard deviation for the male population than for the female population. Many research studies draw attention to gender differentiation in student attitudes towards entrepreneurship. Men choose to become entrepreneurs much more often than women, which is affected by many factors. The analysis outcome can conclude that gender of students is significant determinant of attitude toward both entrepreneurship environment ($p < 0.05$) and especially entrepreneurship propensity ($p < 0.001$).

Key words: gender dependence, socioeconomic determinants, entrepreneurship environment, management of education, entrepreneurial competences, educational programs

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Introduction

Business education is currently the subject of discussion not only in the field of educational processes but also in the development of regional development concepts, where the setting up of new entrepreneurs plays an important role. It is also important to create an institutional background for business to develop entrepreneurial activities in the country (Tvaronavičienė, 2016; Dobeš et al., 2017; Kozubíková et al., 2017). It is also of great importance to explore the motives of

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setting up new businesses and to carry out in-depth analyses of what young entrepreneurs see as the main obstacle to setting up their own businesses (Duřová Spiřáková et al., 2017). As many research studies declare, financial resources are not the only key barrier to business. The decision to start a business is influenced by many other motives, internal and external factors of the business environment, threats and losses from business (Riel et al., 2015; Torres et al., 2017). These factors can be easily perceived by young people without a business experience. For this reason, it is also necessary to examine issues of entrepreneurial subjective perception of the reasons behind the start of business, to constantly monitor and influence them. This puts pressure on the management of new educational concepts that respond to the needs of the business environment and the conditions associated with successful business (Bellotti et al., 2012; Starček and Trunk, 2013). These facts have been a motive for us to carry out our own research aimed at examining the impact of socio-economic factors on attitudes towards the entrepreneurship of university students in the Czech Republic. Main objective of our paper is to find which socioeconomic determinants of entrepreneurship are dependent on gender of students at Czech universities. We wanted to know also how propensity for entrepreneurship is influenced by gender.

Literature Review

Many research studies address the issue of creating new education concepts related to globalization processes and the impact of the economic crisis (e.g. Bikse et al., 2016; Gutiérrez and Garzón Baquero, 2017; Korent et al., 2015). Developing and supporting business development concepts, their creation is extremely demanding and requires a systematic approach as well as institutional co-operation (Staniewski and Awruk, 2015; Pihie and Bagheri, 2011). The structure of these concepts is determined in particular by the type of education process and the objectives of the new education system. Mojab et al. (2011) examined the importance of entrepreneurial competences in education as part of this issue. They point to the findings that current business education programs are strongly criticized for not being created in line with requirements arising from changes in the business environment. Business education is highly task-oriented and does not place emphasis on addressing multidimensional business challenges. Education programs should be compatible with the needs of the company. There are clear distinctions between business knowledge and skills of students. The study also provides insights into the differences between the opinions of entrepreneurs and students. Entrepreneurs believe that ambitions are the most important entrepreneurial competence, while students prefer interpersonal skills and teamwork. Critical and analytical thinking, communication, listening and speaking, willingness to learn, interpersonal skills and teamwork, reliability and reliability, initiative, adaptability, risks, integrity, professionalism, science and technology, ethics, mathematics were the most important entrepreneurial competences. On the other hand, ambitions, ethics, adaptability and flexibility, learning to learn, critical and analytical thinking,

integrity, reliability and reliability, communication have been, as the most frequently cited factors, important to success. The authors of the study state that these key business competences should be taken into account when designing entrepreneurial study programs. Pincus et al. (2017) in their theoretical study deal with the impact of technological changes and changes in the country's financial processes on the education system at universities. They also point to the impact of demographic aspects, student indebtedness, shrinking government support, and philanthropic limitations. Technological progress has changed the structure of academic research and the dissemination of its results and has been integrated into education processes. The authors critically point to the lack of realized changes in the content of education (curriculum) and in the education processes (learning methods). The current economic situation in the countries and the globalization processes put pressure on flexibility in higher education and on the creation of new educational concepts. At the end of their study, authors conclude that understanding the impact of technological change on the learning process can be beneficial in particular for making strategic and operational changes in educational processes at both institutional and personal levels. They call on the support of those institutions and individuals who devote time and energy to developing new strategies and models in business education processes and to motivating those who do not develop these strategies and models. Panc et al. (2012) in their study looked at some psychological characteristics that distinguished students who started doing business with those who had just planned. The study results show that entrepreneurs prefer to find their own solutions before searching for advice from others and achieve significantly higher scores in Work Involvement Scale. A strong need for independence is a strong incentive for starting a young business. A student who enters a business has an incentive to increase his / her career, is more open and welcomes new ideas and looks for new experiences. I am a joyful, optimistic person who identifies business opportunities as well as others that ignore.

Data and Methodology

The whole data set is gathered by an online survey that concerned attitude toward entrepreneurship among Czech university students (156 men (38.2 %) and 252 women (61.8 %)) in 2017. Together we gathered data of 40 indicators. They can be divided into ten groups. Indicators of first nine groups are rather input oriented. They characterize attitude of students towards socioeconomic determinants of entrepreneurship environment in Czech Republic. The tenth group was intended for entrepreneurship propensity (more output character). Each group contains four indicators. Complete list of all used indicators is as follows:

E1: Social environment

X11: There is an entrepreneur in my family and I highly respect him/her.

X12: Society in general appreciates entrepreneurs.

X13: Politicians as well as public consider entrepreneurs to be beneficial for society.

X14: Media provide true information regarding status and activities of entrepreneurs.

E2: Entrepreneurial support from state

X21: The state supports entrepreneurship by using its tools.

X22: The state creates high-quality conditions for starting an entrepreneurship.

X23: The state financially supports entrepreneurship.

X24: Legal conditions for doing entrepreneurship are of high quality.

E3: Macroeconomic environment

X31: I consider the macroeconomic environment of my country to be positive for doing entrepreneurship.

X32: The state of macroeconomic environment of my country supports starting an entrepreneurship.

X33: Present macroeconomic environment does not prevent me from starting an entrepreneurship.

X34: Present level of basic macroeconomic factors (GDP, employment, inflation) supports entrepreneurship and creates interesting entrepreneurship opportunities.

E4: Quality of entrepreneurship environment

X41: entrepreneurship environment of my country is of good quality and convenient for starting an entrepreneurship.

X42: The entrepreneurship environment of my country is relatively risk-resistant and enables to start an entrepreneurship.

X43: Conditions for doing entrepreneurship have improved in my country in the last five years.

X44: The amount of administrative work of entrepreneurs in my country has decreased in the last five years.

E5: Access to the financial resources

X51: There is no intensive financial risk in the entrepreneurship environment, i.e. having limited access to external financial sources, bad payment habits, etc.

X52: Entrepreneurship entities have easy access to bank credits.

X53: I consider the credit conditions of commercial banks in my country to be appropriate.

X54: The interest rates of commercial banks support entrepreneurship activities.

E6: Quality of university education

X61: I consider university education of my country to be of good quality.

X62: I consider the educational structure at my faculty (university) to be of high quality.

X63: The knowledge acquired at my faculty (university) will help me when doing entrepreneurship.

X64: The knowledge acquired by students in my country will help them to start an entrepreneurship.

E7: Personality traits

X71: An entrepreneur does not have to have any special innate abilities.

X72: The most important characteristics of an entrepreneur are specialization, persistence, responsibility, and risk-resistance.

X73: It is easier to do entrepreneurship if close relatives are in entrepreneurship.

X74: Every person has certain prerequisites for doing entrepreneurship.

E8: Entrepreneurships advantages

X81: The advantages of entrepreneurship outnumber the disadvantages.

X82: An entrepreneur is wealthier and having a higher social status.

X83: Doing entrepreneurship enables to have career growth and interesting job opportunities.

X84: Doing entrepreneurship enables to make use of own abilities.

E9: Entrepreneurship disadvantages

X91: The disadvantages of entrepreneurship outnumber the advantages.

X92: The disadvantage of doing entrepreneurship is not having a regular income.

X93: The negative aspect of doing entrepreneurship is the fact that an entrepreneur does not have time to be with his/her family.

X94: The disadvantage of doing entrepreneurship is not having good reputation within society.

Y: Entrepreneurial propensity

Y1: I am very interested in entrepreneurship.

Y2: I am convinced that I will start an entrepreneurship after I graduate from university.

Y3: In case nothing unexpected happens, I will start an entrepreneurship within three years latest.

Y4: At present, I have entrepreneurship activities.

Measure of student agreement with statements about entrepreneurship conditions and about entrepreneurial propensity was graded by typical ordinal five-level Likert scale: 1 -Strongly disagree, 2 – Disagree, 3 - Neither agree, nor disagree; 4 – Agree, 5 - Strongly agree.

For achievement of our objective we used suitable statistical methods: descriptive statistics, parametric and nonparametric tests (Wilcoxon test), analysis of variance (ANOVA) and discriminant analysis (for possible multivariate classification of gender based on socioeconomic determinants and on propensity for entrepreneurship). All the statistical reports and the graphs were made by statistical environment IBM SPSS version 19. We wanted to explore an association of gender to location parameters (arithmetic mean and median) of the available entrepreneurial indicators. That is why we tested a possible shift in mean and median for all the available indicators by gender of students at the Czech universities.

Results

Now let us present results of our analyses. Basic statistical characteristics (arithmetic mean, median and sample standard deviation) of students' attitudes

towards entrepreneurship grouped by gender are in table 1 (significant differences in analysed indicators according to gender are in bold).

There is to note that the X91 indicator (The disadvantages of entrepreneurship outnumber the advantages) was excluded from further analyses because of its redundant information in comparison with the X81 indicator (The advantages of entrepreneurship outnumber the disadvantages). The both indicators have got the same meaning: X81 is positive about entrepreneurship advantages while X91 is rather negative.

Table 1. Statistical characteristics of attitude of students from Czech universities toward entrepreneurship grouped by gender

Gender	Man			Woman			Gender	Man			Woman		
Variable	a	b	b	a	b	c	Variable	a	b	c	a	b	c
X11	3.91	4	1.246	3.88	4	1.216	X61*	3.38	4	0.940	3.59	4	0.868
X12	3.13	3	0.984	3.11	3	0.974	X62	3.54	4	0.966	3.68	4	0.877
X13	2.51	2	1.013	2.65	3	0.860	X63	3.65	4	0.928	3.56	4	0.919
X14	2.38	2	0.875	2.28	2	0.738	X64	3.43	4	0.771	3.39	4	0.856
X21	2.79	3	1.052	2.81	3	1.002	X71	2.76	2	1.250	2.62	2	1.186
X22	2.80	3	1.025	2.81	3	0.911	X72	3.42	4	1.016	3.46	4	1.019
X23	2.87	3	0.951	2.77	3	0.859	X73**	4.19	4	0.802	3.93	4	0.888
X24	2.79	3	0.916	2.92	3	0.859	X74	2.26	2	1.176	2.17	2	0.927
X31	3.21	3	0.962	3.15	3	0.922	X81*	3.51	4	0.815	3.29	3	0.927
X32	3.20	3	0.973	3.10	3	0.885	X82*	3.06	3	0.952	2.85	3	1.001
X33*	3.56	4	0.844	3.40	4	0.844	X83	3.62	4	0.846	3.46	4	0.954
X34***	3.56	4	0.844	3.24	3	0.846	X84***	4.15	4	0.794	3.92	4	0.737
X41	3.11	3	1.051	2.96	3	0.946	X91*	2.51	2	0.831	2.71	3	0.914
X42*	3.65	4	0.742	3.48	4	0.786	X92***	3.15	3	1.021	3.49	4	0.959
X43	3.22	3	0.946	3.13	3	0.831	X93	3.23	3	1.129	3.14	3	1.129
X44*	2.24	2	1.048	2.44	2	0.937	X94	2.49	2	0.912	2.33	2	0.756
X51	2.83	3	0.972	2.80	3	0.906	Y1***	3.74	4	1.053	3.02	3	1.134
X52	3.59	4	0.834	3.44	4	0.833	Y2***	3.21	3	1.106	2.50	2	1.054
X53	3.42	4	0.795	3.41	4	0.863	Y3***	3.07	3	1.153	2.46	2	0.979
X54*	3.40	4	0.809	3.22	3	0.807	Y4***	2.54	2	1.317	1.96	2	0.987

Notes: a – mean, b – median, c – sample standard deviation, * p < 0.05 \wedge \geq 0.01;
** p < 0.01 \wedge \geq 0.001; *** p < 0.001

The highest values of the sample standard deviation are reached by the dependent variables Y1 to Y4. From an angle of view of the genders, the female population recorded slightly lower values than the male population. Up to the X52 indicator, the most frequent answer is 2 or 3, but afterwards response 4 becomes modus value of the remaining indicators. From the table we can see that measure of agreement with entrepreneurship environment statements is significantly larger in group of men in comparison with women in the case of following indicators:

X33 (arithmetic mean 3.56 vs. 3.40; p < 0.05; Present macroeconomic environment does not prevent me from starting an entrepreneurship),

X34 (3.56 vs. 3.24; $p < 0.001$; Present level of basic macroeconomic factors (GDP, employment, inflation) supports entrepreneurship and creates interesting entrepreneurship opportunities),

X42 (3.56 vs. 3.48; $p < 0.05$; The entrepreneurship environment of my country is relatively risk-resistant and enables to start an entrepreneurship),

X54 (3.40 vs. 3.22; $p < 0.05$; The interest rates of commercial banks support entrepreneurship activities),

X73 (4.19 vs. 3.93; $p < 0.01$; It is easier to do entrepreneurship if close relatives are in entrepreneurship), X81 (3.51 vs. 3.29; $p < 0.05$; The advantages of entrepreneurship outnumber the disadvantages),

X82 (3.06 vs. 2.85; $p < 0.05$; An entrepreneur is wealthier and having a higher social status),

X84 (4.15 vs. 3.92; $p < 0.001$; Doing entrepreneurship enables to make use of own abilities).

The measure of agreement is significantly larger in group of men in comparison with women in also in the case of entrepreneurial propensity indicators:

Y1 (3.74 vs. 3.02; $p < 0.001$: I am very interested in entrepreneurship),

Y2 (3.21 vs. 2.50; $p < 0.001$; I am convinced that I will start an entrepreneurship after I graduate from university),

Y3 (3.07 vs. 2.46; $p < 0.001$; In case nothing unexpected happens, I will start an entrepreneurship within three years latest),

Y4 (2.54 vs. 1.96; $p < 0.001$; At present, I have entrepreneurship activities).

Women were more likely to agree in case of following entrepreneurship environment statements:

X44 (.224 vs. 2.44; $p < 0.05$; The amount of administrative work of entrepreneurs in my country has decreased in the last five years),

X61 (3.38 vs. 3.59; $p < 0.05$; I consider university education of my country to be of good quality),

X92 (3.15 vs. 3.49; $p < 0.001$; The disadvantage of doing entrepreneurship is not having a regular income),

The significant differences of entrepreneurship environmental statements between men and women are depicted in error bar plot (95% confidence interval of arithmetic mean, figure 1). It is interesting that there are no differences in indicators by gender in following entrepreneurship environmental groups: E1 (Social environment) and E2 (Entrepreneurial support from state).

From input, entrepreneurship environmental indicators the most often significant (three from four) are indicators of group E8 (Entrepreneurship disadvantages).

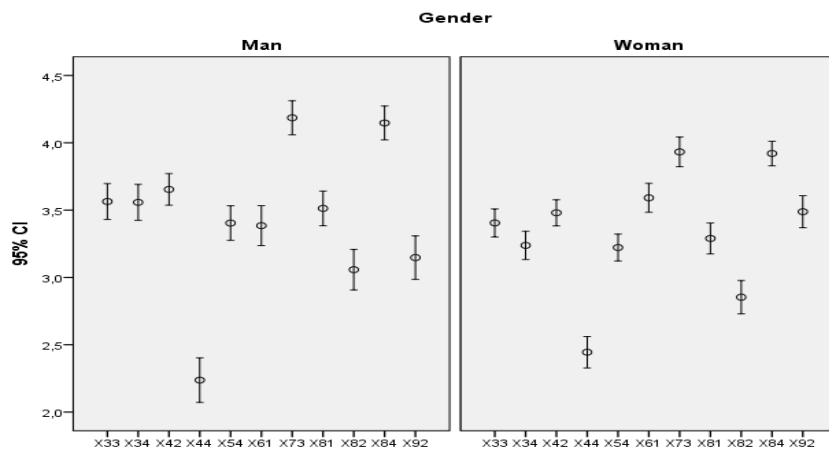


Figure 1. Error bar plot of significant differences in agreement with entrepreneurship environmental statements between Czech students (men and women)

On the opposite, all the four output indicators of entrepreneurial propensity are highly dependent on gender. The male students are more self-confident from the viewpoint of actual and possible entrepreneurship in comparison with the female students. And in all of them were location parameters larger in group of men in comparison with women ($p < 0.001$; see also error bar figure 2).

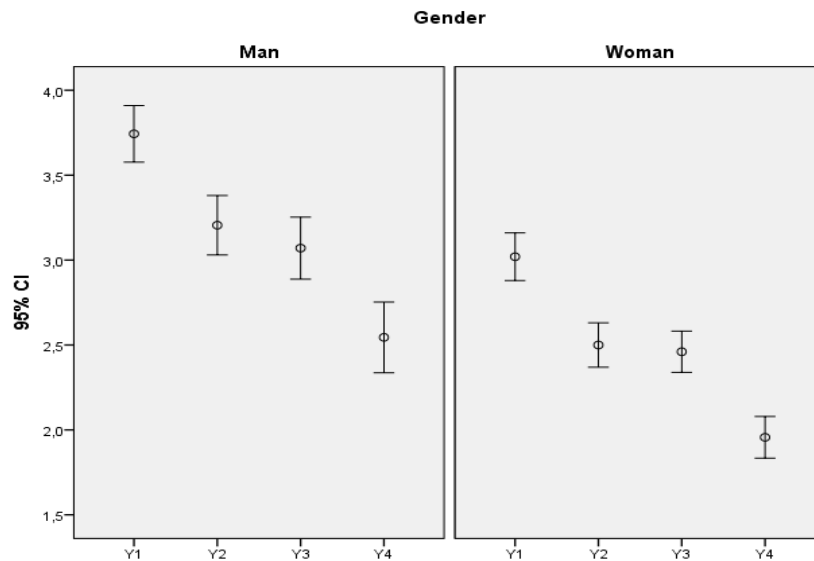


Figure 2. Error bar plot of significant differences in agreement with entrepreneurship propensity statements between Czech students (men and women)

Next objective was to find out multivariate dependence of gender on a few most significant indicators. That is why we used stepwise discriminant analysis. From

original count of 16 univariate significant differences in all entrepreneurship predictors by gender stepwise, the discriminant analysis has found nine. There are results of stepwise ordered discriminant analysis displayed in table 2 (all predictors are significant; $p < 0.001$).

Y2 (I am convinced that I will start an entrepreneurship after I graduate from university), X34 (Present level of basic macroeconomic factors (GDP, employment, inflation) supports entrepreneurship and creates interesting entrepreneurship opportunities), X92 (The disadvantage of doing entrepreneurship is not having a regular income), X24 (Legal conditions for doing entrepreneurship are of high quality) – later removed, X93 (The negative aspect of doing entrepreneurship is the fact that an entrepreneur does not have time to be with his/her family), Y4 (At present, I have entrepreneurship activities), X62 (I consider the educational structure at my faculty (university) to be of high quality), X44 (The amount of administrative work of entrepreneurs in my country has decreased in the last five years), X73 (It is easier to do entrepreneurship if close relatives are in entrepreneurship).

Table 2. Significant entrepreneurship predictors of gender of Czech university students found by stepwise discriminant analysis

Step	Entered	Removed	Wilks' Lambda			Exact F				
			Statistic	df1	df2	df3	Statistic	df1	df2	Sig.
1	Y2		0.907	1	1	406	41.522	1	406	0.000
2	X34		0.874	2	1	406	29.242	2	405	0.000
3	X92		0.854	3	1	406	23.016	3	404	0.000
4	X24		0.841	4	1	406	19.096	4	403	0.000
5	X93		0.830	5	1	406	16.501	5	402	0.000
6	Y4		0.819	6	1	406	14.765	6	401	0.000
7	X62		0.810	7	1	406	13.386	7	400	0.000
8	X44		0.801	8	1	406	12.415	8	399	0.000
9		X24	0.806	7	1	406	13.791	7	400	0.000
10	X73		0.797	8	1	406	12.670	8	399	0.000

The exact F-test reveals that the mentioned variables come from the same probability distribution, which is the basic step to carry out the further analysis. This outcome is also recorded by the Wilks' Lambda.

Summary

Our objective was to find which socioeconomic determinants of entrepreneurship are dependent on gender of students at Czech universities. We tried to explore whether the propensity for entrepreneurship is influenced by gender of students. On the basis of the available data gathered by an online survey among the students of the Czech universities we got some important results. Gender of students is significant determinant of attitude toward the both entrepreneurship environment and the entrepreneurship propensity. Difference between men and women is most

significant in case of entrepreneurship propensity ($p < 0.001$). Men are more self-confident from the viewpoint of actual and possible entrepreneurship than women with exception of three entrepreneurship environment statements about the administrative work of entrepreneurs, university education and about the disadvantage of doing entrepreneurship. Women agree more significantly than men with these statements. All of the observed pairs of the stated significant entrepreneurship predictors reaches probability value equal to zero meaning they are all of them statistically significant. The error bar plots in figures 1 and 2 demonstrate that the individual variables do not hold the very long tails for the 95 % confidence interval, what can be evaluated as beneficial, because the separate variables as themselves do not bear large variance. It means their answers are consistent in field of their numerical contents. A positive fact is there are some partial association between the indicators – for instance, between the X54 indicator and the X81 indicator. Or another supporting triplet is Y1, Y2 and Y4 – someone, who is very interested in entrepreneurship and is convinced that she or he will start an entrepreneurship after graduating from university, already has entrepreneurship activities.

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**ZARZĄDZANIE KONCEPCJAMI EDUKACJI W DZIEDZINIE
PRZEDSIĘBIORCZOŚCI STUDENTÓW UNIwersYTETÓW W REPUBLICIE
CZESKIEJ**

Streszczenie: Przygotowanie studentów do przedsiębiorczości stało się kluczowym celem strategicznym gospodarki opartej na wiedzy w ostatnim dziesięcioleciu. Młodzi przedsiębiorcy reprezentują potencjał udanych start-upów, ich innowacyjny rozwój i trwały wzrost. Zbadany temat różnic między kobietami i mężczyznami ma największe znaczenie w przypadku skłonności do przedsiębiorczości. Populacja mężczyzn jest bardziej pewna siebie, podczas gdy kobiety mają mniej różnych odpowiedzi na ankiety. Wszystkie zmienne zależne związane z zestawem danych osiągają wyższe odchylenie standardowe dla populacji mężczyzn niż dla populacji kobiet. Wiele badań naukowych zwraca uwagę na zróżnicowanie płci w postawach studentów wobec przedsiębiorczości. Mężczyźni częściej stają się przedsiębiorcami niż kobiety, na które wpływa wiele czynników. W wyniku analizy można stwierdzić, że płeć studentów jest istotnym wyznacznikiem stosunku do środowiska przedsiębiorczości ($p < 0,05$), a zwłaszcza skłonności do przedsiębiorczości ($p < 0,001$).

Słowa kluczowe: zależność płciowa, uwarunkowania społeczno-ekonomiczne, środowisko przedsiębiorczości, zarządzanie oświatą, kompetencje przedsiębiorcze, programy edukacyjne.

捷克共和国大学生创业领域教育理念的管理

摘要: 学生创业准备已成为近十年来知识经济的重要战略目标。年轻的企业家代表着成功创业的潜力，创新发展和可持续发展。在创业倾向的情况下，探讨男女差异的主题是最重要的。男性人口更加自信，而女性对调查问题的回应较少。数据集中涉及的所有因变量对男性人群的标准偏差均高于女性人群。许多研究报告都提请注意学生对企业家精神的态度上的性别差异。男性比女性更经常成为企业家，这受到许多因素的影响。分析结果可以得出结论，学生的性别是对创业环境 ($p < 0.05$) 和特别是创业倾向 ($p < 0.001$) 的重要决定因素。

关键词: 性别依赖，社会经济决定因素，创业环境，教育管理，企业家能力，教育计。