

Marcin Staniewski, Katarzyna Awruk
Wyższa Szkoła Finansów i Zarządzania w Warszawie

The hope for economic success among the youth

Summary

This study aims to 1) determine the level of hope for success in students representing various courses of study and 2) assess differences in hope for success between business-active and business-inactive students.

This cross-sectional study consisted of 375 participants (students of Psychology, Management, Finance and banking, Political sciences and Informatics) at the University of Finance and Management in Warsaw (Poland). Two measures were used: Snyder's Hope Scale and the author's questionnaire "Youth attitudes to entrepreneurship".

Generally, students declared a high intensification of hope for success. Management students reported the highest intensification of hope for success compared to students representing the other courses of studies. Legally business-active students reported higher levels of hope for success and higher mean scores on the *Agency* and *Pathways* subscales compared to business-inactive students. Similarly, students who plan to commence their own businesses revealed higher mean scores of hope for success on the *Agency* and *Pathways* subscales compared to students who do not want to start a business.

The results of this study support the conclusion that an individual's conviction about the possibility of accomplishing a target might be considered one of the variables that shape entrepreneurial intent. This conclusion ought to be used by the educational system in terms of strengthening individuals' beliefs about their effectiveness in the achievement of goals.

Key words: hope for success, entrepreneurial behavior, entrepreneurship students.

JEL codes: L26

Introduction

In the last years, we have witnessed a new phenomenon in the Polish labor market that might hold essential value for the Polish economy. This phenomenon, called the SME (Small and Medium-sized Enterprises) effect, includes all business activities or entrepreneurial attitudes objectively manifested in the number of newly formed firms in the micro and small enterprise sector. This definition implies that the SME effect, because of its role in promoting self-employment, might bring important solutions (e.g., creating a new workplaces) for the Polish economy, where the unemployment rate is constantly increasing.

Interestingly, it seems that the tendency towards self-employment is becoming more and more popular among Poles. Unfortunately, one problem arising from the SME phenomenon

is the fact that most newly founded firms do not survive ‘death valley’ (the first four years of activity) (Knaup and Piazza 2007, p. 3-10). According to the “Report on the Condition of Small and Medium Enterprises in Poland between 2007 and 2008,” only 35% of enterprises established in 2003 survived until the year 2007.

To elucidate what differentiates successful entrepreneurs from those who fail, a large part of the literature has been devoted to finding the predictors of successful business activity. One solution is to design a capacious concept of entrepreneurship and hence to create a successful entrepreneur figure, composed of a set of features, e.g., the ability to identify market opportunities (Gilad et al. 1989), effectiveness, purposefulness (Hostager et al. 1998, p. 11-25), motivation (Collins et al. 2004, p. 95-117), assertiveness, engagement in work, efficiency, systematic planning, the need for achievement (McClelland 1987, p. 219-233), extraversion, innovativeness, readiness to take risks (Zhang and Arvey 2009, p. 436-447), social skills (Baron 2000, p. 15-18) and self-efficacy (Zhao et al. 2005, p. 1265-1272).

Numerous studies have been devoted to recognizing the predictive value of organizational, social and personality variables for entrepreneurial success, but few studies investigate the equally interesting construct of individuals’ convictions about their entrepreneurship, e.g., hope for success.

This study was designed and carried out to complement this research gap in determining successful entrepreneurship predictors. The research focused on assessing the importance of individuals’ beliefs about their business success (the hope-for-success construct) for their further business behaviors among persons with miscellaneous professional interests.

Literature review

To some extent, the SME phenomenon provides evidence that Polish society is rich in business-active individuals. Still, surviving the first few years of business activity seems to be an insurmountable barrier for most of them. In the literature, the debate about differences between successful and unsuccessful entrepreneurs has continued for a long time, and the theoretical construct of entrepreneurship has been defined, examined and discussed many times. As a result, we now have different approaches to entrepreneurship.

First, in the ‘macro’ meaning, an entrepreneur is shaped by his background factors, e.g., lifestyle, family, values, friendships, capital accumulation (Dunn and Holtz-Eakin 2000, p. 282-305) and partially supported by other results.

Second, entrepreneurship might also be recognized as 1) the process of creating something new and valuable through substantial time and effort, accompanied by financial, mental, and social risk as well as the anticipated reward (Hisrich et al. 2005); 2) a type of human activity (one consisting of taking advantage of opportunities that occur in a particular environment by implementing undertakings that generate economic or non-economic benefits); and 3) a feature, i.e., a set of behavior models enabling the creation and realization of business undertakings that are aimed at achieving a certain purpose (Janasz 2004, p. 18-24).

Third, the “micro” point of view derived from McClelland’s (1961) approach to entrepreneurship claims that entrepreneurship is rooted in personal attributes; the entrepreneurial mindset is generated by a specific configuration of personality dispositions. In other words, certain personality features might have predictive value for entrepreneurial efficiency. The initial version of this configuration available in the literature embraces an ability to recognize market opportunities (Görling and Rehn 2008, p. 95), active searching (Gilad et al. 1989), alertness (Gaglio and Katz 2001, p. 95-111), prior knowledge (Miao and Liu 2010, p. 357-364), assertiveness, engagement in work, efficiency, effectiveness, enterprise, systematic planning (McClelland 1987), self-efficacy (Zhao et al. 2005), a strong need for achievements, a desire to increase responsibility, possibility seeking, emotional stability and independence (Brandstötter 1997, p. 162).

Lastly, a cognitive model has been applied in the entrepreneurial field. In this cognitive approach, the role of psychological factors (e.g., cognitive processes, intentions, and personal convictions) is disclosed to better understand the entrepreneurial decision-making process. From this cognitive point of view, the decision-making process is preceded by opportunity recognition: “the cognitive process through which individuals conclude that they have identified an opportunity” (Baron 2004). These findings are supported by another study, in which the psychological model of entrepreneurial decision making process was validated and opportunity recognition with two antecedents (entrepreneurial alertness and prior knowledge) was discerned as the core, playing a relevant and mediating role (Miao and Liu 2010).

In the cognitive approach, the value of entrepreneurial intentions, defined as “the state of one’s mind to foster the new business or venture creation” (Rasli et al. 2013, p. 182-188) in an entrepreneurial decision, is also evaluated, and the preliminary conclusions from these studies are as follows. 1) The concept of intention has been assessed in numerous studies (Davidsson 1995; Remeikiene et al. 2013) and there is evidence that intention has strong predictive value for behavior (Ajzen 1991, p. 179-211); intention might predict organizational outcomes, such as survival, development and growth (Mitchel 1981, p. 742-751). 2) The uniform approach to the concept of ‘intent’ has not been elaborated, and the term ‘entrepreneurial intent’ has been used loosely to cover a range of related but differing concepts, e.g., career orientation, vocational aspiration and the desire to own a business (Thompson 2009, p. 669-694). 3) Intentions are formed by individual domains (e.g., personality, motivation, prior experience) and contextual variables (e.g., social context, markets, economics) (Fini et al. 2009), and three motivational antecedents might be responsible for the formation of entrepreneurial intentions (Ajzen 1991; Liñán and Chen 2009, p. 593-617):

- attitude towards start-ups (affective and evaluative considerations about being an entrepreneur)
- subjective norms (social pressure to carry out—or not carry out—entrepreneurial behavior)
- perceived behavioral control (perception of the ease or difficulty of becoming an entrepreneur).

Furthermore, entrepreneurial intent might also be shaped by convictions, e.g., that starting and running one's own firm is a suitable alternative for an individual (Davidsson 1995). This notion is supported by another study, in which conviction was considered the strongest variable, having a direct influence on entrepreneurial intention (Rasli et al. 2013). It was also demonstrated that a large extent of variations in entrepreneurial intentions can be explained by goal setting, goal commitment and entrepreneurial self-efficacy (Erikson 1998). If self-efficacy has been proven to be one of the variables explaining the variance of entrepreneurial intention, it seems that the role of hope for success is also important to consider.

In the last few years, the term "hope" has appeared in psychological, philosophical and theological literature (Krawczyk-Bryłka 2013, p. 129-138; Matczak and Salata 2010, p. 9-24; Snyder et al. 1991, p. 570-585). In the broader sense, the concept of hope is referred to as "a multidimensional cognitive structure with beliefs about successful future as a central component" (Matczak and Salata 2010). More narrowly, it might be divided into two constructs: Erikson's basic hope and Snyder's hope for success. However, from the entrepreneurial point of view, this second understanding (Snyder's proposition of hope) seems to be more useful.

Snyder defined hope for success as "a process of thinking about one's goals, along with the motivation to move toward those goals (agency), and the ways to achieve those goals (pathways)" (Snyder 1995, p. 355). According to Snyder, despite emotion's important role (they follow the cognition and they are secondary in relation to cognitive processes), the hope for success can be understood as a positive motivational and cognitive state, rather than an emotional one (Snyder et al. 2002, p. 820-826). Snyder also reduced hope for success into two interrelated beliefs (components of hope) that are reciprocal, additive, and positively related but not synonymous (Snyder et al. 2002). The first component is confidence in the possibility of achieving a goal (agency thoughts). An individual who possesses this confidence is sure that he is able to initiate his endeavor towards the aim and herewith to survive, in spite of the obstacles; that is, he is convinced of his will power (efficiency). The energy caused by his relief becomes particularly important in moments of difficulty, obstacles, tiredness and doubt, because it helps to maintain the chosen way leading towards the aim (Łaguna et al. 2005, p. 7). The second belief is related to one's self-apprehension as an able and smart individual, who is therefore capable of inventing or learning one or more ways to achieve the aim (pathway thoughts). Thus, it is an individual's confidence in his knowledge and intellectual competence that enables the execution of his will (the ability to find the solutions) (Łaguna et al. 2005, p. 7).

In a number of studies, hope for success was recognized as one of the most important attributes for entrepreneurs and the main source of energy in one's commencement of his business, according to respondents filling in questionnaires from the European Committee aimed at promoting entrepreneurial ideas (Krawczyk-Bryłka 2013). Further, hope for success predicted academic performances (higher hope scale scores were associated with a higher likelihood of graduating from college) (Snyder et al. 2002). In addition, other findings indicated that the conviction of having a strong will and the ability to find solutions were linked to

entrepreneurial orientation in persons who perform managerial and executive functions in local governments and foundations (Porzak and Sagan 2013, p. 179-193).

If hope for success is an individual's convictions about the possibility to pursue selected targets though obstacles, it seems reasonable to appraise its role in predicting entrepreneurial intention.

Thus two hypotheses were formulated:

H1: *The hope for success in students is varied by the courses of study.*

H2: *The hope for success in students is different among business-active and business-inactive students.*

This study is the first step to fill this research gap, which has appeared in the entrepreneurial field. This research aims to determine differentiation in the intensification of hope for success in business-active and business-inactive students among persons with miscellaneous professional interests (i.e., different courses of study).

Methodology

Study Procedure

This cross-sectional study was performed in March 2013 at the University of Finance and Management in Warsaw (Poland). The purpose and the subject of this study were known to all participants. To guarantee the sincerity of the answers, the research was completely anonymous.

Methods

The data were gathered using the measures: Snyder's Hope Scale and the author's questionnaire "Youth attitudes to entrepreneurship".

The *Hope Scale (HS)* is a self-reported questionnaire developed by Snyder. The Polish adaptation of the instrument was performed by Laguna et al. (2005). The measure consists of 12 items designed to evaluate hope for success and its two components, *Agency* (4 items, e.g., "I energetically pursue my goals") and *Pathways* (4 items, e.g., "My past experience has prepared me well for my future"). The remaining 4 items (e.g., "I feel tired most of the time") serve as buffer items. The responses are given on an 8-point scale with the following responses: *Definitely False, Mostly False, Somewhat False, Slightly False, Slightly True, Somewhat True, Mostly True, Definitely True*. It is possible to examine results at the subscale level or combine the two subscales to create a total hope score. The scores vary from 4 to 32 points for the *Agency* subscale and *Pathways* subscale, and the total score varies from 8 to 64 points. A higher score indicates a higher intensification of hope for success and its two components. In the present study, the reliability coefficients (Cronbach's α) were 0.75 for *Pathways*, 0.74 for *Agency* and 0.82 for total score.

“*Youth attitudes to entrepreneurship*” is the author’s 28-item questionnaire designed to measure the entrepreneurial behavior of respondents. All items are closed questions and generally refer to features describing entrepreneurs (e.g., the aptitude for searching for new solutions and innovativeness), factors motivating the commencement of one’s own business activity (e.g., self-realization and self-satisfaction) and barriers hampering the commencement of one’s own business activity (e.g., a lack of experience and lack of capital). The questionnaire also serves to collect some socio-demographic data, such as age, sex, origin, course of study and year of study. In this study, only items referring to socio-demographic data and those associated with carrying out business activity (e.g., “*Do you plan the commencement of your own business?*” and “*Do your parents carry out their own business?*”) were used. This questionnaire was used only partially to the analyses.

Participants

Data were gathered from 375 students representing various courses of studies (Psychology, Management, Finance and banking, Political sciences and Informatics).

The study group was dominated by Management students (33%). The respondents were generally business inactive; 92.5% of the participants did not carry out their own business. The remaining study sample consisted of respondents who were business active; 5.6% of students carried out their business legally (with registration), and 1.9% did so illegally (without registration). Moreover, 53% of participants planned to commence their own business in the future.

Statistical analysis

Statistical analyses were performed using SPSS for Windows 21.0. One-way ANOVA with Bonferroni correction and Student’s t-test were calculated to reveal differences in hope for success in students.

Results

Differences in hope for success in students, representing various courses of study

To differentiate respondents with high and low intensifications of hope for success (HS), *Agency* and *Pathways*, the criterion of median was used.

Generally, the researched group of students was characterized by a high level of skills in finding solutions ($Me_p \geq 23$) (53.6% of the total study sample) and will power ($Me_A \geq 26$) (54.1% of students demonstrated a high level of development of this feature). Approximately half of students (51.8%) demonstrated a generally high level of hope for success ($Me_{HS} \geq 49$).

Students of Management reported the highest mean scores in *Agency* subscale ($M=26.11$, $SD=3.21$) and hope for success ($M=49.58$, $SD=6.43$), compared to other students. Students

of Politics science obtained the highest level of *Pathway* mean scores (M=23.95, SD= 3.59), compared to remaining groups. Students of Informatics reported the lowest levels of hope for success (M=44.78, SD=7.97), *Agency* and *Pathway* (20.60, SD=4.69) mean scores.

The differences in the mean scores of HS and its subscales in students representing various courses of study are presented in Table 1.

Table 1
Differences in hope for success in students, representing various courses of study

	Psychology N=85		Management N=124		Finance and banking N=52		Politics science N=41		Informatics N=73		Kruskal- Wallis test	
	M	SD	M	SD	M	SD	M	SD	M	SD	F	P
Hope for success	47.86	7.26	49.58	6.43	46.46	8.41	48.90	6.51	44.78	7.97	19.24	.001
Agency	25.01	4.32	26.11	3.21	24.21	4.77	24.95	3.79	24.18	4.29	11.07	.003
Pathways	22.85	3.87	23.47	4.21	22.25	4.31	23.95	3.59	20.60	4.69	22.55	.000

Source: author’s own investigation.

Furthermore, Political sciences (61%), Management (60.4%), Finance and banking (49.8%), Psychology (46.1%) and Informatics (39.7%) students obtained scores indicating a high intensification of hope for success ($Me_{HS} \geq 49$).

Differences in hope for success in business-active/inactive students

Eighty-six percent of the respondents who carry out their own business legally, 72% of the respondents who do it illegally and 49.3% of the respondents who are business inactive reported scores indicating a high level of hope for success.

Table 2
Differences in mean scores of hope in business-active and business-inactive students

	Business-active students (legally) N= 21		Business-active students (illegally) N= 7		Business-inactive students N=347		Kruskal-Wallis test	
	M	SD	M	SD	M	SD	F	P
Hope for success	52.76	4.30	49.43	8.77	47.41	7.44	13.15	.001
Agency	27.62	2.58	25.43	4.76	24.94	4.06	10.85	.004
Pathways	25.14	3.24	24	6	22.48	4.29	9.20	.010

Source: author’s own investigation.

Legally business-active students reported higher levels of hope for success and higher mean scores for the *Agency* and *Pathways* subscales compared to business-inactive students. Comparisons between business-active and business-inactive students are shown in Table 2.

Furthermore, students who plan to commence their own business revealed higher hope for success and higher mean scores on the *Agency* and *Pathways* subscale than students who do not want to start a business. The results obtained are shown in Table 3.

Table 3
Differences in the mean scores of hope for success in students who plan/do not plan to start their own business

	Students who plan a business N= 199		Students who do not plan a business N=148		t	P
	M	SD	M	SD		
Hope for success	48.26	7.46	46.28	7.30	2.42	.014
Agency	25.37	4.19	24.35	3.82	2.33	.021
Pathways	22.88	4.17	21.93	4.40	2.07	.039

Source: author's own investigation.

Discussion

The importance of entrepreneurship is essentially reflected through economic growth. Numerous approaches have elaborated on the issue of entrepreneurship (e.g., Dunn and Holtz-Eakin 2000; Greve and Salaff 2003, p. 1-22; Hisrich et al. 2005). The limitations of entrepreneurship from macro and micro points of view have pushed researchers to adopt a cognitive model in the field of entrepreneurship (Baron 2004; Miao and Liu 2010).

According to Ajzen's theory of planned behavior, starting a new business is recognized as an intentional and planned behavior that is best predicted by intentions (Krueger and Carsrud 1993, p. 315-330). In the intentions-based process model, the role of exogenous factors (e.g., informational cues from the environment, demographics, actual skills, personality traits and knowledge) in predicting entrepreneurial activity is diminished. The chain of dependences is as follows: attitudes predict intentions, which in turn predict behaviors.

If so, it seems that individuals' convictions might play a role in predicting entrepreneurial activity similar to the role that exogenous factors play; hence, they may indirectly influence entrepreneurial behavior. In other words, the dependence chain might be as follows: individuals' convictions—(attitudes)—intentions—behavior. This finding is supported by a number of studies in which it has been found that convictions shape intentions (Davidsson 1995; Rasli et al. 2013). Furthermore, business-active individuals should be differentiated from those who are business inactive in the intensification of “entrepreneurial” convictions.

To verify this hypothesis, we operationalized individuals' convictions using Snyder's (1995) hope for success construct. We predicted that hope for success will significantly differentiate business-active persons from those who are business inactive. Moreover, we expected that students who plan to have their own business will have a higher intensification of hope for success than those who do not plan to have their own business. Finally, we assumed that students representing different courses of study (Management, Psychological, Finance and banking, Political sciences and Informatics) will be differentiated in the intensification of hope for success because Management students seem to be more likely to want to start their own business after graduation compared to other students.

Our findings demonstrated that Polish students have positive convictions about their entrepreneurial activity (more than half of respondents reported a high intensification of hope for success and its components). This finding is very surprising, especially if we consider the number of barriers hampering one's own success. This finding is also very promising for the Polish economy, where a high unemployment rate is constantly present. Polish students may have an entrepreneurship spirit, but the main problem for most of them is surviving in the labor market.

In line with our expectations, the findings revealed that the intensification of hope for success is associated with entrepreneurial activity, plans about further commencement of one's own business and courses of study. Management students were found to demonstrate a higher intensification of hope for success. The smallest level of hope for success was found for Informatics students compared to other students, although the differentiations were relatively small. Students who are business active (both those who registered and those who did not register their own business) reported higher levels of hope for success and its components, compared to students who are business inactive. Hope for success also differentiated students who plan and who do not plan to start their own business; thus, students who would like to start their own business in the future reported higher levels of hope for success, compared to remaining students. Our findings are partially supported by other results where hope for success differentiated academic goal achievement, namely, graduating from college (Snyder et al. 2002), and was relatively higher in persons who performed managerial and executive functions in local governments than in those who work in foundations (Porzak and Sagan 2013).

The obtained differences in hope for success intensification allow us to suppose that hope for success might have an influence on entrepreneurial activity similar to self-efficacy (Erikson 1998) or other exogenous factors. In the dependences chain, derived from Ajzen's theory of planned behavior, hope for success may indirectly influence entrepreneurial behavior through its mediating role in shaping intentions. In other words, individuals convinced about their high probability of success will have high intentions to start a new business, and they will then exhibit more entrepreneurial behavior.

Final remarks

This study is the first step to better understand the mediating role of hope for success in entrepreneurial behavior. In our study, we demonstrated that hope for success differentiated

business-active and business-inactive students with various professional interests. This finding permitted us to recommend that further studies ought to consider the predictive value of hope for success for intentions and entrepreneurial behavior. It is probable that hope for success may even influence individuals' attitudes more strongly than other exogenous factors, which in turn is reflected in intentions and then in behaviors. A practical recommendation derived from this study is that the educational system ought to be directed toward strengthening every manifestation of individuals' convictions about their effectiveness in goals achievement.

The study has some limitations. First of all students from different universities (cities) could be measured in order to test if the results could be used to formulate the general conclusions.

References

- Ajzen I. (1991), *The theory of planned behavior*, "Organizational Behavior and Human Decision Processes", No. 50(2).
- Baron R.A. (2000), *Psychological Perspectives on Entrepreneurship: Cognitive and Social Factors in Entrepreneurs' Success*, "Current Directions in Psychological Science", No. 9.
- Baron R.A. (2004), *Opportunity recognition: A cognitive perspective*, "Academy of Management Best Conference Paper".
- Brandstötter H. (1997), *Becoming an entrepreneur – a question of personality structure?*, "Journal of Economic Psychology", No. 18(2-3 April).
- Collins C.J., Hanges P.J., Locke E.A. (2004), *The relationship of achievement motivation to entrepreneurial behavior: A meta-analysis*, "Human Performance", No. 17.
- Davidsson P. (1995), *Determinants of entrepreneurial intentions*, Paper prepared for the RENT IX Workshop. Piacenza, Italy, Nov. 23-24.
- Dunn T.A., Holtz-Eakin D. (2000), *Financial capital, human capital, and the transition to self-employment: Evidence from intergenerational links*, "Journal of Labor Economics", No. 18(2).
- Erikson T. (1998), *A study of entrepreneurial intentions among a cohort of MBAs*, Proceedings of Conference, Singapore.
- Fini R., Grimaldi R., Marzocchi G.L., Sobrero M. (2009), *The foundation of entrepreneurial intention*, Paper presented at the Summer Conference 2009 on CBS- Copenhagen Business School, Denmark, June 17-19.
- Gaglio C.M., Katz J.A. (2001), *The Psychological Basis of Opportunity Identification: Entrepreneurial Alertness*, "Small Business Economics", No. 16.
- Gilad B., Kaish S., Ronen J. (1989), *The Entrepreneurial Way with Information*, (in:) Maital S. (Eds.), *Applied Behavioral Economics*, Wheatsheaf Books, Brighton.
- Görling S., Rehn A. (2008), *Accidental ventures – a materialist Reading of opportunity and entrepreneurial potential*, "Scandinavian Journal of Management", No. 24(2).
- Greve A., Salaff J.W. (2003), *Social Networks and Entrepreneurship*, *Entrepreneurship Theory and Practice*, No. 28(1).
- Hisrich R.D., Peters M.P., Shepherd D.A. (2005), *Entrepreneurship* (6th ed.), McGraw-Hill/Irwin, New York.

- Hostager T.J., Neil T.C., Decker R.L., Lorentz R.D. (1998), *Seeing Environmental Opportunities: Effects of Intrapreneurial Ability, Efficacy, Motivation and Desirability*, "Journal of Organizational Change Management", No. 11.
- Janasz W. (2004), *Innowacje w rozwoju przedsiębiorczości w procesie transformacji* [Innovations in the Development of Entrepreneurship in the Process of Transformation, in Polish], Difin, Warszawa.
- Knaup A.E., Piazza M.C. (2007), *Survival and Longevity*, "Monthly Labor Review", September.
- Krawczyk-Bryłka B. (2013), *Nadzieja na sukces jako atrybut przedsiębiorcy* [Hope for success as the entrepreneur's attribute], „Zarządzanie i Finanse”, No. 11(4), part 1.
- Krueger N.F., Carsrud A.L. (1993), *Entrepreneurial intentions: Applying the theory of planned behavior*, "Entrepreneurship & Regional Development", No. 5.
- Liñán F., Chen Y.-W. (2009), *Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions*, "Entrepreneurship Theory and Practice", No. 33(3).
- Laguna M., Trzebiński J., Zięba, M. (2005), *Kwestionariusz Nadziei na Sukces* [Hope for success questionnaire], Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego, Warszawa.
- Matczak A., Salata E. (2010), *Inteligencja emocjonalna a nadzieja* [Emotional intelligence and hope], „Kwartalnik naukowy”, nr 2(2).
- McClelland D.C. (1961), *The Achieving Society*, Van Nostrand, Princeton, NJ.
- McClelland D.C. (1987), *Characteristics of Successful Entrepreneurs*, "Journal of Creative Behavior", No. 21.
- Miao Q., Liu L. (2010), *A psychological model of entrepreneurial decision making*, "Social Behavior and Personality", No. 38(3).
- Mitchel J. (1981), *The effect of intentions, tenure, personal, and organizational variables on managerial turnover*, "Academy of Management Journal", No. 24(4).
- Porzak R., Sagan M. (2013), *Nadzieja i przedsiębiorczość – psychologiczne aspekty zarządzania* [Hope and entrepreneurship – psychological aspects of management], „Zeszyty Naukowe WSEI seria: EKONOMIA”, nr 6.
- Rasli A.M., Khan S.R., Malekifar S., Jabeen S. (2013), *Factors Affecting Entrepreneurial Intention Among Graduate Students of Universiti Teknologi Malaysia*, "International Journal of Business and Social Science", No. 4.
- Remeikiene R., Dumciuviene D., Startiene G. (2013, June), *Explaining Entrepreneurial Intention of University Students: The Role of Entrepreneurial Education*, Paper presented at International Conference 2013, Zadar, Croatia, Active Citizenship by Knowledge Management & Innovation: Proceedings of the Management, Knowledge and Learning.
- Snyder C.R., Harris C., Anderson J.R., Holleran S.A., Irving L.M., Sigmon S.T., et al. (1991), *The will and the ways: Development and validation of an individual-differences measure of hope*, "Journal of Personality and Social Psychology", No. 60.
- Snyder C.R. (1995), *Conceptualizing, measuring, and nurturing hope*, "Journal of Counseling and Development", No. 73.
- Snyder C.R., Shorey H.S., Cheavens J., Pulvers K.M., Adams III V.H., Wiklund C., (2002), *Hope and Academic Success in College*, "Journal of Educational Psychology", No. 94.
- Thompson E.R., (2009), *Individual Entrepreneurial Intent: Construct Clarification and Development of an Internationality Reliable Metric*, "Entrepreneurship Theory and Practice", No. 33(3).
- Zhao H., Seibert S.E., Hills G.E. (2005), *The Mediating Role of Self-Efficacy in the Development of Entrepreneurial Intentions*, "Journal of Applied Psychology", No. 90.

Zhang Z., Arvey R.D. (2009), *Rule Breaking in Adolescence and Entrepreneurial Status: An Empirical Investigation*, "Journal of Business Venturing", No. 24.

Nadzieja na sukces gospodarczy wśród młodzieży

Streszczenie

Opracowanie ma na celu, po pierwsze, określenie poziomu nadziei na sukces u studentów reprezentujących różne kierunki studiów oraz, po drugie, ocenę różnic w nadziei na sukces między studentami gospodarczo aktywnymi i gospodarczo nieaktywnymi. To badanie przekrojowe objęło 375 uczestników (studentów psychologii, zarządzania, finansów i bankowości, nauk politycznych i informatyki) w Wyższej Szkole Finansów i Zarządzania w Warszawie. Zastosowano dwie miary: skala nadziei na sukces Snydera i autorski kwestionariusz *Postawy przedsiębiorcze młodzieży*.

Generalnie studenci deklarowali wysokie zintensyfikowanie nadziei na sukces. Studenci kierunku Zarządzanie zgłaszali najwyższe zintensyfikowanie nadziei na sukces w porównaniu ze studentami reprezentującymi inne kierunki studiów. W sensie prawnym gospodarczo aktywni studenci wskazywali na wyższe poziomy nadziei na sukces i wyższe średnie oceny na podskalach *Agencja* i *Ścieżki* w porównaniu ze studentami gospodarczo nieaktywnymi. Podobnie studenci, którzy planują rozpocząć swój własny biznes, wykazywali wyższe średnie oceny nadziei na sukces na podskalach *Agencja* i *Ścieżki* w porównaniu ze studentami, którzy nie chcą rozpocząć działalności gospodarczej.

Wyniki tego badania potwierdzają wniosek, że przekonanie jednostki co do możliwości realizacji celu można uważać za jedną ze zmiennych, które kształtują zamiar przedsiębiorczy. Wniosek ten powinien być wykorzystywany przez system edukacji z punktu widzenia umacniania przekonań jednostek co do ich skuteczności w realizacji celów.

Słowa kluczowe: nadzieja na sukces, zachowanie przedsiębiorcze, przedsiębiorczy studenci.

Kody JEL: L26

Надежда на экономический успех среди молодежи

Резюме

Разработка преследует собой цели: 1) определить уровень надежды на успех у студентов, представляющих различные курсы обучения, и 2) оценить отличия в надежде на успех между активными и неактивными с точки зрения осуществления бизнеса студентами. Это перекрестное исследование охватило 375 участников (студентов психологии, управления, финансов и банковского дела, политических наук и информатики) в Высшей школе финансов и управ-

ления в Варшаве. Применили две меры: шкала надежды Снайдера и авторский вопросник «Отношение молодежи к предпринимательству».

В основном, студенты заявляли о высокой интенсификации надежды на успех. Студенты курса «Управление» заявляли о самой высокой интенсификации надежды на успех по сравнению со студентами-представителями других курсов обучения в вузе. Законно экономически активные студенты заявляли о более высоких уровнях надежды на успех и о более высоких средних оценках на субшкалах *Agency* и *Pathways* по сравнению с неактивными в этом отношении студентами. Так же студенты, которые планируют начать свою собственную хозяйственную деятельность, выявили более высокие средние оценки надежды на успех на субшкалах *Agency* и *Pathways* по сравнению со студентами, которые не хотят заняться бизнесом.

Результаты этого изучения поддерживают заключение, что убеждение индивида о возможности достижения цели могло бы рассматриваться в качестве одной из переменных, которые формируют намерение стать предпринимателем. Это заключение следовало бы использовать в системе обучения с точки зрения повышения веры индивидов в их эффективности достижения целей.

Ключевые слова: надежда на успех, предпринимательское поведение, студенты-предприниматели.

Коды JEL: L26

Artykuł nadesłany do redakcji w październiku 2015 roku

© All rights reserved

Afiliacje:
dr Marcin Staniewski
Wyższa Szkoła Finansów i Zarządzania
Wydział Zarządzania i Finansów
ul. Pawia 55
01-030 Warszawa
tel.: 22 536 54 73
e-mail: staniewski@vizja.pl

mgr Katarzyna Awruk
Wyższa Szkoła Finansów i Zarządzania
Wydział Psychologii
ul. Pawia 55
01-030 Warszawa
tel.: 22 536 54 73
e-mail: kawruk@op.pl