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Understanding the motives behind students' entrepreneurial spirit: Evidence from Latvia and Finland

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Abstract

The aim of this paper is to study the effects of different factors on entrepreneurial intentions among students in Latvia and Finland. The main focus is to analyze how attitude towards entrepreneurs, subjective norms, perceived behavioral control, curricular and extra-curricular education affect entrepreneurial intentions. Additionally, we study the effect of age, gender and previous work experience. Our study complements the existing literature by comparing different approaches in the education system of two countries: Latvia and Finland. We have used cross-sectional design and employed quantitative technique by using questionnaire and spreading it among students online. Later, we develop regressions in order to get numerical results.

The findings suggest that 5 factors out of 8 have statistically significant effect on entrepreneurial intentions among students in Latvia. Attitude towards the entrepreneurship, perceived behavioral control, gender and presence of extra-curricular entrepreneurial studies have positive effect on entrepreneurial intentions of Latvian students, while subjective norms have shown negative effect. While in Finland, all factors lead to contentious conclusions as they are insignificant.

1. Introduction

An increasing number of small and medium enterprises, with a limited amount of employees and turnover, have a remarkably positive effect on the economic development of the country. It does not only force the economy to develop financially but also accounts for half of the worldwide employment (World Bank, n.d.). Nevertheless, SMEs face large legal and institutional barriers that are constantly decreasing their potential contribution to the economy. According to Hashi & Krasniqi (2011), SMEs often fall under harsh tax policies and experience a lack of external funding. More importantly, these obstacles prevent people from realistically considering the fact of opening small and medium-sized enterprises due to the fear of failure. The decision of opening an SME depends on a number of various factors, but the literature suggests that there is a strong positive linkage between the entrepreneurial intentions of an individual and the willingness to open an SME. As a consequence, by knowing what factors are affecting the entrepreneurial intentions of an individual, it might be possible to increase the amount of successfully opened SMEs and, in turn, develop the country's economy.

By reading through research that are studying entrepreneurship and intentions, the foremost concept to identify the nature of intentions was Ajzen's theory of planned behavior (Ajzen, 1991), which is the more developed version of a theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). The most prominent study about entrepreneurial intentions was examined by Krueger & Carsrud (1993), which stated that entrepreneurial activities are an example of planned behavior and, in turn, are forced by intentions. On the other hand, intentions or the set of motivational factors to perform a behavior is affected by other three solely independent variables: attitude towards the behavior, subjective norm and perceived behavioral control (Ajzen, 1991).

However, the literature also suggests that there are other factors that influence entrepreneurial behavior in terms of entrepreneurial intentions. These are demographic factors (age, gender, occupation, country, etc.) and social factors (previous work experience, educational level, welfare, etc.). Despite the fact that the importance of demographic factors is supported by numerous studies, there is still a gap in the literature in terms of social factors. Researchers are still arguing about the effect of entrepreneurial education on entrepreneurial intentions since the results are ambiguous with each other. While some findings support that entrepreneurial education has a positive effect on the intentions to open a venture (Liñán et al., 2010; Karali, 2013; Kabir et. al, 2017), several researchers found no

or even negative effect (Maheshwari, 2021; Oosterbeek et al., 2008). We see this as an opportunity to supplement existing studies with examples of student entrepreneurship intentions in Latvia and Finland.

The research shows that the intentions to become entrepreneurs are very high among young people (aged 15-29) in Europe (European Commission, 2012). Almost 50% of respondents would rather choose to be self-employed than work as an employee. Moreover, the report by GEM (2015) states that youths have generally higher intentions than adults to create new businesses and become entrepreneurs (Global Entrepreneurship Monitor, 2015, p.4). However, this age group is the most vulnerable to the entry barriers mentioned above, especially in terms of funding. That is why the real rates of self-employment among youths are quite low-in 2018 only 6.5% of those aged 20-29 are self-employed (OECD, 2019). Young people also face additional difficulties in building up their own careers in entrepreneurship as they do not have much working experience or do not have it at all. The lack of employment background limits their understanding of what enterprises, risks, opportunities, and other factors are. The other sources which can compensate for the absence of experience are socialization and entrepreneurial education (Global Entrepreneurship Monitor, 2015, p.9).

The additional factor we decided to include in the research is entrepreneurial education. According to Drucker (1985), entrepreneurship education and entrepreneurial attitude are the key factors that strongly and positively affect behavioral intentions to become entrepreneurs. In order to see the effect of education on entrepreneurial intentions, it is beneficial to use at least two countries, which use different approaches to make the comparative analysis. Previous studies conclude that entrepreneurship studies on the undergraduate level led to better financial outcomes of the established businesses (Kyari, 2020) and, overall, entrepreneurship education indeed has a pivotal impact on the formation and development of SMEs (Chimucheka, 2013). We have chosen two countries-Latvia and Finland, which are both located in Europe and have Entrepreneurial studies included in their educational programs on different education stages. Moreover, after looking at entrepreneurial education in Latvia and Finland, we noticed that the focus on curricular and extra-curricular studies is different among the countries. Therefore, we split education into two variables to see if and how they affect entrepreneurial intentions.

While both countries integrate entrepreneurial education into educational programs and support other initiatives and platforms, the accent towards formal education studies is more noticeable in Finland compared to Latvia. For Finland, the definition of

entrepreneurship includes entrepreneurial activities and entrepreneurial education as well (European Commission, 2016, p.194). They implement the policy to have entrepreneurial studies from early childhood to higher education. The aim of entrepreneurial education is to popularize entrepreneurship as a career choice for young people and entrepreneurship studies are obligatory in all of the 3 school stages of the International Standard Classification of Education (ISCED), meaning ISCED-1,2,3. In other words, in primary education (ISCED 1), in lower secondary education (ISCED 2) and in upper secondary education (ISCED 3).

For Latvia, entrepreneurial education is aimed to develop an individual's professional and social skills for self-development and competitiveness in the job market. The difference is that in Latvia entrepreneurial education is integrated only on the 2 school stages of the International Standard Classification of Education (ISCED), meaning ISCED-1,2. While on the ISCED-3 it is not mandatory and is present only as an elective course for specific programs related to economic studies (European Commission, 2016, p.161). Nevertheless, the emphasis of Latvian educational policy is shifted to more informal education, since there are many extra-curricular courses in entrepreneurial studies.

In our work, we will apply Ajzen's theory of planned behavior in order to study the effect of entrepreneurial intentions on the actual behavior to choose an entrepreneurial pathway. What's more, we will supplement it with additional variables – curricular and extra-curricular entrepreneurial education, in order to analyze, to what extent entrepreneurial education affects the intentions of the young people in Latvia and Finland to open the venture. By doing so we will contribute to the theory of planned behavior and will dig into educational factors. Since we include two countries, with different educational strategies, given findings might give the view on what strategies policymakers should consider implementing. They would help to foster entrepreneurship among young people, create more SMEs and consequently increase countries' economies. Therefore, we will do it by answering the following research questions:

What are the factors and to what extent do they influence the entrepreneurial intentions of Latvian and Finnish students?

The structure of the thesis will be as follows: Section 2 describes the literature on entrepreneurship and factors influencing its intentions; Section 3 explains the methodology used; afterward, Section 4 analyses and explains the obtained results; in Section 5 we discuss the main findings; Section 6 will provide limitations and suggestions for further research; lastly, section 7 concludes the outcomes of the research.

2. Literature review

2.1. Entrepreneurship

For a more qualitative analysis of entrepreneurial intentions, firstly, it is beneficial to understand the phenomenon of entrepreneurship itself. According to Gartner (1990), the unique definition of entrepreneurship cannot reach a common consensus, since the term *"entrepreneurship"* includes a wide range of beliefs. He notes that entrepreneurship is not only the process of opening new ventures and businesses, but in its essence, also includes the characteristics of the individual, who opens it (Gartner, 1990). Another definition developed by Drucker (1985), who stated that entrepreneurship is more related to the management processes, in the course of which innovations are managed and created. In other words, entrepreneurship should always incorporate innovations since it empowers resources with the ability to create wealth (Drucker, 1985). This statement agrees with the characteristics of the entrepreneur model studied by Schumpeter (1994), who described the entrepreneurial activity as the transformation of an idea into creative innovation that will contribute to the financial situation of the state and common welfare. But we would like to rise a more recent definition of entrepreneurship since, despite the fact that this term exists for a considerable amount of time, Schumpeter's view might not reflect the essence of the present. Therefore, we rise the definition developed by Shane (2005) who supplements the ideas of entrepreneurship studied by Venkataraman (1997). **Thus, according to Shane (2005, p. 4), "Entrepreneurship is an activity that involves the discovery, evaluation and exploitation of opportunities to introduce new goods and services, ways of organizing, markets, processes, and raw materials through organizing efforts that previously had not existed"**. Meaning that entrepreneurship by its essence includes creating innovations, which have not been developed before, that, in turn, will bring wealth to its developer. Nevertheless, all the concepts above agree on the fact that entrepreneurial activity always contains a certain agent or *"entrepreneur"*, who performs this activity.

Kuratko (2017) described entrepreneurs as "agents of change that provide creative, innovative ideas for enterprises; and help businesses grow and become profitable" (p. 5). While the goal of entrepreneurship is associated with the profit-maximization by implementing innovative ideas, we should also account for the risk exposure since it is a crucial aspect in the decision-making process of the entrepreneur (Kirzner, 1973). Due to the absence of perfect information in the market, entrepreneurs are exposed to uncertainties that, in turn, might contribute to the collapse of the venture because of loss in profits (Kirzner,

1973). However, this statement contradicts to the model of entrepreneurs according to Schumpeter (1994), where the main focus goes to the factor of innovativeness, while the capitalists bear the risk. Schumpeter (1994) believes that an entrepreneur is not a risk bearer but rather a mechanism for innovations. As long as an entrepreneur does not invest his own capital, he should not be affected by risk exposure (Schumpeter, 1994).

Despite the risk factors, starting the business is a planned behavior and, in accordance with Ajzen's theory of planned behavior, this decision is intentional (Ajzen, 1991; Krueger & Carsrud, 1993; Krueger et al., 2000; Bird, 1988). After analyzing empirical findings in the existing literature about entrepreneurship itself, in the next section, we will focus on the intentions of such a decision as being engaged in entrepreneurial activities.

2.2. Entrepreneurial intentions

Krueger et al. (2000) characterized enterprise emergence as planned behavior. This process is deliberate since there are signaling factors that arise even before the action or behavior itself that a person would like to engage in entrepreneurial activity (Krueger & Carsrud, 1993; Krueger et al., 2000). In turn, intentionality is " a state of mind directing a person's attention toward a specific object or a path in order to achieve something" (Bird, 1988, p. 442), which is consistent with the ideology of entrepreneurship since its main objective is to achieve the goal by being innovative (Drucker, 1985; Schumpeter, 1994; Kirzner, 1973). Moreover, Katz and Gartner (1988), who studied the properties of emerging organizations, concluded that entrepreneurial intention is one of the four main characteristics of emerging enterprises. This finding is congruent with Krueger et al. (2000), but the only aspect that might not be intentional is the timing of starting the venture since the opportunities might arise unexpectedly. However, Autio et al. (2001) still argue that entrepreneurial intentions have been studied in various studies using different indicators, but no measurement can correctly determine the scope of intentions (Thompson, 2009).

Knowing this, entrepreneurial intent is a decisive factor in the entrepreneurial mentality, which is the best predictor of actually starting a business. Thus, the entrepreneurial intention is a good measurement for studying the genuine behavior of becoming an entrepreneur. While business start-up activities are intentional, it is still critical to understand the reasons and driving forces behind intentions. According to Krueger et al. (2000), the forces behind intentions influence them indirectly through a set of independent variables. From the existing literature, we have found two theoretical frameworks that are extensively used in studying entrepreneurial intentions and exogenous variables that can affect them:

Ajzen's (1991) theory of planned behavior and the entrepreneurial event model by Shapero and Sokol (1982). Nevertheless, the study by Iakovleva & Kolvereid (2009) proves that these two models can be merged into one, where Ajzen's (1991) variables (proposed attitude towards the act, subjective norms and perceived behavioral control) determine Shapero and Sokol's (1982) proposed variables (perceived desirability and feasibility).

2.3. The Theory of Planned Behavior

The most commonly used theory, studied in various behavioral studies, is the theory of planned behavior, an extended version of Ajzen and Fishbein's theory of reasoned action (Ajzen, 1991; Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). Figure 1 visualizes the given strategy in more detail. Given theory is very strong in terms of studying predicting factors of behavior and its intentions (Krueger & Carsrud, 1993). What's more, previous research find that all exogenous variables in the theory of planned behavior have a strongly positive effect on entrepreneurial intentions (Kautonen et al., 2015, Liñán & Chen, 2009; Yang, 2013). Kautonen et al. (2015) stressed that TPB explains 59% of the variation in intention. By taking into account all empirical evidence about Ajzen's theory of planned behavior and that the intention is the best predictor of behavior (Ajzen, 1991), we assume that it would be a good basis to study entrepreneurial intentions of the Latvian and Finnish students.

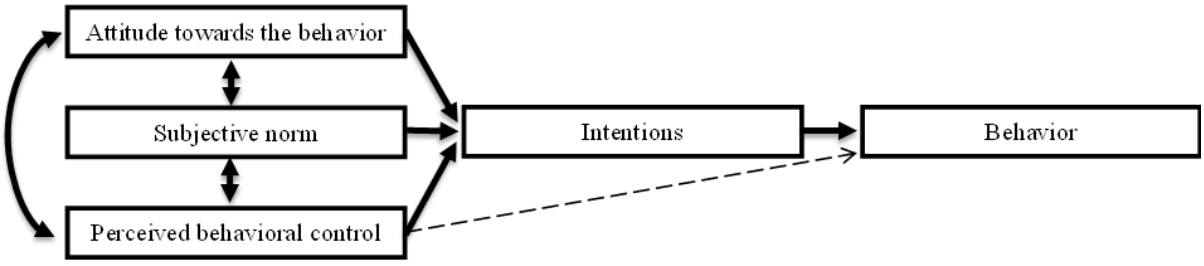

Figure 1. Structural diagram of Ajzen's Theory of Planned Behavior (1991). Diagram is created by the authors.

2.3.1. Attitude towards the behavior

As we have already noted, Ajzen's (1991) theory of planned behavior consists of the three solely independent variables, which are interacting between each other, that determine the intentions: attitude towards the behavior, subjective norms and perceived behavioral control. In this section, we describe the importance of attitude.

In the context of entrepreneurial behavior, attitude towards it can be characterized as the degree of positive or negative attitude or assessment of an individual (in our case, a student) towards becoming an entrepreneur. (Liñán et al., 2010). Several studies have shown the positive effect of students' attitudes on entrepreneurial intentions (Ozaralli & Rivenburgh, 2016; Liñán et al., 2010; Joensuu-Salo et al., 2015). Thus, we may assume that a more positive attitude towards opening the venture student has, the more likely it is that it will lead to positive intentions to do so and, eventually, starting the business (Joensuu-Salo et al., 2015). Report published by GEM (Global Entrepreneurship Monitor) (2022), also emphasizes that having some kind of positive attitude is forcing the intent of people to really start business. Nevertheless, the case of students from the United States proves that, despite having a highly positive attitude towards becoming an entrepreneur, entrepreneurial intentions still might be low (Ozaralli & Rivenburgh, 2016). This points to the importance of checking the effectiveness of a given antecedent of the theory of planned behavior. We will analyze the effect of the attitude towards the entrepreneurship on entrepreneurial intentions and then, we will be able to make conclusion of the level of effectiveness of this variable.

2.3.2. Subjective norms

The subsequent exogenous variable in the theory of planned behavior stands for subjective norms. In its essence, it accounts for the level of pressure on an individual from his close circle of people to perform a behavior (Ajzen, 1991). Pressure from a close circle simply means the perceived social pressure that forces an individual towards certain activities. With regard to entrepreneurship, it accounts for the presence of influence on individuals from the parents, friends, and other relatives to become an entrepreneur. However, compared to a person's attitude towards entrepreneurship, positive influence from relatives has a less positive effect on intentions to choose an entrepreneurial path (Joensuu-Salo et al., 2015). Here it would be valuable to study the effect of entrepreneurial background of the family as well, since according to Altinay et al. (2012), previous entrepreneurial experience in the family has positive effect on entrepreneurial intentions. Nevertheless, we believe that we can partially account for given variable while studying the subjective norms, since it also accounts for the pressure from the family. Thus, if family members have positive or negative background in entrepreneurship it might influence individuals entrepreneurial intentions accordingly.

2.3.3. Perceived behavioral control

The last antecedent of intention is called perceived behavioral control (Ajzen, 1991). This component measures the level of feasibility of a given behavior. Thus, perceived behavioral control is consistent with the perceived feasibility variable in Shapero and Sokol's (1982) entrepreneurial event model. In the context of entrepreneurship, perceived behavioral control shows the level of confidence of the individual to fulfill the goal of becoming a successful entrepreneur. Liñán et al. (2010) also link the given variable with the perceived self-efficacy studied by Bandura (1997). In his book, called "Self-efficacy: The exercise of control", Bandura (1997) examines the psychological beliefs of the person in his own abilities and, in turn, how it affects willingness to perform the action. Nevertheless, Ajzen (1991) emphasizes the fact that the more positive attitude towards the behavior and subjective norms, the stronger is perceived behavioral and, in turn, intentions to perform the behavior itself. This fact is in line with numerous studies studying perceived behavioral control. What's more, the given variable is the only one out of the antecedents that may directly predict the success of behavior itself (see Figure 1) due to two factors: (1) the increase of perceived behavioral control (or increase in confidence) increases the likelihood of the successful behavioral outcome and (2) the perceived behavioral control can suit "as a substitute for a measure of actual control" (Ajzen, 1991, p. 184).

Ajzen's (1991) theory of planned behavior provides a suitable basis for our theoretical model since all proposed antecedents can be directly related to entrepreneurial intentions. By doing so, it is possible to predict the likelihood of actual student behavior to become entrepreneurs. In addition, further in the report, we will supplement the given framework by other variables that, based on our assumptions and according to literature, might also influence entrepreneurial intention.

2.4. Demographic factors

In our study, factors that account for the demographic information of the sample might also play a crucial role since literature suggests that factors like age, gender, previous job participation might have significant effect on intentions to start the business. This is why it is also important to investigate control variables to minimize the level of bias in our results in the future analysis.

2.4.1. Effect of age on entrepreneurial intentions

It is logical to assume that older people are relatively more capable to open a firm in terms of money since they had more time to develop financially. Davidsson (1995) points out that age is determining the propensity to invest and found a firm with the most suitable age being approximately 35 (Parker, 2009). On the other hand, it is also logical to assume that such people (about 35 years old), if they are not self-employed, are more sensitive to time constraints, since they have less free time compared to students. Finding by Lévesque & Minniti (2006) supports the given assumption by finding that young individuals are more likely to become an entrepreneur than older people. Prominent description of age effect on entrepreneurial intentions is provided by Zhang & Acs (2018), who state that, "while entrepreneurial willingness and intention decrease with age, entrepreneurial opportunities increase with ages" (p. 773).

Davidsson (1995) argued that, if there is a narrow age span in terms of sample, there is no rationale to expect the effect on intentions. Nevertheless, we are still interested in the effect of entrepreneurial intentions for different year students.

2.4.2. Effect of gender on entrepreneurial intentions

While gender research is a completely different topic, we still need to consider the impact of gender on entrepreneurial intentions. Since we assume that the distribution of men and women in the sample will be somewhere equal, it is useful to include this variable in our study. Moreover, previous research have a certain trend that women have lower entrepreneurial intentions than men (mainly due to low perceived behavioral control) (Matthews & Moser, 1996; Zhao et al., 2005; Yordanova & Tarrazon, 2010; Shinnar et al., 2014; Nowiński et al., 2017). Also, this fact might be described by women-related stereotypes like taking care of the house and children. However, as the country's economy shifts from factor-based to efficiency-oriented, the gap between men and women entrepreneurs is narrowing, which means that gender equality can positively influence women's entrepreneurial intentions (Sarfaraz et al., 2014). This points at the necessity of including this variable.

2.4.3. Effect of previous job experience on entrepreneurial intentions

Lastly, we should also account for the fact that some students might have had previous job experience, which might also affect their entrepreneurial intentions. In this case,

everything depends on experience since it is logical to assume that students, who had previous job experiences, might be more interested in starting their own business or vice versa. This is consistent with the literature as Zhao et al. (2005) suggest that previous entrepreneurial experience has a positive effect on a person's intentions to become an entrepreneur. This means that previous experience can give students additional confidence in their ability to jump-start the startup process itself by increasing self-efficacy (Bandura,1997). Therefore, it is rational to assume that students with previous work experience will have higher entrepreneurial intentions than those who have not worked before.

2.5. Evolution of entrepreneurial education

Entrepreneurial education as a subject emerged in the 1970s-1980s in the United States of America, where the demand for it rose in all business schools and universities from students, foundations, and government authorities (Solomon & Fernald, 1991). In Europe, interest rose together with globalization in the 1990s, as many large economies like Germany, England and Sweden have faced unemployment problems. Economists of that time were suggesting policy makers to "move away from the public policy focus on investing in physical capital towards recognition of the role of investing in knowledge" (Audretsch, 2009).

According to the research by Léo-Paul Dana (1992), who examined recently emerged entrepreneurship education in the 1990s in Europe, the European approach was different from the approach used in the United States and had the upper hand compared to the US.

First of all, while the US approach was based on theoretical practices like reading, examining case studies, listening to lectures by guest speakers, etc., entrepreneurship studies in Europe had more practical exercises. European students are taught, for example, how to write business letters, how to purchase stock, and how to arrange a transaction (Dana, 1992).

Another noticeable difference in the approaches was that programs that offered entrepreneurial studies in Europe are located all over the countries, while American institutions could only be located in the metropolitan areas where appropriate guest speakers are available (Dana, 1992). The US approach was also criticized by Vesper (1986), as he argued that the population of small non-urban cities also want to study entrepreneurship and open start-ups (Vesper, 1986).

The only drawback and defective difference in entrepreneurial education in Europe at the beginning of 1990s, was that it focused only on small and medium-sized business sectors.

This was a limitation that did not allow studying internal corporate entrepreneurship, which at that time was offered by many major US universities (Dana, 1992).

Further with the years, the approach to entrepreneurship education has changed in Europe a lot. One of the steps was made in 2006, when the European Commission published a report called "Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning", which included a plan with the actions aimed to improve educational systems across Europe and stimulate entrepreneurial activity. There are four major fields where changes were made: coherent framework, support for teachers and schools, participation by external actors and businesses, and fostering entrepreneurship in higher education. The recommendations were based on the successful practices found in different countries in Europe to be implemented at the local and national level. The project was successful and was approved by the European Economic and Social Committee (EUR-lex, 2006).

In 2012, a report with the name "Rethinking Education: Investing in skills for better socio-economic outcome" was published. Entrepreneurial education was again mentioned as a field for funding by the European Commission. The new implications were to include entrepreneurial education in primary school education programs in a new and creative way of teaching (EUR-lex, 2012). In brief, the European Commission made a proposal which stated that "All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education". However, according to the Eurydice report "Entrepreneurship Education at School of Europe" for the year 2016, this integration has been successful only in 15 European countries, where Entrepreneurial studies are a part of mandatory subjects at any educational level (Eurydice, 2016).

The reason behind rising attention towards Entrepreneurial education and all policies and projects undertaken in Europe, is that entrepreneurship is the major driving force for economic growth and job creation (Steenekamp et al., 2011). The majority of studies prove that entrepreneurial education has a positive impact on entrepreneurship outcomes, however, not many of them examine the effect on intentions to become entrepreneurs. The question of whether entrepreneurial education has a positive impact on attitude towards entrepreneurship still rises debates. Fayolle and Liñán (2013) concluded that there is a great potential to further research that should consider mental prototypes and decision-making at a personal level.

2.6. Entrepreneurship in formal and informal educational system in Finland

The European Commission (2003) has posted a report where they were encouraging European members to promote entrepreneurship within their countries by fostering entrepreneurial awareness, skills, and intentions. Consequently, in 2004, Finland launched a comprehensive policy aimed to foster formal entrepreneurial education within the curricula and facilitate teachers' training (Eurofound, 2015).

As for today, in Finland, entrepreneurship appears as cross-curricular study at primary and secondary level in "Participatory citizenship and entrepreneurship" lessons, and in "Active citizenship and entrepreneurship" at high school level. However, as all schools in Finland are autonomous, that is why some of them include entrepreneurial studies also in other courses as well as create special separate ones. According to the Europe Encyclopedia of National Youth Policies, every Finnish student obtains 12 years of entrepreneurship education in compulsory programs and around 3 to 7 years in non-compulsory programs (European Education and Culture Executive Agency, 2021).

To promote entrepreneurship studies across the curricula, the Finnish government provides information about different stakeholders, various initiatives, and projects to schools. Among other policies which are involved at ISCED 1,2,3 level, there are many learning and practicing opportunities for teachers. These are training at the University of Jyväskylä Teacher Training School, Regional YES Centre, practices like Teacher-Entrepreneur Speed Dates, The Entrepreneurial School project and guidance materials such as "Measurement Tool for Entrepreneurship Education (MTEE)" and "LAATURI" (School Education Gateway, 2021).

With regards to formal education at the university level, Finnish universities again are autonomous and have a choice to work out their own curricula. The survey launched by the Ministry of Education and Culture in 2016, concluded that there is a lot of entrepreneurial practices in traditional universities and universities of applied science. Entrepreneurship studies there could be studied as an independent course or could be integrated into other courses (Laurikainen et al., 2018). More importantly, educational institutions of applied sciences offer specific entrepreneurship courses and practices which allow students to write final papers about their own business ideas or start-ups (Laurikainen et al., 2018).

Besides formal education, there are many informal projects and opportunities for young people from 6 to 28 years old in Finland to develop entrepreneurial skills. The most popular is the 4H project made by Finnish 4H Organization, which provides leisure activities

where entrepreneurship is taught through an “experimental learning model” (European Education and Culture Executive Agency, 2021). Another informal organization which provides entrepreneurship education in Finland is Junior Achievement-the largest provider of entrepreneurial education in Europe. Youths are given an opportunity to follow a company leader for one day after successfully completing a mock interview and learning relevant skills.

There is also an educational innovation called Me&MyCity, which allows school age children to feel the environment of work through different job activities held in a miniature city with 15 companies and its own banking system (Wise Awards, 2014). 70 professions help to develop entrepreneurial skills, the economy and society, as well as allow one to feel as a producer and consumer (Laurikainen et al., 2018).

2.7. Entrepreneurship in formal and informal educational system in Latvia

According to an annual report by the European Commission portal (“School Education Gateway”) for Latvia, entrepreneurship education is a cross-curricular course at ISCED 1,2,3. It is a cross-curricular course at “Social Science'”, “Home Economics” and “Technologies, Visualart and Music” at primary and lower secondary school levels (ISCED 1,2), and a part of elective subjects like “Ethics”, “Economics”, “Commercial Studies'” and “Basics of Business Economics” at upper-secondary school (ISCED 3). Controversially to the report for Finland, the one for Latvia does not provide any information about teachers’ support or trainings (School Education Gateway, 2021).

According to Melnikova et al. (2017), formal entrepreneurship integration into higher education in Latvia lacks a clear strategy, as entrepreneurship does not exist in many programs within non-business studies. The research they provided included interviews with teachers and students, which concluded the rising interest in entrepreneurship among young people. It also showed that in Latvia, teachers indeed lack the knowledge and methodological support to teach entrepreneurship (Melnikova et al., 2017).

Report by the European Commission portal (“School Education Gateway”) states that informal education in Latvia is usually sponsored by the European Union and includes programs such as “Student Companies”, “Job Shadow Day”, “Innovative business motivation programme” and “Euroskills”. These are optional programs, which are aimed to acquire business related skills and knowledge. “Student Companies” (launched in 2000) is run by Junior Achievement, allows students to open their own small business and participate in exhibitions and festivals. Since its launching day, its capacity and involvement has increased

drastically from 225 participants in 2005 to 1230 in 2019 (JA Latvia, 2021). Another project of Junior Achievement in Latvia- "Job Shadow Day" (launched in 2001) is similar to one in Finland, where young people can follow a business manager or leader for one day and experience a real work environment. While in 2010 it involved 10000 students and 450 employers, then in 2018 the numbers were much bigger- 1545 employers and 34000 of students (JA Latvia, 2021). "Innovative business motivation programme" supports students' start-ups, provides networking seminars and workshops on how to open your own business and develop entrepreneurial skills. Another informal program aimed to promote entrepreneurship among students is Euroskills. This is a competition for students, which involves international business allies, administrative agencies, and academic institutions" (School Education Gateway, 2021).

After researching the strategies implemented in both countries-Latvia and Finland, we observe the following pattern-**Latvia is focusing on extra-curricular activities** which offer entrepreneurship education, while **Finland's main policies are aimed to promote entrepreneurship studies within curricular studies**. The reason why in Latvia there are so many extra-curricular projects and not so much curricular, could be explained by the fact that all extra-curricular activities in Latvia are organized and sponsored by European funds, while curricular are usually funded by the government (School Education Gateway, 2021). The reason why Finland promotes entrepreneurship education within the curriculum, is to make sure every young person in the country has 12 years of mandatory entrepreneurial studies. This conclusion is based both-on the above-mentioned fact of compulsory studies and on the emphasis of educating and training teachers.

2.8. Entrepreneurial education and intentions

Barbosa et al. (2008) and Katz (2007) in their empirical research have stated that entrepreneurial education and training indeed strengthen the intentions of individuals to become entrepreneurs. A comparative study conducted by Virick and Basu (2008) has proved the hypothesis that individuals, who had prior entrepreneurial education, have more positive intentions to choose entrepreneurship as a career. The research by Galloway & Brown (2002) included hypothesis testing which revealed the difference in the intentions for different students. The intentions are higher for those, who had at least one entrepreneurship module, compared to those, who had not, however, we note that there are limitations in this approach as the information is based on what students have said about their future plans. Galloway and

Brown (2002) suggest tracking these students in the future in order to compare aspirations with the real outcomes.

The results on this topic should be interpreted more carefully, individuals with different capacities will experience different results from the same investment like education or experience (Unger et al., 2011). The meta-analysis examined both - correlations between the human capital investments versus entrepreneurial success and human capital assets versus entrepreneurial success. The results were plausible: the relationship between results of human capital investments (skills and knowledge) and entrepreneurial success is higher than for human capital investments (experience and education) and entrepreneurial success (Unger et al., 2011).

There are also researches that conduct that entrepreneurial education has a negative impact on entrepreneurial intentions, such as "The myth of entrepreneurship education: Seven arguments against teaching business creation at universities", written by Haase & Lautenschläger (2011). The authors state that Entrepreneurial Education and Trainings (EET) studied in universities is not more than a temporary trend, which creates deficits in "creativity, opportunity recognition, and problem-solving abilities" and suggest involving more practical events which would develop entrepreneurial soft skills (Haase and Lautenschläger, 2011)

However, empirical studies by Oosterbeek et al. (2009) conclude that Junior Achievement Student Mini-Company Program in US and European Union countries has shown completely opposite results. This program gives students the opportunity to run a small business during college years for a short period of time from the beginning to its liquidation. The authors have examined whether those who have participated in the project had more intentions to become entrepreneurs compared to those who did not participate. The result was surprising-this program had a significantly negative impact on entrepreneurial intentions and zero impact on entrepreneurial skills (Oosterbeek et al., 2009).

While the aforementioned researches reveal differences in entrepreneurial intentions among various countries and nationalities, none of these researches have investigated whether these differences may arise because of different educational strategies.

2.9. Theoretical framework

While several studies have pointed on the importance of entrepreneurial education Barbosa et al., 2008; Katz, 2007; Liñán & Chen, 2009; Liñán et al., 2010), the division between the curricular and extracurricular is poorly studied. That is why, we supplement the

gap in the literature by studying the impact of various variables on entrepreneurial intentions. Namely, we include three antecedents of intentions proposed by Ajzen (1991), which are: Attitude towards the behavior; Perceived behavioral control and Subjective norm. By doing so we can understand which factor has the most influence on entrepreneurial intentions and, thus, leads to actual behavior of becoming entrepreneur. Additionally, we include demographic factor such as age, gender, and previous employment experience. We believe that mentioned above demographic factors are also affecting students' entrepreneurial intentions. Lastly, since the literature suggest that entrepreneurial education strategy is more focused on extracurricular activities, whereas Finnish strategy is opposite to Latvia, we also focus on examining the effect of different entrepreneurial education strategies on the effect of entrepreneurial intentions. By doing so we can understand which strategy is more efficient in terms of students' willingness to choose entrepreneurial career. Given finding are relevant for local policymakers, since by adjusting those educational aspects, it is possible to foster the number of SMEs in the country and, in turn, improve the economy of the country.

Based on our literature review, we have developed a conceptual theoretical framework visualized in Figure 2.

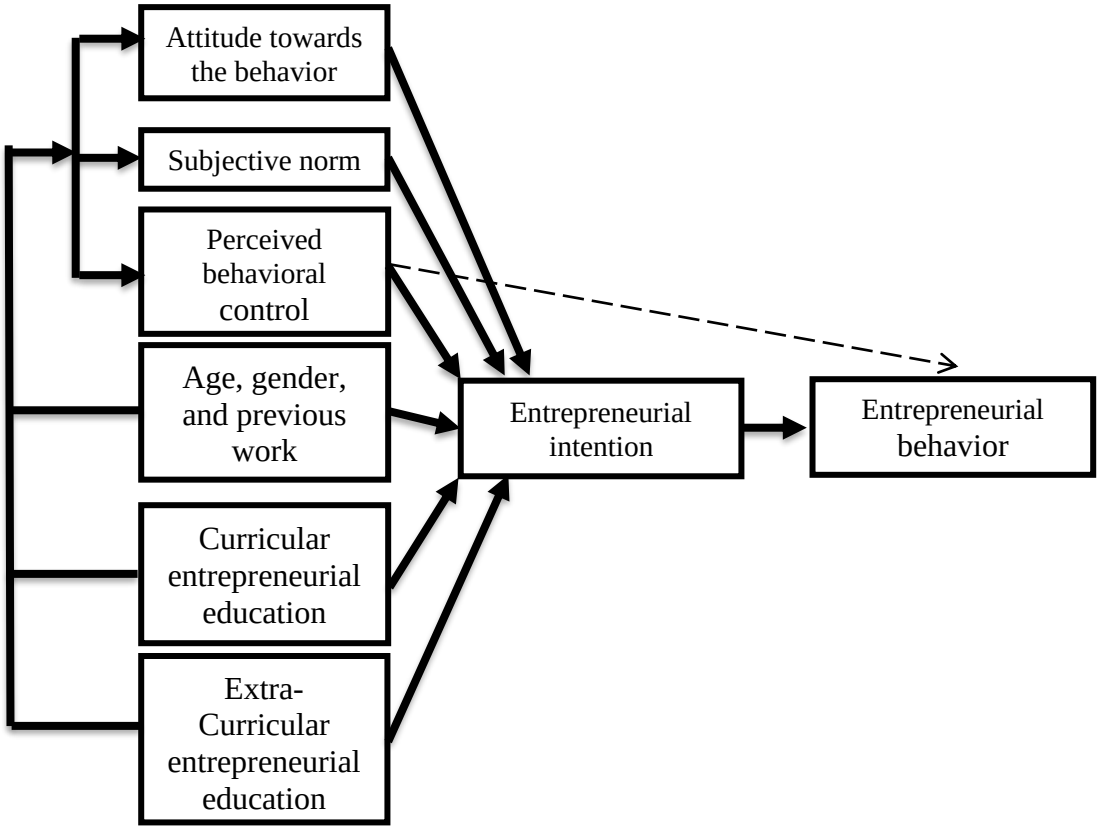

Figure 2. Structural diagram of the theoretical framework. Diagram is created by the authors.

3. Methodology

In the next section, we discuss the methodological aspects of the study. It includes the study design, sample information, and a description of the analysis tools. Due to the fact that we study the influence of various independent factors on the willingness of students to choose an entrepreneurial path, we distinguish the following variables (see Table 1):

Dependent variable	Independent variables	Demographic and control variables
Entrepreneurial intention	Attitude towards the behavior; Subjective norms; Perceived behavioral control, Curricular education, Extra-curricular education	Age; Gender; Previous job experience

Table 1. Dependent, independent, demographic and control variables. Table created by the authors.

3.1. Research Design

In order to answer developed research questions, the cross-sectional research design seems the most appropriate. First of all, the design of the cross-sectional study provides the result at one point in time, which is relevant in our case, since it would be impossible to create and collect information several times from a large sample to make the data longitudinal (Levin, 2006). There is a high probability that some individuals from the sample would not agree to participate in the research repeatedly. Despite the fact that given design can be characterized as a "snapshot", longitudinal research design is not superior in terms of causation evidence (Spector, 2019). In addition, we have introduced control variables in order to improve results obtained by applying cross-sectional design. Most importantly, in order to answer proposed research question, cross-sectional research design helps to solve geographical difficulties, since we are interested in studying the effect of two different geographical samples: Latvia and Finland.

Nevertheless, this research has also some limitations since, as in the case of a survey, the respondent may have a negative attitude towards the study itself, which may affect the reliability of our results (Spector, 2019). To solve this problem, we check and exclude large outliers from the sample, and also use Cronbach's alpha as reliability tests.

3.2. Data collection

A quantitative questionnaire is developed to collect primary data and analyze the impact of various variables on student entrepreneurial intentions at universities in Latvia and Finland. To study each specific factor, the questionnaire is divided into 7 parts (entrepreneurial intention, which asks questions related to a specific variable (see Appendix A for the questionnaire). Following the lead of Liñán & Chen (2009), the questionnaire questions are designed to see the level of agreement with a particular statement. In addition, we have developed additional questions based on our literature review. That is, questions developed on the topics of curricular educational and out-of-school education. For this purpose, a 7-point Likert scale is adopted, where numbers measure to which extent the respondent agrees with a given statement (from "1", where it means "strongly disagree", to "7", where it means "strongly agree"). By doing so, we obtain numerical results that are further be used in statistical analysis. The only limitation is that different respondents might have different levels of subjectivity. By implementing bigger Likert scale, we are minimizing the risk of subjectivity. In addition, clear and understandable wording of the questions is developed to improve the objectivity of the questions.

The survey is developed in English and then translated into Latvian and Finnish in order to collect as large a sample as possible. To maximize the level of accuracy and comparability of survey questions, we used a back translation technique. According to Shigenobu (2007), back translation method is increasing the accuracy of a translation. Subsequently, in order to further improve the quality of the survey, additional screening performed by Finnish and Latvian native speakers is carried out and the questions are improved accordingly. The questionnaire itself is developed using the survey tool of the Qualtrics platform. The results obtained are further analyzed with RStudio to obtain statistical results.

3.3. Sampling

We have focused on the quantitative analysis of young people of Latvia and Finland, who are currently students in business and non-business-related programs at higher institutions aged 17-25.

The first sample is SSE Riga students, and we predicted they would be the largest sample in the research. We have launched a questionnaire and sent it by SSE Riga e-mail to first, second and third-year students, which currently are around 390 people (About SSE

Riga, n.d). We have also sent private messages through other messaging platforms such as WhatsApp and Messenger as direct personal approaches might yield a higher response rate. However, these responses may be subject to bias, as it is possible that the respondent is predisposed towards the compiler of the questionnaire, which in turn may influence the responses. Moreover, we assume that students in SSE Riga also have predisposition towards entrepreneurship since given educational institution has some focus on entrepreneurship. Because of this pattern, the results may indicate stronger entrepreneurial intentions from students in Latvia. In order to solve given problem, we have to diversify the distribution of the survey in a way, where it captures students, which are studying in different fields.

To accomplish diversification of survey distribution channels, the second sample is non-SSE Riga students from Latvia from the following universities: Riseba University, Turība University, Latvian University and Transport and Telecommunication Institute. Additionally, we have distributed questionnaires to our former course mates from high school, as well as have asked them to share it further to their fellow colleagues.

The third sample is obtained from Finnish students with the help of international mobility center in SSE Riga, which has sent the questionnaire to partner universities in Finland. Some results are obtained with the responses of exchange students from Hanken School of Economics in Helsinki, Finland, and their help with the spread of questionnaires among their friends and colleagues from universities. Lastly, through personal connections and with help from Finland-Latvia Business Association we sent questionnaire to students studying in the University of Eastern Finland and Aalto University.

Finally, we distribute questionnaires through personal connections and social media platforms (Instagram, Facebook). By employing different channels, we are expecting the most diverse responses.

3.4. Analysis

First, it is necessary to verify that obtained data is reliable. For this purpose, we apply the same technique used by Davidsson (1995), Shan et al. (2020), Arranz et al. (2017) and Ozaralli & Rivenburgh, which is a Cronbach alpha reliability estimate. According to Brown (2002), Cronbach's alpha might be applied to estimate the proportion of variance that is systematic or consistent across a set of test results. In other words, it shows whether the studied group is closely related in general. The value of Cronbach’s alpha might be affected by various reasons. For instance, if alpha is low, it might point to a low number of questions in the survey or if items are not interrelated. Whereas it might be high due to the fact that

some questions are redundant due to similarities with each other (Tavakol & Dennick, 2011). Regarding the threshold, the Cronbach's alpha that is above 0.60 is acceptable, while higher alphas are preferred. Nevertheless, higher alpha's value does not necessarily mean a more reliable result since the number of items inserted might affect it significantly (Cortina, 1993).

After proving the reliability of our data, we may approach regression analysis, where entrepreneurial variable is our left-hand variable (dependent), while attitude towards behavior, subjective norms, age, gender, previous job experience occupation education level and employment status is right hand variables (independent) in the ordinary least square regression. After performing the regression, we might proceed to the discussion of the results by using theory from literature review.

4. Results

In total 367 responses are collected, of which 313 (85%) are fully completed. We excluded 16 responses, which did not obtain secondary or undergraduate education in Latvia or Finland. Among the remaining 297 people, 199 (67%) are Latvian students (secondary or undergraduate education) and 98 (33%) are Finnish students. The student is assigned to a particular country based on the country in which the respondent received or is receiving secondary or higher education. Since our research focuses on cross-country analysis, we divide all respondents into two samples: Latvian and Finnish students. Both samples are divided into two datasets for the purpose of analysis.

4.1. Latvian students

Among 199 Latvian students, 93 (47%) are men and 106 (53%) are women, respectively. In terms of age distribution, 8 (5%) students are under the age of 19, 152 (76%) of the respondents are between the ages of 19 and 21, 30 (15%) are between the ages of 22 and 25, and 9 (5 %) of respondents are over 25 years old (see Table D.1 for a detailed breakdown). By looking at the education level of respondents, we see that 7 (3%) people are high school students, 30 (15%) respondents are high school graduates, 142 (71%) are studying at university, 8 (4%) are undergraduate graduates and remaining 11 (6%) have upper degree. Regarding employment, 76 (38%) people are employed, while the rest 123 (62%) are not currently employed. Among employed respondents, 36 (47%) are full-time employees, 35 (46%) people have part-time contract and the remaining 5 (7%) are self-employed. Only 22 (29%) people among employed respondents work in a large company with more than 250 employees, 12 (16%) work in the medium-size company, 32 (42%) work in in the small-size company, 5 (7%) people work in government institution and the rest 5 (7%) are self-employed. Finally, only 20 (10%) people out of the whole sample do not have

any previous work experience, while the remaining 179 (90%) respondents have previous work experience.

In respect of participation in curricular entrepreneurial activities or courses at school level, 108 (54%) respondents say that they have participated in such activities, while 91

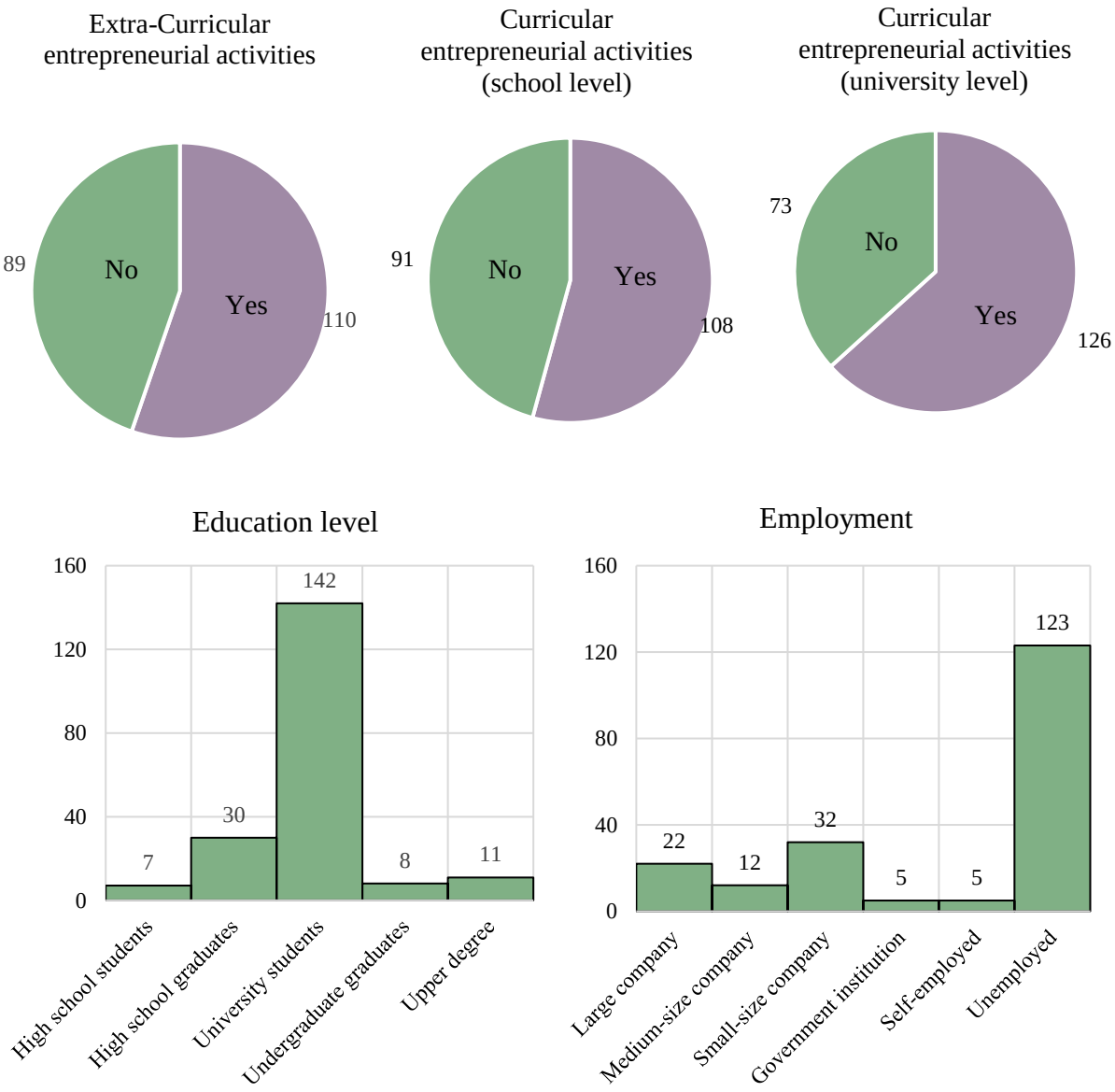

Figure 3. Visual illustration of the Latvian sample. Graphs are created by the authors.

(46%) say the opposite. At the same time, 126 (63%) respondents say that they have participated in curricular entrepreneurial education at university level and 73 (37%) say the opposite. Similar trend continues with the amount of respondents who have participated in any kind of extra-curricular education, where 110 (55%) responses are positive and the rest of 89 (45%) are negative. Figure 3 above visually represents Latvian sample.

4.2. Finnish students

There are 98 students from Finland who obtained either secondary either higher education in Finland. Among them-60 (61%) are women and 31 are men (31%). Regarding the age distribution, 4 (4%) respondents are under the age of 19 (19 not included), 33 (34%) respondents are aged between 19 and 21, 41 (42%) respondents are aged 22-25 and 20 (20%) respondents who are over 25 years (25 not included) (see Table D.2 for a detailed breakdown). In terms of education level of respondents, we see that 2 (2%) people are high school students, 12 (12%) respondents are high school graduates, 54 (55%) are studying at university, 8 (8%) are undergraduate graduates and remaining 22 (22%) have already obtained upper degree. By looking at the employment status, 27 (38%) people are employed and the remaining 71 (62%) are not currently employed. Among employed respondents, 4 (14%) are full-time employees, 19 (70%) people have part-time contract and the remaining 2 (7%) are self-employed. 10 (37%) people among employed respondents work in a large company with more than 250 employees, 4 (15%) work in the medium-size company, 9 (33%) work in the small-size company, 3 (11%) people work in government institution and only 1 (4%) is self-employed. Additionally, 9 (9%) respondents from Finland do not have any previous work experience, while 89 (91%) have previous work experience.

Analysis of involvement into entrepreneurial activities among Finnish respondents suggests the following: 40 (41%) respondents have participated in curricular activities at school level, and the remaining 58 (59%) have never taken those. Similar trend follows at university level, where 37 (38%) respondents have taken mandatory entrepreneurial activities and 61 (62%) have not. Regarding extra-curricular activities, 19 (19%) respondents have voluntarily chosen to learn entrepreneurship additionally to mandatory courses offered by education system at school and university level, while 79 (81%) have not. Figure 4 below visually represents Finnish sample.

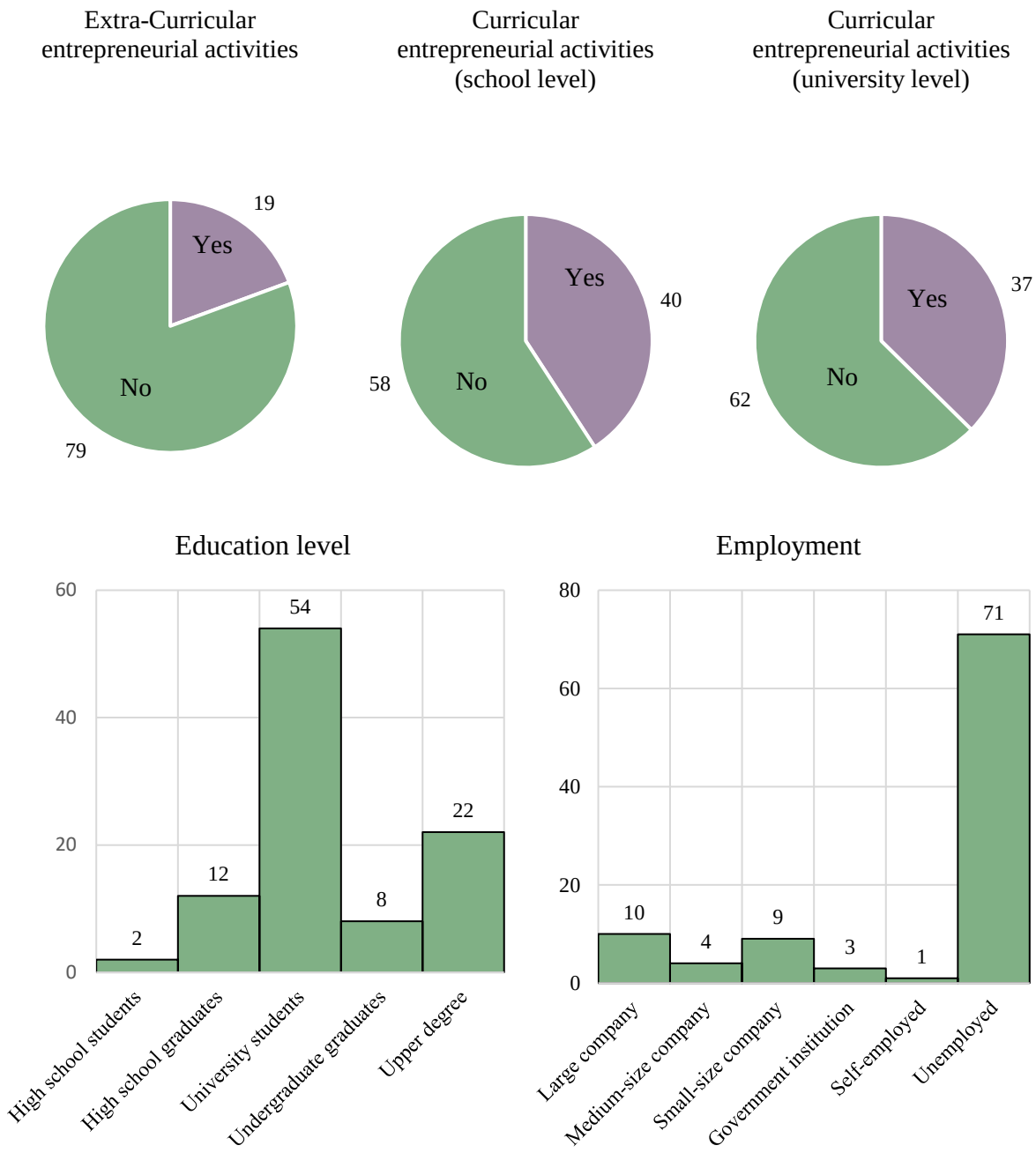

Figure 4. Visual illustration of the Finnish sample. Graphs are created by the authors.

4.3. Descriptive statistics, Cronbach's alpha regression and OLS regression

Table 2 below shows the descriptive statistics of the obtained results. It is visible that both Latvian and Finnish have moderate entrepreneurial intentions with mean being 4.258 and 3.547 respectively. While Latvian students have more positive attitude towards entrepreneurship, Finnish students are more strongly influenced by others to become

entrepreneurs. At the same time, Latvian students are more self-confident and consider entrepreneurial career more feasible. Both samples have preferences in favor of extra-curricular entrepreneurial education rather than curricular entrepreneurial intentions. In terms of participation, Latvian students are engaging more in curricular entrepreneurial education on both school and university level. Same pattern is noticed in extra-curricular education, where mean for Latvian and Finnish students is 1.447 and 1.806 respectively.

Variable	Mean	St. Dev	Min	Q1	median	Q3	Max
Age							
Latvian sample	20.94	3.4752	17	19	20	21	46
Finnish sample	23.37	4.7611	17	20	22	24	44
Gender							
Latvian sample	1.533	0.5002	1	1	2	3	2
Finnish sample	1.776	0.6346	1	1	2	2	4
Education							
Latvian sample	2.945	0.7733	1	3	3	3	6
Finnish sample	3.367	1.0293	1	3	3	4	5
Employment							
Latvian sample	1.618	0.4871	1	1	2	2	2
Finnish sample	1.724	0.4491	1	1	2	2	2
Attitude							
Latvian sample	5.141	1.3148	1	4.3	5.4	6.2	7
Finnish sample	4.484	1.531	1	3.5	4.6	5.75	7
Subjective norms							
Latvian sample	5.621	0.9795	2.25	5	5.75	6.25	7
Finnish sample	5.923	0.8803	2.75	5.562	6	6.5	7
Perceived behavioral control							
Latvian sample	4.569	1.1170	1.6	3.8	4.6	5.4	7
Finnish sample	4.049	1.3145	1	3.2	4.2	5	6.6
Participation in curricular entrepreneurship education(school level)							
Latvian sample	1.457	0.4994	1	1	1	2	2
Finnish sample	1.592	0.4940	1	1	2	2	2
Participation in curricular entrepreneurship education (university level)							
Latvian sample	1.367	0.4832	1	1	1	2	2
Finnish sample	1.622	0.4873	1	1	2	2	2
Curricular education							
Latvian sample	4.369	-	1	3.750	4.5	5	7
Finnish sample	4.317	-	1	3.25	4.5	5.312	6.750
Participation in extra-curricular entrepreneurship education							
Latvian sample	1.447	0.4985	1	1	1	2	2
Finnish sample	1.806	0.3973	1	2	2	2	2

Extra-Curricular education							
Latvian sample	4.601	-	1.750	4	4.5	5.25	7
Finnish sample	4.682	-	1	3.75	5.125	5.75	7
Entrepreneurial intentions							
Latvian sample	4.258	1.6031	1	3	4.4	5.6	7
Finnish sample	3.547	1.6735	1	2.05	3.5	5	7

Table 2. Descriptive statistics. Table created by the authors.

After receiving the responses, the reliability of the scale is confirmed using the Cronbach's alpha reliability test. As already noted, the higher the Cronbach's alpha, the more internally consistent the set of items is as a group. We calculated Cronbach's alpha for every variable for each sample separately.

For Latvian students sample Cronbach's alpha for all variables is larger than 0.6, which means that results are acceptable (Cortina, 1993). What is more, lowest Cronbach's alpha is 0.74 (for subjective norm variable), which still means high reliability score. It is also worth noting that the only question that could be excluded from the study is the first question in the Subjective Norms block, as without its Cronbach's alpha would have been 0.02 higher. Since the coefficient is still very reliable (0.84), we decided to leave this item. For detailed list of reliability score, see Table D.3 in the appendices.

Similar results are obtained for the Finnish students, where lowest Cronbach's alpha of 0.77 is obtained for Subjective norms block. Nevertheless, results are still considered as highly consistent and reliable.

Once we are satisfied with the reliability of our data, we can proceed with regression analysis to understand the relationship between entrepreneurial intentions and its explanatory variables and control variables. It is important to note that Likert scale data can be viewed as interval scale data, thus one can compare the relative position of variables and the difference between them. Also, we do not have to focus on the median (as in case of ordinal data), but we can also calculate the range, median, and standard deviation. We make separate regressions for two samples. The results of both regressions can be seen in Table 3 below.

	Coefficients	Standard Deviation	T-value	P-value
(Constant)	-0.18277	1.15346	-0.158	0.87439
Attitude	0.60307	0.08589	7.021	<0.001***
Subjective Norms	-0.25381	0.10185	-2.492	0.01421*
Perceived Behavioral Control	0.32646	0.09182	3.555	0.00056***
Curricular Education	-0.09465	0.09515	-0.995	0.32206
Extra-Curricular Education	0.39972	0.11399	3.507	0.00066***
Gender	0.44993	0.19199	2.343	0.02092*
Experience	0.32266	0.38708	0.834	0.40635
Age	-0.02797	0.03561	-0.786	0.43382

Table 3. OLS regression results for Latvia. Table created by the authors.

It is seen that the most significant result is a positive relationship between Attitude and Entrepreneurial intentions, where P-value is <0.001. There are significant and positive relationships between Perceived Behavioral Control (P-value<0.001), Extra Curricular Education (P-value<0.001), Gender (P-value<0.05) and the willingness to become entrepreneur and negative but significant relationships with Subjective Norms (P-value<0.05). This negative relationship is surprising as it seems that additional attention and support from relatives decreases entrepreneurial intentions.

Attitude, Perceived Behavioral Control, Extra Curricular Education, Subjective Norms are assessed on a 7-Point Likert Scale, which measures how strong the relationship is between the variables. Gender is used as a dummy variable and with a positive relationship indicates that intentions of men to become entrepreneurs are more pronounced than for women. Curricular education, experience and age have shown non-significant results, which indicates that those variables for Latvian sample do not encourage students to start a venture.

	Coefficients	Standard Deviation	T-value	P-value
(Constant)	-1.5697	4.13094	-0.38	0.72
Attitude	0.32387	0.47819	0.675	0.53
Subjective Norms	0.24317	0.61669	0.394	0.71
Perceived Behavioral Control	-0.02651	0.42197	-0.063	0.952
Curricular Education	0.59154	0.58539	1.011	0.359
Extra-Curricular Education	0.10185	0.5006	0.203	0.847
Gender	-0.56887	0.96116	-0.592	0.58
Experience	-1.07592	1.46112	-0.736	0.495
Age	0.02836	0.11597	0.245	0.817

Table 4. OLS regression results for Finland. Table created by the authors.

The results for Finnish sample indicate that attitude, subjective norms, curricular education, extra-curricular education, and age have positive relationships with entrepreneurial intentions, while perceived behavioral control and experience have negative impact on the variable. However, all these results are insignificant at all levels with a P-value ranging from 0.359 to 0.952. The explanation to such results could be the following: majority of respondents have indicated that they did not participate in any curricular or extra-curricular entrepreneurial activities. We explain the possible reasons behind such results further in the limitations part.

5. Discussion

Variable “Attitude” has the strongest positive effect for Latvian sample (with P-value<0.001) and also a positive but non-significant effect for Finnish sample. These results are consistent with Ozaralli & Rivenburgh (2016), Liñán et al. (2010) and Joensuu-Salo et al. (2015). If a student has a highly positive attitude towards opening a venture, the intentions to become an entrepreneur will also be high.

Subjective norms have a negative impact on the intentions of students in Latvia, but positive (non-significant) impact in Finland. Here, results for both countries contradict, however, the literature also suggests that the results could be different for each specific case. This result is also consistent with the literature, as previous studies have shown that the effect of attitude towards behavior has a much stronger effect on intentions compared to subjective norms. According to Ajzen’s (1991), pressure from a close circle can cause a negative effect on a willingness of a person to perform certain behavior, while Joensuu-Salo’s et al.(2015) findings indicate positive correlation between influence of relatives and entrepreneurial intentions. However, similarly to Ajzen’s findings (1991), results regarding this variable have always been ambiguous, as it might alert that pressure from parents, friends and other relatives does not force students to choose entrepreneurial path.

In the literature, “Perceived behavioral control” variable is always associated with the positive effect on entrepreneurial intentions, and it indeed has a strong effect for Latvian sample with a P-value of <0.001. However, for Finnish sample, the variable has a small negative effect (-0.02651), but it is again insignificant at all levels with a P-value of 0.952.

Demographic factors such as Gender and Experience have positive effects on intentions to choose entrepreneurship as a career for Latvian sample, even though the effect of experience is statistically insignificant. This is consistent whith previous researches since gender, as a dummy variable, has proven Matthews & Moser (1996), Zhao et al. (2005) and other authors’ conclusions that women on average have lower intentions to become entrepreneurs. It is seen that gender equality and efficiency-oriented trends with narrowing the gap between men and women entrepreneurs is not the case in Latvia yet, therefore, women still do not associate themselves as venture owners. Gender variables in Finland have a negative sign and, thus, indicate that women have more willingness than men to become entrepreneurs, however, again, the coefficient is not significant. Regarding the effect of previous job experience, Zhao et al. (2005) and other authors suggest that it should have a positive effect on the intentions, however, in our case, the results are insignificant for both

countries. Therefore, previous entrepreneurial experience does not say anything about the intentions to start a venture in our case.

Age variable suggests that the older a person is, the more willingness he has to become an entrepreneur for Latvian sample. For Finland, the results are completely opposite- the older a person is, the less he wants to become an entrepreneur. Such results for Finnish respondents may be related to the large proportion of older people in the sample, where people over 30 make up 9% of the entire Finnish sample, while only 3% for the Latvian sample (Tables D1 & D2 in the appendices). Since older people might have less free-time and motivation for starting the business. At the same time, we should note that despite the contradicting results for our two samples, the results in both countries are insignificant.

Education variables could be different for two countries, and they indeed are for the "curricular education" variable. The presence of curricular entrepreneurship education has shown a negative (but non-significant) effect for Latvian sample. If students had studied entrepreneurship at school or university level in a mandatory form, the willingness to become entrepreneur has decreased. For the Finnish sample, the willingness has on the opposite effect, and it has increased after having such studies, however, the effect is not significant.

Presence of extra-curricular education in one's life, has shown statistically significant positive effect on intentions among students in Latvia, with P-value less than 0.001. It means that after completing some extra-curricular activities, students want to become entrepreneurs more. For Finland the effect is also positive but non-significant.

6. Limitations and suggestions for further studies

In this part, we describe what are possible limitations of our research, which factors have bounded scope and why some of the results are insignificant. Further, we suggest some implications which could contribute to the further research on how to improve educational systems in Latvia and Finland.

Our research is based on the analysis of factors influencing intentions to become entrepreneurs in Latvia and Finland, however, the sample for Finland is almost twice smaller than for Latvia. Given limitations might be associated with the limited amount of survey distribution channels in Finland. For better and more reliable results, it would be beneficial to spread this survey to more people from Finland or to include other European countries such as Baltic States, which are more feasible to reach. Another solution which would broaden the sample size is to include other age groups too, such as people over 25 years as they also could have obtained entrepreneurial education or have become entrepreneurs.

Secondly, in order to obtain a sufficient number of finished surveys, the questionnaire was made as short as possible, therefore, the problem of omitted variable bias might be present since the number of variables was limited to the number of questions. We partially solve this problem by introducing control variables. Nevertheless, in order to increase the response rate, we were not able to include all factors, which might have influence on entrepreneurial intentions. Some other important factors could be studied such as demographics-social, ethnic, or cultural backgrounds, living places etc.; opportunities, financial aid or quality of education gained. It would also be beneficial to ask directly about family entrepreneurial background since according to literature review, it might also influence entrepreneurial intentions of the individual. Moreover, some people might also have big intentions to become entrepreneur since they want to continue family business.

Thirdly, we assume, that the biggest sample was SSE students, which all have participated in curricular activities and many of them in extra-curricular education provided by partners of SSE and SSE's own student organizations. This may have affected the results by indicating that Latvian students have participated in bigger number of entrepreneurial activities than Finnish students. However, we have reached many other institutions and students from other universities in Latvia in order to diversify the research by having responses from students who study non-economics related degrees.

Finally, our quantitative approach does not allow us to dig deep enough as the majority of questions in the survey are being closed-end. We believe that some other relevant

factors could be discovered with qualitative research such as interviews with educational experts in entrepreneurial field from both Latvia and Finland. Therefore, opportunities for further research might include qualitative in-depth interviews, which could explore what motivates and what discourage people from becoming entrepreneurs.

7. Conclusion

In this thesis, we explore possible factors influencing the entrepreneurial intentions of students in Latvia and Finland. We focus on intentions because intentions are one of the best predictors of the actual behavior to start business. After reviewing the existing literature, we identified 3 possible factors influencing a person's intentions: attitudes toward behavior, subjective norm, perceived behavioral control (Ajzen, 1991). At the same time, we also decided to include additional variables: gender, age, previous work experience, curricular and extra-curricular entrepreneurial education. The main reason why we chose to compare Latvia and Finland, is because both countries are located quite near to each other in Northern Europe, are similar in population size, but have opposite focus in terms of entrepreneurial education. While usually Latvia is compared to Baltic countries-Estonia and Lithuania, we have identified that their entrepreneurial approach is quite the same. However, in the case of Latvia and Finland, Latvian educational system has a major focus on extra-curricular entrepreneurial activities, while Finnish education has a strategy towards formal or curricular entrepreneurial education.

We have made a survey with the help of Qualtrics software and obtained 313 results from people who had studied at least at one educational level such as school or university in Latvia or Finland. Then we run separate regressions for Latvian and Finnish sample and obtain results accordingly.

The following variables positively affect entrepreneurial intentions of Latvian students:

- Attitude towards entrepreneurship
- Perceived behavioral control
- Extra-curricular entrepreneurial education
- Gender (male)
- Experience

All variables, except experience, were statistically significant and have positive effect on entrepreneurial intentions of Latvia students. Latvian governmental policy’s focus on extra-curricular entrepreneurial education is indeed meaningful and effective as it has strongly positive effect on intentions. We believe that Latvian government should continue to provide such opportunities as creation of new SME’s are beneficial to economics of the country.

Contrary to previous results, the following variables have shown to negatively affect entrepreneurial intentions of Latvian students:

- Subjective norms
- Curricular entrepreneurial education
- Age

Nevertheless, only subjective norms have shown statistically significant results. In that way, additional pressure from the society is decreasing the entrepreneurial intentions of Latvian students.

While studying Finnish sample, the following variables have shown positive effect on entrepreneurial intentions:

- Attitude towards entrepreneurship
- Subjective norms
- Curricular entrepreneurial education
- Extra-curricular entrepreneurial education
- Age

At the same time, it is important to note that all variables turned to be statistically insignificant.

Lastly, the following factors have shown negative effect on entrepreneurial intention of Finnish students:

- Perceived behavioral control
- Gender
- Experience

However, these factors also turned out to be statistically insignificant. We assume that the main reason for this is that the Finnish sample was not large enough due to the limited distribution channels of the survey.

This study can help education policy makers make the right decisions. By improving the quality of out-of-school entrepreneurial education and increasing the number of institutions that provide such studies, governments can increase the number of people involved in entrepreneurial studies. The more people participate in extra-curricular entrepreneurial activities, the more of them will have intentions to become entrepreneurs. As positive intentions to become entrepreneurs are the main reason why people actually choose to become entrepreneurs in real life, policy makers should, first of all, improve quality and increase the quantity of entrepreneurial education available to students. The more people

have had extra-curricular education, the more people have intentions to become entrepreneurs, the more people become entrepreneurs. Bigger number of entrepreneurs, in turn, is always good for the economy of the country and contributes to the growth of GDP.

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9. Appendices

Appendix A. Questionnaire in English

1. Demographic and control information:	**Order**	**Question**	**Answer**
	1.	What is your age?	[Type in]
	2.	What is your gender?	Male
			Female
			Other
			Prefer not to disclose
	3.	Where did you obtain/are obtaining your secondary education?	Latvia
			Finland
			Other
	4.	Where did you obtain/are obtaining your undergraduate education?	Latvia
			Finland
			Other
	5.	What is your level of education?	High school student
			High school graduate
			Undergraduate student
			Undergraduate graduate
			Upper degrees
			Other

	6.	Are you currently employed?	Yes
			No (Please, proceed to question 9)
	7.	What is your employment status?	Full-time employee
			Part-time employee
			Self-employed
	8.	Where do you currently work?	Large company (more than 250 employees)
			The medium-size company (50 to 249 employees)
			The small-size company (less than 50 employees)
			Government institution
			Self-employed
			Other (specify)
	9.	Your previous work experience includes:	Large company (more than 250 employees)
			The medium-size company (50 to 249 employees)
			The small-size company (less than 50 employees)
			Government institution
			Self-employed
			No previous work experience

			Other (specify)
2. Attitude towards entrepreneurship		Please indicate the degree of your agreement with the statement. From 1 (strongly disagree) to 7 (strongly agree).	
	10.	I have a positive attitude towards entrepreneurship.	1-7 Likert Scale from strongly disagree to strongly agree.
	11.	I see more advantages in becoming an entrepreneur than disadvantages.	1-7 Likert Scale from strongly disagree to strongly agree.
	12.	An entrepreneurial career is attractive to me (Liñán & Chen, 2009).	1-7 Likert Scale from strongly disagree to strongly agree.
	13.	I would rather be self-employed than work for someone else.	1-7 Likert Scale from strongly disagree to strongly agree.
	14.	Becoming an entrepreneur would bring me satisfaction (Kabir et al., 2017).	1-7 Likert Scale from strongly disagree to strongly agree.
3. Subjective norms		Please indicate the degree of your agreement with the statement. From 1 (strongly disagree) to 7 (strongly agree).	
	15.	If I decided to become an entrepreneur in the future, my family would approve of this decision (Liñán & Chen, 2009).	1-7 Likert Scale from strongly disagree to strongly agree.
	16.	If I decided to become an entrepreneur in the	1-7 Likert Scale from strongly disagree to strongly agree.

		future, my friends would approve of this decision (Liñán & Chen, 2009).	
	17.	The culture of my country has a positive attitude towards entrepreneurship (Kabir et al., 2017).	1-7 Likert Scale from strongly disagree to strongly agree.
	18.	The people around me have a positive attitude towards entrepreneurship.	1-7 Likert Scale from strongly disagree to strongly agree.
4. Perceived behavioral control		Please indicate the degree of your agreement with the statement. From 1 (strongly disagree) to 7 (strongly agree).	
	19.	I think that becoming an entrepreneur is a feasible goal.	1-7 Likert Scale from strongly disagree to strongly agree.
	20.	I believe I have enough talent to become an entrepreneur.	1-7 Likert Scale from strongly disagree to strongly agree.
	21.	If I ever wanted to be an entrepreneur, I wouldn't be afraid of failure.	1-7 Likert Scale from strongly disagree to strongly agree.
	22.	I have enough knowledge and skills to open a company.	1-7 Likert Scale from strongly disagree to strongly agree.
	23.	If I ever become an entrepreneur, there is a high probability that I will succeed (Liñán & Chen, 2009).	1-7 Likert Scale from strongly disagree to strongly agree.
5. Curricular	24.	Have you ever	Yes

entrepreneurial education		participated in curricular (mandatory) entrepreneurial courses/activities at school level?	No
	25.	Have you ever participated in curricular (mandatory) entrepreneurial courses/activities at university level?	Yes
			No
		Please indicate the degree of your agreement with the statement. From 1 (strongly disagree) to 7 (strongly agree).	
	26.	Curricular entrepreneurial education has provided me with the necessary knowledge and abilities to become an entrepreneur	1-7 Likert Scale from strongly disagree to strongly agree.
	27.	Curricular entrepreneurial education has motivated me to become an entrepreneur	1-7 Likert Scale from strongly disagree to strongly agree.
	28.	I find curricular entrepreneurial education valuable	1-7 Likert Scale from strongly disagree to strongly agree.
	29.	Curricular entrepreneurial education has increased my entrepreneurial intentions	1-7 Likert Scale from strongly disagree to strongly agree.
6. Extra-Curricular	30.	Have you ever	Yes

entrepreneurial education		participated in extracurricular (optional) entrepreneurial courses/activities at school/university level?	No
	31.	Select all extra-curricular activities you have taken (specify other entrepreneurial activities that are not mentioned)	Student Companies (i.e. Skolēnu Mācību Uzņēmums)
			Job Shadow Day
			Innovative business motivation program
			Euroskills
			4H project
			Me&MyCity
			Bizness24
			Other (specify)
			Have not participated
		Please indicate the degree of your agreement with the statement. From 1 (strongly disagree) to 7 (strongly agree).	
	32.	Extra-curricular entrepreneurial education has provided me with the necessary knowledge and abilities to become an entrepreneur	1-7 Likert Scale from strongly disagree to strongly agree.
	33.	Extra-curricular entrepreneurial	1-7 Likert Scale from strongly disagree to

		education has motivated me to become an entrepreneur	strongly agree.
	34.	I find extra-curricular entrepreneurial education valuable	1-7 Likert Scale from strongly disagree to strongly agree.
	35.	Extrac-curricular entrepreneurial education has increased my entrepreneurial intentions	1-7 Likert Scale from strongly disagree to strongly agree.
7. Entrepreneurial intentions		Please indicate the degree of your agreement with the statement. From 1 (strongly disagree) to 7 (strongly agree).	
	36.	Becoming an entrepreneur is my professional goal (Liñán & Chen, 2009; Kabir et al., 2017)	1-7 Likert Scale from strongly disagree to strongly agree.
	37.	I am ready to face any obstacles to become an entrepreneur.	1-7 Likert Scale from strongly disagree to strongly agree.
	38.	The thought of becoming an entrepreneur is always in my head.	1-7 Likert Scale from strongly disagree to strongly agree.
	39.	I will do everything in my power to become an entrepreneur.	1-7 Likert Scale from strongly disagree to strongly agree.
	40.	I have positive intentions towards becoming an entrepreneur.	1-7 Likert Scale from strongly disagree to strongly agree.

Appendix B. Questionnaire in Finnish

1. Demographic and control information:	**Order**	**Question**	**Answer**
	1.	Kuinka vanha olet?	[Type in]
	2.	Mikä on sukupuolesi?	Mies
			Nainen
			Muu
			Mieluummin olla paljastamatta
	3.	Mistä hankit/olet hankkimassa toisen asteen koulutuksesi?	Latvia
			Suomi
			Muu
	4.	Mistä hankit/olet hankkimassa perustutkintokoulutuksesi?	Latvia
			Suomi
			Muu
	5.	Mikä on koulutustasosi?	Lukion oppilas
			Ylioppilas
			Perustutkinnon opiskelija
			Perustutkinnon suorittanut
			Ylempiä asteita
			Muu
	6.	Oletko tällä hetkellä	Joo

		töissä?	Ei
	7.	Mikä on työllisyystilanteesi?	Kokopäiväinen työntekijä
			Osa-aikainen työntekijä
			Itsetyöllistetty
	8.	Missä työskentelet tällä hetkellä?	Suuri yritys (yli 250 työntekijää)
			Keskikokoinen yritys (50-249 työntekijää)
			Pieni yritys (alle 50 työntekijää)
			Valtion laitos
			Itsetyöllistetty
			Muu (täsmennä)
	9.	Aikaisempi työkokemuksesi sisältää (useita vastauksia mahdollisia):	Suuri yritys (yli 250 työntekijää)
			Keskikokoinen yritys (50-249 työntekijää)
			Pieni yritys (alle 50 työntekijää)
			Valtion laitos
			Ei aikaisempaa työkokemusta
			Itsetyöllistetty
			Muu (täsmennä)
2. Attitude towards entrepreneurship		Ilmoita, missä määrin olet samaa mieltä väitteen kanssa. 1:stä (täysin eri mieltä) 7:ään (täysin samaa	

		mieltä).	
	10.	Minulla on positiivinen asenne yrittäjyyteen.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	11.	Yrittäjäksi ryhtymisessä näen enemmän etuja kuin haittoja.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	12.	Yrittäjäura kiinnostaa minua (Liñán & Chen, 2009).	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	13.	Olen mieluummin itsenäinen ammatinharjoittaja kuin töissä jollekin toiselle.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	14.	Yrittäjäksi ryhtyminen tuo minulle tyydytystä.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
3. Subjective norms		Ilmoita, missä määrin olet samaa mieltä väitteen kanssa. 1:stä (täysin eri mieltä) 7:ään (täysin samaa mieltä).	
	15.	Jos päättäisin ryhtyä tulevaisuudessa yrittäjäksi, perheeni hyväksyisi tämän päätöksen (Liñán & Chen, 2009).	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	16.	Jos päättäisin ryhtyä tulevaisuudessa yrittäjäksi, ystäväni hyväksyisivät tämän päätöksen (Liñán & Chen, 2009).	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	17.	Kotimaani kulttuurissa on myönteinen asenne yrittäjyyteen.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.

	18.	Ympärilläni olevat ihmiset suhtautuvat yrittäjyyteen positiivisesti.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
4. Perceived behavioral control		Ilmoita, missä määrin olet samaa mieltä väitteen kanssa. 1:stä (täysin eri mieltä) 7:ään (täysin samaa mieltä).	
	19.	Yrittäjäksi ryhtyminen on mielestäni toteutettavissa oleva tavoite.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	20.	Uskon, että minulla on tarpeeksi lahjakkuutta ryhtyäkseen yrittäjäksi.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	21.	Jos haluaisin koskaan yrittäjäksi, en pelkäisi epäonnistumista.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	22.	Minulla on tarpeeksi tietoa ja taitoa yrityksen perustamiseen.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	23.	Jos minusta tulee joskus yrittäjä, onnistun suurella todennäköisyydellä (Liñán & Chen, 2009).	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
5. Curricular entrepreneurial education	24.	Oletko koskaan osallistunut opetussuunnitelman mukaisiin (pakollisiin) yrittäjyys kursseihin/-toimintoihin koulun tasolla ?	Joo
			Ei
	25.	Oletko koskaan	Joo

		osallistunut opetussuunnitelman mukaisiin (pakollisiin) yrittäjyys kursseihin/-aktiviteetteihin yliopistotasolla ?	Ei
		Ilmoita, missä määrin olet samaa mieltä väitteen kanssa. 1:stä (täysin eri mieltä) 7:ään (täysin samaa mieltä).	
	26.	Opetussuunnitelman mukainen yrittäjäkoulutus on antanut minulle tarvittavat tiedot ja valmiudet ryhtyä yrittäjäksi	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	27.	Opintojakson mukainen yrittäjäkoulutus on motivoinut minua ryhtymään yrittäjäksi	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	28.	Pidän opetussuunnitelman mukaista yrittäjyyskasvatusta arvokkaana	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	29.	Opetussuunnitelman mukainen yrittäjäkoulutus on lisännyt yrittäjäaikomuksiani	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
6. Extra-Curricular entrepreneurial education	30.	Oletko koskaan osallistunut opetuksen ulkopuolisiin (valinnaisiin) yrittäjyys kursseihin/-aktiviteetteihin koulu-/yliopistotasolla?	Joo
			Ei
	31.	Valitse kaikki	Opiskelijayritykset

		suorittamasi oppitunnin ulkopuoliset toiminnot (ilmoita muut yrittäjätoiminnot, joita ei ole mainittu)	Työvarjopäivä (Job Shadow Day)
			Innovatiivinen yritys motivaatio ohjelma
			Euroskills
			4H project
			Me&MyCity
			Bizness24
			Muu (täsmennä)
			Eivät ole osallistuneet
		Ilmoita, missä määrin olet samaa mieltä väitteen kanssa. 1:stä (täysin eri mieltä) 7:ään (täysin samaa mieltä).	
	32.	Opintojakson ulkopuolinen yrittäjäkoulutus on antanut minulle tarvittavat tiedot ja valmiudet ryhtyä yrittäjäksi	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	33.	Opintojen ulkopuolinen yrittäjäkoulutus on motivoinut minua ryhtymään yrittäjäksi	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	34.	Pidän koulun ulkopuolista yrittäjyyskasvatusta arvokkaana	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	35.	Opintojakson ulkopuolinen yrittäjäkoulutus on lisännyt	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.

		yrittäjäaikomuksiani	
7. Entrepreneurial intentions		Ilmoita, missä määrin olet samaa mieltä väitteen kanssa. 1:stä (täysin eri mieltä) 7:ään (täysin samaa mieltä).	
	36.	Yrittäjäksi ryhtyminen on ammatillinen tavoitteeni (Liñán & Chen, 2009; Kabir et al., 2017)	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	37.	Olen valmis kohtaamaan kaikki esteet yrittäjäksi ryhtyessäni.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	38.	Päässäni pyörii aina ajatus yrittäjäksi ryhtymisestä.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	39.	Teen kaikkeni tullakseni yrittäjäksi.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.
	40.	Minulla on positiiviset aikeet ryhtyä yrittäjäksi.	1-7 Likert-asteikko. Täysin eri mieltä - Täysin samaa mieltä.

Appendix C. Questionnaire in Latvian

1. Demographic and control information:	**Order**	**Question**	**Answer**
	1.	Kāds ir jūsu vecums?	[Type in]
	2.	Kāds ir jūsu dzimums?	Vīrietis
			Sieviete
			Cits

			Nevēlos atbildēt
	3.	Kur ieguvāt/iegūstat vidējo izglītību?	Latvija
			Somija
			Cits
	4.	Mistä hankit/olet hankkimassa perustutkintokoulutuksesi?	Latvija
			Somija
			Cits
	5.	Kāds ir jūsu izglītības līmenis?	Vidusskolas skolēns
			Vidusskolas absolvents
			Bakalaura students
			Bakalaura absolvents
			Maģistrs
			Cits
	6.	Vai jūs šobrīd esat nodarbināts?	Jā
			Nē
	7.	Kāds ir jūsu nodarbinātības statuss?	Pilna laika darbinieks
			Nepilna laika darbinieks
			Pašnodarbināts
	8.	Kur jūs pašlaik strādājat?	Liels uzņēmums (vairāk nekā 250 darbinieku)
			Vidēja lieluma uzņēmums (no 50 līdz

			249 darbiniekiem)
			Neliels uzņēmums (mazāk nekā 50 darbinieki)
			Valdības iestāde
			Pašnodarbināts
			Cits (norādīt)
	9.	Jūsu iepriekšējā darba pieredze ietver (iespējamas vairākas atbildes):	Liels uzņēmums (vairāk nekā 250 darbinieku)
			Vidēja lieluma uzņēmums (no 50 līdz 249 darbiniekiem)
			Neliels uzņēmums (mazāk nekā 50 darbinieki)
			Valdības iestāde
			Pašnodarbināts
			Nav iepriekšējas darba pieredzes
			Cits (norādīt)
2. Attitude towards entrepreneurship		Lūdzu, norādiet, cik lielā mērā jūs piekrītat sekojošiem apgalvojumiem. No 1 (pilnībā nepiekrītu) līdz 7 (pilnībā piekrītu).	
	10.	Man ir pozitīva attieksme pret uzņēmējdarbību.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	11.	Es redzu vairāk priekšrocību, kļūstot par uzņēmēju, nekā	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.

		trūkumus.	
	12.	Uzņēmēja karjera man ir pievilcīga (Liñán & Chen, 2009).	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	13.	Es labprāt būtu pašnodarbināts, nevis strādātu kāda cita labā.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	14.	Kļūšana par uzņēmēju man sagādātu gandarījumu.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
3. Subjective norms		Lūdzu, norādiet, cik lielā mērā jūs piekrītat sekojošiem apgalvojumiem. No 1 (pilnībā nepiekrītu) līdz 7 (pilnībā piekrītu).	
	15.	Ja es izlemtu nākotnē kļūt par uzņēmēju, mana ģimene šo lēmumu pieņemtu (Liñán & Chen, 2009).	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	16.	Ja es izlemtu nākotnē kļūt par uzņēmēju, mani draugi šo lēmumu pieņemtu (Liñán & Chen, 2009).	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	17.	Manas valsts kultūrai ir pozitīva attieksme pret uzņēmējdarbību.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	18.	Apkārtējiem cilvēkiem ir pozitīva attieksme pret uzņēmējdarbību.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
4. Perceived behavioral control		Lūdzu, norādiet, cik lielā mērā jūs	

		piekrītat sekojošiem apgalvojumiem. No 1 (pilnībā nepiekrītu) līdz 7 (pilnībā piekrītu).	
	19.	Man šķiet, ka kļūt par uzņēmēju ir sasniedzams mērķis.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	20.	Man šķiet, ka es esmu pietiekami talantīgs, lai kļūtu par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	21.	Ja es kādreiz gribētu kļūt par uzņēmēju, es nebaidītos no neveiksmes.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	22.	Man ir pietiekami daudz zināšanu un prasmju, lai atvērtu uzņēmumu.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	23.	Ja kādreiz kļūšu par uzņēmēju, pastāv liela varbūtība, ka man tas izdosies (Liñán & Chen, 2009).	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
5. Curricular entrepreneurial education	24.	Vai esat kādreiz piedalījušies uzņēmējdarbības kursos/aktivitātēs mācību programmas ietvaros skolas līmenī?	Jā
			Nē
	25.	Vai esat kādreiz piedalījušies uzņēmējdarbības kursos/aktivitātēs mācību programmas ietvaros universitātes līmenī?	Jā
			Nē
		Lūdzu, norādiet, cik lielā mērā jūs piekrītat sekojošiem apgalvojumiem. No 1	

		(pilnībā nepiekrītu) līdz 7 (pilnībā piekrītu).	
	26.	Uzņēmējdarbības izglītība mācību programmas ietvaros ir devusi man nepieciešamās zināšanas un prasmes, lai kļūtu par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	27.	Uzņēmējdarbības izglītība mācību programmas ietvaros ir motivējusi mani kļūt par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	28.	Es uzskatu, ka uzņēmējdarbības izglītība ir vērtīga.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	29.	Uzņēmējdarbības izglītība mācību programmas ietvaros veicināja manus uzņēmējdarbības nodomus.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
6. Extra-Curricular entrepreneurial education	30.	Vai esat kādreiz piedalījušies ārpusskolas (izvēles) uzņēmējdarbības kursos/aktivitātēs skolas/universitātes līmenī?	Jā
			Nē
	31.	Atzīmējiet visas ārpusskolas aktivitātes, kurās jūs esat piedalījušies (lūdzu, norādiet citas uzņēmējdarbības aktivitātes, kas nav minētas)	Skolēnu Mācību Uzņēmums
			Ēnu diena
			Inovāciju motivācijas programma
			Euroskills
			4H project

			Me&MyCity
			Bizness24
			Cits (norādīt)
			Neesmu piedalījies
		Lūdzu, norādiet, cik lielā mērā jūs piekrītat sekojošiem apgalvojumiem. No 1 (pilnībā nepiekrītu) līdz 7 (pilnībā piekrītu).	
	32.	Ārpusskolas uzņēmējdarbības izglītība man ir devusi nepieciešamās zināšanas un prasmes, lai kļūtu par uzņēmēju	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	33.	Ārpusskolas uzņēmējdarbības izglītība mani ir motivējusi kļūt par uzņēmēju	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	34.	Man šķiet, ka ārpusskolas uzņēmējdarbības izglītība ir vērtīga	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	35.	Ārpusskolas uzņēmējdarbības izglītība veicināja manus uzņēmējdarbības nodomus	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
7. Entrepreneurial intentions		Lūdzu, norādiet, cik lielā mērā jūs piekrītat sekojošiem apgalvojumiem. No 1 (pilnībā nepiekrītu) līdz 7 (pilnībā piekrītu).	

	36.	Kļūt par uzņēmēju ir mans profesionālais mērķis (Liñán & Chen, 2009; Kabir et al., 2017)	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	37.	Esmu gatavs iziet caur jebkurām grūtībām, lai kļūtu par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	38.	Es vienmēr domāju par kļūšanu par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	39.	Darīšu visu, kas manos spēkos, lai kļūtu par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.
	40.	Man ir pozitīvi nodomi par kļūšanu par uzņēmēju.	1-7 Likerta skala no pilnībā nepiekrītu līdz pilnībā piekrītu.

Appendix D. Results

Age	Frequency	Percentage
17	3	2%
18	5	3%
19	51	26%
20	48	24%
21	53	27%
22	17	9%
23	7	4%
24	2	1%
25	4	2%
26	1	1%
27	2	1%
28	1	1%
31	2	1%
39	1	1%
46	2	1%

Table D.1. Age distribution among Latvian respondents. Created by the authors

Age	Frequency	Percentage
17	2	2%

18	2	2%
19	8	8%
20	14	14%
21	11	11%
22	18	18%
23	10	10%
24	9	9%
25	4	4%
26	4	4%
27	5	5%
28	1	1%
29	1	1%
30	1	1%
31	1	1%
32	1	1%
33	1	1%
35	2	2%
38	1	1%
41	1	1%
44	1	1%

Table D.2. Age distribution among Finnish respondents. Created by the authors

Variable	Latvian sample	Finnish sample
	Cronbach's alpha	Cronbach's alpha
Dependent variable		
Entrepreneurial intentions	0.93	0.94
Independent variable		
Attitude towards entrepreneurship	0.89	0.93
Subjective norms	0.74	0.77
Perceived behavioral control	0.79	0.87
Curricular entrepreneurial education	0.84	0.87
Extra-curricular entrepreneurial intentions	0.83	0.93

Table D.3. Cronbach's alpha. Created by the authors