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Students' Entrepreneurial Intentions: An Analysis of Attitudes and Constraints in a Complex Business Environment

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Abstract. *This research explores the entrepreneurial intentions of university students, focusing on their attitudes toward entrepreneurship and the barriers they face when considering this path. Through a structured questionnaire distributed to a diverse sample of undergraduate students in business and economics, the aim of this paper was to evaluate their intentions and willingness to engage in entrepreneurial activities. The study identified key attitudes, including the perceived availability of more opportunities, higher levels of satisfaction, and supplementary advantages compared to other professions. In addition, there were examined various barriers that impede students from engaging in entrepreneurial ventures, such as financial constraints, lack of entrepreneurial education, the economic conditions or the fear of failure. Findings reveal that while more than half of participants express enthusiasm for setting up their own business, their willingness to engage in entrepreneurial activities is significantly hindered by a complex and unstable business environment. The analysis also highlights an increase in reluctance to pursue new business ventures, driven by concerns over risk-taking, insufficient initial capital, and fear of failure. This research contributes to the understanding of the psychological and contextual elements that shape students' perceptions of entrepreneurship, and how higher education institutions can better provide students the necessary skills and knowledge to foster their entrepreneurial aspirations, ultimately enhancing their contributions to economic growth and innovation.*

Keywords: entrepreneurship, entrepreneurial intention, higher education, new firms/startups, business environment

Introduction

Throughout history, there have always been enterprising individuals, "aggressive catalysts for change in the world of business" (Frederick, Kuratko & Hodgetts, 2006), who have identified and capitalized on unique opportunities, often leading to significant innovations and shifts in various sectors. In today's business and economic landscapes, entrepreneurship has emerged as a dynamic and transformative force, being a catalyst for innovation and economic growth (Sagar, 2024). Even

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more, in a complex business environment, entrepreneurship is also about fostering a mindset of innovation, adaptability, and resilience.

Entrepreneurial intention refers to an individual's desire to set up a new business venture and to consciously plan to engage in entrepreneurial activities in the future (Thompson, 2009 cited by Elali & Al-Yacoub, 2016). It has been considered a significant predictor of future entrepreneurial behavior (Krueger et al., 2000), arising from either personality traits or knowledge acquired during studies. From this perspective, exploring the attitudes behind entrepreneurial intent is essential to entrepreneurship research (Liang, Chia & Liang, 2015). According to Thompson (2009) entrepreneurial intention is "a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future".

In recent years, the educational systems have adopted a growing interest in developing educational programs aiming at stimulating the entrepreneurial spirit of the young people. Programs designed to nurture the entrepreneurial spirit serve as a crucial foundation for successful entrepreneurial ventures, as they provide students the necessary practical skills, mindset and knowledge to be able to effectively navigate the complexities of the business environment. The emphasis on entrepreneurship within the higher education system is not just an academic endeavor, but a strategic way to adapt to the market labor dynamics and an effective tool do drive innovation and foster economic growth (Sanchez et al., 2022; Constantin, 2019).

In this regard, the purpose of this paper is to provide insights into the factors that influence students' intentions to pursue entrepreneurship, focusing on their attitudes and perceived barriers, as they might take into consideration entrepreneurship as a potential career path.

The research question that underpins this study reflects a number of individual and organizational factors that might contribute to the understanding of entrepreneurial intentions within a complex business environment: how do students' attitudes toward entrepreneurship shape their entrepreneurial intentions, and what key barriers do they perceive as significant obstacles in their pursuit of an entrepreneurial career?

The research paper comprises several key sections. In the first segment, the literature review delves into defining the concept of entrepreneurship, presenting its key characteristics and the main entrepreneurial models based on previous research in the field. Following this, the methodology section outlines the research approach and the method employed. Subsequently, the third section presents the results and discusses the findings obtained from the data analysis. Finally, the paper concludes by summarizing the key findings and insights drawn from the study.

The significance of this paper lies in its contribution to the existing literature on entrepreneurship, particularly in understanding the entrepreneurial intention of students with economic and business background. The findings of this paper could be of interest to students, researchers, as well as to specialists in the business field.

Literature review

Entrepreneurship: definition and key characteristics

Numerous authors have attempted to define entrepreneurship from different perspectives and disciplines, including economics, management, organization, sociology, and philosophy (European Commission, 2012). The term was also employed to define a wide range of activities, such as creation, founding, adopting, and managing a venture (Cunningham and Lischeron, 1991). According to Stokes et al. (cited by Gutterman, 2020), the concept of entrepreneurship has been utilized for centuries, and has played a significant role in shaping the modern economic and social life. The term derives from the French verb ”entreprendre”, which means ”to undertake” or ”to do something”, and several definitions can be tracked back to the 18th century, in the writings of some renowned political economists like Cantillon, Adam Smith, John Stuart Mill, and Hermann (Veciana, 2007 cited by Gutterman, 2020). Although the concept was widely utilized in all these areas, activities, and disciplines, Gartner's perspective form 1990 remains relevant, holding that there is no universally accepted definition of entrepreneurship, nor is there a clear consensus on what it genuinely entails as a field of study.

A clear definition of entrepreneurship in the business context was outlined by the European Commission in a Green Paper on entrepreneurship in 2003: ”Entrepreneurship is the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization” (European Commission, 2012). Other views promote entrepreneurship as ”a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks – in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skill of building a solid business plan; and, finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion” (Frederick, Kuratko & Hodgetts, 2006).

Fundamentally, entrepreneurship is often identified as a cornerstone of economic growth and innovation, embodying the spirit of creativity and resilience that drives societies forward. Being at the forefront of creating new products and services, developing new technologies or establishing new business models, the entrepreneurial activity plays a significant role in driving innovation, fostering economic growth, being widely celebrated as an engine for progress (Gutterman, 2020). When it is pursued creatively and responsibly, based on ethical standards, it is the driving force for societal development and well-being, and the catalyst for market dynamism, facilitating the optimal allocation of resources and addressing critical issues, such as unemployment or poverty.

Entrepreneurial frameworks:

Specialists in the field of entrepreneurship have proposed a variety of defining models that illustrate how entrepreneurial intentions manifest. These models draw upon numerous approaches and theories, each providing unique insights into the complex interplay of factors that drive individuals toward entrepreneurial endeavors.

In an attempt to elucidate why some people choose to be self-employed and launch their own businesses, while others opt for traditional careers, Franke and Lüthje (2004) proposed a conceptual *model for the entrepreneurial decision-making process*, based on the early 2000s literature. Their model encompasses two main categories of factors: internal and external (environmental). Internal factors refer to the willingness to take risks, a longing for independence, and a need for control in one’s actions. External factors are related to markets realities, access to financing, social influences, university programs, sources of inspiration, training, networking opportunities etc. (Figure 1).

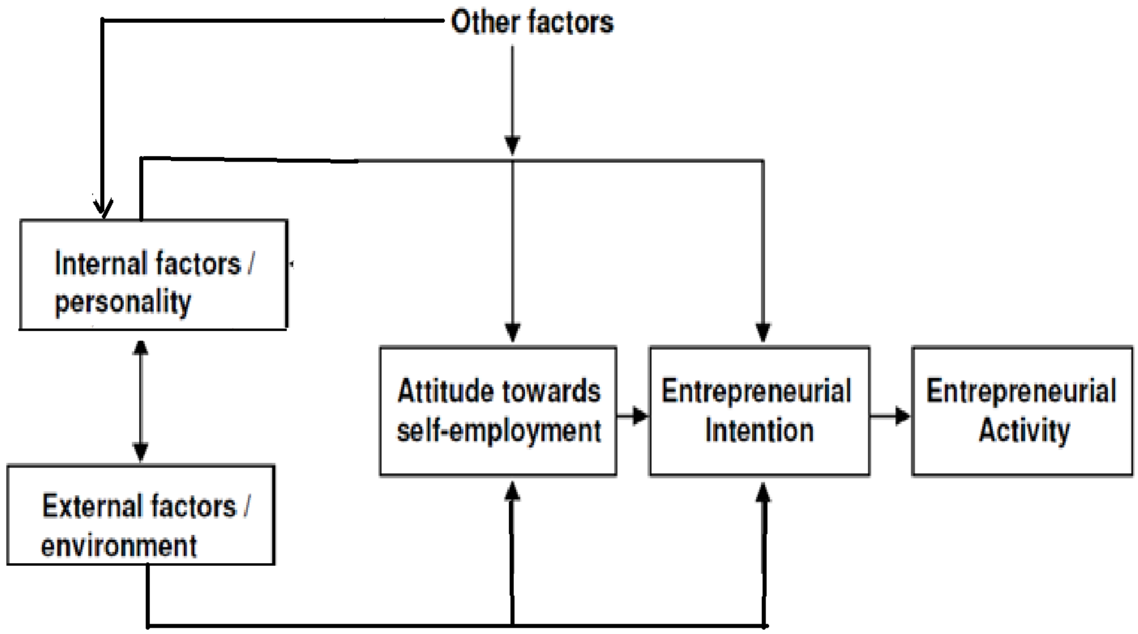

Figure 1. A conceptual model of entrepreneurial decision process

Source: Franke and Lüthje (2004): https://www.researchgate.net/publication/254902656_Entrepreneurial_intentions_of_business_students_-_a_benchmarking_study

Zhang, Wang and Owen (2015) consider that attitude, social norms, and controlled behavior play a significant role in shaping entrepreneurial initiatives, actions and the manifestation of entrepreneurial spirit. While attitude is associated with the entrepreneur's personality, social norms are influenced by cultural values and gender differences related to entrepreneurial intentions. Each individual assesses his own entrepreneurial skills, which are often measured through self-efficacy when discussing controlled behavior. Since every business is subject to uncertainties and risks, the capacity to take risks is an important element in the development of entrepreneurial intentions.

Besides risk-taking, another important determinant of entrepreneurial intention is the psychological well-being. The decision to start a business is influenced by social norms, opinions, or expectations of friends or family. The resources and opportunities that individuals can capitalize on to set up a business are key elements to what specialists refer to as controlled behavior. These resources include both tangible (such as financial capital) and intangible ones (skills in creating business networks, the ability to identify business opportunities, or the talent for trading goods and services). Entrepreneurs that take on business risks tend to have a more positive perception of the risks involved compared to those who are not interested in entrepreneurial activities. The explanation is based on the fact that they are able to focus more on opportunities (advantages) rather than risks, strengths rather than weaknesses, and benefits rather than challenges. Psychological well-being comprises self-determination, strong confidence in personal development, understanding the meaning of life, accepting one's own personal limits, promoting constructive relationships with other people, and the ability to manage the environment in which one carries out his activity (Figure 2).

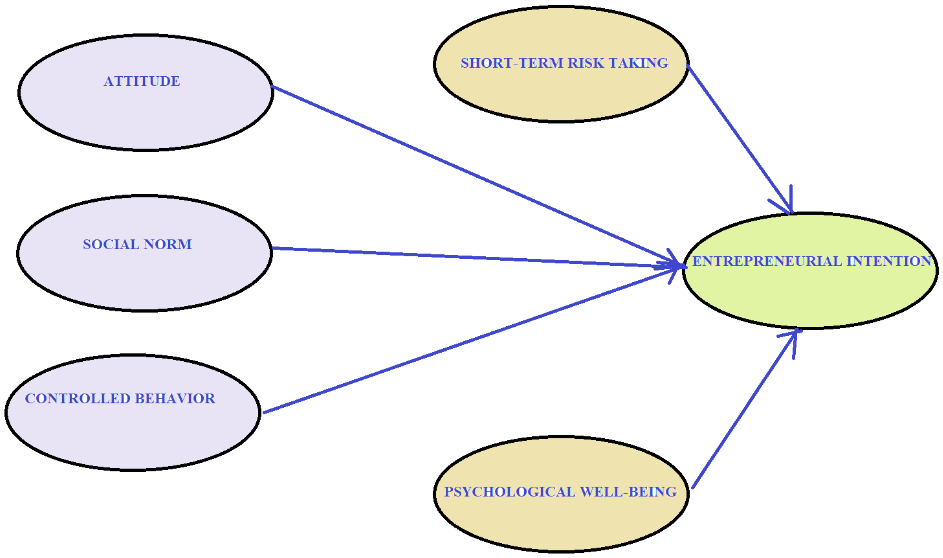

Figure 2. The determinants of entrepreneurial intentions

Source: Zang, P., Wang, D., Owen C.(2015). A study of Entrepreneurial Intention of University Study. https://www.researchgate.net/publication/270882084_A_study_of_entrepreneurial_intention_of_university_students

Schwarzkopf (2016, cited by Ceresia, 2018) brings into attention the concept of *entrepreneurial ecosystem*. Schwarzkopf proposes a concentric model with four levels, each level exerting an influence on the entrepreneur or the aspiring one. The first level, the "personal circle", includes a series of individual attributes like skills, abilities, experiences, and personality. The second level, "private circle", includes family members, friends, neighbors, mentors, co-founders, and social networks. The "educational circle" is the third level of the ecosystem and encompasses the learning and training provided by educational organizations. Finally, the "public and business circle" represents the broader macroeconomic and social environment that influences on the entrepreneur (Figure 3).

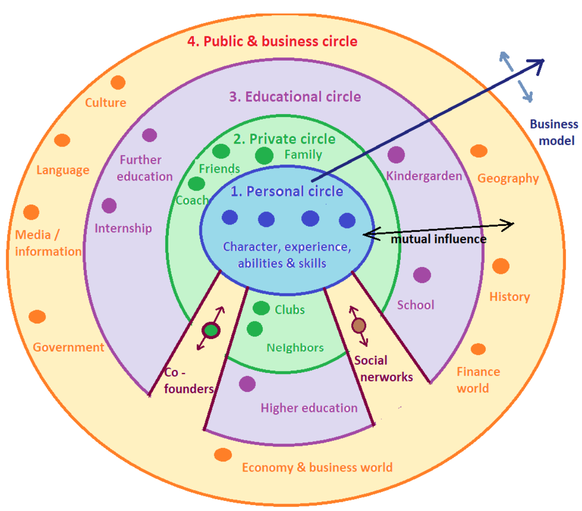

Figure 3. Entrepreneurial ecosystem

Source: Schwarzkopf (2016): https://www.researchgate.net/publication/326053778_The_role_of_entrepreneurship_education_in_fostering_entrepreneurial_intentions_and_performances_A_review_of_30_years_of_research

Mikić, Sopta and Horvatinović (2018), in their research, introduced a new model that combines entrepreneurship with *the theory of planned behavior* (Figure 4). This model demonstrates that entrepreneurial intention is influenced by a combination of factors such as the attitude towards entrepreneurship, subjective norms, and the perceived entrepreneurial abilities. More specific, entrepreneurial intention is related to the individual's efforts to pursue self-employment. Attitude towards entrepreneurship makes the distinctions between self-employment and a traditional career. Subjective norms refer to the individual's perception of what his community thinks about self-employment. Finally, perceived entrepreneurial abilities reflect the individual's confidence in his capacity to succeed in the entrepreneurial activity, that is to succeed in self-employment.

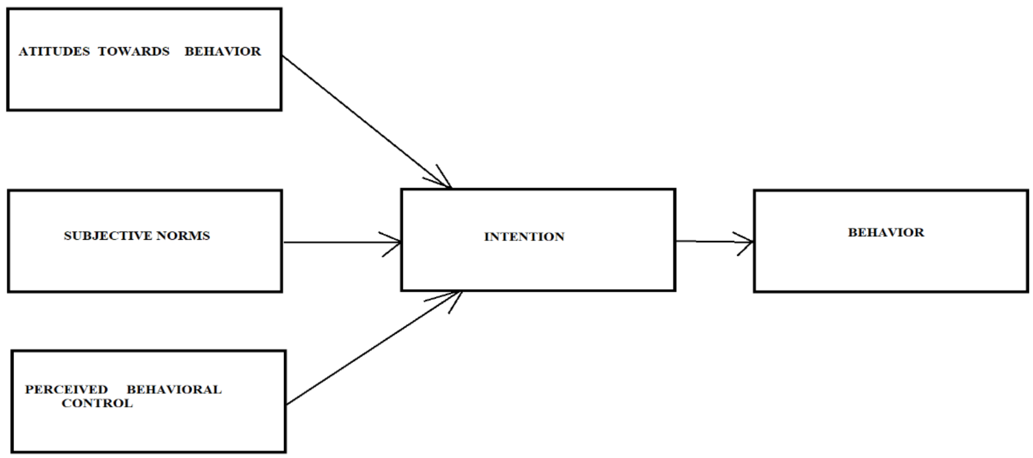

Figure 4. The theory of planned behavior

Source: Mikić, Sopta & Horvatinović (2018) https://www.researchgate.net/publication/339620983_The_role_of_entrepreneurial_education_in_the_development_of_entrepreneurship

Xanthopoulou and Sahinidis (2024) in their study about students' entrepreneurial initiative they emphasize the following influencing factors: entrepreneurial intentions are the key element for entrepreneurial behavior and refer to all planned and conscious efforts to start a new business. Entrepreneurial intentions reflect also the determination and commitment to launch a new venture and to be self-employed. Students' entrepreneurial intentions are very connected to their entrepreneurial aspirations, attitudes, beliefs, education, family environment or social environment. Personality traits are relevant for risk perception and taking decisions. Students' entrepreneurial intentions are influenced by personality traits, as for example: self-confidence, need for achieving goals, risk-taking tolerance, creativity (innovativeness) and autonomy. Environmental factors (for example institutional support) play a significant role. Self-confidence is an asset for personal success. Innovativeness represents the possibility to create a new good or to offer a new service on the market, with a new quality etc. Autonomy means that the people have the desire to act independently and efficiently conducting business on their own (Figure 4).

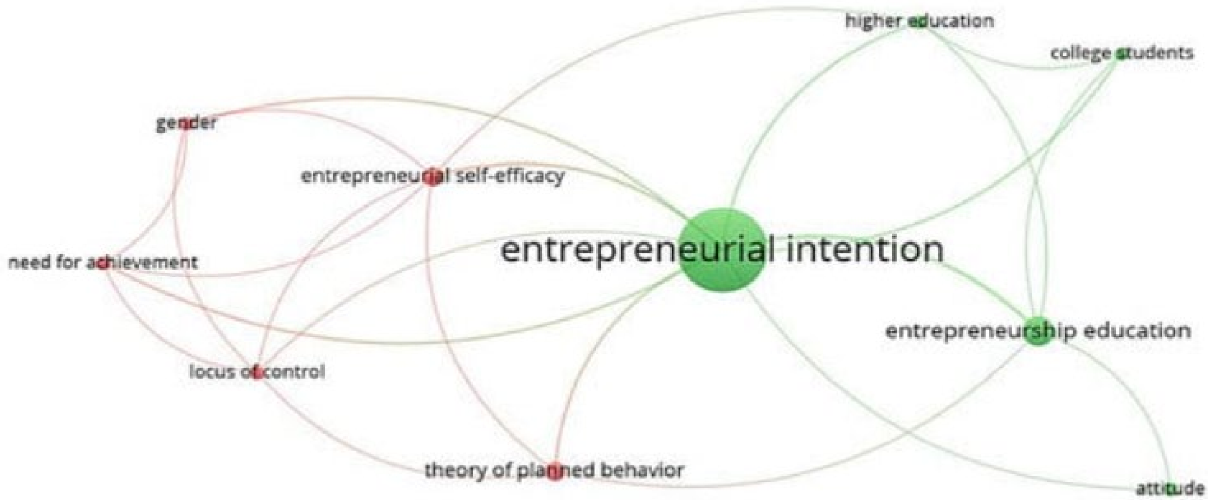

Figure 5. Main factors for entrepreneurial intentions

Source: Xanthopoulou and Sahinidis (2024)
https://www.mdpi.com/2076-3387/14/5/98.

Regardless of the theoretical framework used to explain the factors that influence students' entrepreneurial intentions or actions, researchers widely agree on the significant role of entrepreneurial education. University programs that provide both theoretical and practical knowledge play a crucial role in supporting students' potential entrepreneurial endeavors. Ceresia (2018) distinguishes between entrepreneurship education and standard business education; being interesting in setting up and managing a new business is different from working for someone else's company. Therefore, entrepreneurial education courses should differ from traditional business courses in terms of content, teaching methods, and training approaches. Entrepreneurial education should focus on skill-building in areas such as negotiation, leadership, creative thinking, and new product development, using appropriate teaching strategies like consultations or interviews with experienced entrepreneurs and behavioral simulations. Programs focused on entrepreneurship help students become more aware of what it takes to start and run a business, allowing them to assess whether entrepreneurship is the right path for them. Individuals who are truly committed to launching a startup are likely to have a heightened interest in enrolling in entrepreneurship courses.

Entrepreneurship in a complex business environment

The business environment is characterized by constant changes, requiring companies to react promptly in order to capitalize on these transformations, and remain viable in the market. In such a complex environment, it is essential for businesses to be flexible and adapt to the emerging changes and opportunities.

The dynamic nature of the business environment implies that companies remain agile and responsive to both internal and external factors that can impact their operations. Internal factors may include organizational structure, company culture, and resource availability, all of which can be managed to some extent by the company's leadership. In contrast, external factors—such as market trends, economic conditions, regulatory changes, and competitive pressures—are often beyond the company's control and can change rapidly. To navigate this complexity, companies must develop robust policies and strategic frameworks that are flexible enough to adapt to changing circumstances. This requires a proactive approach to market analysis and environmental scanning, enabling managers to identify emerging trends and potential disruptions before they impact the business. Ultimately, by understanding the complexity of factors influencing their operations and preparing for potential changes, companies can position themselves to not only survive but thrive in an ever-evolving business landscape. This strategic foresight is essential for maintaining competitive advantage and achieving long-term success (Munich Business School, 2024). In short, it is crucial for any business to respond, reorganize, and adjust to the changing business landscape, while also assessing its short, medium, and long-term developments within that environment (Achoki,2023).

Consequently, entrepreneurship in a complex business environment requires flexibility, adaptability, innovative thinking, and the ability to navigate uncertainty while seizing opportunities for growth. Preparing for entrepreneurship in a complex business environment involves a combination of education, skill development, practical experience, and personal growth. The role of education is essential in equipping students-the future entrepreneurs with entrepreneurial skills, to create a supportive business environment, and to reduce the fear of failure in order to face challenges and the economic changes (Ahmad, Idrus & Rijal, 2023).

Methodology

The objective of this study is to assess students' entrepreneurial intentions, specifically focusing on their attitudes toward this endeavor, and the significant barriers/constraints they identify that might hinder their attempt to follow an entrepreneurial path. A total of 70 students from the Faculty of Business and Economics (The Bucharest University of Economic Studies) participated in the survey, with approximately equal representation from each of the three undergraduate years. The data was collected using a questionnaire that was distributed in class, and consisted of two sections, with five questions in each. The first section aimed at evaluating participants' attitudes toward entrepreneurship, while the second section sought to identify the main barriers they face when considering choosing this career path. The responses were systematically analyzed to identify common themes and trends, providing valuable insights into the perceptions of entrepreneurship among students. While both male and female students participated in the survey, we believe that detailing this distinction is not essential for our analysis. Our focus is on identifying overarching trends and adopting a global perspective on entrepreneurial activity of bachelor students. For additional information and detailed statistics, please refer to Appendix 1. The graphics were realized by the authors based on the data resulted from the questionnaires.

Results and discussions

After centralizing the questionnaire results, the data extracted from the 70 students have been analyzed, and the findings are presented in the comments and figures below:

Section I: the attitude towards entrepreneurship

Dats shows that 66 % of students agree and 10% strongly agree that being an entrepreneur implies more advantages that disadvantages.

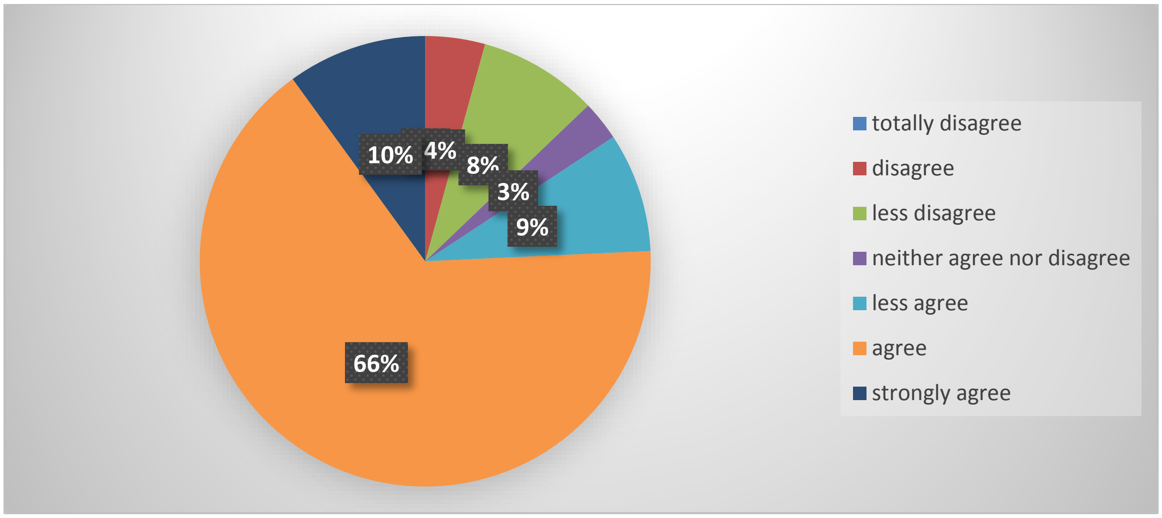

Figure 6. Being an entrepreneur implies more advantages than disadvantages to me

43 % agree and 30% strongly agree that a career as entrepreneur is attractive.

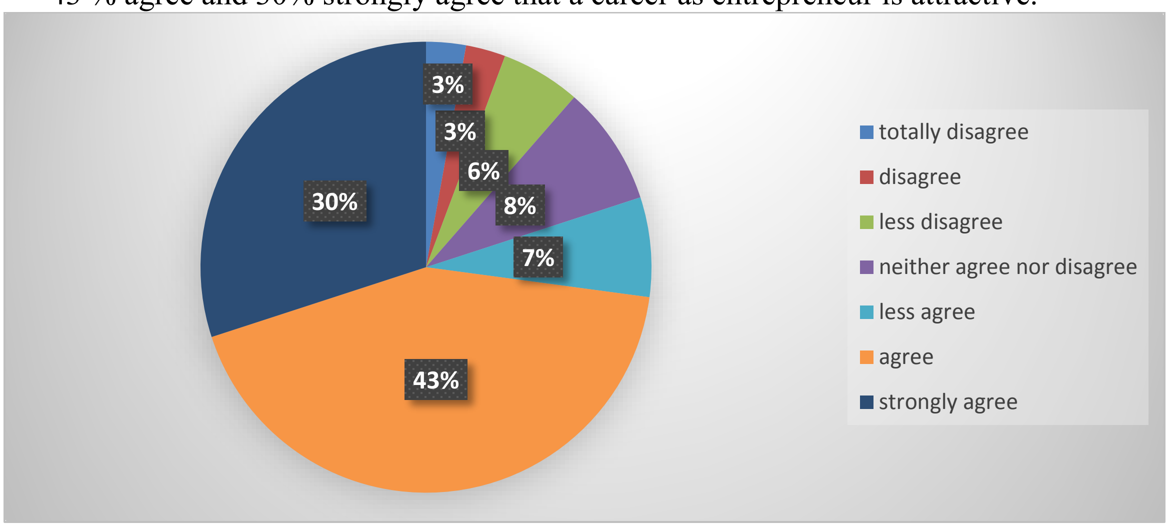

Figure 7. A career as entrepreneur is attractive for me

The previous responses are in strong agreement with the idea of launching a business, if the required opportunities and resources are available. In particular, 29% of students express agreement, while 58 % indicate strong agreement.

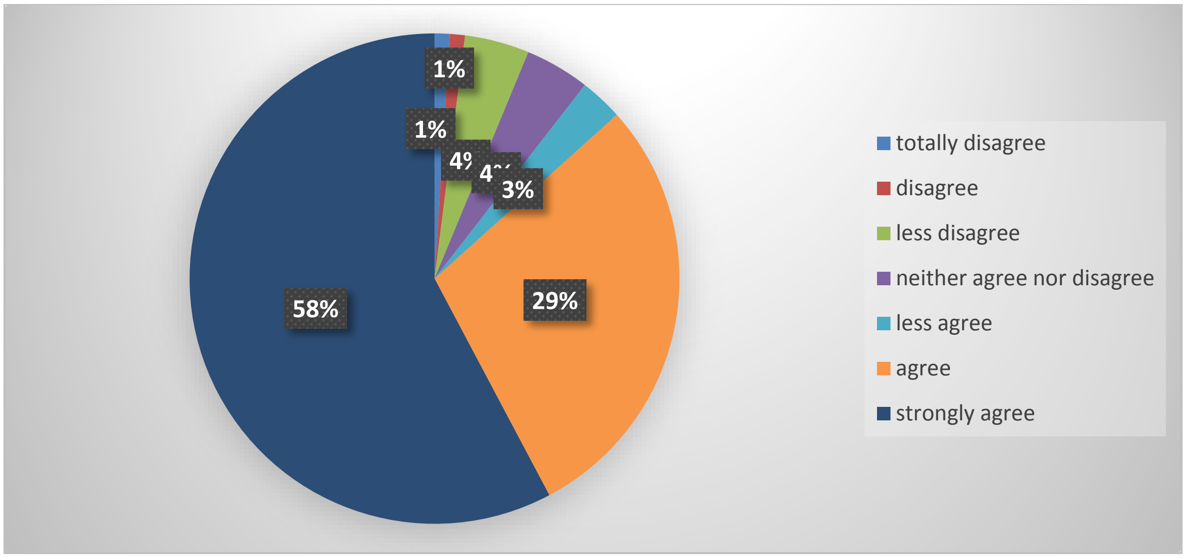

Figure 8. A If I had the opportunity and resources, I'd like to start a firm

Any successful business provides satisfaction to everyone involved in its development. This is reflected in the fact that 43 % of students agree with this idea, while 27 % strongly agree.

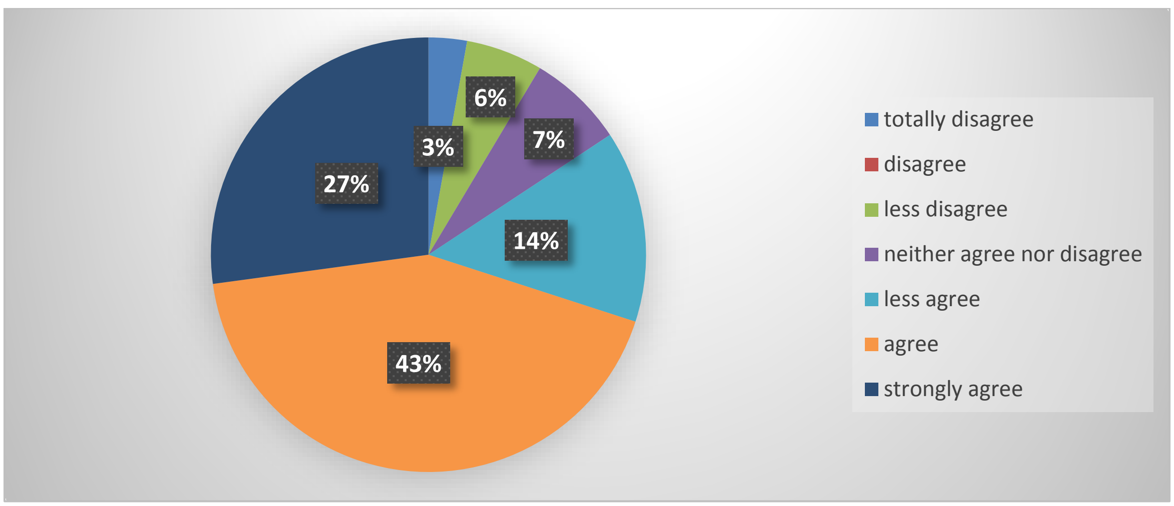

Figure 9. Being an entrepreneur would entail great satisfations for me

Self-employment, as opposed to working for someone else's business, is preferred by 46% of students, with 33 % of respondents agreeing and 13 % strongly agreeing.

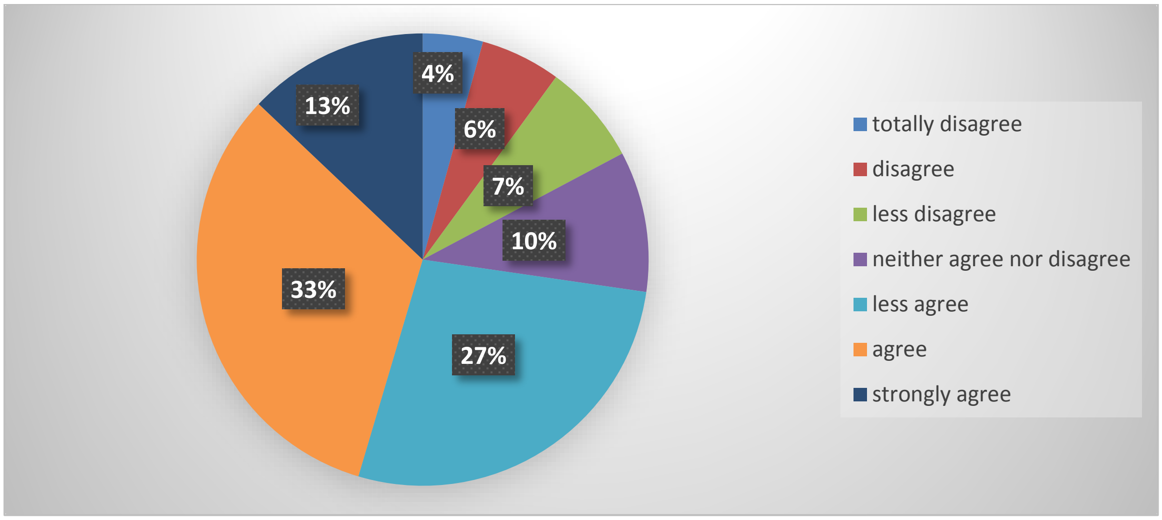

Figure 10. Among various options, i would rather be an entrepreneur

If over 50% of students exhibit a positive attitude towards entrepreneurship in questions I.1 to I.4 of the questionnaire, but responses to question I.5 fall just below 50%, this can be attributed to the respondents citing various risks and barriers that may arise when starting and managing a business. These factors are further explored in the questions found in section II of the questionnaire.

Section II: Barriers to entrepreneurship

Business inherently involves various risks, and people's attitudes toward these risks vary. Such risks can serve as obstacles to entrepreneurial ventures. As a result, 60% of the respondents believe that the risks associated with entrepreneurship are excessively high.

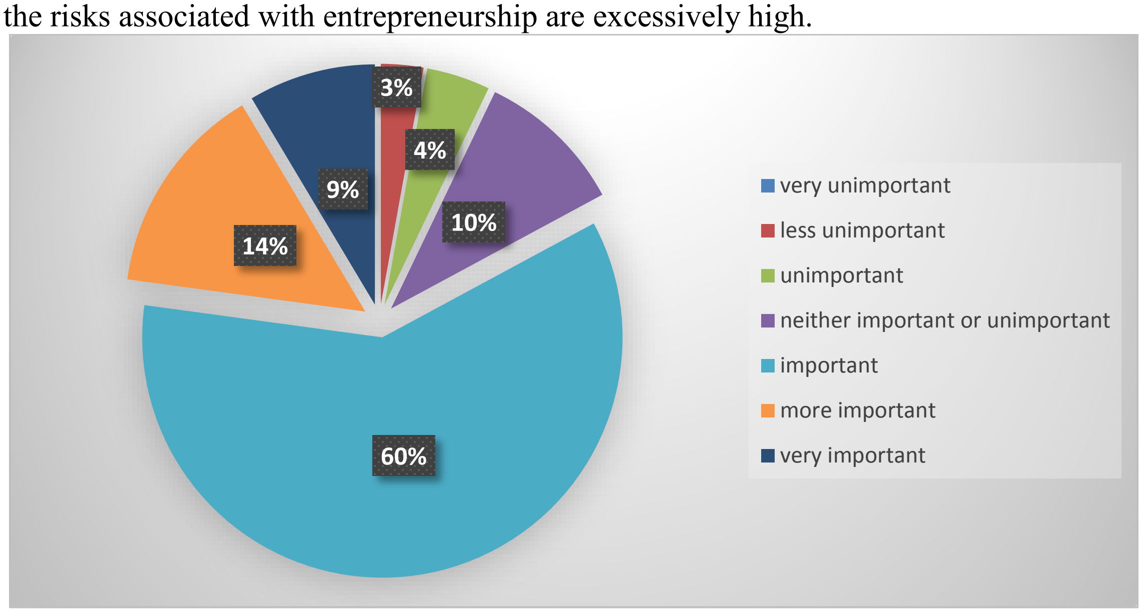

Figure 11. Entrepreneurship is excessively risky

In relation to the absence of initial capital for launching a business, 32% of respondents view it as important, 22% consider it as more important, and 33% regarded it as very important.

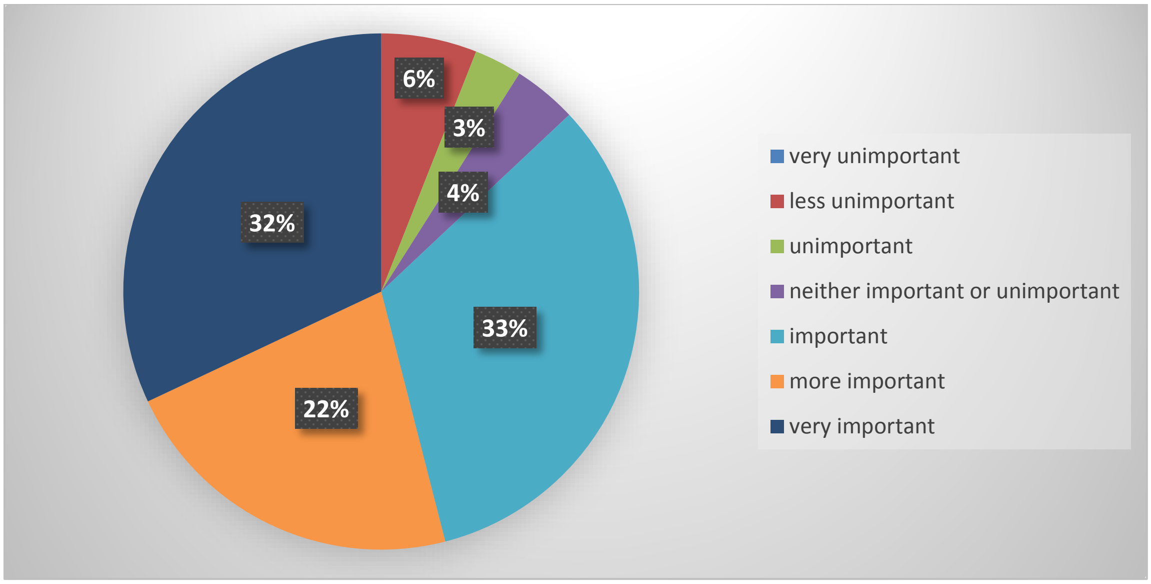

Figure 12. Lack of initial capital

Entrepreneurial competence can be a key factor in determining whether one can thrive or struggle in the market. Survey responses regarding this competence revealed that 43% of students view it as an important aspect of business, while 16 % consider it even more significant, and 10% deem entrepreneurial competence to be essential for any business.

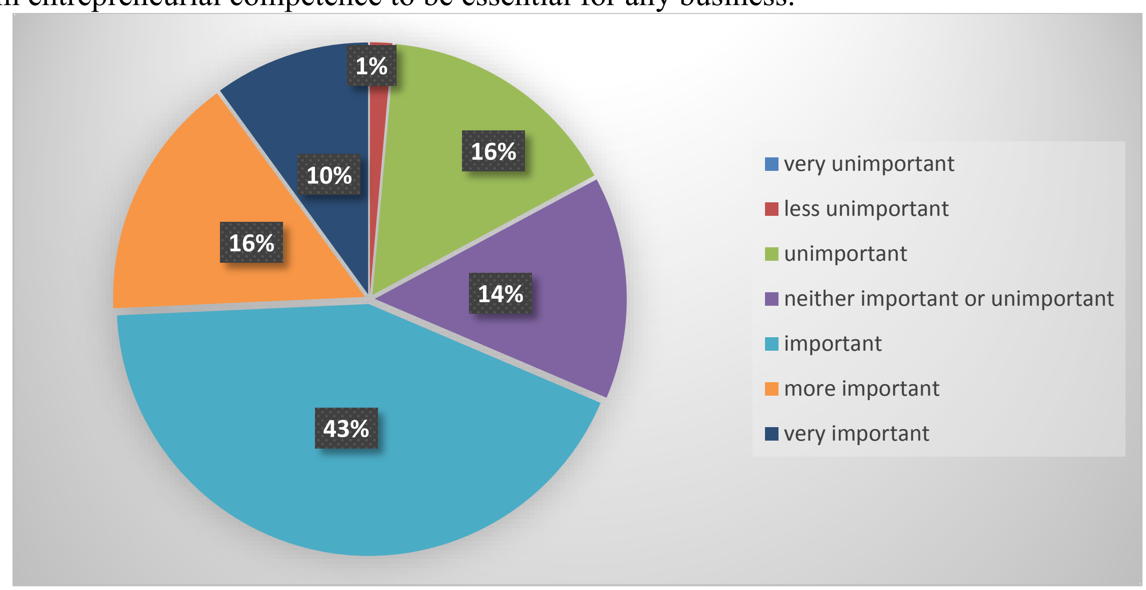

Figure 13. Lack of entreprenorial competence

The current economic situation is rather intricate due to various influencing factors, instabilities, and potential business risks. According to the responses, 30% of participants consider the current situation significant for a business start-up, while 27 % view it as more important, and 26 % regard it as very important.

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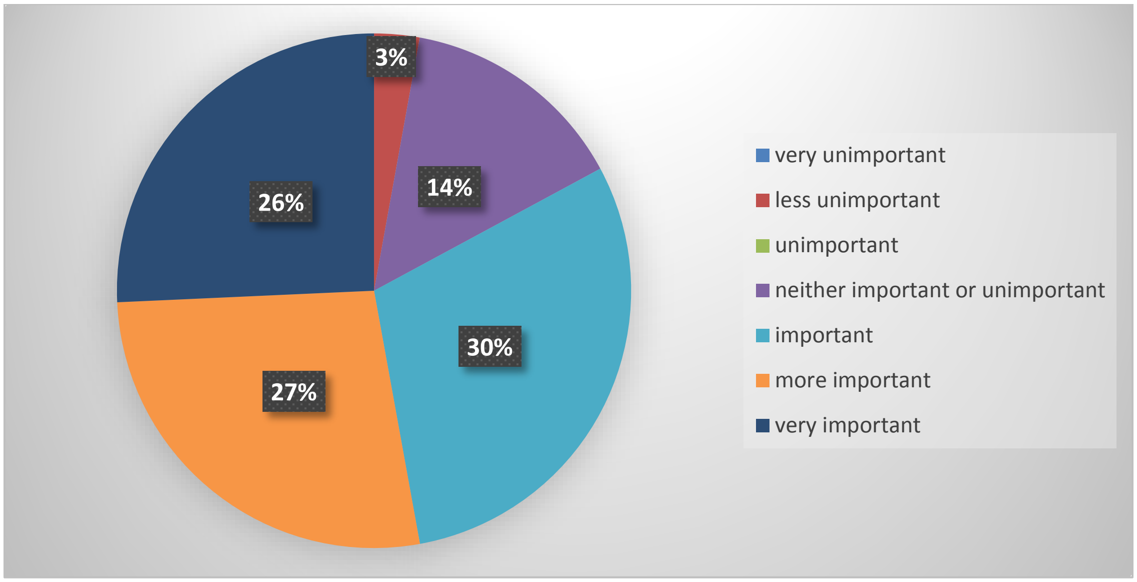

Figure 14. Current economic situation

The responses regarding the fear of failure indicate a cautious attitude among students, with about 60% expressing concern. Specifically, 42 % viewed the fear of failure as important, 10% regarded it as more important, and 9 % considered it very important.

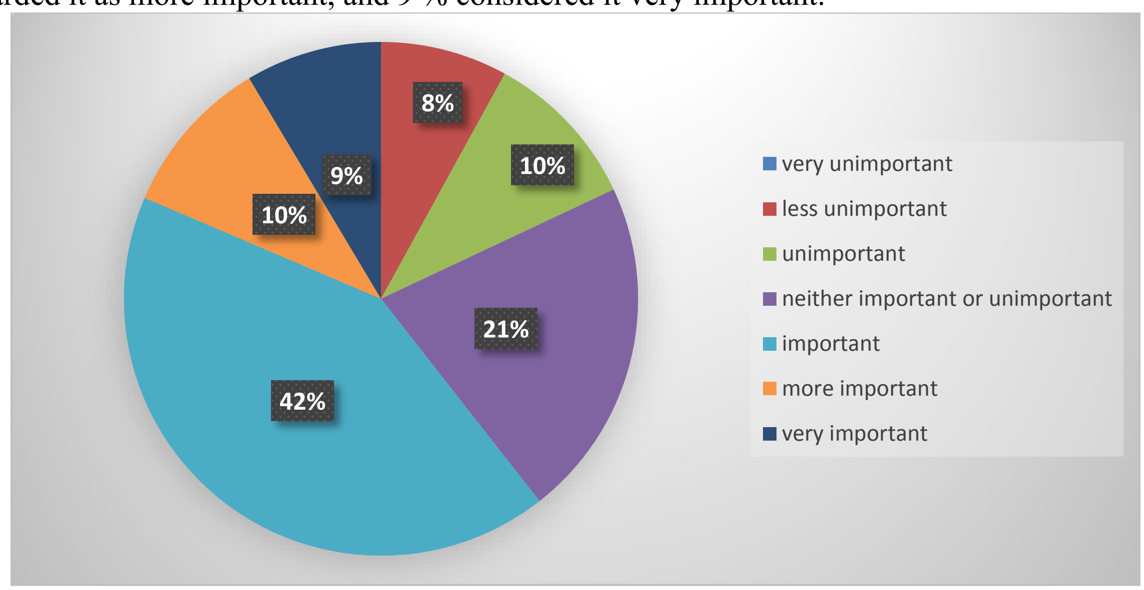

Figure 15. Fear of failure

Conclusions

The theoretical framework, which includes the conceptual model of the entrepreneurial decision-making process (Franke and Lüthje), the determinants of entrepreneurial intentions (Zang, Wang, and Owen), the entrepreneurial ecosystem (Schwarzkopf), the theory of planned behavior (Mikić, Sopta, and Horvatinović), and the model of key factors influencing entrepreneurial intentions (Xanthopoulou and Sahinidis), has clearly provided the essential scientific tools for crafting a relevant questionnaire focused on students' entrepreneurial intentions within a complex business environment.

In the first section of the questionnaire (the one related to the attitude towards self-employment in one's own business) a relatively high percentage was noted regarding the enthusiasm to open a business (more than 50%). But, taking into account the complex current business environment (economic and political instabilities, military conflicts or the developments in the energetic field or environmental regulations, dysfunctionalities of economic and social policies, social inequities, the abuse of power by some state, organizations or private players, etc.), the respondents showed reluctance to situations that involve assuming these risks.

The analysis of the questionnaire indicated an increase in reluctance to initiate new business ventures, not only in the current highly complex and unstable economic context (as reflected in responses from sections II.1-II.4 of the questionnaire) but also concerning the willingness to take risks, the lack of initial capital for starting a business, and the fear of failure. Moreover, 69% of students identified a lack of entrepreneurial skills as a significant barrier to expressing their entrepreneurial spirit.

Overall, findings reveal that while over 50% of participants express enthusiasm for setting up their own business, their willingness to engage in entrepreneurial activities is significantly hindered by a complex and unstable business environment characterized by economic and political instabilities, military conflicts, and evolving regulatory frameworks. The analysis highlights a significant increase in reluctance to pursue new business ventures, driven by concerns over risk-taking, inadequate initial capital, and fear of failure. Notably, 69% of students identified a lack of entrepreneurial skills as a critical barrier to realizing their entrepreneurial aspirations. These insights underline the need for targeted educational and support initiatives to foster entrepreneurial competencies and reduce perceived risks in the current economic landscape.

In a simplified interpretation, the questionnaire responses position students' choices related to the entrepreneurial process within the conceptual model proposed by Franke and Lüthje (2004). Internal business environmental factors included the willingness to take risks and the desire for independence and control over their actions, while external factors pertained to economic realities, funding, and training. However, a more nuanced analysis of students' attitudes toward entrepreneurship reveals that elements from other theoretical models highlight factors such as psychological well-being related to the desire for independence in one's own business, the significance of tangible resources (business capital) and intangible resources (skills, talent, abilities, creativity, beliefs), social norms (how entrepreneurs are perceived by family, community members, friends, colleagues, and mentors), educational programs, personal experiences, economic conditions, state policies, and institutional support. These factors significantly influence their attitudes toward entrepreneurial initiatives.

The findings of this study lead to several recommendations aimed at both the academic community and policymakers. Educational programs should be tailored to better align with the entrepreneurial intentions, attitudes, and initiatives of younger generations, to creat a supportive environment, and to alleviate the stigma associated with failure. Additionally, political decision-makers and influencers should work towards creating a conducive and stable business environment that promotes economic and social stability.

Despite the inherent limitations of this study, the findings provide valuable insights into the complex interactions that take place, revealing how various factors mutually influence entrepreneurial intention. This interplay not only highlights the complexity of entrepreneurial behavior, but also suggests potential pathways for fostering entrepreneurial spirit among students.

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Appendix 1:

Research project: Entrepreneurial intention – attitude and barriers

70 responding students from the Faculty of International Business and Economics -> In the table: number of responding students and the percentage per question

I. Attitude

1. Being an entrepreneur implies more advantages than disadvantages to me

Totally disagree	Disagree	Less desagree	Neither agree nor disagree	Less agree	Agree	Strongly agree
-	3st. – 4%	6 st. – 9%	2 st. – 3 %	6 st. – 9%	46 st. – 66%	7 st. – 10%

2. A career as entrepreneur is attractive for me

Totally disagree	Disagree	Less desagree	Neither agree nor disagree	Less agree	Agree	Strongly agree
2 st. – 3 %	2 st. – 3%	4 st.– 6 %	6 st. – 8 s%	5 st. – 7%	30 st. – 43%	21 st. – 30%

3. If I had the opportunity and resources, I'd like to start a firm

Totally disagree	Disagree	Less desagree	Neither agree nor disagree	Less agree	Agree	Strongly agree
1 st. – 1%	1 st. – 1%	3st. – 4%	3st. – 4%	2 st. – 3%	20 st. – 29%	40 st.- 58%

4. Being an entrepreneur would entail great satisfations for me

Totally disagree	Disagree	Less desagree	Neither agree nor disagree	Less agree	Agree	Strongly agree
2 st. – 3%	-	4 st. – 6%	5 st. – 7%	10 st. – 14%	30 st. – 43%	19 st. – 27%

5. Among various options, i would rather be an entrepreneur

Totally disagree	Disagree	Less desagree	Neither agree nor disagree	Less agree	Agree	Strongly agree
3st. – 4%	4 st. – 6%	5 st. – 7%	7 st. – 10 %	19 st. – 27%	23 st. – 33%	9 st. – 13%

II. Barrieres

1. Excessively risky

Very unimportant	Less unimportant	Unimportant	Neither important nor unimportant	Important	More important	Very important
-	2 st. – 3%	3st. – 4%	7 st. – 10 %	42 st. – 60%	10 st. – 14%	6 st. – 9%

2. Lack of initial capital

Very unimportant	Less unimportant	Unimportant	Neither important nor unimportant	Important	More important	Very important
-	4 st. – 6%	2 st. – 3%	3st. – 4%	25 st. – 33%	15 st.– 22%	21 st. – 32%

3. Lack of entreprenorial competence

Very unimportant	Less unimportant	Unimportant	Neither important nor unimportant	Important	More important	Very important
-	1 st. – 1%	11 st. – 16%	10 st. – 14%	30 st. – 43%	11 st. – 16%	7 st. - 10%

4. Current economic situation

Very unimportant	Less unimportant	Unimportant	Neither important nor unimportant	Important	More important	Very important
-	2 st. – 3%	-	10 st. – 14%	21 st. – 30%	19 st. - 27%	18 st. – 26%

5. Fear of failure

Very unimportant	Less unimportant	Unimportant	Neither important nor unimportant	Important	More important	Very important
-	6 st. – 8 %	7 st. – 10 %	15 st. – 21%	29 st .– 42%	7 st. – 10%	6 st. – 9%

Age: Less than 25
Educational Level: Bachelor

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