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Self-evaluation of young people from rural areas in the area of entrepreneurship and innovation vs. stimulants and destimulants of local development

Abstract

The objective of the following paper is the depiction of self-evaluation of young people in rural areas as regards their entrepreneurial ambitions and aspirations regarding their position on the labor market. Starting from the characteristics of stimulants and destimulants of local development, the measurement of self-esteem in this regard among research participants will allow to assess whether it is a stimulant or a destimulants of local development. The conclusions are based on the conducted research: *“Determinants and mechanisms for sustainable development in rural areas - identification evaluation of the attitudes among young people from rural areas in entrepreneurship and innovation, and the possibility of their use for local development”* co-financed from the EU resources under the Technical Assistance Programme for the Development of Rural Areas 2007-2013.

Key words: self-esteem, stimulants and destimulants of local development, entrepreneurship, innovativeness, youths from rural areas.

1. Introduction

Socio-economic and political determinants of local development can be divided into its stimulants (variables acting on its behalf) and destimulants (variables debilitating or preventing positive changes).

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The stimulants include high levels of economic, human and social capital, while destimulants mean their low levels or such features of these capitals that weaken or even prevent the positive impact of their high level on the local development¹.

Even though the levels of all the three capitals – the economic, the human and the social one- are still increasing among rural societies, they still remain a far cry from the one characterizing urban areas (especially the residents of major cities). Resource of human capital in rural communities, which needs particular attention in the context of its economic diversification and changes towards the direction of multi-functional development, is innovativeness.

The term innovativeness is in itself difficult to define without ambiguity. The multitude of applied definitions, coined by economists, psychologists, educators and sociologists, makes it difficult to operationalize the concept and compare results of different research.

As noted by S. Witkowski, the review of 13 studies and 593 references on entrepreneurship described in the literature in the years 1981 to 1999 by D. Gregoire, R. and J. Bechard Dery shows that the aspects most commonly selected for study are: 1. personality characteristics of entrepreneurs, factors affecting the formation of their new ventures, 3. the role of social networks in the development of entrepreneurship and 4. The role of financial resources in the development of entrepreneurship [2001 for the Witkowski, 2011: 23-24]. In turn, K. Kwarciak, basing on his own study review, depicts six research problems regarding entrepreneurship: 1. characteristics of entrepreneurial persons, 2. Entrepreneurial personality, 3. The behaviours of entrepreneurial people 4. Competences of entrepreneurial people 5. Economic conditions of entrepreneurial persons' activeness, 6. Relations between entrepreneurship and strategic management [2003 by Witkowski, 2011: 23-24].

¹ A well-known example from the literature is the social capital of the closed mafia-type social communities. It is characterized by high level, but has a negative impact on the welfare of the members of other social communities [cf. Putnam 1995].

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In the opinion of B. Piasecki, definitions of entrepreneurship can be divided into three categories: 1. definitions that refer to the economic functions of entrepreneurial activity in the economy; 2. definitions focusing on the features of the personal characteristics of individuals and businesses, 3. definitions that understand entrepreneurship, as a kind of managerial behavior, management mode [1998: 13]. As emphasized by M. Bratnicki and J. Strużyna, the core of the majority of entrepreneurship definitions (falling under the second of the above categories) is an enterprising person, along with their characteristics (innovation, uniqueness, creativity, risk-taking) and business processes, forming an organization, creation of the value of entrepreneurship. [2001:38]. A. Inkeles and D. Smith view an entrepreneur via the perspective of openness to changes, innovation, the need to improve oneself, gather new knowledge, qualifications and skills, activeness in social life, non-conformity, readiness to take new challenges and risks, open mind and cognitive flexibility. [1984:480]. M. Dąbrowski emphasizes that most enterprising individuals have an assigned group of features attitudes and behaviors, such as creativity, ingenuity, innovation, activity, perseverance, self-efficacy and values, optimism, independence, responsibility, manifestation initiatives, willingness to take risk, the need for action and achievement, the ability to see needs and improvement ideas, the ability to embody the vision of life [2012: 160-161].

The level of entrepreneurship in individuals or entire communities depend on many factors related both to the characteristics and features of the socio-economic structure in which they operate. An extremely important part of social reality is the normative system forming part of the so-called. cultural determinants of entrepreneurship. This system may also constitute a stimulant to entrepreneurship development, but may also be a destimulants, especially where it petrifies the existing structures.

Rural areas as a socio-economic areas of activity are seen through the prism of traditionalism and unwillingness of its inhabitants to change [Hipsz 2014: 4]. Their image (thanks to the rapid changes associated with the use of EU structural funds) is expected

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to change, especially in relation to young people. As noted by G. Krzymieniewska they have both the characteristics that favor their entrepreneurship and those that reduce their potential in this area. Young rural residents appreciate the work, approve entrepreneurial attitudes, they have a rational relationship to money, consumption or saving “which is connected with the process of socialization present in the rural community based on the preservation of a specific ethos of work and respect to values” [2012:152]. The factors working against them are: lower (compared to young people from rural areas) education, lower (and declining) educational aspirations [Szafraniec, 2011: 46] or the deficit of important social skills in the labor market (foreign languages, computer, etc.). [Krzymieniewska 2012 : 152-156]. As pointed out by the author, youths from rural areas "show significant lack of confidence in society - lack of faith in their own abilities and prospects for success, which favors the conservative attitudes, low drive to success and is associated with lowered aspirations" [Krzymieniewska, 2012: 157].

2. The methodological foundations of the research

The subject of this study is the self-esteem of rural youths in terms of their own business and their aspirations for their place in the labor market. Diagnosing the level will allow to assess whether it constitutes a stimulant or destimulant for the local development.

The results of the study which are presented below were obtained in the framework of the project research program: "*Determinants and mechanisms for sustainable development in rural areas - to identify and evaluate the attitudes of rural youth in entrepreneurship and innovation, and the possibility of their use for local development*" co-financed by the European Union under Technical Assistance Rural Development Programme in the years 2007-2013.

The study was based on a sample of young people living in rural areas of three regions that vary in the socio – economic terms: The Lodz, Warmian - Masurian and Wielkopolska voivodships. The samples of individuals selected for the study were chosen purposefully. The study was carried out among students aged 16 - 25 years which were

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continuing formal education in different types of schools (universities, high school, technical school, vocational schools) in rural areas or in their immediate vicinity. In the case of young people (16 - 18 years) attending secondary schools in rural areas auditorium questionnaire method was used. In contrast, to investigate the attitudes of university students a survey was handed out.

The test directed towards the youth that continued learning in higher education was constructed on 2 criteria: the place of origin and the course of studies. The research included only those students whose family home was located in rural areas located in three regions selected for the study, and who lived there (in rural areas) at least until the beginning of secondary school. Secondly, the students studied fields previously favored by secondary school students in another research:

- social sciences (including economics, sociology, pedagogy, psychology, management, etc.).
- humanities (including theology, philology, history, cultural studies, etc.).
- science and engineering (e.g. mathematics, computer science, construction, mechatronics, architecture, etc.).
- fields related to the health sciences (including medicine, nursing, physiotherapy, dietetics, cosmetology, etc.).
- fields associated with agriculture (including agriculture, forestry, horticulture, landscaping, breeding of livestock and wild animals, zootechnics, etc.).
- fields related to safety and/or preparing to work in the uniformed services (including police school, military academy, internal security, etc.).

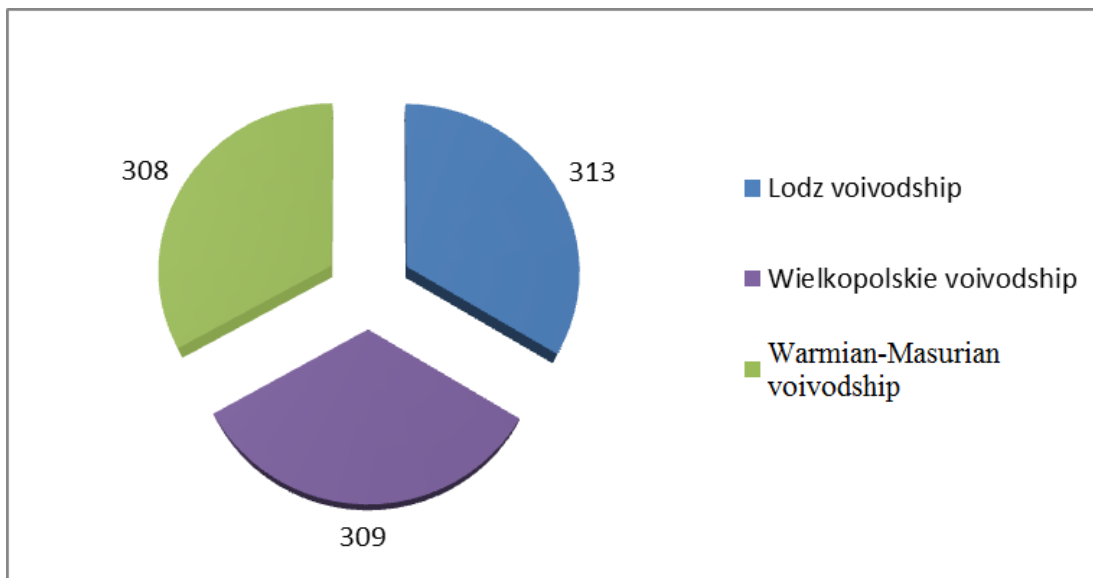
The study was performed on a group of 930 people aged 16 to 25. Research participants came from three regions: the Lodz (313 people), Warmian - Masurian (308 persons) and Wielkopolska (309 people) voivodships. The sample includes 622 high school students and 308 university students.

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Figure 1. The number of research participants from the three provinces



Source: Compiled during the project

The secondary school research participants were between the ages of 16 to 19 years (students aged 16-17 years consisted as 1/3 of the group, 1/3 was 18 1/3 - 19 years old). The group of university students was aged between 19 to 25. The biggest group among this category of people was the people aged between 21 to 23 - over 58% of the students, younger people (19-20 years) accounted for 23% of the group, and the older (24-25 years) were 19% of the group.

The majority of the test subjects were women. The secondary school study group consisted of 328 female students and 290 male students, and 228 female university students accompanied by and 72 men.

From different definitions presented before, the research project adopted the following: entrepreneurship is: *"an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage*

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in order to achieve objectives "[Key Competences for Lifelong life - a European reference framework, 2006 Recommendation of the European Parliament].

3. Characteristics of the self-esteem of rural youths

One of the issues discussed in the study was the problem of self-esteem of pupils and students in the field of entrepreneurship. They were asked to respond to 31 statements contained in the questionnaire on qualities such as creativity, leadership, motivation, consistency, independence, flexibility (using a five-point scale consisting of assessment ranging from "strongly agree" through the intermediate values to "strongly disagree").

An individual that is able to make self-assessment can also make decisions and regulate behavior aimed either at self-development or self-destruction (Mianowska, 2008: 107). The results showed that the largest group of research participants (90% of the total responses after adding the responses "definitively yes" and "rather yes") - considered themselves to be a person that knows how to handle themselves well in unexpected situations, able to overcome difficulties on the way to the objective pursued and consistently striving to achieve it, even if it requires hard work, as well view themselves as people who know how to defend their views. The smallest percentage of research participants claim that they have leadership skills (ability to persuade others to materialize their own ideas - 47% of all research participants, finding themselves in the role of leader and satisfaction connected with it - 35% of the total and being asked to become one by the environment - 28% of the total). All claims are listed along with an indication of the proportion of research participants who felt that the statements that characterized them, are shown in Table 1.

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Table 1. Self-evaluation in the field of entrepreneurship

Opinion about self	Percentage of research participants that saw the opinion as an accurate characteristics	
	Definitively yes	Rather yes
I know how to handle myself well in unexpected situations	21	73
I best like lessons that allow me to present my own opinion and ideas	27	37
I am proud when I think of something on my own and do it	66	30
I can translate my ideas to actions	19	60
I often have original and interesting ideas	15	41
I really like to be the leader of the group	13	22
During group work, I try to convince others to fulfill my ideas	11	36
I am often chosen as the leader/captain of the team	7	21
I like to choose for myself and direct my actions	35	45
When I care about something nobody needs to motivate me (I do it myself)	51	36
I feel really motivated when I do something original, creative	37	46
When I care about something I can overcome difficulties	38	55
When I start something I try to finish it	40	50
I do not let minor failures let me down, I usually have a backup plan	14	44
When I care about something I am ready to work hard to accomplish my goal	44	46
I can plan my work in a way to achieve the goal	29	56
I respect other peoples' opinion but I can also support my own point	40	51
When something interests me, I do it regardless of my friends' opinion	40	43
I was raised to think on my own	42	43
I know my strong and weak sides	39	48
I'm an entrepreneurial person	16	44
I can change my decision quickly if needed	23	49
I like challenges and participate in new tasks	23	49

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I usually quickly adapt myself to new situations	20	51
I implement my ideas even if they are connected with a risk	19	48
I am sure that I will manage just fine in the future	36	50

Source: Compiled during the project

To further assess the level of self-esteem in terms of entrepreneurship in a more synthetic way, the value of responses was summed according to the following scale, where "strongly disagree" stands as 0, "probably not" - 1; "Neither yes nor no" - 2; "Rather yes" - 3; "Strongly agree" - 4. On the basis of the amounts counted, five levels of self-esteem, ranging from very low to very high were created. The higher the score, the higher self-esteem, and the average level reflects the arithmetic average of the results of about 76.38 points (± 10.30 points).

Table 2. The range of the cumulative results of self-assessment of the young people

	N	Minimum	Maksimum	Average	Stanard deviation
Summ of self-assessment	930	39,00	104,00	76,3796	10,29589

Source: Compiled during the project

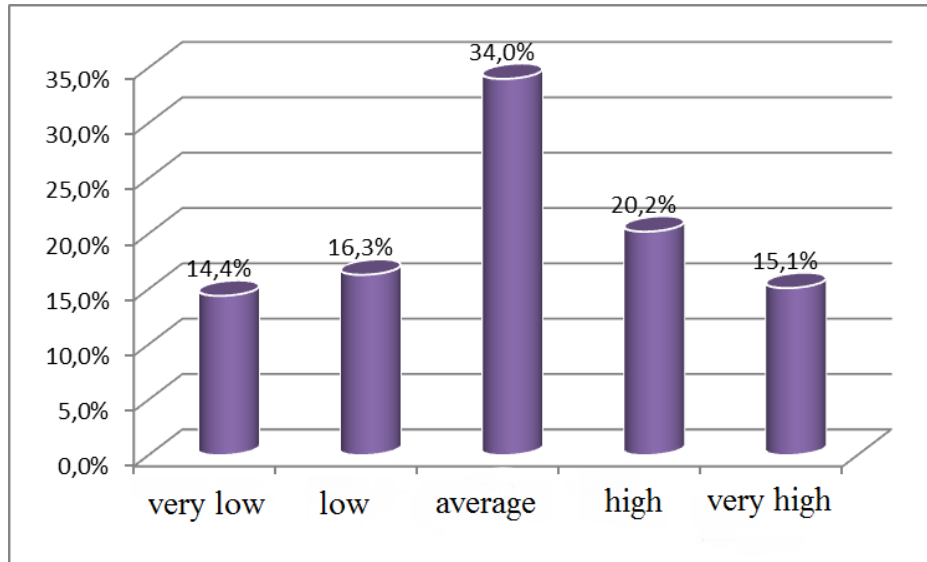
The analysis showed that the largest group of research participants (34.0%) had an average self-esteem in terms of entrepreneurship. One in 5 presented a high level of self-esteem, while one in 6 very high. Over 20% of students had a low level of self-esteem, out of which 14.4% were people with very low self-esteem.

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Figure 2. The degree of self-esteem among research participants



Source: Compiled during the project

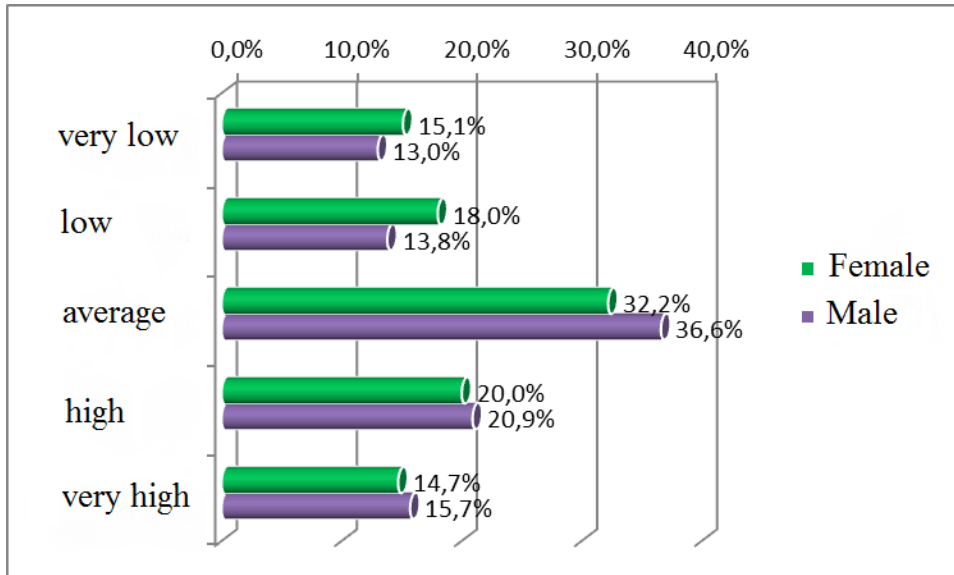
No significant differences were observed in the level of self-esteem in the examined comparison of men and women. Female participants were more often characterized by very low and low self-esteem (15.1%; 18.0%), and were less likely than men to reach average or very high (32.2%; 14.7%).

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Figure 3. Self-esteem and sex of research participants



Source: Compiled during the project

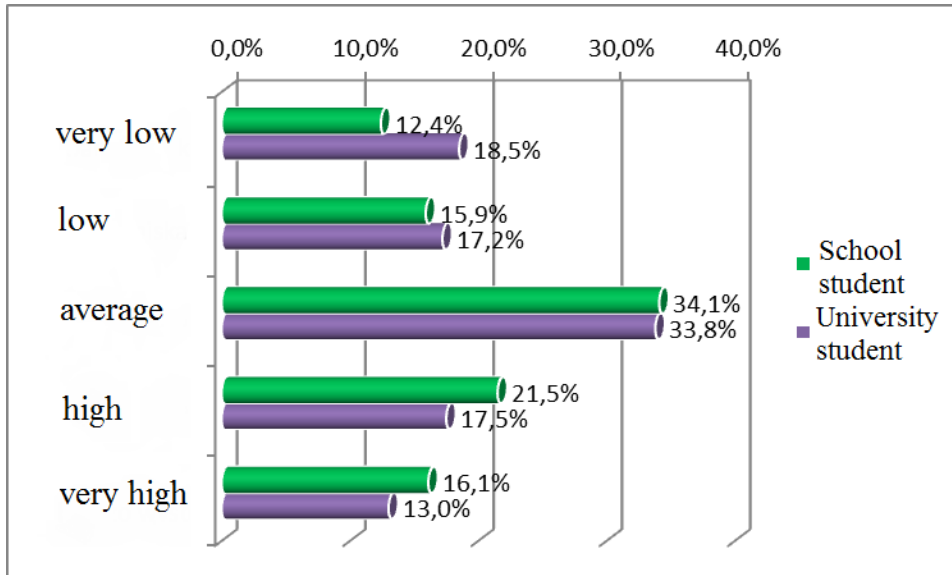
Differences in self-assessment were observed when research participants were compared by their age. Very low and low self-esteem was more common among university students. In turn, high and very high self-esteem often characterized by secondary school students [see. Figure 4]. This is puzzling, because university students have a greater "experience" in education, more knowledge acquired, higher skills and abilities, attitudes which should result in a higher self-esteem. Perhaps it is lowered by the awareness of the situation on the labor market where university graduates, often with several faculties; have trouble getting a job.

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Figure 4. Self-esteem of students and university students



Source: Compiled during the project

It has been observed that a high level of self-esteem, was most common among secondary school students – 17 year olds (26.6%) and those approaching the completion of higher education – 24 year olds (27.3%).

Taking into account the type of school, which the surveyed youth attended, relatively lower and average self-appraisal was found among students of technical school students (17.2%; 36.2%). The high esteem was most often found among grammar school students (24.5%), while the highest self-esteem among students was most often found among vocational school students (22.9%). It is difficult to rule out the possibility that the higher self-esteem of vocational school pupils may be related to their future employment prospects, less fear of finding a job, due to the specific preparation for the profession. In recent times, the number of vocational schools in Poland decreased, therefore, they no longer educate as many workers in different occupations, in this way they become attractive employees on the labor market.

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Table 3. Type of school and self-esteem of research participants

TYPE OF SCHOOL	SELF-ESTEEM				
	very low	low	average	High	Very high
vocational school	10,5%	15,2%	31,4%	20,0%	22,9%
technical college	13,2%	17,2%	36,2%	20,9%	12,4%
grammar school	11,5%	12,9%	30,2%	24,5%	20,9%
university	18,5%	17,2%	33,8%	17,5%	13,0%

Source: Compiled during the project

Field of study, as shown by the table below, differentiates the level of self-esteem. The analysis showed that very low self-esteem can be related to half of the students studying security (50.0%), and nearly one third of ones studying humanistic direction (31.8%), although the same number of students from this course was characterized by a very high self-esteem. The average self-esteem usually characterized by students of fields related to agriculture (47.2%), engineering and science courses (39.7%). Among people with high self-esteem, were mostly students of health-related fields (40.0%).

Table 4. Field of study and self-esteem of students

FIELD OF STUDY	SELF-ESTEEM				
	very low	low	average	high	very high
humanistic studies	31,8%	18,2%	0,0%	18,2%	31,8%
social studies	19,2%	15,1%	34,9%	16,4%	14,4%
safety/security studies	50,0%	12,5%	25,0%	0,0%	12,5%
health-related studies	20,0%	20,0%	20,0%	40,0%	0,0%
Engineering and science	12,3%	16,4%	39,7%	19,2%	12,3%

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studies					
agricultural studies	5,6%	27,8%	47,2%	16,7%	2,8%

Source: Compiled during the project

It was also checked, which level of self-esteem is represented among the subjects due to the following elements of the social status in their family: mother's education, father's education, financial situation.

As it is demonstrated, there is no simple relationship between maternal education of research participants and their self-esteem. Young people whose mothers have secondary or higher education had slightly higher self-esteem.

Table 5. Education and self-esteem mothers surveyed

MOTHER'S EDUCATION	SELF-ESTEEM				
	very low	low	average	high	very high
elementary	22,2%	11,1%	25,0%	25,0%	16,7%
vocational	17,4%	17,4%	34,8%	18,7%	11,6%
high school	10,5%	17,5%	37,7%	20,2%	14,1%
university – bachelor degree	11,3%	17,7%	22,6%	21,0%	27,4%
university – master degree	15,2%	10,5%	34,3%	21,9%	18,1%

Source: Compiled during the project

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Similarly, regarding the education of the father it can be said that in each of the categories of education level the average self-esteem of the child dominates. Research participants who were characterized with the lowest self-esteem, often were children of fathers with primary education (23.7%). In turn, high and very high self-esteem of research participants most often shown by people whose fathers had a university degree.

Table 6. Education and self-esteem father studied

FATHER'S EDUCATION	SELF-ESTEEM				
	very low	low	average	high	very high
elementary	23,7%	10,2%	27,1%	20,3%	18,6%
vocational	12,9%	18,0%	34,6%	21,5%	13,1%
high school	14,9%	14,9%	36,8%	16,3%	17,0%
university – bachelor degree	16,7%	13,9%	30,6%	27,8%	11,1%
university – masters degree	14,3%	14,3%	24,3%	25,7%	21,4%

Source: Compiled during the project

When it comes to the relationship between the financial situation of the research participants and their level of self-esteem, it was found that the better the financial situation, the slightly higher level of self-esteem. The ones with high level of self-esteem (23.0%) define their situation as good: *It is enough for everything, but nothing can be saved for the future*. Those with the highest self-esteem, often declared that they have the most stable

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and secure financial situation: *Enough for everything and even able to save money for the future* (18.0%).

People with very low self-esteem, were in a relatively poor financial situation: *We live frugally, but we only have enough for the cheapest food, clothes and pay bills* (22.5%); *We live frugally, but we only have enough for the cheapest food and clothing, it happens that we are behind with payments of bills* (22.2%). Low self-esteem also the most often seen among people who answering the questionnaire indicated: *We live frugally, but we only have enough for the cheapest food and clothing, it happens that we fall behind with payments of bills* (27.8%).

Table 7. The material situation and self-esteem of research participants

MATERIAL SITUATION	SELF-ESTEEM				
	very low	low	average	high	very high
Enough for everything and even able to save money for the future	10,6%	14,9%	36,0%	20,5%	18,0%
Enough for everything, but nothing can be saved for the future	11,5%	15,2%	37,3%	23,0%	12,9%
Enough to do shopping and pay bills but we have to save up for bigger expenses	18,1%	18,5%	29,9%	19,5%	14,1%
We live frugally, but we only have enough for the cheapest food, clothes and pay bills (e.g. electricity, gas, water)	22,5%	7,5%	40,0%	17,5%	12,5%

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We live frugally, but we only have enough for the cheapest food and clothing, it happens that we are behind with payments of bills	22,2%	27,8%	11,1%	22,2%	16,7%
It is enough to buy food but not enough to pay the bills	14,3%	14,3%	57,1%	0,0%	14,3%
Other material situation	0,0%	40,0%	40,0%	20,0%	0,0%

Source: Compiled during the project

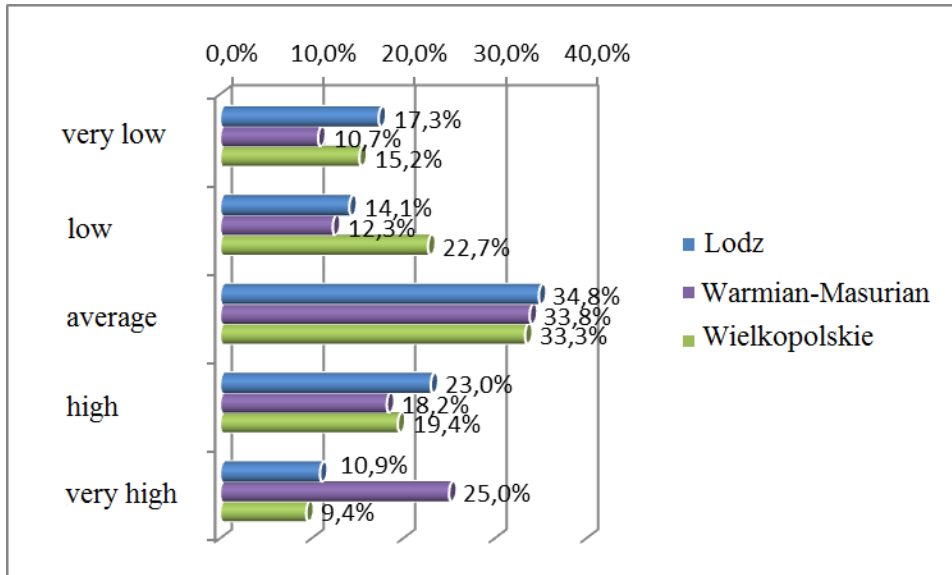
The relationship between the place of residence of the research participants and their level of self-esteem was also examined. It turns out that the greatest number of people with very low self-esteem were observed in the Lodz region (17.3%), and low self-esteem in the Wielkopolska Region (22.7%). The tested youth, residing in the Warmian - Masurian region, more often than their colleagues from other Polish regions had high (23.0%) and very high self-esteem (25.0%) and the rate was more than twice higher than in other provinces.

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Figure 5. Self-assessment of students due to the region



Source: Compiled during the project

While analyzing the level of self-esteem of the young people in terms of entrepreneurship it is difficult to determine a clear impact of factors related to their professional situation or education of their parents. Similarly, their declarations in this regard are not clearly divided by gender, type of school or study, region of residence. Young people generally vary in their self-assessments relating to the entrepreneurship, which involves quite some socio-psychological predispositions and the individual shaping of their way of life.

4. Self-evaluation of rural youth in entrepreneurship and the career aspirations

Nowadays, more and more emphasis is put on education, training, gaining skills. The main reasons why you should continue to learn and improve your skills is the technological progress which is changing conditions of life as well as the rapid obsolescence of knowledge and professional qualifications acquired in the past. Therefore

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the concept of lifelong learning is gaining popularity - learning for life (Błędowski, Nowakowska, 2010: 24). In the overall balance, the percentage of population with the lowest level of education decreased, and the share of those who hold secondary and higher education increased. However, the education of the urban population also improved, so the educational gap between urban and rural residents persists. However, the dynamics of changes in the education structure of rural areas is higher. Although rural youth is more cautious and more rational while making the educational and career decisions than their peers from the city [Szafraniec, 2011: 94-95].

Individual factors fulfill a very important role in the educational and professional careers of young people. In the context of the issue of this study, the impact of self-assessment on the level of entrepreneurial career aspirations of study participants was examined.

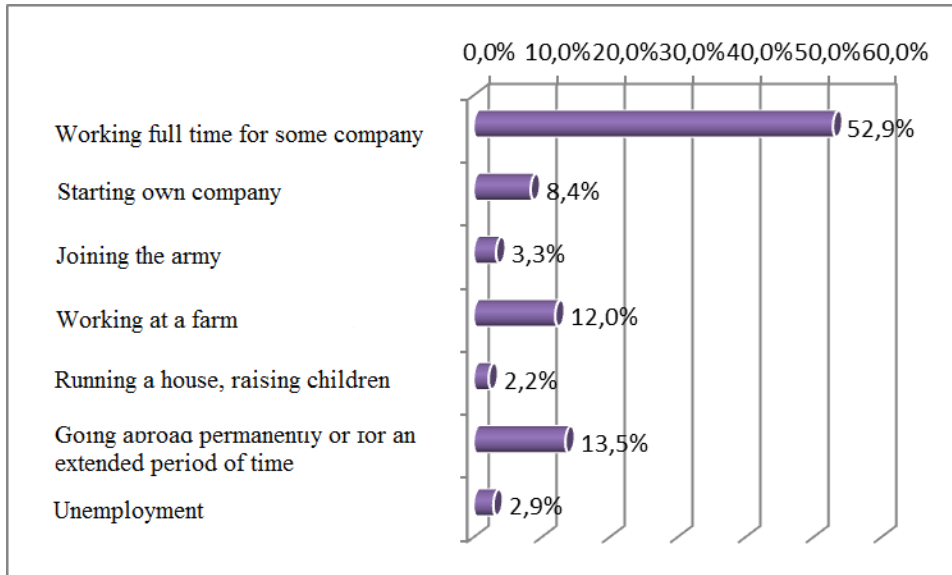
The answer to the question about plans after completion of education for almost 53% of the research participants was getting a full-time job in any company, 13.5% intended to go abroad permanently or for an extended period of time, and 12.0% said that they will work on the farm, 8.4 % planned to start their own business. A very small portion (3.3%) of research participants declared that they wish to join the military, 2.9% to remain unemployed, and 2.2%, that will deal with the house, raise children and be maintained with the income of the spouse.

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Figure 6. Expected status after completion of education



Source: Compiled during the project

Statements regarding career plans, as seen in the table below, a little different in the group of secondary school and university students. University students more often than secondary school students planned to work full-time in any company or run a business, while working on a farm, and travelling abroad was planned more often by secondary school students.

Table 8. Estimated status after completion of education by its level

ESTIMATED STATUS/ACTION	Stage of education	
	Secondary school	Higher education
Getting a full-time job in a company	48,0%	62,6%
Starting own company	7,9%	9,4%
Joining the army	4,2%	1,4%

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Working on a farm	15,4%	5,2%
Running the house, raising children	1,6%	3,5%
Going abroad permanently or for an extended period of time	16,5%	7,7%
Unemployment	1,8%	5,2%

Source: Compiled during the project

In the group of secondary school students the ones, by far, most willing to work full-time as well as planning to start their own business were high school students, while those students from vocational schools and technical colleges were more willing to work in the household and travel abroad.

Table 9. Estimated status after completion of education among research participants from different types of schools

ESTIMATED STATUS/ACTION	TYPE OF SCHOOL			
	vocational school	technical college	high school	university
Getting a full-time job in a company	42,0%	44,7%	61,2%	62,6%
Starting own company	9,0%	6,7%	10,1%	9,4%
Joining the army	5,0%	3,8%	4,7%	1,4%
Working on a farm	20,0%	19,3%	1,6%	5,2%
Running the house, raising children	3,0%	1,2%	1,6%	3,5%
Going abroad permanently or for an extended period of time	18,0%	16,7%	14,7%	7,7%

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Unemployment	1,0%	1,8%	2,3%	5,2%
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Source: Compiled during the project

A strong correlation between the level of self-esteem in relation to the entrepreneurship and activities envisaged after the end of education is visible. People with very high self-esteem more often than others thought about starting their own business (15.6%). Research participants with very high and very low and low self-esteem (approx. 56%) would like to work employed in a company. Research participants with low self-esteem in second place (after working full-time in a company) chose to work on the farm (12.2%). The response of participants with very low, average and high self-esteem in second place was going abroad permanently or for an extended period of time (in order: 10.5%; 15.0%; 16.0%).

Table 10. The level of self-esteem in the field of entrepreneurship and the expected status after completion of education.

Level of self-esteem	expected status after completion of education.						
	Getting a full-time job in a company	Starting own company	Joining the army	Working on a farm	Running a house, raising children	Going abroad permanently or for an extended period of time	Unemployment
Very low	56,5%	5,6%	4,8%	8,9%	4,8%	10,5%	4,0%
Low	56,1%	7,9%	2,2%	12,2%	2,2%	10,8%	4,3%
Average	50,0%	7,3%	2,8%	14,3%	1,7%	15,0%	3,8%
High	51,4%	7,4%	4,6%	15,4%	1,1%	16,0%	1,1%
Very high	56,3%	15,6%	2,3%	5,5%	2,3%	13,3%	0,8%

Source: Compiled during the project

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Young people, when asked about the characteristics of future work pointed to its stability (no risk of dismissal - 66.9% of responses) and to provide high income (64.2% of responses), work consistent with the interests (29.3% of responses), work consistent with educational profession (29.0% of responses), work giving the opportunity for professional development and advancement (24.4% of responses). Further included: working while helping others, socially useful jobs (17.1% of responses), not schematic and creative jobs (16.9% of responses), not too strenuous and severe (15.9% of responses). Research participants also mentioned working features such as: flexibility (14.1% of research participants) and the independence and autonomy in decision making - (11.2% of responses). According to the research participants the most important features of future work are salary and job security, secondly, research participants indicated the need for personal development (along the line of their interests, education, giving the possibility of promotion) the thirdly selected were those characteristics that are associated with potential abilities and predispositions related with entrepreneurial aptitude of the research participant.

Table 11. Characteristics of future work

FEATURES OF FUTURE JOB	ANSWER	
	Yes	No
stability (no risk of dismissal)	66,9%	33,1%
providing high income	64,2%	35,8%
working while helping others, socially useful jobs	17,1%	82,9%
work consistent with educational profession	29,0%	71,0%
flexible hours	14,1%	85,9%
requiring independence and autonomy in decision making	11,2%	88,8%
not schematic and creative jobs	16,9%	83,1%

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not too strenuous and severe	15,9%	84,1%
giving the possibility of promotion and professional development	24,4%	75,6%
along the line of interests	29,3%	70,7%

Source: Compiled during the project

If unable to find a suitable job in your immediate vicinity of to address 27.6% would be interested in any job, no matter what profession, 21.0% would sign to training courses or would continue to learn to change profession. One in every 5 would leave abroad, 17.3% of the research participants would search for work in another village, 13.0% would start their own business.

Table 12. The planned action in the event of not finding a job in their profession in the immediate vicinity.

PLANNED ACTION	PERCENTAGE OF RESEARCH PARTICIPANTS
Starting any job	27,6%
Signing in for additional courses	21,0%
Looking for a job somewhere else	17,3%
Starting own company	13,0%
Leaving abroad	19,4%
Going on an unemployment fund	0,4%

Source: Compiled during the project

It was noted that the level of self-esteem of the research participants strongly affect the planned action in the event of not finding a job in their profession. People with very high

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self-esteem frequently planned to seek work in another town (20.5%) and travel abroad (21.4%). The responses of the other participants prevailed to work in any other profession. Starting your own company was chosen by a significant percentage of people with at least an average self-esteem (16% -17%).

Table 13. The level of self-esteem and the planned action in the event of not finding a job in their profession in the immediate vicinity.

planned action in the event of not finding a job in their profession in the immediate vicinity						
Level of self-esteem	Taking up any job	Enrollment into extra courses	Searching for employment in another city/town	Setting one's own business	Going abroad	Getting the dole
Very low	32,2%	26,4%	16,5%	5,8%	16,5%	0,8%
Low	31,6%	24,8%	19,5%	4,5%	18,8%	0,0%
Average	27,2%	18,8%	17,3%	16,5%	18,8%	0,4%
High	27,1%	20,5%	13,9%	16,3%	21,7%	0,0%
Very high	19,7%	17,1%	20,5%	17,1%	21,4%	0,9%

V Kramer: 0,457

Source: Compiled during the project

The results confirm the strong correlation between the level of self-esteem of the research participants and their career plans for the future. Most planned to work full-time in any company. In case of failure, people with high and very high self-esteem would seek work in in the profession in another town or abroad. The others would take the job in any other profession. Research participants, when asked about the characteristics of future job pointed in the first place towards its reliability, stability and high income, followed by the fact that

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the work was consistent with the learned profession, education and interests, and provided an opportunity for promotion.

5. Conclusions

Entrepreneurship among rural residents (including young people) plays an important role in the context of its multifunctional development, economic diversification. The actions taken by members of the local communities are affected by their self-esteem. The higher self-esteem the unit has, the more entrepreneurial (Rural Entrepreneurship. Starting and running a business in rural areas, Explained: 21).

As shown by the results of the research, young people in rural areas mostly characterized by average, medium self-esteem (34.0%). Very low and low levels affected 30.7% of research participants. People with low self-esteem, in the absence of job opportunities in their profession, often declared their readiness to take up employment in any other profession, and showed less desire to seek work in their profession if it required moving to another location or starting their own business. Low and very low level of self-esteem in the local communities stops their development.

This counteracts the likelihood of young people starting their own businesses as an alternative to labor migration, or total lack of labor market activity. Intensive economic diversification of the village structure may also be prevented by young peoples' preferences associated with the characteristics of future jobs. Among them, the first place is the salary and job security. Meanwhile starting own business involves taking risks, often does not generate steady income and to a lesser extent than working on a contract of employment may provide employment stability.

In the context of the increase in self-esteem of young people from rural areas in the field of entrepreneurship the need to provide support should be pointed to those who are characterized by their low and very low levels of it, which would allow them to aim towards

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achieving the best possible education (not necessarily higher), competencies and skills useful on the labor market (also associated with setting up their own business, building a positive image of such activity in the context of local development), but also helping them through scholarships guaranteeing the possibility of continuing education. It must be remembered that people with very low and low self-esteem in entrepreneurship often find themselves in a difficult situation.

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