

atmosphere of entrepreneurship; they believe that entrepreneurship education is insufficient for enabling the development of positive attitudes towards it, while only 44% have expressed the desire to set up their own businesses after graduation.

The non-existence of needed entrepreneurial potential that reflects through the relationship towards the self, the existence of independence in solving business and personal problems, as well as an attitude towards changes, has its foundation in authoritarian upbringing in which independence and activeness are not desirable traits.

Personality traits are also subject to development. Training for entrepreneurship involves developing personality traits, raising the awareness of self-development, as well as improving various skills and knowledge (European Commission, 2009).

With all the deficiencies related to the research instruments and research sample, we still believe that the results clearly indicate the need for a different education model that would assist young people in advancing entrepreneurial spirit and more positive attitudes towards entrepreneurship. The question that remains open is: what is the direction which educational and training processes should take in order to increase the entrepreneurial potential of students and create preconditions for the development of entrepreneurship in the country? Also, it is not certain whether our upbringing and education system provide sufficient conditions, knowledge and motivation for the development of entrepreneurial activity.

We believe that it is necessary to increase levels of knowledge and skills that would contribute to the development of entrepreneurship in different occupations and educational attainment, primarily because of the present conditions in Serbia and the crisis that largely affects human resources.

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