



ENTREPRENEURSHIP AND SUSTAINABILITY ISSUES

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THE INTERNET ENTREPRENEURSHIP: OPPORTUNITIES AND PROBLEMS

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Abstract. The article analyses the factors, influencing the young specialist training for the Internet business creation, discusses the main Internet business creation fostering techniques and highlights the problems faced by young people. A comparative analysis was carried out to identify the assessment variables of male and female respondents regarding personality traits and skills peculiar to business people, and to determine the assessment variables of the Internet entrepreneurship elements considering the responses of persons planning to create the Internet business and those who are not planning to create it. Considering the assessment indicators of the research participants, it was found out that the Internet entrepreneurship in higher school learners could be fostered by carrying out practices in business enterprises, cooperating with experienced entrepreneurs, participating in seminars and practicals of highly qualified teachers. The research results show that activeness, communicability, diligence, responsibility, initiative, creativity, perseverance and a high level of motivation, as well as the ability to create and develop business and take appropriate solutions are the traits assessed by the highest indicators and considered as key traits of a business person. The research revealed that training courses, seminars, business competitions, financial/monetary support, youth motivation, sharing success stories, experiences of professional entrepreneurs and dissemination of the Internet entrepreneurship information are major techniques fostering young people to create the Internet businesses; whereas the main problems faced by young persons willing to create the Internet business are these: the lack of motivation and self-confidence, the fear of risk, passivity, the lack of courage, ideas and skills, poor state funding, the lack of initial capital and funds and a shortage of counsellors.

Keywords: entrepreneurship, the Internet business, factors influencing the Internet business creation

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JEL Classifications: M13, M12, M15

1. Introduction

Entrepreneurship is one of key factors influencing economic growth and having a strong impact on the country's development, the creation of new workplaces and social stability. Recently, in Lithuania and some foreign countries, considerable attention is focused on investigating the entrepreneurship problem. Numerous researchers discuss the abilities and personality traits that are distinctive features of a business-like personality (McCarthy, 2000, Strazdienė, 2009). Lithuanian researchers also analyse distinctive features and abilities of an

entrepreneur. Valuckienė, Ruškus and Balčiūnas (2004) defines entrepreneurship as a distinctive feature of personality, Garalis (2007) discusses the impact of entrepreneurship development/self-development on the study process and the acquired learners' skills Strazdienė (2009) and analyses the development/self-development of students' entrepreneurial skills when using a business enterprise simulation model. Numerous scientists when analysing business creation opportunities emphasize the impact of personality traits on a successful business development. (Strazdienė, 2009). However, there is a lack of researches analysing the Internet business creation opportunities and revealing the factors affecting this process.

Considering the significance of personal qualities and personality traits in the business environment it is necessary to carry out researches. Therefore, it is of major importance to carry out an empirical assessment of distinctive features of personality traits, skills and abilities necessary for the Internet business creation and readiness to create the Internet business. This type of research would help search for sophisticated techniques for training young specialists for the business environment. The training process, aimed at developing specialists for the Internet business creation, should focus on selecting appropriate activities and tasks for entrepreneurial skill development/self-development through using various teaching forms and methods and establishing preconditions for training the specialist who is able to incorporate himself into the modern business environment and independently create the Internet business.

After assessing the relevance of the theme analysed, problematic questions emerged: Which factors affect the readiness of young specialists to create the Internet business? What are major techniques for the Internet business creation? What are the problems of the Internet business creation faced by young people?

Research objective - to investigate the factors influencing the Internet business creation considering the responses of the research participants.

Research tasks:

1. To carry out analysis of scientific literature and the researches related to the theme analysed.
2. On the basis of the research findings, to identify the factors impacting the Internet business creation with regard to the following criteria:
 - the assessment of the study process organization aimed at training the specialists who are ready to create the Internet business considering the responses of the research participants.
 - the expression of skills, abilities and personality traits of a business person in the Internet business creation process.
3. to carry out a comparative analysis of personality traits, skills and abilities of business persons considering the responses of male and female respondents.
4. To identify the assessment variables of the Internet entrepreneurship elements in persons planning to create the Internet business and those who are not planning to create it.
5. To find out the attitude of the research participants towards the Internet business creation fostering techniques and identify key problems faced by young persons willing to create the Internet business.

Research participants The number of research participants is 76, 32 of whom (42.1 percent) were males and 44 (57.9 percent) - females. The research participants were between ages 18-20 (N=37 (48.7 percent)) and 21-25 (N=34 (44.7 percent)). Only 3 (3.9 percent) participants were between ages 26-30, one participant – between 31 - 35 and one participant - between 36 - 40. Analysis of the research results was aimed at identifying, which part of participants was going to create the Internet business. The research findings revealed that the major part of participants (N=59 (80.8 percent)) was planning to create the Internet business, while less than one third of participants (N=14 (19.2 percent)) were not planning to create the Internet business.

The research methods:

Analysis of scientific literature

Quantitative method The questionnaire was used to identify the attitude of the research participants towards entrepreneurial skills, abilities and personality traits, as well as their manifestation in the preparatory stage of the Internet business creation, and to assess the factors affecting the Internet business creation considering the responses of the research participants.

Statistical method Statistical analysis methods were used to process the obtained research data: descriptive statistics (statistical averages, standard deviations); the Student's *t* criterion (to compare two independent variables). The percentage distribution (frequency) was estimated as well. Statistical data analysis was carried out using SPSS version 14.

2. Results and discussion

This research expands the findings of other researches, since there is a lack of researches analysing the Internet business creation opportunities and problems and revealing the factors affecting the Internet business creation. As noted by Hoag (2005) and McKelvey (2001), the Internet entrepreneurship is perceived as a concept using a global network in order to record innovation processes. The Internet business is created in a small-scale enterprise, the activity of which contributes to the Internet marketplace innovation. On the basis of McCarthy (2000), Raffo and others, (2000), Strazdienė (2009), Gibb, Nelson (1996), Rea and others (1997), Galloway and others, (2005), Drucker, (1985) and Henry (2003) Timmons (2003), various personality traits peculiar to business persons were analysed. Business people could be defined as people who have the following personality traits: a high level of intrinsic motivation, the need to pursue goals and the tendency to control the situation. Furthermore, psychological factors are of key importance to business people as well. Initiative should be one of key personality traits, which could help them motivate subordinates and "label" them as energetic persons. Other traits are critical thinking and assessment, since when organizing one's own business or teamwork it is necessary to regularly gather information, analyse it objectively, observe/discern opportunities, assess alternative solutions, make decisions and implement innovations. The research results revealed that the major part of the research participants defined entrepreneurship as a personal ability to convert ideas into activities and related entrepreneurship to creativity, seeking innovation, readiness to risk and the ability to plan and manage projects in order to pursue fixed goals.

3. Theoretical aspect of entrepreneurship

Entrepreneurship and the Internet . The concept of entrepreneurship was first used in the 17th century. Some scientists consider it as your own business. In the 20th century Joseph Schumpeter, an economist, admitted that entrepreneurship was related to innovation and changes. He considered entrepreneurship as "the creative destruction force". Peter Drucker (1909-2005), a business expert, described an entrepreneur as a person searching for changes, reacting to them and looking for new opportunities. Those changes started with the invention of a typewriter and moved towards the computer and internet. Recently, numerous economists support the opinion that entrepreneurship is an integral part fostering economic growth and employment opportunities. In the developing world a successful small-scale business is kind of a primary engine in the spheres of workplace creation, revenue growth and poverty reduction. Therefore, the government support towards entrepreneurship is the key strategy of economic development.

Entrepreneurship is related to the ability to discover new opportunities, the ability to self-realization and the economic or social value creation. Entrepreneurship is a qualitative social feature, which determines the ability of a person or society to create and develop business and innovation. Entrepreneurship is related to a personal motivation focused on discovering and exploiting opportunities, creating a new added value and developing a successful business. Recently, a major factor determining economic development is the application of technologies and innovative ideas in business processes. Knowledge, creativity and competence in a global economy are not less important than the amount of capital. In less than 10 years Google and Microsoft became the most powerful

companies. As market is becoming more global, a local market is losing its significance for the implementation of business ideas. Therefore, new information technologies may emerge in distant regions that are open to innovation. For example, Skype - a free internet call service, which is popular all over the world, emerged in Estonia.

Table 1. Definition of Entrepreneurship Concepts

Author	Entrepreneurship definition
Krueger et al. (2000)	Entrepreneurial activity can be predicted more accurately by studying 'intention' rather than 'personality traits', 'demographic characteristics' or 'situational factors'. The theory of planned behaviour contends that intentions are a function of three sets of factors: attitudes, subjective norms, and perceived behavioural control.
Porter (1990)	Entrepreneurship is "at the heart of national advantage"
Wennekers, Thurik (1999)	Entrepreneurship is the manifest ability and willingness of individuals, on their own, in teams, within and outside existing organizations to perceive and create new economic opportunities (new products, new production methods, new organizational schemes, and new product-market combinations), and to introduce their ideas to the market in 20 The Impact of Entrepreneurship on Economic Growth 565 the face of uncertainty and other obstacles by making decisions on location, form and the use of resources and institutions
Lumpkin, Shrader, Hills (1998)	Entrepreneurship describes the process of value creation through the identification and exploitation of opportunities, e.g. through developing new products, seeking new markets, or both.
Reynolds (2005).	Entrepreneurship –the entrepreneurial function- can be conceptualized as the discovery of opportunities and the subsequent creation of new economic activity, often via the creation of a new organization.
Schumpeterian (1947)	Entrepreneurship is the creation of technologically dynamic, high-value added, high growth firms, with which this volume as a whole is mainly concerned -- is intimately linked to creativity and defined in this broad fashion.
Miller (1983)	Entrepreneurial behaviour is seen as behaviour that manages to combine innovation, risk-taking and pro activeness.
Shah, Tripsas (2007)	User entrepreneurship is the commercialization of a new product or service by an individual or group of individuals who are also users of that product or service.'
Kuratko, Hodgetts (2004)	Entrepreneurship is 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 ¾ in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshall needed resources; and the fundamental skill of building a solid business plan; and finally, the vision to recognize the opportunity where others see chaos, contradiction, and confusion.
Santhi, Kumar (2011)	Entrepreneurship is the act of being an entrepreneur, which can be defined as "one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods"
Schoonhoven, Romanelli, (2001)	Entrepreneurial activity arises, rather, from the collective activity of entrepreneurs and others, such as venture capitalists, lawyers, and industry professionals, who together actively create and sustain legitimate market space for new products, services, and

	technologies.”
Hoag (2005).”	Media entrepreneurship is “the creation and ownership of a small enterprise or organization whose activity adds at least one voice or innovation to the media marketplace.
Shane (2000)	Entrepreneurship is “the interaction between individuals and those opportunities.”
McKelvey (2001)	Internet entrepreneurship as a concept that uses a global network in order to capture the potentially worldwide distributed nature of innovation processes involving knowledge-intensive products in the modern economy.
Rivetti, Migliacci (2015)	Entrepreneurial motives are certainly not of a financial nature. The realization of a high quality product, in the theatre, usually do not ensure significant economic returns; this happens instead for more Commercial products, designed in order to capture the broadest public as possible.
Pather (2015)	Entrepreneurship is one of the most important driving forces of regional development. Factors enhancing sustainability of entrepreneurial activities are being elaborated by scientists, policy makers, market participants and other stakeholders.

Encouraging entrepreneurship is particularly important to face challenges related to alarmingly high youth unemployment rates in most of the EU Member States. Entrepreneurship and self-employment offer pathways for young people to emerge from unemployment. In this context, special attention is paid to the social entrepreneurship model, which is embedded in the real economy, close to people and to local communities, and primarily aimed at contributing to the general good of society. For an entrepreneur it is important to understand the entrepreneurial process dynamics through an understanding of the values, characteristics and actions of the entrepreneur over time. Nassif, Ghobril, da Silva (2010) stated that Bygrave (2004) propose a model that highlights the personal attributes and environmental factors that influence the venture at each stage. Bygrave (2004) shows that the entrepreneurial process as a set of stages and events that follow one another. These stages are: the idea or conception of the business, the event that triggers the operations, implementation and growth. According to Bygrave (2004, p. 5), “as with most human behaviour, entrepreneurial traits are shaped by personal attributes and environment”.

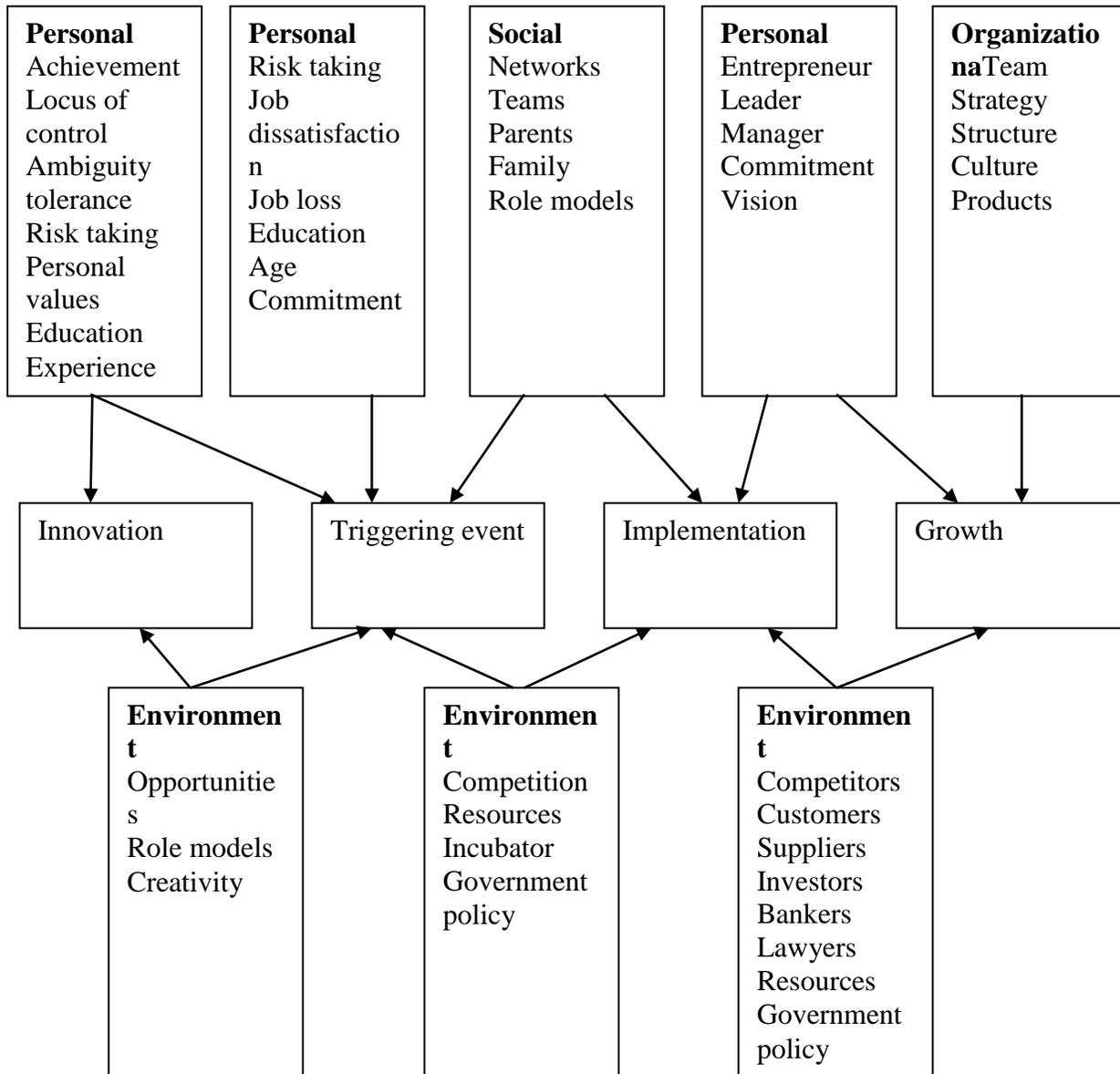


Fig.1. Model of the Entrepreneurial Process

Source: Bygrave (2004). The entrepreneurial process. In Bygrave & Zacharakis (Eds.). The portable MBA in entrepreneurship (p. 3). Hoboken: John Wiley & Sons.

Business expert Drucker (1909-2005) describing the entrepreneur as someone who actually searches for change, responds to it, and exploits change as an opportunity. A quick look at changes in communications—from typewriters to personal computers to the Internet—illustrates these ideas. Internet is a burgeoning phenomenon

that characterizes many professional and non-professional environments in the world today and brings new opportunities of interaction to entrepreneurship. People have used many different means to communicate with each other. Everyday internet is giving new interpretations to the significance of computer information technology to teaching and learning in the 21st century. When thinking about entrepreneurship in internet asking some questions: Who can become an entrepreneur? There is no one definitive profile. Successful entrepreneurs come in various ages, income levels, gender, and race. They differ in education and experience. But the research indicates that most successful entrepreneurs share certain personal attributes, including: creativity, dedication, determination, flexibility, leadership, passion, self-confidence, and smarts. Entrepreneurs of different ages can create complementary teams as well. Optimism and a “can-do” spirit characterize youth, while age brings experience and realism. In 1994, for example, Andreessen, a young computer scientist with an innovative idea and Clark, the founder and chairman of Silicon Graphics created Netscape Navigator, the Internet-browsing computer software that transformed personal computing.

Why is entrepreneurship in internet beneficial to an economy? How can governments encourage entrepreneurship, and, with it, economic growth? Entrepreneurs create new businesses, generating jobs for themselves and those they employ. In many cases, entrepreneurial activity increases competition and, with technological or operational changes, it can increase productivity as well. Entrepreneurs have ideas to test, and some knowledge and competence to run the business, but they also need complementary resources to produce and deliver their goods or services (Teece, 1987). They get knowledge, and access to distribution channels through their social networks. Entrepreneurs are also linked to people and organizations that interact among themselves, and these contacts can widen the availability of resources that sustain a new firm (Hansen, 1995). Networks have several useful properties for entrepreneurs. The first property is size. Entrepreneurs can increase networks to get crucial information and other resources from knowledgeable others. The second is positioning. Entrepreneurs position themselves within a social network to shorten the path to knowledgeable others to get what they need (Burt, 1992). The third is a relationship structure. Social contacts may be related to the entrepreneur or to each other through several types of relations or interactions.

As stated Morgan-Thomas & Reuber (2013) Amazon, Google, eBay and Facebook are well-known examples of the accelerated internationalisation that can accompany a dominant online firm. Their spectacular rise from obscurity to the top of global rankings with market valuations in billions (Financial Times 2009) rescales what is normally meant by “international entrepreneurship” or “born global”. Collectively, they highlight both the entrepreneurial opportunities afforded by ICTs and the continuing importance of internationalisation in facilitating business growth. Reuber, Fischer (2010) stated that despite the increasing numbers of businesses that are currently using the internet to pursue international opportunities, and the latent potential for such activity from rising internet adoption levels, the IE literature has paid limited attention to the phenomenon. Kende (2015) agrees that the most important impact of the Internet for entrepreneurs is the creation of a whole new segment of internet startups, which are able to target a global market of nearly 3 billion Internet users while incurring low distribution costs. The largest of these startups, including Google and Facebook, are now taking their place among the most powerful companies in the world. Google provides a classic example of the benefits of Silicon Valley as an innovation-fostering cluster. Founders Page and Brin met as students at Stanford University in 1995, where they started Google two years later. They developed a new type of search engine during their academic research and ran it on the Stanford servers until it overwhelmed the campus network. As stated Lai (2010), the story of Alibaba demonstrates a credible example of how a mall start-up company can eventually make it big in the global economy through the Internet. Alibaba has successfully transformed itself over the years adapting to the changes in and demands of online business-to-business (B2B) commerce.

Abilities, skills and personality traits of a business person Labour productivity of a business person most frequently depends on his personality traits. According to the personality trait theories, personal characteristics are comparatively stable and recurring in various situations. Scientists when investigating entrepreneurial skills and traits usually consider why some individuals are more entrepreneurial than others. Scientific literature

highlights the following entrepreneurial skills: initiative, self-confidence, critical thinking, striving for perfection, creativity, independence and steadfastness in seeking goals. Numerous scientists discuss the abilities and personality traits peculiar to the entrepreneurial personality (McCarthy, 2000, Strazdienė, 2009), as well as discern the abilities necessary for establishing a business enterprise or working in an organization (Gibb, Nelson, 1996; Galloway, Anderson, Wilson, 2005, Strazdienė, 2009). According to the majority of scientists, people of the business world show initiative, search for opportunities and impact the environment rather than respond to changes (Drucker, 1985). As noted by Henry, Hill, Leitch (2003), those individuals are constantly seeking for short-term gains and tend to compete with each other. Timmons, Spinelli (2003) when generalizing personality traits highlighted in psychological literature, discerned key acquired characteristics that are of utmost importance to an entrepreneur: the ultimate liability, perseverance, seeking for perfection, goal orientation and opportunities, initiative, responsibility, correct belief, a sense of humour, searching for feedback, controlling the situation, tolerance for uncertainty, stress and vagueness, risk-taking and risk-sharing, a higher position and rank are not relevant, respectability and reliability, non-procrastination and patience, learning from mistakes, the ability to build a team and inspire personalities.

Over many years, various personality traits peculiar to businessmen were investigated. Some researchers highlighted orientations character-based personality traits, including a high level of intrinsic motivation, pursuing fixed goals and the ability to control situations. However, most frequently scientific literature emphasized the impact of psychological characteristics on the people of the business world. According to scientists, *initiative* should be one of major characteristics of people in business, which could help them motivate subordinates and "label" businessmen as energetic persons. Other traits - *critical thinking and assessment*; when organizing one's own business or collective work it is necessary to regularly collect information, analyse it objectively, observe/discern opportunities, assess alternative solutions, make decisions and implement innovations. Risk - taking behaviour is defined as responding to challenges in uncertain situations that require solutions. As stated by Henry, Hill, Leitch (2003), risk - taking is the key trait that distinguishes people of the business world from other individuals. It should be admitted that business persons tend to take moderate (reasonable) risks in the situations, which involve a certain degree of risk or might be profitable. Numerous scientists (Drucker, 1985, Timmons, Spinelli, 2003, Koh, 1996, Strazdienė, 2009) investigated *creativity and innovation*, key traits of an entrepreneur. According to the scientists, people in business have unconventional thinking, they are not afraid to face challenges and are flexible in solving complex problems. Therefore, business persons should have unconventional thinking in taking solutions of different types. However, some scientists admit that the entrepreneurial personality should be *optimistic and self-confident*, since this helps solve complex situations. He should also have *leadership* skills, provide new ideas, respond quickly to complex situations and take appropriate solutions. People of the business world should remain *steadfast* in most unexpected situations, which helps them achieve fixed goals. As stated by Cromie (2000), people of the business world appreciate individualism and freedom other than individuals of different spheres of activity, they do not like to observe rules and fixed social standards. According to other scientists (Kirby, 2004), people in business have a strongly expressed intuition and rational thinking. Considering the above mentioned theories, it should be noted that these individuals give priority to intuition, which is based on general understanding and constructive problem solving rather than analytical approach based on the attention to detail and rules observance.

After generalizing the research data it should be admitted that major factors determining success in the business world are these: initiative, self-confidence, critical thinking, searching for perfection, risk taking, creativity, controlling the situation, innovation, independence, perseverance, goal seeking and leadership. People of the business world should be creative, take new solutions, estimate the existing situation, foresee possible changes, allocate the sources of their own and of individuals working in their team; on the other hand, entrepreneurship is considered as an emerging opportunity to create something from nothing. This requires quick thinking, initiative, creativity, quick response to changes, searching for changes and converting them to benefits.

4. Analysis of the research results

Entrepreneurship concepts: research participants' attitudes. Entrepreneurship concept is inseparable from business and the concept of entrepreneur. Therefore, entrepreneurship is usually defined as the abilities necessary to establish and develop business considering not only certain personality traits but also skills and competences necessary for carrying out business activities. According to most scientists (McCarthy, 2000, Strazdienė, 2009), starting and managing a business requires certain personality traits and subject-specific skills, such as creative thinking, risk taking, initiative, independence, management skills and other exceptional and unique qualities and personality traits necessary for people of the business world. Strazdienė (2009), after generalizing the attitudes of foreign scientists, admits that entrepreneurship is an individual's own way of thinking, a set of technical, social, professional and personal competences covering personality traits, abilities and knowledge that are necessary for creating and self-improvement.

The research results revealed that the major part of the research participants (N= 56 (74.7 percent) defined entrepreneurship as *a personal ability to convert ideas into activities* and they related entrepreneurship to *personal creativity, seeking innovation, readiness to risk and the ability to plan and manage projects in order to pursue fixed goals*. The research found out that a small proportion of the research participants (N=10 (13.3 percent) defined entrepreneurship as *profit seeking through carrying out economic activities and creating capital for business owners*. It was identified that the smallest proportion of the research participants defined entrepreneurship as *the attitude of a young person, his skills and knowledge that allow him to discern the opportunity to create added value (social and economic value) and all the factors oriented towards this opportunity* (N=8 (10.7 percent), as well as *personal and subject-specific potential of an individual guaranteeing innovative and active activities in a rapidly changing environment* (N=1 (1.3 percent).

The assessment of the study process organization aimed at training specialists ready to create the Internet business: the research participants' attitude. In this rapidly changing society the existing situation fosters educational institutions to more flexibly respond to the environmental and society's needs and develop entrepreneurial skills considering economic, technological and social changes. In the world of rapid changes professional knowledge and skills are as important as general competences. Professional development should be in line with the development/self-development of certain skills and abilities. In order to identify the research participants' attitudes on which study methods could foster entrepreneurship, they were provided with the 4 point agree-disagree scale, where 1 = disagree and 4 = completely agree. The generalized research results are provided in Figure 2 Table 2 (see below).

According to the respondents, entrepreneurial skills could be fostered by *group discussions* (M=3.22) and using *group work activities* (M=3.12). Respondents admitted that the Internet entrepreneurship could be fostered in *seminars* (M=3.2) (see Figure 2).

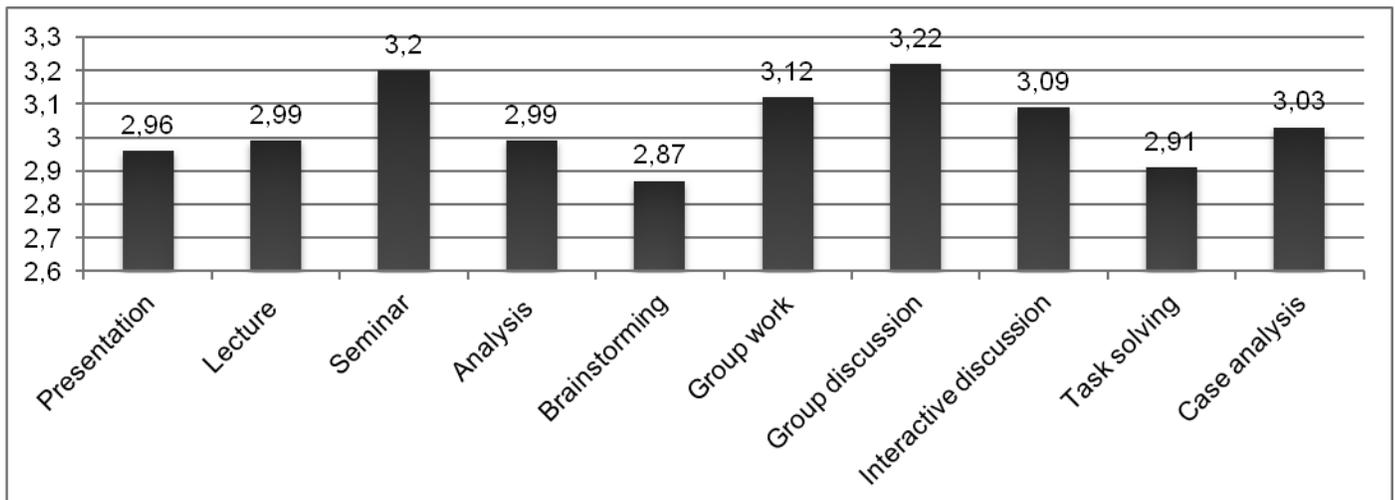


Fig.2. The Assessment of Teaching/learning Methods Fostering the Internet Entrepreneurship (average values)

The performed detailed analysis, regarding the application of teaching methods fostering the Internet business, shows that the majority of the research participants agree or completely agree that such teaching/learning methods as *group work* (agree (38 (50.0 percent, respectively)) and completely agree (26 (34.2 percent)), *group discussion* (agree (40 (52.6 percent)) and completely agree (28 (36.8 percent)), while *seminar* (agree (36 (48 percent)) and completely agree (28 (37.3 percent)) foster the Internet entrepreneurship to a great extent. Lower indicators were obtained when assessing the following methods: *work presentation* (agree (41 (53.9 percent)) and completely agree (17 (22.4 percent)), *lecture* (agree (40 (53.3 percent)) and completely agree (18 (24 percent)), while *interactive discussion* (agree (33 (43.4 percent)) and completely agree (26 (34.2 percent)), which should foster the Internet entrepreneurship. The research results show that such methods as *brainstorming and task solving* less foster the Internet entrepreneurship in the study process. A similar situation emerged when assessing the methods of *case analysis* and *analysis*, the application of which in the study process fosters the Internet entrepreneurship to a lesser degree (see Table 2).

Table 2. The Assessment of Teaching/Learning Methods Fostering the Internet Entrepreneurship, Number of People (percentage)

Teaching/learning methods	Completely agree	Agree	Neither agree nor disagree	Disagree
Presentation	17 (22.4)	41 (53.9)	16 (21.1)	2 (2.6)
Lecture	18 (24)	40 (53.3)	15 (20)	2 (2.7)
Seminar	28 (37.3)	36 (48)	9 (12)	2 (2.7)
Analysis	21 (27.6)	37 (48.7)	14 (18.4)	4 (5.3)
Brainstorming	22 (29.3)	26 (34.7)	22 (29.3)	5 (6.7)
Group work	26 (34.2)	38 (50)	7 (9.2)	5 (6.6)
Group discussion	28 (36.8)	40 (52.6)	5 (6.6)	3 (3.9)
Interactive discussion	26 (34.2)	33 (43.4)	15 (19.7)	2 (2.6)
Task solving	18 (23.7)	37 (48.7)	17 (22.4)	4 (5.3)
Case analysis	24 (31.6)	32 (42.1)	18 (23.7)	2 (2.6)

After carrying out the statistical data analysis of the teaching/learning methods that foster the Internet entrepreneurship, the assessment variables were identified in the group of individuals planning to establish the Internet business and those who were not planning to establish it. After estimating the Student's *t* – test, it was found out that significantly higher average indicators (see Table 3) in terms of statistics were of those individuals

who were planning to establish the Internet business in the scales of *brainstorming* (M=2.98, SD=0.91), *group discussion* (M=3.34, SD=0.71), *interactive discussion* (M=3.29, SD=0.67) and *task solving* (M=3.02, SD=0.81), since these methods were assessed by those respondents who were not planning to establish the Internet business (respectively: *brainstorming* (M=2.43, SD=0.94), *group discussion* (M=2.86, SD=0.77), *interactive discussion* (M=2.5, SD=0.94) and *task solving* (M=2.43, SD=0.85)). When assessing other teaching/learning methods, fostering the Internet entrepreneurship, significant differences in the groups of respondents planning to establish the Internet business and those who were not planning to establish it were not identified (see Table 3).

Table 3. The Assessment of Teaching/Learning Methods Fostering the Internet Entrepreneurship in the Group of Respondents Planning to Establish the Internet Business and Those Who Were Not Planning to Establish It (M, SD)

Teaching/learning methods	Planning to establish the Internet business		Not planning to establish the Internet business		t	p
	M	SD	M	SD		
Presentation	3.03	0.72	2.79	0.8	1.137	0.259
Lecture	3.05	0.78	2.79	0.58	1.194	0.237
Seminar	3.24	0.78	3.0	0.68	1.064	0.291
Analysis	3.07	0.83	2.71	0.83	1.437	0.155
Brainstorming	2.98	0.91	2.43	0.94	2.037	0.045
Group work	3.22	0.79	2.79	0.97	1.769	0.081
Group discussion	3.34	0.71	2.86	0.77	2.247	0.028
Interactive discussion	3.29	0.67	2.5	0.94	3.643	0.001
Task solving	3.02	0.8	2.43	0.85	2.448	0.017
Case analysis	3.05	0.82	3.0	0.88	0.206	0.837

Seeking to find out the opinion of respondents on what measures could help develop entrepreneurial skills in higher school learners, the 5 point agree-disagree scale was provided, where 1 = completely disagree; 5 = completely agree. The generalized research results are provided in Figure 3 Table 4.

As evident from the research results (see Figure 3), entrepreneurial skills in higher school learners can be encouraged by practices carried out in business enterprises (M=4.4) and the ability to cooperate with experienced entrepreneurs (M=4.35). As stated by the research participants, seminars with practical task performance (M=4.07) and the experience of teachers (M=4.04) could contribute to the entrepreneurial skills development.

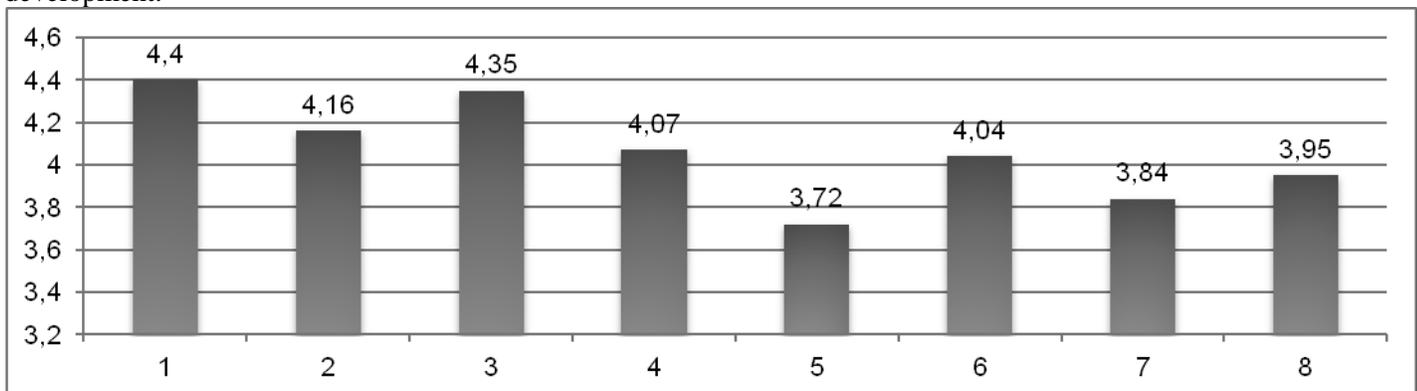


Fig.3. The Assessment of Techniques Aimed at the Entrepreneurial Skills Development in Higher School Learners (Average Values)

Note:

- 1. Practice in business enterprises
- 2. Participation in project work

- 5. Theoretical experience of teachers
- 6. Practical experience of teachers

- 3. Cooperation with experienced entrepreneurs
- 4. Seminars and practicals

- 7. Scientific conferences for students
- 8. Studies by the ERASMUS + programme

A more detailed analysis of techniques aimed at fostering the entrepreneurial skills in higher school learners showed (see Table 4) that the majority of the research participants admitted that key techniques that help develop entrepreneurial skills are these: practice in business enterprises (respectively: completely agree (38 (50.7 percent)) while agree (29 (38.7 percent)). A similar situation was identified when assessing cooperation with experienced entrepreneurs (respectively, completely agree (33 (44 percent)), while agree (35 (46.7 percent)), the fostering of which, in the respondents' opinion, could help develop entrepreneurial skills. However, it should be noted that according to the responses of almost half of respondents, entrepreneurial skills could be fostered by seminars and practicals (completely agree: 21 (28 percent, respectively)) and agree (39 (52 percent)), as well as practical experience of teachers (completely agree (19 (25.7 percent)) and agree (39 (52.7 percent)). As evident from the research results, theoretical experience of teachers and studies by the ERASMUS + programme to a lesser degree help develop entrepreneurial skills in higher school learners.

Table 4. The Assessment of Techniques Aimed at Entrepreneurial Skills Development in Higher School Learners, Number of Persons (Percentage)

Techniques that help develop entrepreneurial skills	Completely agree	Agree	Neither agree nor disagree	Disagree	Completely disagree
Practice in business enterprises	38 (50.7)	29 (38.7)	8 (10.7)	-	-
Participation in project work	24 (32)	40 (53.3)	10 (13.3)	1 (1.3)	-
Cooperation with experienced entrepreneurs	33 (44)	35 (46.7)	7 (9.3)	-	-
Seminars and practicals	21 (28)	39 (52)	14 (18.7)	1 (1.3)	-
Theoretical experience of teachers	10 (13.3)	38 (50.7)	23 (30.7)	4 (5.3)	-
Practical experience of teachers	19 (25.7)	39 (52.7)	16 (21.6)	-	-
Scientific conferences for students	15 (20)	33 (44)	27 (36)	-	-
Studies by the ERASMUS + programme	23 (30.7)	30 (40)	18 (24)	3 (4)	1 (1.3)

The assessment of the elements of the Internet entrepreneurship. The research was aimed at finding out what principles, regarding the Internet business, were prevalent in the research participants. In order to identify the Internet entrepreneurship, respondents were provided with the 5 point Likert scale (agree-disagree), where 1 = completely disagree, 5 = completely agree. The research results demonstrate that the majority of respondents assert that the Internet entrepreneurship depends on such elements as *activeness* (M=4.51), *receptivity to the internet innovation* (M=4.47) and *the ability to take solutions* (M=4.46). As seen from the research results, such features as *theoretical knowledge on the Internet business* (M=3.88), *the art of communication on the Internet* (M=3.91) and *the lifestyle based on an individual's own planning* (M=3.99) were assessed with the lowest average values (see Figure 4).

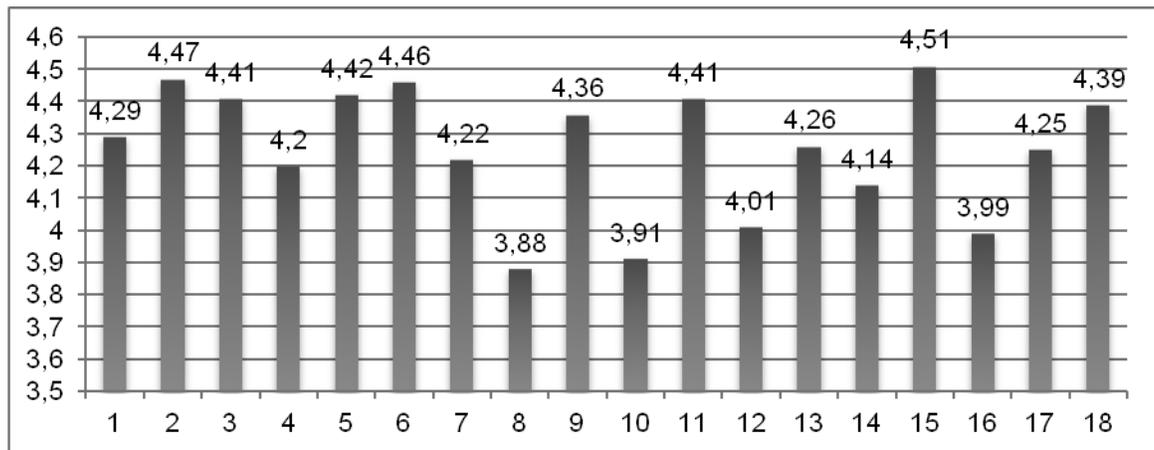


Fig.4. The Assessment the Internet Entrepreneurship Elements (Average Value)

Note:

- | | |
|---|---|
| 1. Good knowledge on the Internet and social networks | 10. The art of communication on the Internet |
| 2. Receptivity to the Internet innovation | 11. Logical thinking |
| 3. Ability to attract and bring people together for common activities | 12. Critical attitude |
| 4. Time planning | 13. Ability "to sell" oneself |
| 5. Forecasting, predicting the future, intuition | 14. Positive thinking |
| 6. Ability to take decisions | 15. Active action |
| 7. Well thought-out risk | 16. Lifestyle based on an individual's own planning |
| 8. Theoretical knowledge on the Internet | 17. Self-realization |
| 9. Good computer literacy | 18. Management skills |

The obtained analysis revealed the assessment variables of the elements of the Internet entrepreneurship in the group of individuals planning to establish the Internet business and those who were not planning to establish it (see Table 5). As evident from the research results, most elements of the Internet entrepreneurship were assessed almost equally by individuals planning to establish the Internet business and those who were not planning to establish it. However, after estimating the Student's *t* test, a statistical data analysis showed that the average values of individuals planning to establish the Internet business were significantly higher in these scales: *good knowledge on the Internet and social networks* ($M=4.42$, $SD=0.7$), *receptivity to the Internet innovation* ($M=4.56$, $SD=0.6$), *the ability to attract and bring people together for common activities* ($M=4.51$, $SD=0.68$) and *logical thinking* ($M=4.47$, $SD=0.6$), because these characteristics were assessed by those participants who were not planning to establish the Internet business (respectively: *good knowledge on the Internet and social networks* ($M=3.86$, $SD=0.95$), *receptivity to the Internet innovation* ($M=4.14$, $SD=0.66$), *the ability to attract and bring people together for common activities* ($M=4.07$, $SD=0.92$), *logical thinking* ($M=4.06$, $SD=1.14$)). After estimating the Student's *t*-criterion, it was identified that statistically significant ($t=-1.905$, $p=0.005$) average variables demonstrate that individuals who were not planning to establish the Internet business provided higher indicators in the scale of *management skills* ($M=4.34$, $SD=0.54$) compared to those who were planning to establish it, while in the latter group lower indicators were provided in the scale of *management skills* ($M=4.34$, $SD=0.54$). As evident from the research results, respondents who were planning to establish the Internet business provided higher indicators in the scales of the following elements of the Internet entrepreneurship: *the ability to take solutions*, *theoretical knowledge on the Internet*, *time planning*, *forecasting, predicting the future, intuition*, *the art of communication on the Internet*, *positive thinking and active action*, since these elements were assessed by those who were not planning to start the Internet business; however, their indicators did not differ significantly (see Table 5).

Table 5. The Assessment of Elements of the Internet Entrepreneurship in the Group of Respondents Planning to Establish the Internet Business and Those Who Were Not Planning to Establish It (M, SD)

Element of the Internet entrepreneurship	Planning to establish the Internet business		Not planning to establish the Internet business		t	p
	V	SN	V	SN		
Good knowledge on the Internet and social networks	4.42	0.7	3.86	0.95	2.535	0.013
Receptivity to the Internet innovation	4.56	0.6	4.14	0.66	2.304	0.024
The ability to attract and bring people together for common activities	4.51	0.68	4.07	0.92	2.018	0.047
Time planning	4.22	0.79	4.07	0.73	0.643	0.522
Forecasting, predicting the future, intuition	4.49	0.7	4.14	1.03	1.205	0.246
The ability to take decisions	4.49	0.65	4.36	0.84	0.654	0.515
Well thought-out risk	4.2	0.74	4.36	0.63	-0.719	0.475
Theoretical knowledge on the Internet	3.92	0.9	3.79	0.8	0.495	0.622
Good computer literacy	4.37	0.67	4.36	0.74	0.078	0.938
The art of communication on the Internet	4.0	0.85	3.57	1.02	1.632	0.107
Logical thinking	4.47	0.6	4.06	1.14	1.862	0.05
Critical attitude	4.0	0.79	4.0	0.96	0.001	0.999
The ability "to sell" oneself	4.27	0.81	4.29	0.73	-0.062	0.951
Positive thinking	4.19	0.78	3.93	0.83	1.103	0.274
Active action	4.56	0.57	4.36	0.63	1.176	0.241
Lifestyle based on an individual's own planning	4.0	0.83	4.0	0.68	0.001	0.999
Self-realization	4.24	0.68	4.29	0.73	-0.237	0.813
Management skills	4.34	0.54	4.64	0.5	-1.905	0.005

The assessment of skills and personality traits peculiar to a business person. In the era of accelerated technological progress as well as the development of small-scale, large-scale and the Internet business, the specialists of specific personality traits, skills and abilities are in great demand. Recently, the most successful individuals are those who have exceptional abilities, including entrepreneurial skills. Entrepreneurship is the way of thinking, personality traits, technical and management skills that allow to apply the obtained knowledge in practice and establish one's own business. Technical skills include written and verbal communication, the ability to handle different computer programmes, use information sources and possess organizational skills. Entrepreneurial skills cover personal abilities, problem solving and taking suitable decisions, negotiating, working in a team, planning. Most scientists (McCarthy, 2000, Cromie, 2000, Kirby, 2004, Strazdienė, 2009) discern particular traits and abilities peculiar to businessmen and highlight these traits: creativity, risk taking, initiative, innovation, intuition, independence and other unique traits and abilities that are of utmost importance to people of the business world. Therefore, the business environment requires specific qualities and traits that should exist in people in business: perseverance, responsibility, independence, creativity, activeness, the ability to compete, etc. In order to identify which personality traits, abilities and features should be present in businessmen the research participants were provided with the 5 point agree-disagree scale, where 1 = completely disagree; 5 = completely agree.

After analysing the research results it was identified that according to the research participants' opinion, the traits of major importance were these: *activeness* (M=4.66), *communication* (M=4.64) and *diligence* (M=4.63). As noted by the research participants, a business person should be *motivated* (M=4.72) and *responsible* (M=4.71). It was found out that the highest average values were in the scales of abilities and skills related to maintaining relationships, activeness in pursuing goals, a high level of personal motivation and responsibility for task performance. However, the research results show that people of the business world should show *initiative* (M=4.59), *be creative* (M=4.58), *persistent* (M=4.59), *capable to create and develop business* (M=4.59) and *make appropriate decisions* (M=4.57). The above mentioned skills, abilities and personality traits are of utmost importance for establishing and developing business. As seen from the research results, a smaller number of respondents related such traits, abilities and skills as *the ability to create workplaces* (M=3.97), *tolerance* (M=4.09) and *profit seeking* (M=4.21) to characteristics peculiar for people in business; the latter abilities, skills and personality traits were assessed by lower average values (see Table 6).

Table 6. The Assessment of Abilities, Skills and Personality Traits Peculiar to Business People (Average Values, (Standard Deviations))

Abilities, skills and personality traits of business people	Average value (standard deviation)	Abilities, skills and personality traits of business people	Average value (standard deviation)
Persistent	4.59 (0.52)	Having certain skills	4.34 (0.7)
Motivated	4.72 (0.45)	Diligent	4.63 (0.56)
Responsible	4.71 (0.51)	Conscientious	4.49 (0.58)
Tolerant	4.09 (0.82)	Implementing ideas in the market	4.39 (0.67)
Creating workplaces	3.97 (0.94)	Profit seeking	4.21 (0.78)
Showing initiative	4.59 (0.52)	Able to compete	4.41 (0.77)
Energetic	4.53 (0.58)	Able to sell himself and his ideas	4.49 (0.64)
Independent	4.42 (0.68)	Able to create and develop business	4.59 (0.55)
Communicable	4.64 (0.56)	Impetuous	4.36 (0.69)
Active	4.66 (0.5)	Able to make decisions	4.57 (0.55)
Observing the situation	4.34 (0.66)	Leadership	4.53 (0.62)
Creative	4.58 (0.62)	Able to assess risk	4.55 (0.58)
Innovative	4.54 (0.62)		

After carrying out a detailed analysis of personality traits, abilities and skills of a business person, it was found out that according to the research participants, a business person is *motivated* (completely agree (55 (72.4 percent)) and agree (21 (27.6 percent))), *persistent* (completely agree (46 (60.5 percent)) and agree (29 (38.2 percent))), *showing initiative* (completely agree (46 (60.5 percent)) and agree (29 (38.2 percent))) and *active* (completely agree (51 (67.1 percent)) and agree (24 (31.6 percent))) (see Table 7). Whereas, the *ability to create workplaces* (completely agree (24 (32 percent)), agree (31 (41.3 percent))), *impetuosity* (completely agree (36 (48.6 percent)) and agree (29 (39.2 percent))), *tolerance* (completely agree (27 (36.0 percent)) and agree (30 (40.0 percent)), while *profit seeking* (completely agree (32 (42.7 percent)) and agree (27 (36.0 percent))) are among the lowest average values of traits, abilities and skills that should have a business person. Average values of abilities, skills and personality traits of business people are provided in Table 7.

Table 7. The Assessment of Abilities, Skills and Personality Traits Peculiar to Business People (Number of Persons (Percentage))

Abilities, skills and personality traits of business people	Completely agree	Agree	Neither agree nor disagree	Disagree	Completely disagree
Persistent	46 (60.5)	29 (38.2)	1 (1.3)	-	-
Motivated	55 (72.4)	21 (27.6)	-	-	-
Responsible	55 (73.3)	18 (24)	2 (2.7)	-	-
Tolerant	27 (36)	30 (40)	16 (21.3)	2 (2.7)	-
Creating workplaces	24 (32)	31 (41.3)	16 (21.3)	2 (2.7)	2 (2.7)
Showing initiative	46 (60.5)	29 (38.2)	1 (1.3)	-	-
Energetic	43 (56.6)	30 (39.5)	3 (3.9)	-	-
Independent	40 (52.6)	28 (36.8)	8 (10.5)	-	-
Communicable	52 (68.4)	21 (27.6)	3 (3.9)	-	-
Active	51 (67.1)	24 (31.6)	1 (1.3)	-	-
Observing the situation	34 (44.7)	34 (44.7)	8 (10.5)	-	-
Creative	48 (63.2)	25 (32.9)	2 (2.6)	1 (1.3)	-
Innovative	45 (59.2)	28 (36.8)	2(2.6)	1 (1.3)	-
Having certain skills	35 (46.1)	33 (43.4)	7 (9.2)	1 (1.3)	-
Diligent	51 (67.1)	22 (28.9)	3 (3.9)	-	-
Conscientious	40 (52.6)	33 (43.4)	3 (3.9)	-	-
Implementing ideas in the market	38 (50)	30 (39.5)	8 (10.5)	-	-
Profit seeking	32 (42.7)	27 (36)	16 (21.3)	-	-
Able to compete	41 (53.9)	27 (35.5)	3 (9.2)	-	1 (1.3)
Able to sell himself and his ideas	43 (56.6)	27 (35.5)	6 (7.9)	-	-
Able to create and develop business	46 (62.2)	26 (35.1)	2 (2.7)	-	-
Impetuous	36 (48.6)	29 (39.2)	9 (12.2)	-	-
Able to make decisions	44 (59.5)	28 (37.8)	2 (2.7)	-	-
Leadership	44 (59.5)	25 (33.8)	5 (6.8)	-	-
Able to assess risk	43 (58.9)	27 (37)	3 (4.1)	-	-

A comparative analysis of abilities and personality traits peculiar to a business person on the basis of gender aspects shows that most personality traits and abilities were assessed almost equally by males and females (see Table 8). However, after estimating the Student's t – test, a statistical data analysis demonstrated that average values of females in the scales of *initiative* (M=4.73, SD=0.45), *activeness* (M=4.8, SD=0.41) and *energy* (M=4.7, SD=0.46) are higher compared to the male indicators in the following scales (respectively: *initiative* (M=4.41, SD=0.56), *activeness* (M=4.47, SD=0.57) and *energy* (M=4.28, SD=0.63)). A statistical data analysis showed that female respondents assessed the following traits with higher points: *responsibility* (M=4.84, SD=0.37), *communicability* (M=4.77, SD=0.48), *creativity* (M=4.7, SD=0.59) compared to male

respondents assessment (respectively: *responsibility* (M=4.52, SD=0.63), *communicability* (M=4.47, SD=0.62) and *creativity* (M=4.41, SD=0.61)). Furthermore, female respondents discerned abilities that are peculiar to a business person: *the ability to create workplaces* (M=4.27, SD=0.76), *observing the situation* (M=4.55, SD=0.55) and *taking appropriate solutions* (M=4.67, SD=0.52), compared to the results of male respondents who got significantly lower average values (see Table 8) (respectively: *the ability to create workplaces* (M=3.55, SD=1.03), *observe the situation* (M=4.06, SD=0.72) and *take appropriate solutions* (M=4.42, SD=0.56)). The obtained results show that female respondents, contrary to male respondents, admit that a business person should show initiative, be energetic, active, creative, responsible and able to create workplaces, observe the situation and take appropriate solutions to problems. When assessing other abilities, skills and personality traits peculiar to a business person, the average values in male and female groups did not differ significantly in terms of statistics (see Table 8), which allows us assert that the assessment of abilities, skills and personality traits of a business person provided by male and female respondents, is almost the same.

Table 8. The Assessment of Abilities, Skills and Personality Traits Peculiar to Business People Considering Responses of Male and Female Participants (Average Values, (Standard Deviations)

Abilities, skills and personality traits of business people	Males		Females		t	p
	M	SD	M	SD		
Persistent	4.5	0.51	4.66	0.53	-1.321	0.191
Motivated	4.63	0.49	4.8	0.41	-1.6	0.115
Responsible	4.52	0.63	4.84	0.37	-2.589	0.013
Tolerant	3.9	0.94	4.23	0.71	-1.697	0.094
Creating workplaces	3.55	1.03	4.27	0.76	-3.514	0.001
Showing initiative	4.41	0.56	4.73	0.45	-2.674	0.01
Energetic	4.28	0.63	4.7	0.46	-3.208	0.02
Independent	4.31	0.74	4.5	0.63	-1.193	0.237
Communicable	4.47	0.62	4.77	0.48	-2.317	0.024
Active	4.47	0.57	4.8	0.41	-2.778	0.008
Observing the situation	4.06	0.72	4.55	0.55	-3.333	0.001
Creative	4.41	0.61	4.7	0.59	-2.13	0.036
Innovative	4.56	0.5	4.52	0.7	0.274	0.785
Having certain skills	4.28	0.73	4.39	0.69	-0.641	0.524
Diligent	4.5	0.62	4.73	0.5	-1.705	0.094
Conscientious	4.38	0.61	4.57	0.55	-1.451	0.151
Implementing ideas in the market	4.31	0.64	4.45	0.7	-0.905	0.368
Profit seeking	4.23	0.8	4.2	0.76	0.116	0.908
Able to compete	4.41	0.67	4.41	0.84	-0.016	0.987
Able to sell himself and his ideas	4.44	0.62	4.52	0.66	-0.568	0.572
Able to create and develop business	4.52	0.57	4.65	0.53	-1.049	0.298
Impetuous	4.23	0.72	4.47	0.67	-1.479	0.144
Able to make decisions	4.42	0.56	4.67	0.52	-2.005	0.049
Leadership	4.45	0.51	4.58	0.7	-0.881	0.381
Able to assess risk	4.47	0.57	4.6	0.58	-1.003	0.319

Entrepreneurship problems of young people and the Internet entrepreneurship fostering techniques: the respondents' attitude. In order to identify the attitude of the research participants towards the Internet business creation fostering techniques and measures and indicate key entrepreneurship problems faced by young people, the research participants were provided with open questions. After obtaining the data, the research participants' responses were analysed considering the criteria regarding the intensity of comments and words and the accuracy of responses. The obtained responses reveal the respondents' attitudes and opinions when assessing the Internet entrepreneurship fostering techniques and entrepreneurship problems faced by young people. The analysis of responses to direct questions is based on interpretation, therefore the discernment of categories was a creative process aimed at decoding the meaning of responses.

When analysing the Internet entrepreneurship fostering techniques the following recurrent categories were discerned: *Trainings and their organization; Financial support; Application of motivational techniques; Information dissemination.*

Encouragement, favourable conditions and financial support are very important aspects related to finding one's own place in life and the market. When investigating on what could encourage young people to establish the Internet business and foster the Internet entrepreneurship techniques, the responses of research participants were analysed and interpreted with regard to their personal experiences and attitudes. Analysis of open questions revealed that respondents were convinced that trainings, seminars and competitions were techniques fostering the Internet entrepreneurship. When analysing on what techniques could foster young people the Internet entrepreneurship creation, the obtained responses highlighted the following features: purposeful learning, expanding knowledge, participating in trainings and seminars, financial support, sharing success stories and participating in various projects related to the Internet business, which would ensure higher living standards to those who would emerge into the world of business. Considering the research results it should be noted that young people were seeking for self-improvement, were interested in innovation, professional development, participation in trainings, courses and seminars, financial support, such as tax incentives, monetary support for establishing business, participation in competitions related to entrepreneurial ideas, the opportunity to participate in projects, share experiences and discuss success stories, which could motivate them to create the Internet business. However, as stated by respondents, one of the Internet entrepreneurship creation fostering techniques could be more information on the desired business sphere, articles on entrepreneurship, information dissemination on business opportunities in Lithuania, introducing young people to the Internet entrepreneurship opportunities and financial support and sharing experiences with experienced entrepreneurs.

When analysing the key Internet entrepreneurship creation problems the following recurrent categories were discerned: *Problems related to personality traits (motivation, the lack of boldness, the fear of risk, etc.); Difficulties related to the lack of knowledge and skills; External factors (scarce funding, the lack of support, etc.).*

The response results showed that respondents mentioned different reasons encumbering the Internet business creation. It is evident that the main obstacles for establishing the Internet business are these: the lack of motivation and self-confidence, laziness and passiveness. Furthermore, part of respondents asserted that difficulties for the Internet business creation could emerge due to the lack of ideas, boldness, desire, the fear of taking risk and making mistakes, the lack of a clear goal setting, the knowledge and skills. However, results of numerous researches show that a social environment and existing factors encumber the creation of a private business. This was confirmed by the research results, which showed that responses related to the environmental factors were most frequently among negative ones. According to the research participants' opinion, young people who want to establish the Internet business face financial difficulties and the lack of initial capital and funds; young people need a starting point and guidance of an experienced entrepreneur. On the other hand, respondents think that the lack of information on business and the shortage of theory and practice are key factors

hindering a successful process of the Internet business creation. However, it should be admitted that the research participants were prone to highlight those difficulties that were related to personality traits rather than external factors.

After analysing the difficulties affecting the creation of one's own business it was identified that the environmental and external factors, as well as personality traits were of equal importance. The research participants related the difficulties emerging when creating the Internet business to personality traits, the lack of motivation and initiative, the fear to risk, the lack of self-confidence and knowledge. However, the difficulties emerging in creating the Internet business could be related to social factors hindering the implementation of personal goals and aspirations.

Conclusions

It was found out that a major part of the research participants related entrepreneurship to creativity, seeking innovation, readiness to risk and the ability to plan and manage projects in order to pursue fixed goals.

The research results showed that entrepreneurship in higher school learners could be fostered by practices in business enterprises, the ability to cooperate with experienced entrepreneurs, seminars and practicals, practical experiences of teachers and also by participating in discussions, and group and team work activities.

It was found out that activeness and receptivity to the Internet innovation, as well as the ability to make decisions were key elements of the Internet entrepreneurship creation, whereas theoretical knowledge on the Internet business and the art of communication on the Internet were the elements of minor importance.

The research results demonstrated that personal activeness, communicability, diligence, responsibility and a high level of motivation are the traits of major importance, since they are the features that each businessman should possess. According to the research participants, a business person should be active, showing initiative, persistent, able to create and develop business and make appropriate decisions.

When comparing the assessment indicators regarding personality traits, abilities and skills of a business person, it was identified that female respondents assessed the following traits with significantly higher points compared to male respondents: initiative, energy, responsibility, communicability, creativity, the ability to create workplaces, observe situations and take appropriate solutions.

The research results showed that trainings, seminars, competitions related to business, financial/monetary support, motivation, sharing success stories, experiences of professional entrepreneurs, participation in various projects and information dissemination on entrepreneurship are key Internet entrepreneurship creation fostering techniques.

It was found out that major difficulties emerging in creating the Internet business are these: the lack of motivation and self-confidence, the fear of risk, passiveness, the lack of ideas, boldness, knowledge and skills. According to the research participants, young people who want to establish the Internet business face financial difficulties and they lack the initial capital and funding; young people need to have kind of a starting point and guidance of experienced entrepreneurs.

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