



Global University Entrepreneurial Spirit Students' Survey



**GUESSS Report**

**Germany 2024**

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## Preface

Entrepreneurs introduce new ideas to the market and are drivers of change. For a thriving economy adaptation to change and constant growth is key. It is therefore of high relevance to consistently gain insights into students' entrepreneurship as they are an important transfer link between research and practice. Insights about students' entrepreneurial intentions and behavior are vital for policymakers, academics, and educators.

The Global University Entrepreneurial Spirit Students' Survey (GUESSS) is an international research project that investigates and compares student entrepreneurship. In its 10th edition, GUESSS surveyed 226,718 university students in 57 countries and is a primary source of information on student entrepreneurship worldwide<sup>1</sup>.

This report presents the results of the data collection conducted in Germany. The sample consists of 2,087 students enrolled in 20 different universities throughout Germany in Fall of 2023. The report is prepared by the country delegate of the GUESSS project for Germany, the Entrepreneurship Research Incubator Team of IU International University of Applied Sciences.

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<sup>1</sup> The international and national survey reports are published on <https://www.guesssurvey.org/>.

## Executive summary

The 10th edition of the GUESSS Survey (2023 edition) collect 226,718 completed responses from 57 countries. The following sections provide insights and results regarding the German sample.

### Sample description

- The German sample consists of 2,087 students from 20 different universities (see overview in Figure 32 in the appendix).
- The average age of the students surveyed in this report is 28.5 years.
- Female students represent 67.7%, while males account for 30.4%, and 1.9% of the respondents identify themselves as “other”. The share of male to female respondents is somewhat imbalanced compared to the average gender distribution of students in Germany, which consists of 50.5% female students (Destatis, 2023).
- 90.3% of the respondents are German, and 9.7% are non-German.
- The main fields of study of the students under survey are Social sciences (27.1%), followed by Business and Management (17.6%), Human medicine and Health sciences (7.4%), Arts and Humanities (7%) and Engineering (6.7%).
- 72.5% of the participants are studying at Bachelor’s, 19.9% at Master’s, 2.8% at PhD level and 4.8% at other levels (e.g. MBA).

### Career choice and entrepreneurial intentions in the university context

- Upon completing their studies, 71.8% of the students aim to work as employees in small to large businesses, non-profit organizations, academia, or public service. In contrast, 9.5% aspire to become entrepreneurs or successors. There are 18.8% of students who are still undecided about their future careers.
- Five years later, the results show a significant rise in entrepreneurial intentions. Almost a quarter would like to be self-employed in five years. While the percentage of students intending to work in similar employment settings drops to 57.4%, those aiming to be entrepreneurs or successors rises to 23.4%. Meanwhile, 19.1% of the students remain uncertain or consider choosing a different career path. Students in the fields of Business and Management as well as in Arts and Humanities exhibit the highest entrepreneurial intentions in absolute numbers.
- Approximately one in five survey respondents (19.3%) have already completed at least one course in entrepreneurship education. Nevertheless, the majority of the students surveyed (80.7%) lack the experience of entrepreneurship education.
- Up to 71.1% of the aspiring entrepreneurs and successors would like to use different entrepreneurial support services, while up to 23% are not eager to use support services offered in the university context.

### Student’s entrepreneurial activities in planning and action

- 10.7% of the students surveyed are already in the process of founding their businesses, defined as nascent entrepreneurs. Due to the gender distribution, the survey results show that 15.1% of males, 8.7% of females, and 7.5% of those students identifying as other genders are nascent entrepreneurs and already planning to build their own business.
- 6.5% of the students under survey already own and run their businesses, defined as active entrepreneurs.
- Among the study participants, 8.4% of the males, 5.6% of the females and 5% of those identifying as other genders declare themselves already as active entrepreneurs.

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# 1. Sample description

## 1.1 Demographic characteristics

The age distribution of the sample presents a strong concentration within younger age groups. A significant majority of the sample fall within the 20-29 years age group, comprising 68.1% of the study population. Those in the 30-39 age range constitute 19.4%, while participants aged 40-49 make up 7.9%. Individuals under 20 years account for 1.5%, and those over 50 represent 3.2%. The average age of the study participants is 28.5 years, which is notably higher compared to the average student age of 23.6 years in Germany (Destatis, 2024). One explanation for this deviation may be the integration of a large distance-learning university in the sample. This institution has a higher average age among its students (on average 31.5 years), who often study alongside their job, in part-time and/or study later for further education purposes.

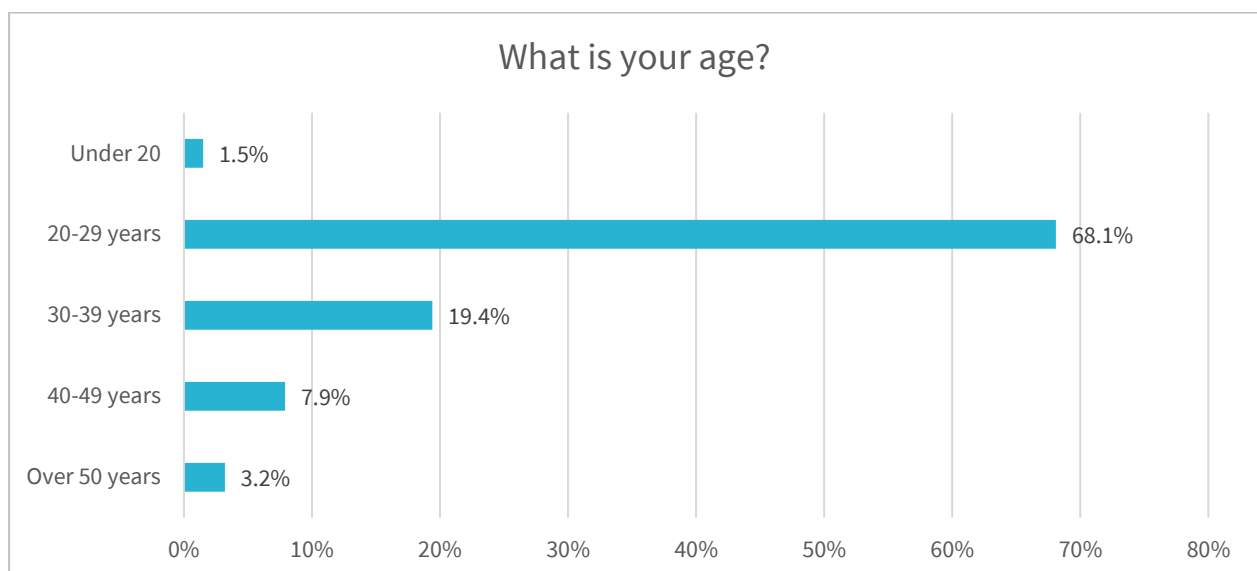


Figure 1: Age of students (n = 2030)

Figure 2 presents the gender distribution of the study participants. The data reveals a significant gender disparity. Females represents the majority in the sample with 67.1% of the study population, as males represent a considerably smaller portion at 30.4%. Individuals identifying as others make up 1.9% of the participants. In comparison to the overall student gender distribution in Germany 2023, females comprise 50.5% of all German students (Destatis, 2023), i.e., female students are over- and male students are underrepresented in the sample compared to the overall students' population in Germany. One reason for this overrepresentation of female students is the integration of students at Germany's largest distance-learning university, which generally has a higher proportion of female students than male students. However, the proportion of women among respondents at the other universities included in the sample can also be observed.



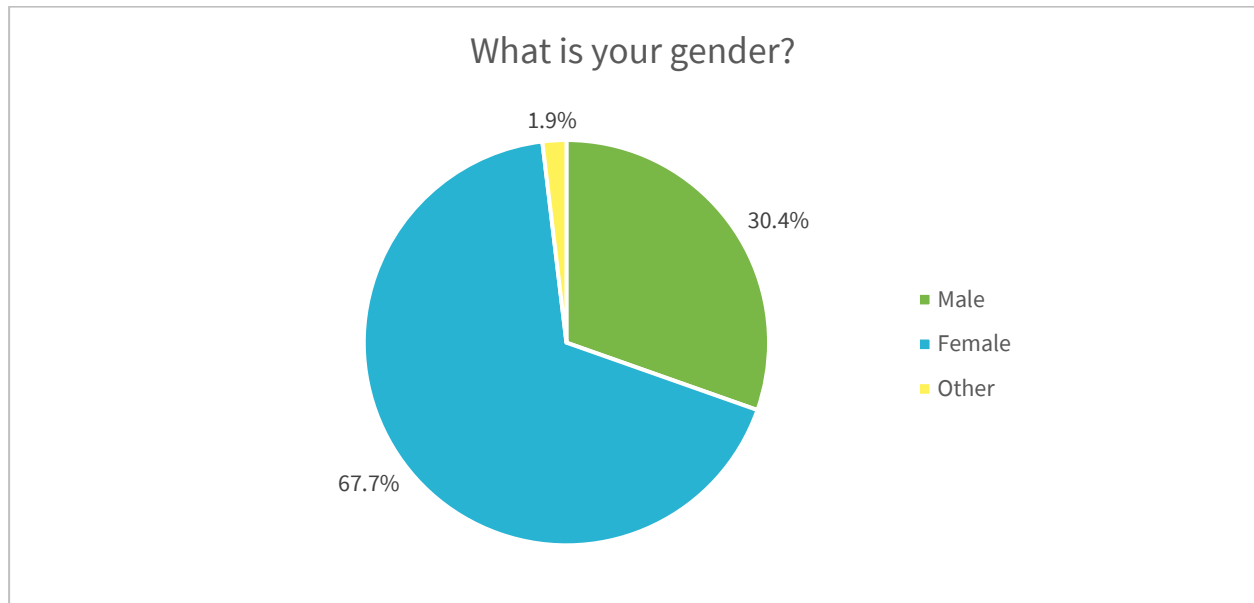


Figure 2: Gender of students (n = 2075)

Figure 3 illustrates the nationality distribution of the participants in the study. The data reveals that German students comprise a substantial 90.3% of the study population. The remaining 9.7% of the participants belong to other nationalities, e.g., Austrian, Swiss.

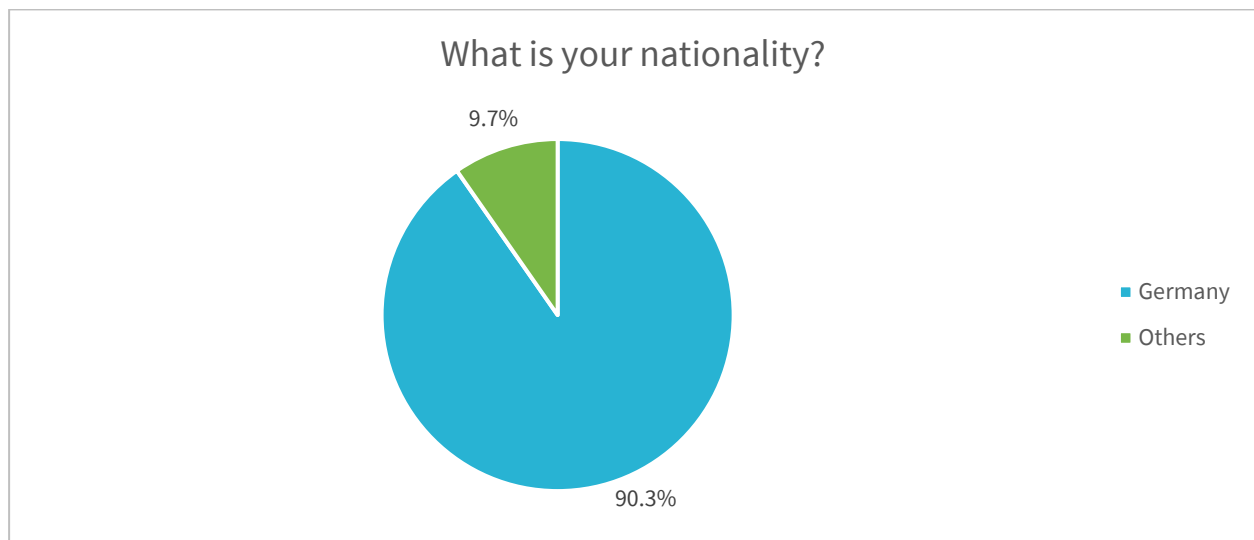


Figure 3: Nationality of students (n = 1980)

Previous research indicates that an individual's likelihood to engage in entrepreneurial endeavors is affected by their family background (Mathews & Moser, 1995). Students who grow up in an entrepreneurial environment, often experienced through family businesses of their parents or other close relatives, are more inclined to embrace self-employment and entrepreneurial values (Pant, 2015). This correlation is particularly strong among university students, where a family background of entrepreneurship notably impacts their career intentions towards self-employment (Kumar et al., 2022). Figure 4 offers a graphical breakdown of the entrepreneurial family background. A substantial majority of participants (75.3%) report that neither of their parents is self-employed or a majority owner of a business. Remarkably, however, 14.4% of the participants report having a father who is self-employed and/or a majority owner of a business, 5.0% have a mother in a similar position, and 5.3% indicate that both parents are either self-employed or majority owners of a business.

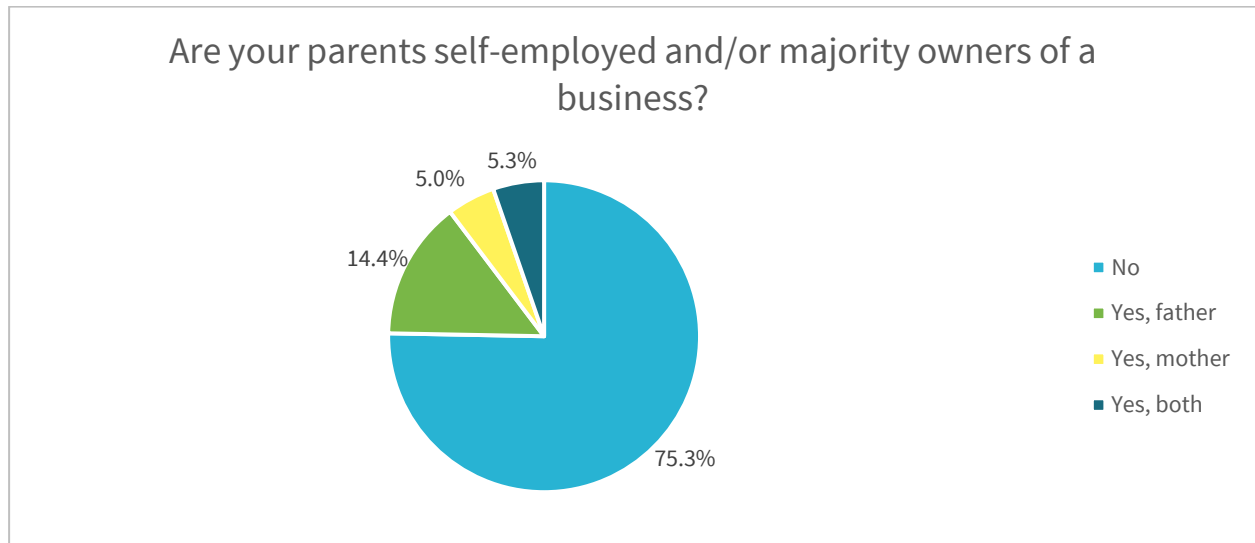


Figure 4: Family background (n = 2087)

## 1.2 Study program characteristics

Figure 5 reveals the distribution of participants' fields of study. The subject area of Social sciences is the most highly represented field of study in the sample, comprising 27.1% of the participants, followed closely by those studying Business and Management with 17.6%. Human medicine and Health sciences account for 7.4% of the sample, followed by a similar 7% from Arts and Humanities. Engineering and natural Sciences are next with 6.7% and 5.6% of the students surveyed.

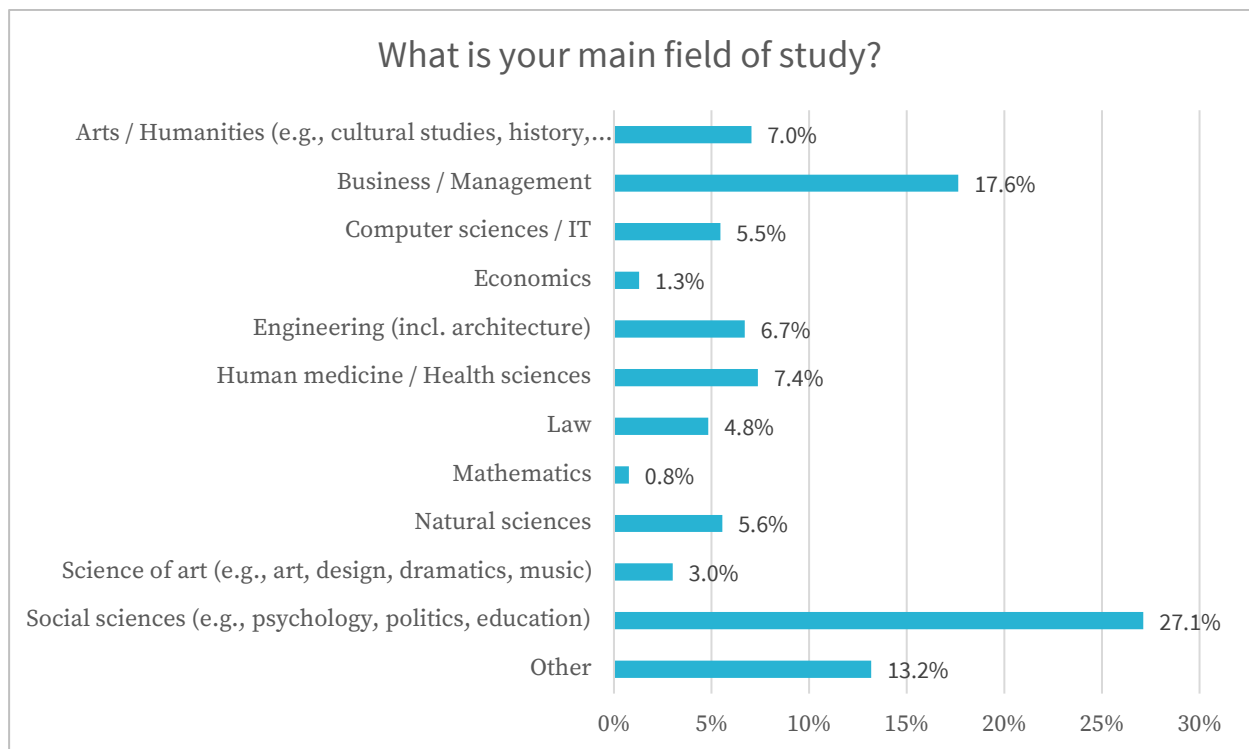


Figure 5: Field of study (n = 2087)

The education level distribution among participants emphasizes undergraduate studies in the sample, which is shown in Figure 6.

A majority of the participants (72.5%) are currently studying at Bachelor level (undergraduate students). This is followed by a smaller but still significant percentage (19.9%) who are pursuing graduate-level studies at Master level. Doctoral students (Ph.D. level) comprise a much smaller portion of 2.8% of the students surveyed. Finally, 4.8% of the participants study at another level (e.g. MBA).

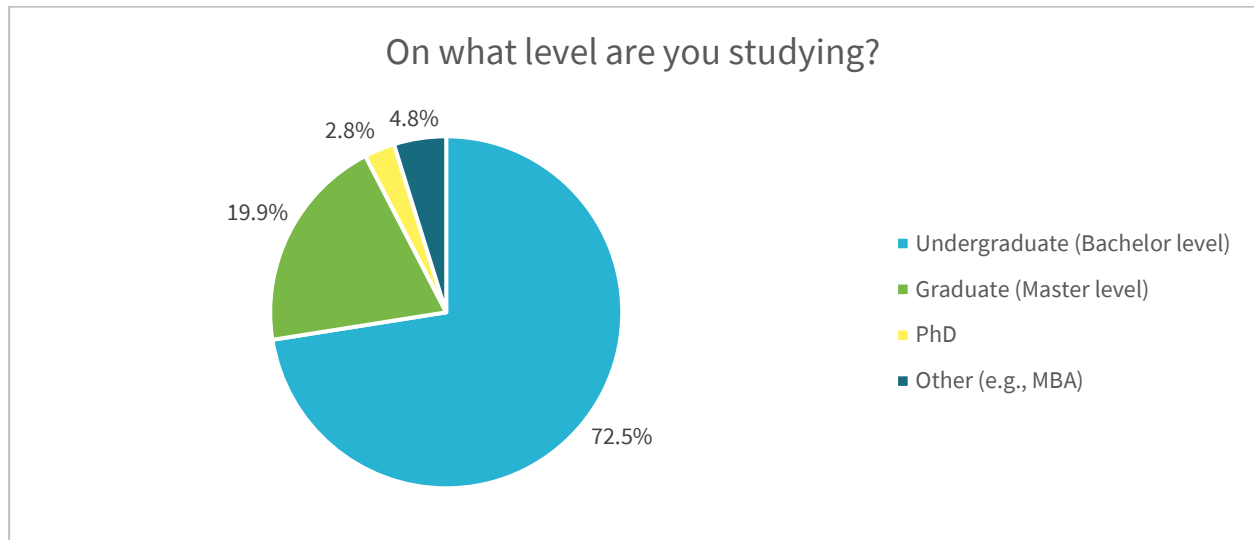


Figure 6: Level of Education (n = 2087)

Another interesting feature of the sample is the time model in which the students study. This characteristic is added by the country representatives for Germany and therefore only occurs in the German sample.

Figure 7 reveals a significant difference in the time-model of studies among participants. Full-time students comprise a clear majority (69.6%), with part-time students representing a smaller percentage with less than one third of the sample (30.4%). In comparison, on average only 7.7% of students in Germany are enrolled part-time (Destatis, 2022; Forschung und Lehre, 2021). However, this proportion is skewed in the sample due to the inclusion of a large distance learning university, which accounts for 84% of the part-time students in the sample, thereby increasing the overall percentage of part-time students represented (see an overview of the participating universities in Figure 32 in the appendix).

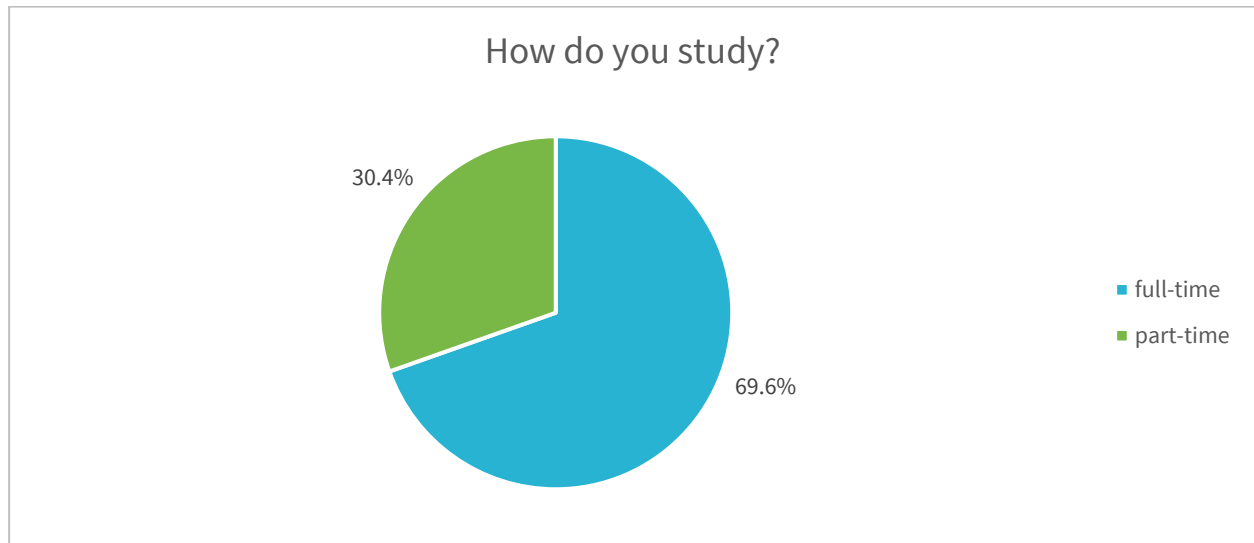


Figure 7: Full-time/part-time (n = 2080)

## 2. Career choice and entrepreneurial intentions in the university context

To understand students' entrepreneurial activities and intentions, it is essential to look at current and future career goals alongside their entrepreneurial desires. Important factors to foster entrepreneurial intentions are both: the entrepreneurship education covered here with the students' participation in entrepreneurship courses, and other entrepreneurial support services of the universities, included here by the students' demand for support services, as this may indicate the broader context of students' entrepreneurial interests.

### 2.1 Current and future career choice and entrepreneurial intentions

Before showing the students' entrepreneurial activities, it is relevant to shed light on the overarching career and entrepreneurial intentions among students in Germany.

Figure 8 shows the career choice intentions of the study participants after completion of their studies in comparison to five years later. First of all, unsurprisingly, the majority would like to become an employee in any kind of organization today (71.7%) and in the future (57.5%). However, a significant proportion would like to become entrepreneurs or successors. Today, almost one in ten students (9.5%) plan to do this directly after completing their studies, and in five years' time it will be almost one in four (23.4%), which represents the strong entrepreneurial ambitions of today's students in Germany.

In detail, 8.5% of the participants express their intention to become an employee in a small business (1-49 employees) after completing their studies, while only 3.5% see themselves in this role five years later. Similarly, aspirations for an employee role in medium-sized businesses (50-249 employees) are reported by 14.6% initially and 9.1% five years later. Larger corporate settings (250 or more employees) attract 22.1% immediately after studies, while 18.9% also intend to be an employee there five years later. While the intention to be an employee in a small-, medium- or large-sized business decreases for five years later, the intention to be an entrepreneur or a successor in another business increases: 7.8% aspire to be a founder immediately after the completion of the studies, while this intention increases to 20.1% after five years. Succession paths in other enterprises increase from 1.1% after studies to 2.7% five years later. Succession intentions in parents' or family remains the same with

0.6% of the participants directly or in five years after studies. Additionally, a significant proportion (18.8% initially and 19.1% in five years later) remains uncertain or opts for other career paths.

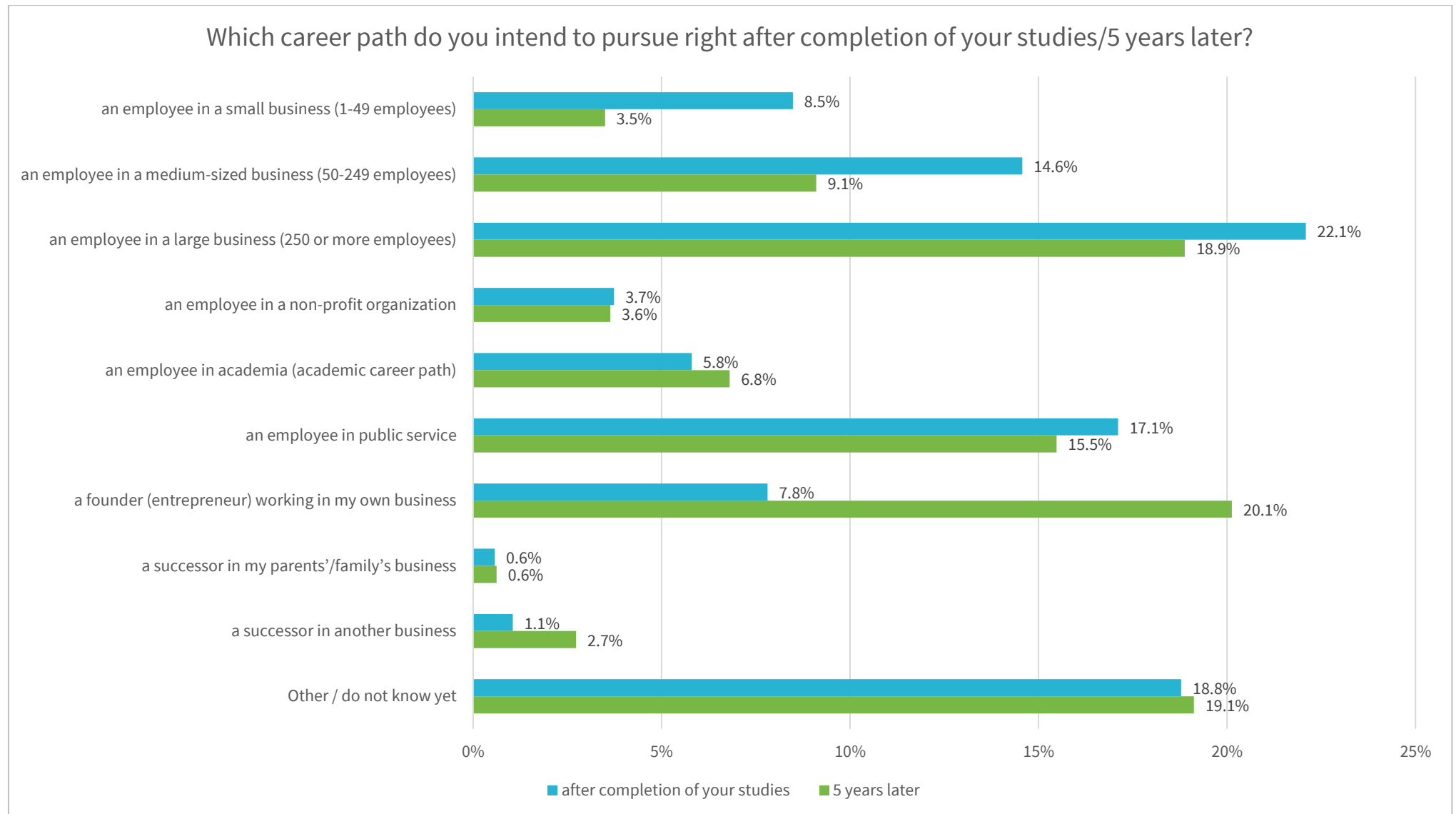


Figure 8: Career choice intention after completion of studies/5 years later (n = 2087)

## 2.2 Participation in entrepreneurship courses

Entrepreneurial education is a key factor in nurturing students' entrepreneurial intentions and future entrepreneurial activities. It acts as a catalyst for entrepreneurial activities, highlighting the significant impact of universities and entrepreneurship courses in guiding students towards becoming entrepreneurs. Additionally, the significance of participation rates in entrepreneurship courses underscores the importance of social context for nascent entrepreneurs (Bergmann et al., 2016). Engaging in entrepreneurial education can foster not only the intent and pursuit of entrepreneurial ventures but also contribute to their success (Dickson et al., 2008).

Figure 9 displays the distribution of study participants regarding the question of whether they have participated in at least one course on entrepreneurship in their field of study so far. Of the respondents, 80.7% indicated that they had not attended any courses on entrepreneurship. However, a significant share of 19.3% reported having taken at least one of such courses.

The data indicates a pattern of students in specific fields of study opting for entrepreneurship courses. Individuals with backgrounds in Business and Management comprised the largest share of respondents who attended entrepreneurship courses (36.7%). As the largest group of the total sample, those studying Social sciences (e.g., psychology, politics, education) had the second-highest rate of participation in entrepreneurship courses (18.1%). A notable percentage of respondents (13.8%) came from fields classified as "Other."

If the focus of the sample is narrowed down to the participating students who intend to start a business directly after completing their studies (based on the career choice intentions presented above), the approval ratings for potential support schemes increases significantly as shown in Figure 12.

Compared to Figure 11, the percentage of those who want no support drops significantly from 45-52% to only 19-23%. This indicates a much stronger desire for support services among future entrepreneurs. The demand for each support service type increases substantially. "Networking with founders, investors, and mentors" remains the most sought-after service with an overall approval rating of 71.1%, followed closely by "mentoring/coaching by experienced founders" at 70.5%. This shows the strong need and desire of students to connect with entrepreneurial peers with different backgrounds.

Overall, between 57% and 71% of these aspiring entrepreneurs express interest in utilizing at least one support service. This reinforces that all listed support options hold value for this specific group in the university context.

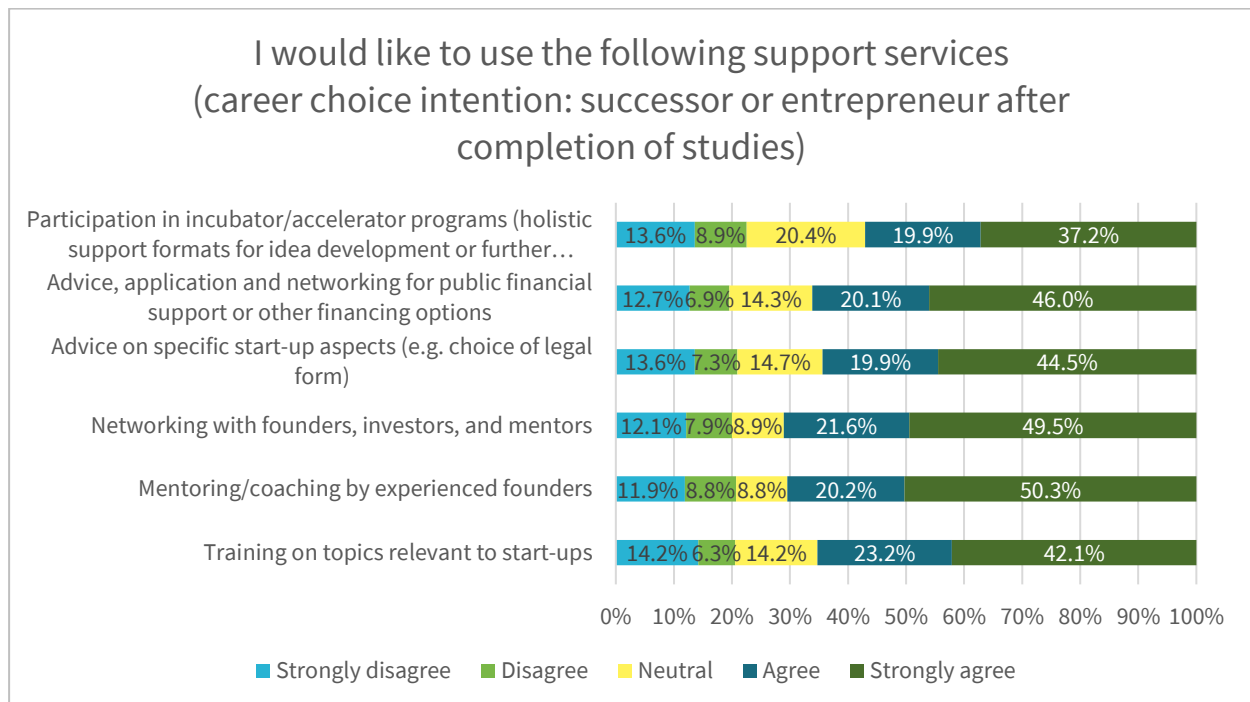


Figure 9: Demand for support services among successors and entrepreneurs after completion of studies (n = 189)

### 3. Students’ entrepreneurial activities in planning and action

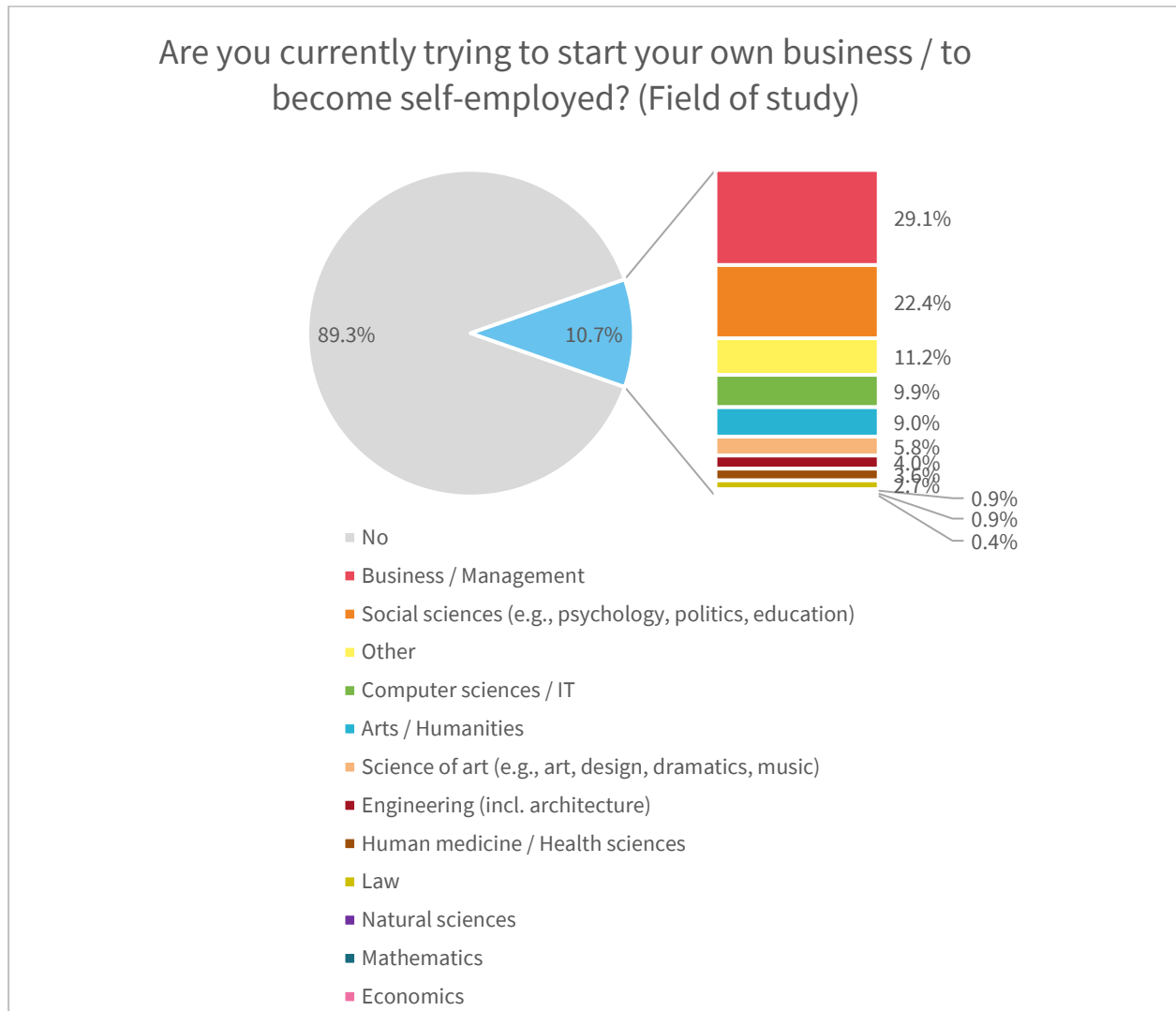
The conducted survey covers the students’ entrepreneurial activities in planning and action by distinguishing between two types of entrepreneurs among the students under study here – the nascent and the active entrepreneurs.

#### 3.1 Nascent entrepreneurs by demographic characteristics

Nascent entrepreneurs are defined here as individuals who are currently in the process of starting their own business and are actively engaged in the entrepreneurial process (Carter et al., 2003; Wagner, 2004). Approximately, every tenth participant in the sample declared themselves to be a nascent entrepreneur.

To get more insights into the characteristics of the nascent entrepreneurs, the results are presented as well by the field of study, gender, and time model of studies. Figure 13 depicts the proportion of nascent entrepreneurs in this sample: While 89.3% are currently not trying to start their own business, 10.7% can be identified as nascent entrepreneurs for doing so. 29.1% of the nascent entrepreneurs are studying Business and Management, followed by studies in Social sciences with 22.4% and by other studies with 11.2%.





**Figure 10** Currently trying to start own business/to become self-employed in fields of study (n = 2087)

Science of art is the field of study with the highest percentage of nascent entrepreneurs with 20.6% of study participants currently trying to start their own business, followed by Computer sciences with 19.3% and Business and Management with 17.7%

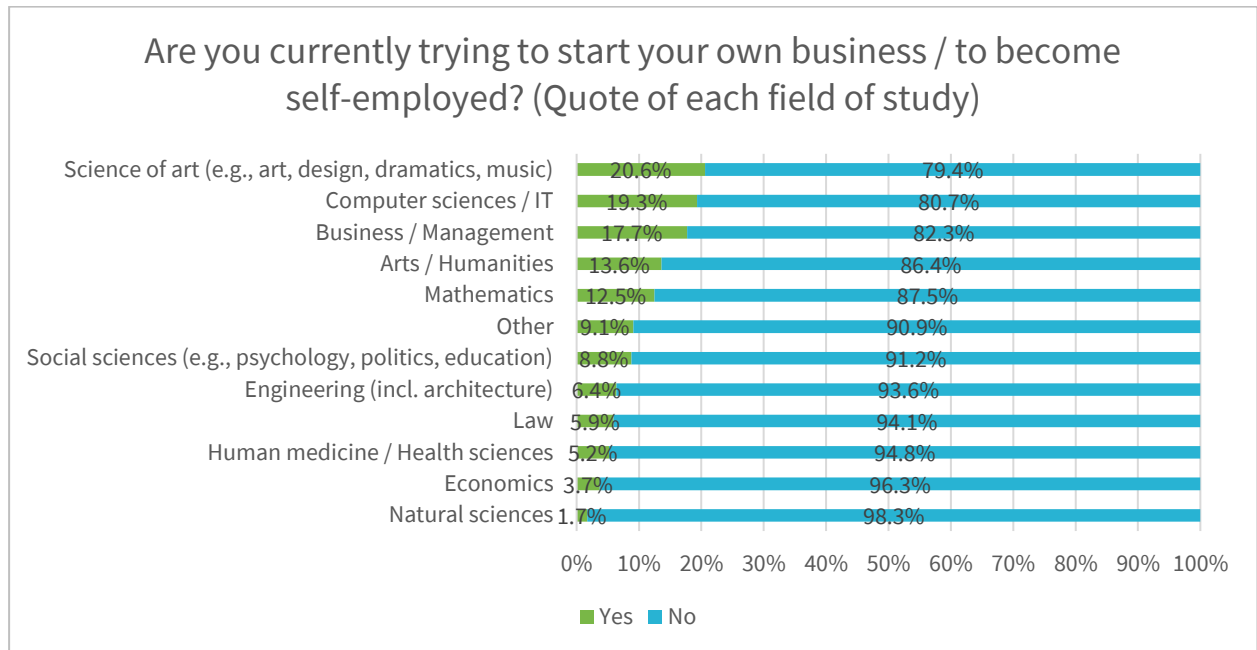


Figure 11: Currently trying to start own/business to become self-employed (Quote of each field of study) (n = 2087)

Figure 17 shows the gender composition of the nascent entrepreneurs in the sample. Of the male participants surveyed, 15.1% declare themselves as nascent entrepreneurs, while 8.7% of all female study participants and 7.5% of the study participants identifying as others are nascent entrepreneurs.

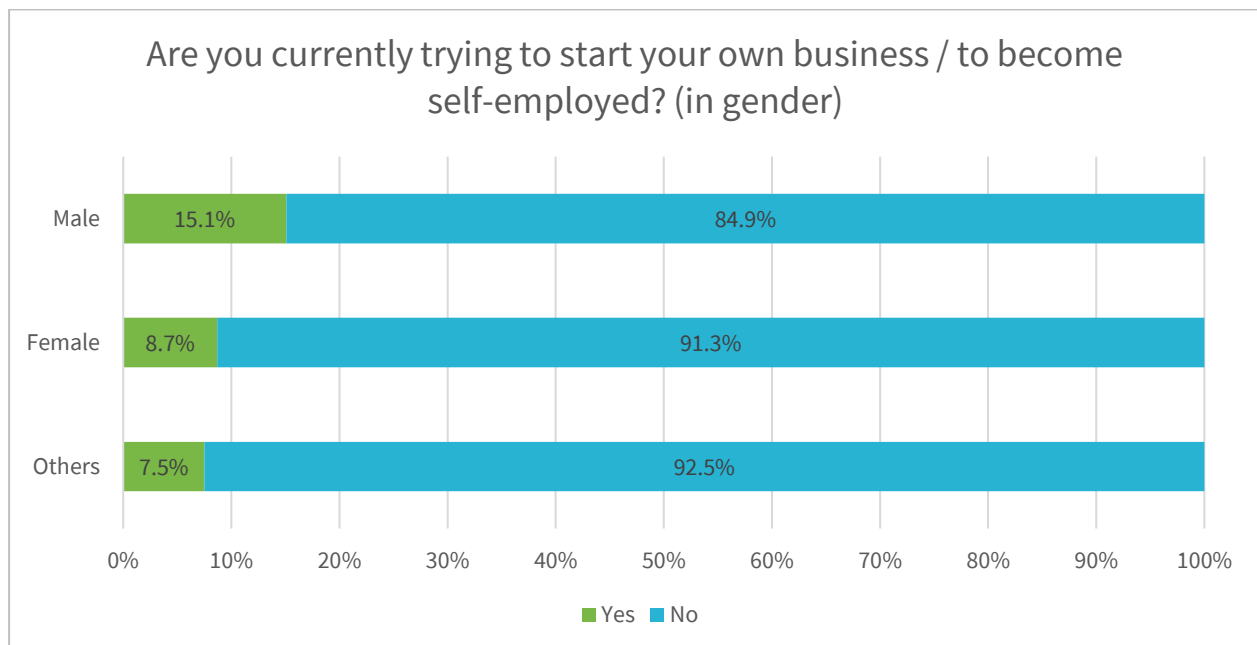
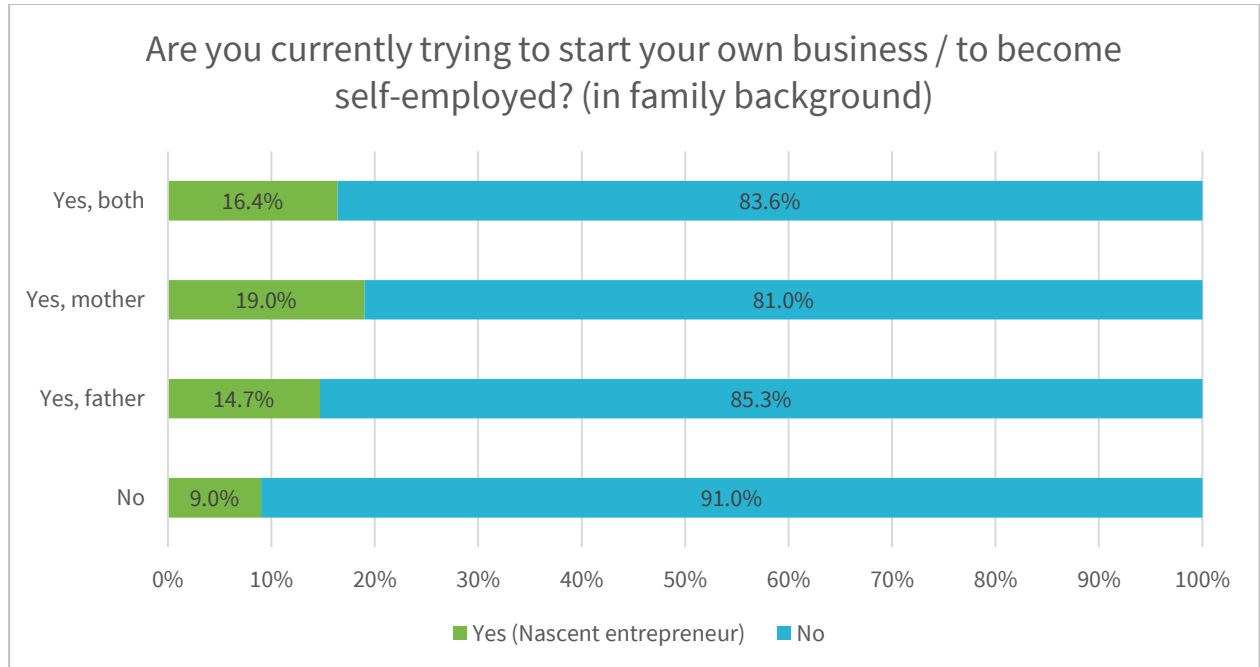


Figure 12: Nascent entrepreneurs (in gender) (n = 2075)

Figure 18 breaks down the nascent entrepreneurs based on the family background. In line with the findings in the literature (e.g., Kumar et al., 2022), the results show higher nascent entrepreneurs' rates for students with one or more entrepreneurial parents compared to students with non-entrepreneurial parents.

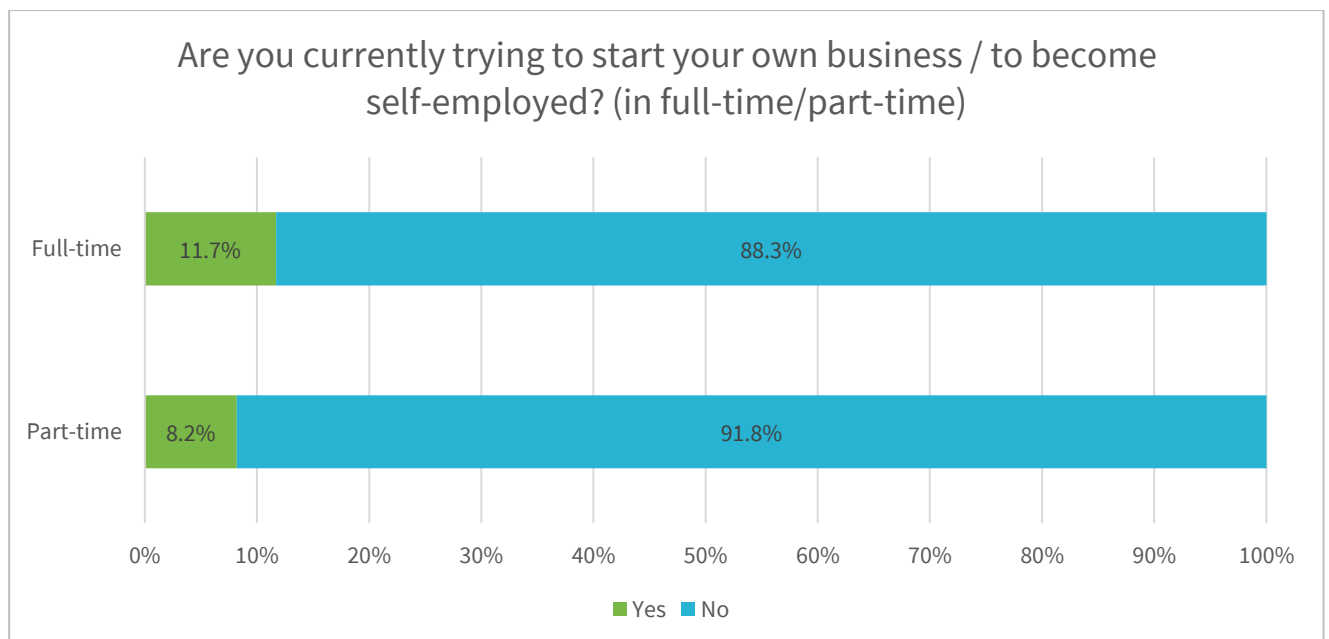
In detail, 9% of the students without entrepreneurial parents are nascent entrepreneurs. For those with an entrepreneurial father, this figure rises to 14.7%. Participants with an entrepreneurial mother have an even higher

rate, at 19%, while 16.4% of the study participants with both an entrepreneurial mother and father declare themselves as nascent entrepreneurs.



**Figure 13: Nascent entrepreneurs (in family background) (n = 2087)**

As Figure 19 visualizes, full-time students are more likely to try to start their own business (11.7% of the full-time students) compared to part-time students with a nascent entrepreneur portion of 8.2% of all part-time study participants.



**Figure 14 Nascent entrepreneurs (full-time vs part-time) (n = 2080)**

## 3.2 Nascent entrepreneurs by the size of founding business

Figure 20 shows the distribution of nascent entrepreneurs trying to start a business with or without co-founders. The results indicate a preference among nascent entrepreneurs towards establishing businesses independently: 51.3% of the nascent entrepreneurs plan to launch their businesses as solo founders. A significant portion (31.3%) intend to start with a single co-founder, while 11.3% aim to have two co-founders. Only 6.3% of nascent entrepreneurs plan to start their ventures with three or more co-founders.

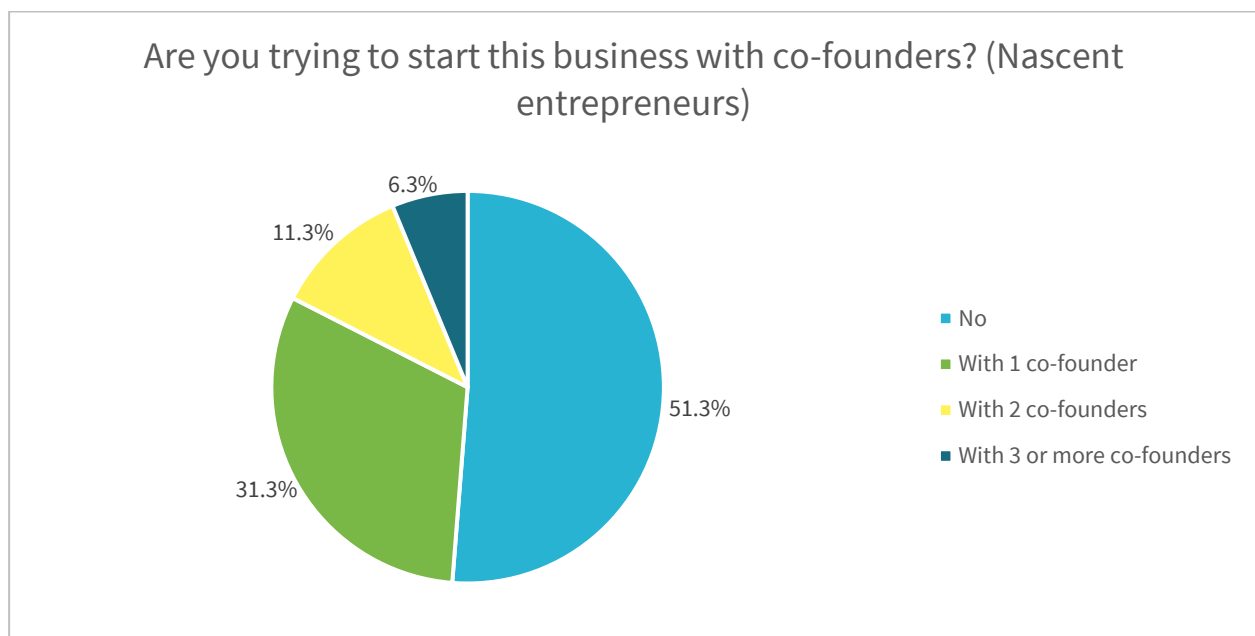
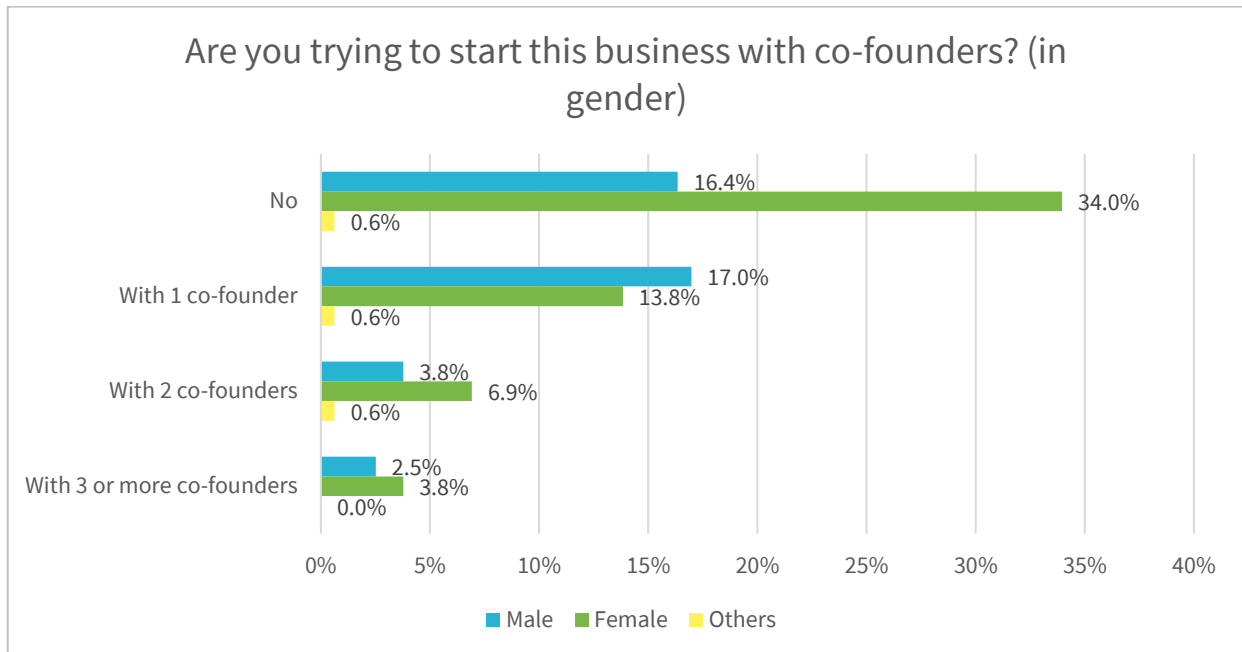


Figure 15: Number of co-founders for nascent entrepreneurs (n = 160)

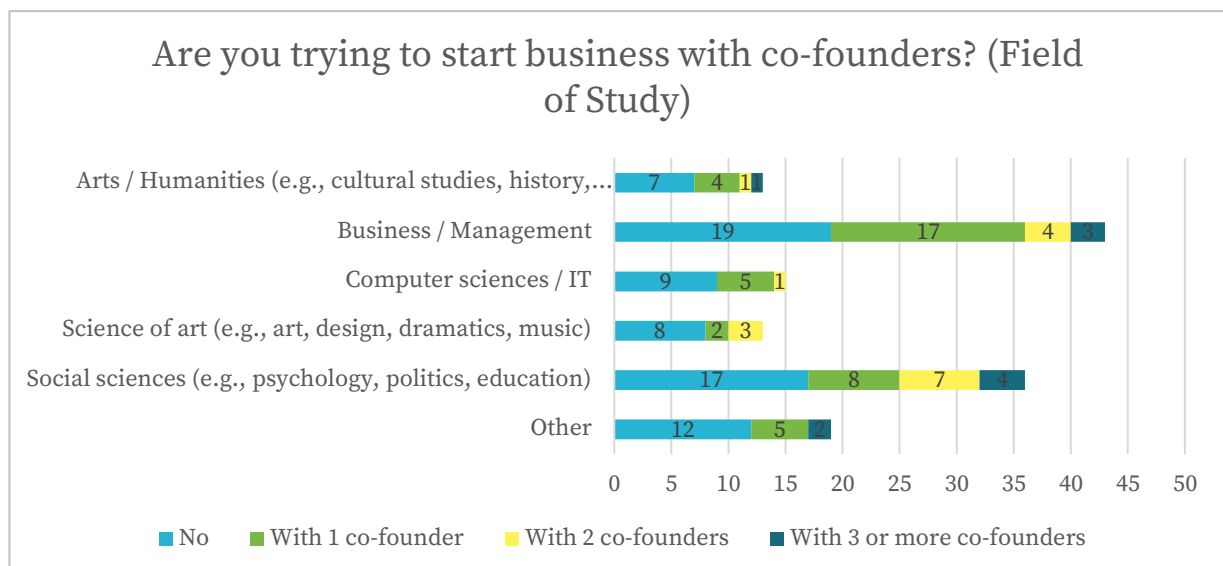
Due to the size of the founding business, the results highlight a gender difference in co-founding preferences among nascent entrepreneurs (Figure 21). While the majority of both men and women express a desire to start their businesses independently, women demonstrate a much stronger preference to become solo entrepreneurs (34% founding alone to 13.8% with one co-founder), while men appear slightly more inclined towards founding with one co-founder (17% for founding with one co-founder to 16.4% founding alone). This is in line with earlier findings by Bergmann et al. (2023) for European universities – based on previous GUESSS data sets – in the literature.

There is as well a gradual decline in the preference for larger founding teams as the number of co-founders increases, a trend observed in both genders. Due to the limited sample size of participants identifying as "others" (n=3), drawing reliable conclusions about their co-founding preferences is not possible.



**Figure 16: Number of co-founders for nascent entrepreneurs in gender (n = 159)**

Across all fields of study with significant representation, nascent entrepreneurs demonstrate a preference for either launching solo or with a single co-founder. However, a small percentage of respondents in several fields indicate a willingness to start with two co-founders. Of particular interest, only those in Business and Management, Social sciences, Arts and Humanities, and “Other” include aspiring entrepreneurs open to founding teams of three or more. This data underlines the consistent trend: the preference for larger founding teams decreases as the desired number of co-founders increases.



**Figure 17: Number of co-founders for nascent entrepreneurs split by field of study (n = 139, presented in absolute numbers, only response categories with ten or more observations included here)**

### 3.3 Nascent entrepreneurs as the main occupation in the future?

Figure 23 illustrates the aspirations of emerging entrepreneurs regarding the role of their business pursuits post-graduation. Specifically, 26.2% of the nascent entrepreneurs anticipate prioritizing their business as their main career endeavor following their graduation. In contrast, 47.5% of these entrepreneurs currently do not see their business ventures as their primary career direction after completing their education. Furthermore, an identical proportion of 26.2% of these nascent entrepreneurs are undecided about the future trajectory of their business, indicating so far a level of uncertainty about integrating their entrepreneurial activities into their long-term career plans.

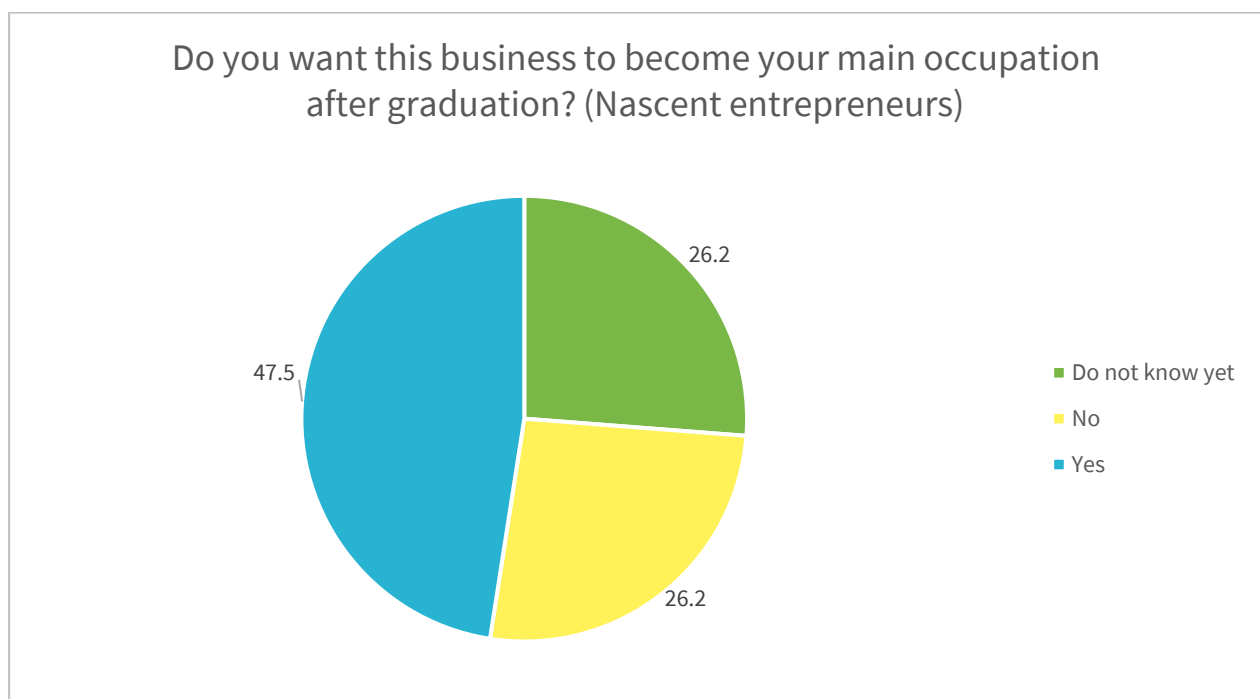


Figure 18: Career aspirations of nascent entrepreneurs (n = 61)

Figure 24 presents a gender difference in the intentions of student entrepreneurs to pursue their current entrepreneurial ventures as their main occupation after graduation. Among male nascent entrepreneurs, a majority (53.1%) intend to make their business their primary career focus, while only 25% do not see it as their main career path post-graduation. Additionally, 21.9% are still undecided about their future plans.

In comparison, a lower share of female nascent entrepreneurs (42.9%) plans to prioritize their entrepreneurial business as their main occupation. Furthermore, 28.6% of the female nascent entrepreneurs express uncertainty about their intentions, whereas an equal proportion of female entrepreneurs (28.6%) does not aim to develop their current venture into their primary career.

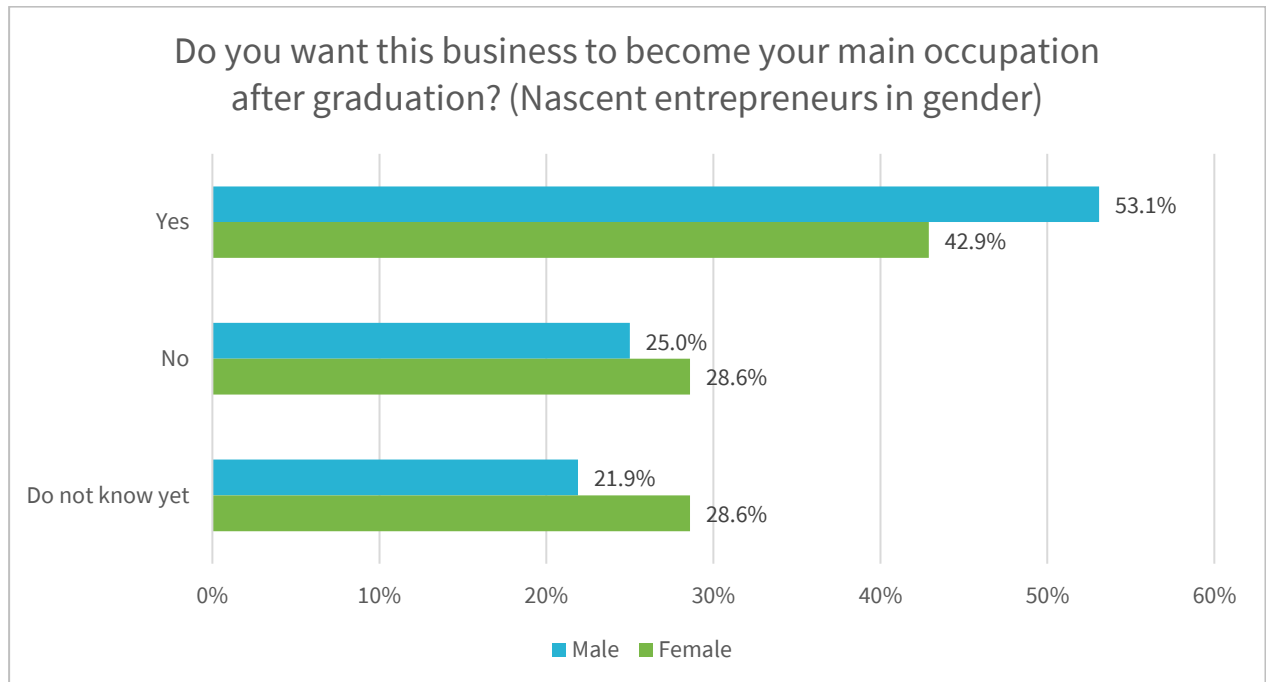


Figure 19: Career aspirations of nascent entrepreneurs by gender (n = 60, n=0 for other gender identities)

In the fields with the most nascent entrepreneurs (Business and Management, Social sciences), there is a tendency of the nascent entrepreneurs towards wanting their business venture to become their main occupation after graduation, followed by uncertainty about this goal as the second most common response. However, an exception is noted in the field of Computer sciences and IT, where the majority of nascent entrepreneurs do not envision their business as their primary occupation after graduation, while the others are uncertain about their intentions.

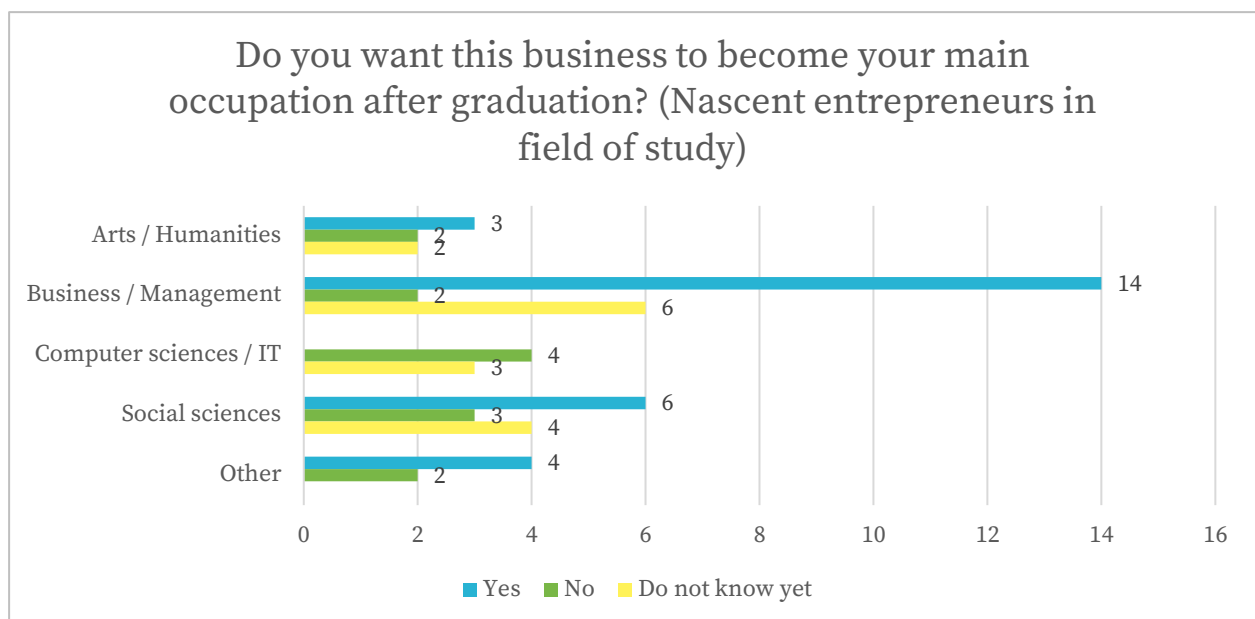


Figure 20: Career aspirations of nascent student entrepreneurs split by field of study (n = 55, presented in absolute numbers, only response categories with six or more observations included here)

### 3.4 Active entrepreneurs by demographic characteristics

In this report, active entrepreneurs are considered to be individuals who are already running their own business or are already self-employed. Overall, 6.5% of the study participants declare themselves as active entrepreneurs.

To show more details about the active entrepreneurs, the findings are shown here by the field of study, gender, and time model of studies.

Regarding the active entrepreneurs' field of study, 26.5% are studying Social sciences (compared to 22.4% for nascent entrepreneurs), while 23.5% are studying Business / Management.

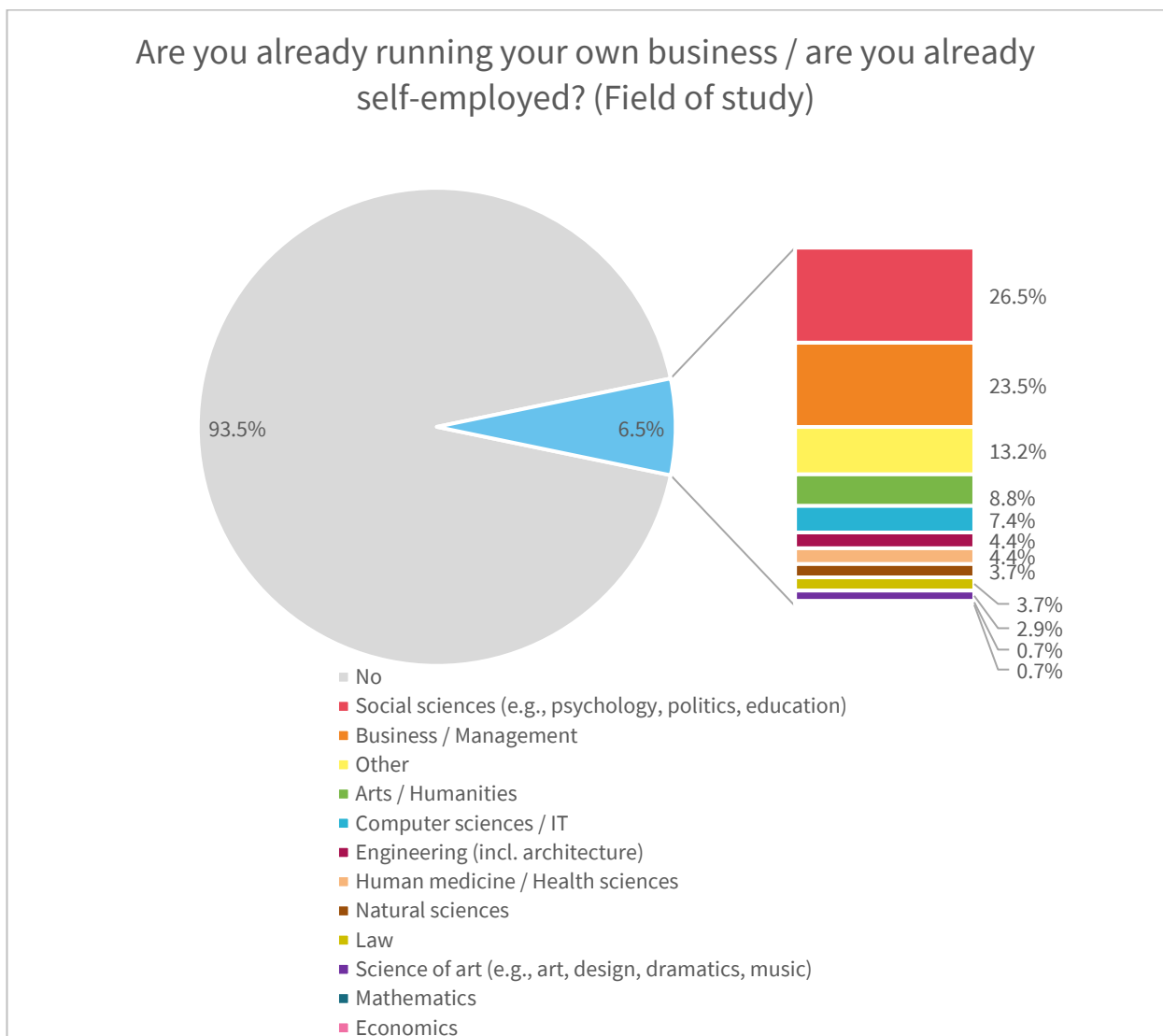


Figure 21: Already running own business/self-employed in fields of study (n = 2087)

Among the fields of study, Computer Sciences and IT (8.8%) and Business and Management (8.7%) demonstrate the highest percentages of active entrepreneurs in their fields. Conversely, Human Medicine and Health Sciences (3.9%) and Economics (3.7%) have the lowest percentages of active entrepreneurs in the sample.



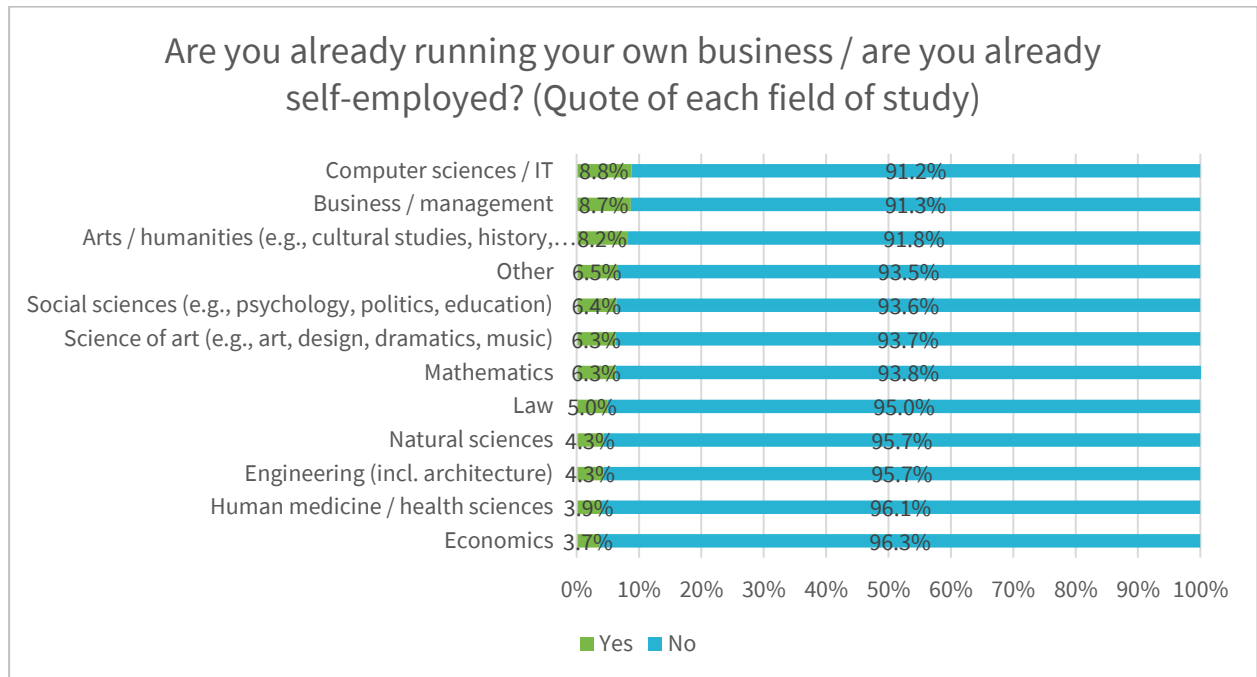


Figure 22: Are you already running your own business / are you already self-employed? (Quote of each field of study)

(n = 2087)

Figure 28 shows the distribution of active entrepreneurs, broken down by gender. 8.4% of all male participants are active entrepreneurs, while 5.6% of the female participants and 5% of the participants identifying as others are active entrepreneurs.

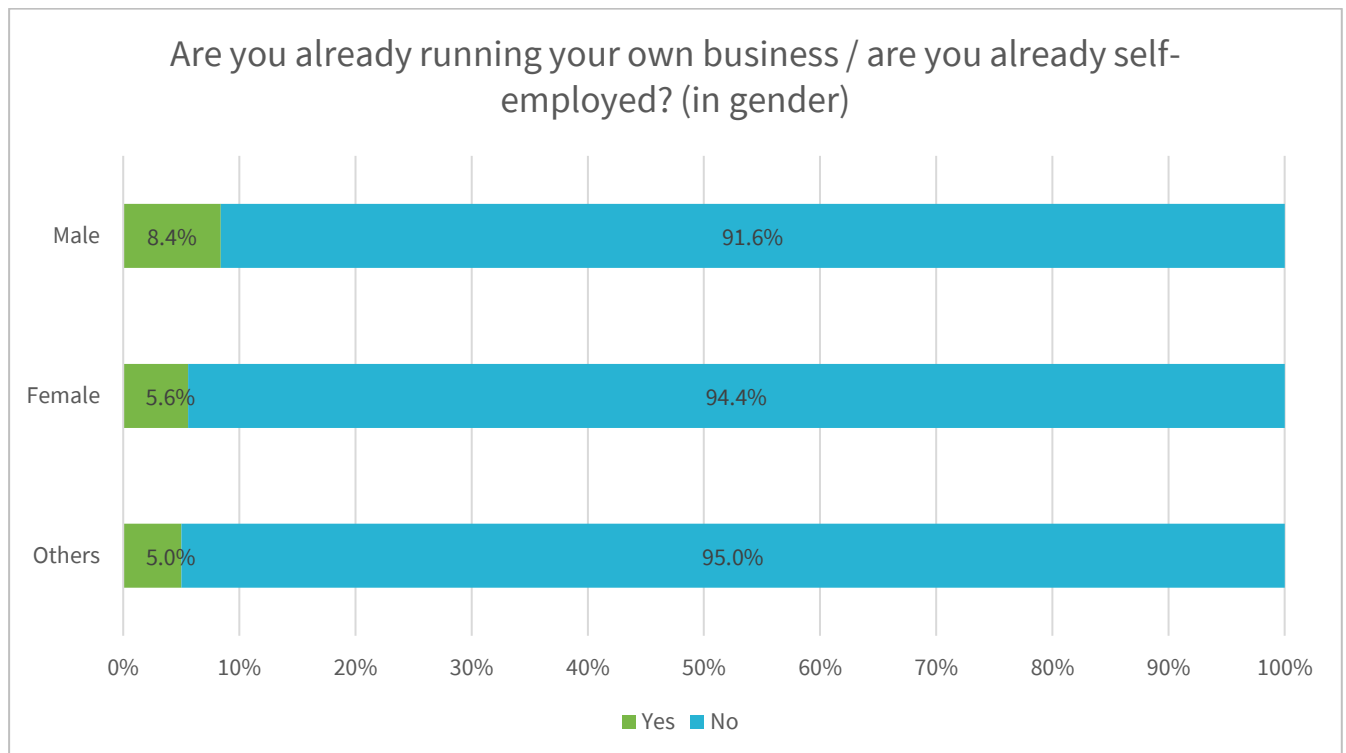
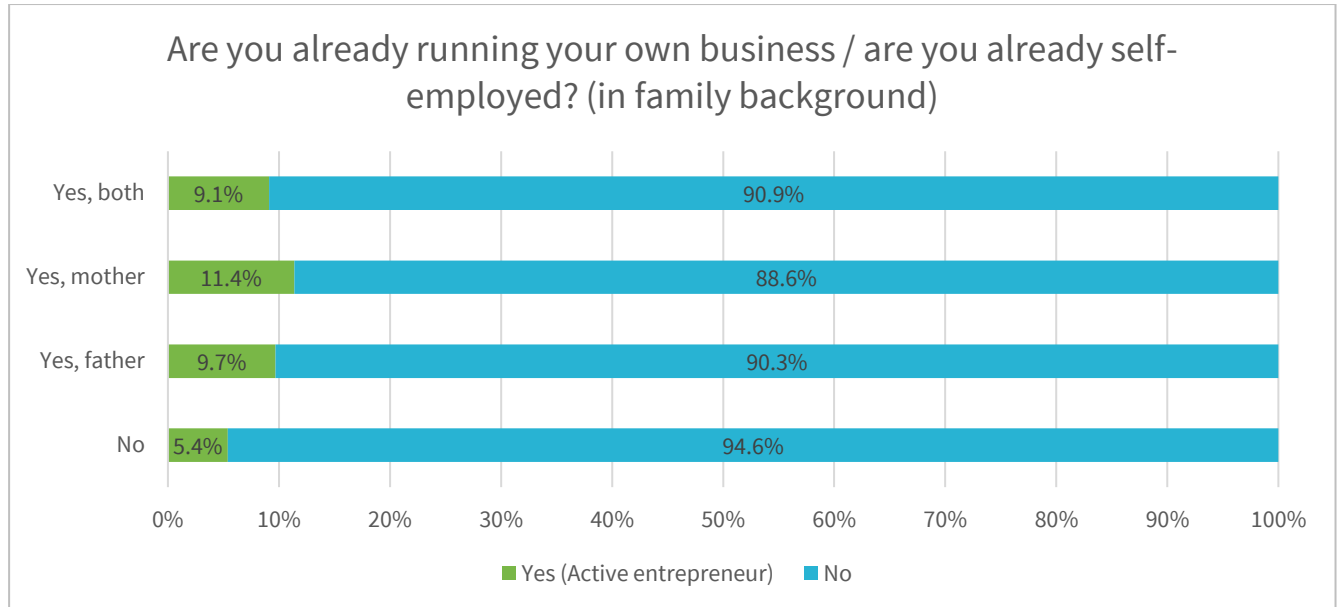


Figure 23: Active entrepreneurs (in gender) (n = 2075)

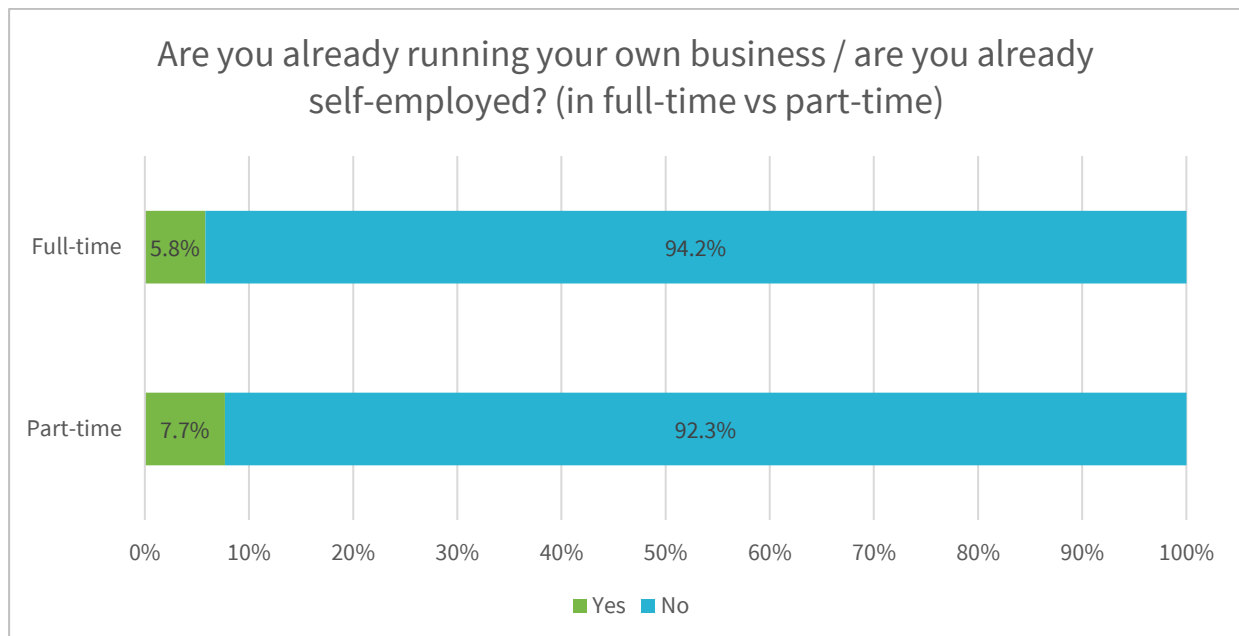
Among the study's participants, 9.1% of those with both parents having an entrepreneurial background are active entrepreneurs themselves. In contrast, 11.4% of participants with only an entrepreneurial mother and 9.7% with

just an entrepreneurial father are active entrepreneurs. Meanwhile, only 5.4% of participants without any entrepreneurial family background have embarked on their entrepreneurial journey.



**Figure 24: Active entrepreneurs (in family background) (n = 2087)**

In absolute numbers, the majority of active entrepreneurs in the sample are full-time students. In contrast to the nascent entrepreneurs, however, part-time students have a higher rate of being active entrepreneurs at 7.7%, compared to 5.8% among full-time student participants.



**Figure 25: Active entrepreneurs (full-time vs part-time) (n = 2080)**

### 3.5 Active entrepreneurs by the size of the running business

Among active entrepreneurs, 66.7% do not employ any full-time equivalents or staff members, similar to the fact that a high share of nascent entrepreneurs wants to start their business alone. A smaller portion, 17.5%, have one employee. Additionally, 5.6% of these entrepreneurs have two employees, 4.8% employ three people, and another 5.6% have a team of four or more employees.

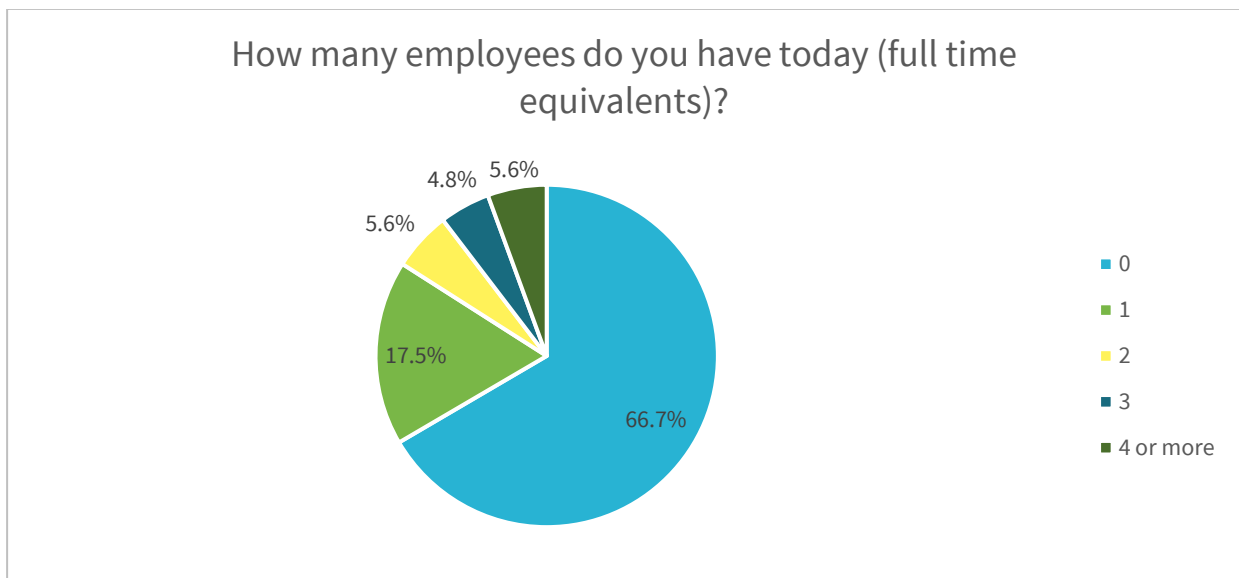


Figure 26: Number of employees (n = 126)

Among the active entrepreneurs, 41.6% are female without any employees, compared to 23.2% of male in a similar situation. Both male and female entrepreneurs employ one employee at an equal rate of 8.8%. When it comes to having two employees, 2.4% of women fall into this category, which matches the proportion of women who employ three employees. Only 1.6% of female entrepreneurs have a team of four or more. On the male side, 3.2% employ two people, 2.4% have three employees, and 4% have expanded their teams to four or more employees. The trend indicates that a majority of active entrepreneurs do not have any employees, and the proportion of active entrepreneurs decreases, if the number of employees increases.

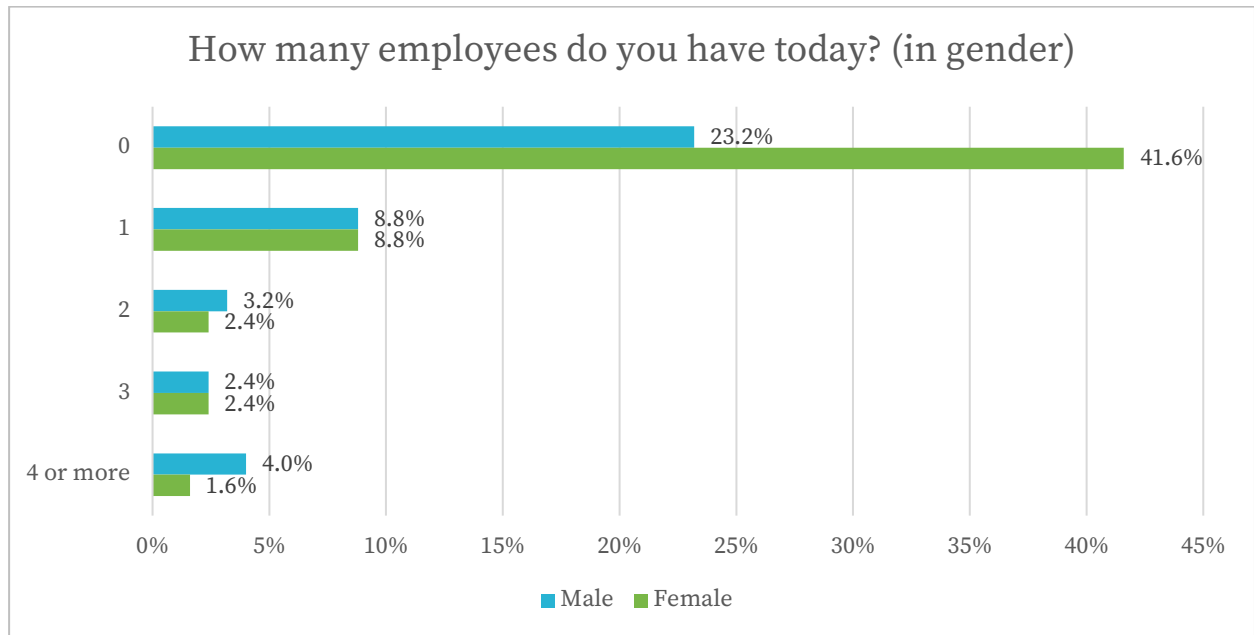


Figure 27: Number of employees split by gender (n = 123, other gender identities excluded with n = 2)

In every field of study examined, there are active entrepreneurs who do not employ anyone. A majority of these fields also feature entrepreneurs who have one employee. Specifically, in the areas of Arts and Humanities, Business and Management, Engineering, and Social sciences, there are active entrepreneurs who have expanded to include two employees. However, only in Business and Management and Social sciences the findings demonstrate that entrepreneurs managing teams of three. Moreover, in Law and other unspecified fields each entrepreneur has a team of four or more, whereas active entrepreneurs in the field of Business and Management stands out with the most active entrepreneurs reaching or exceeding this team size.

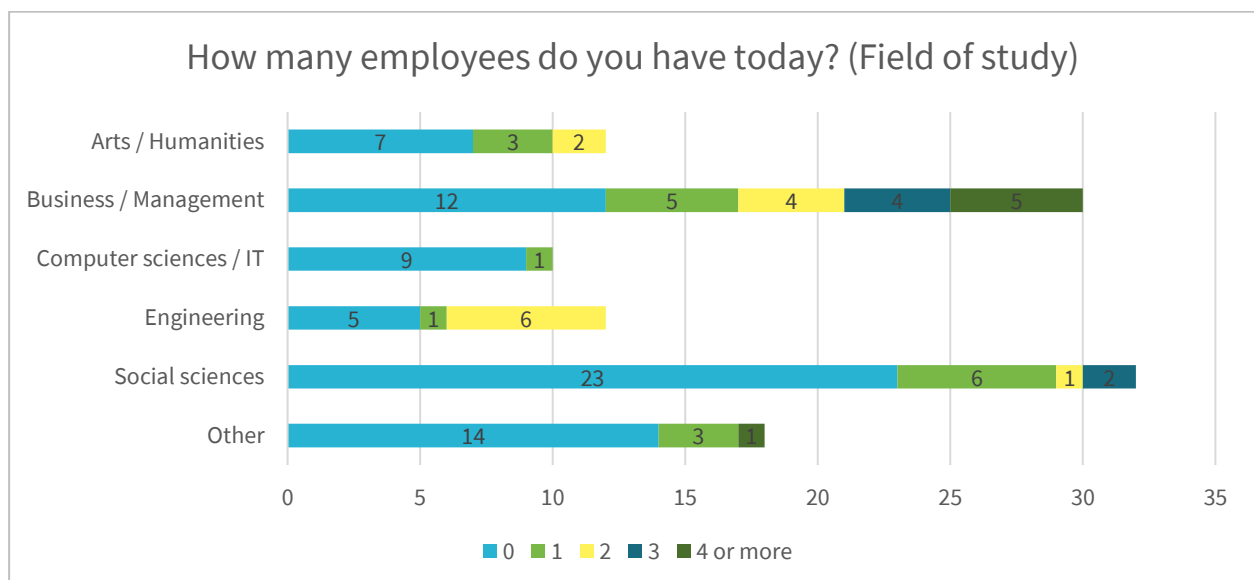


Figure 28: Number of employees split by field of study (n = 114, presented in absolute numbers, only response categories with ten or more observations included here)

### 3.6 Active entrepreneurs as the main occupation in the future

Figure 34 shows the distribution of active entrepreneurs that want their business to become their main occupation after graduation. 27.6% view their business as their primary career focus after they graduate. 46.3% of the active entrepreneurs do not envision their current business as their primary career path post-graduation. Lastly, 26.1% of active entrepreneurs remain uncertain about their future plans for their business.

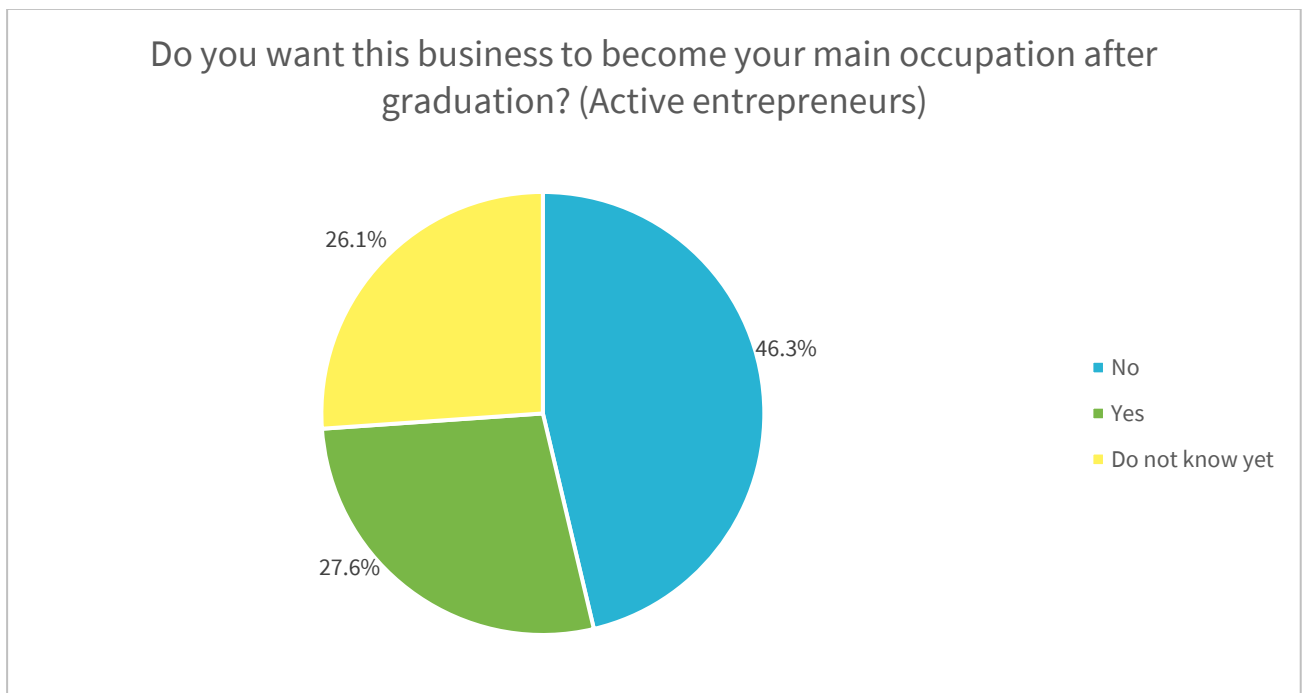


Figure 29: Career aspirations of active student entrepreneurs (n = 134)

Figure 35 illustrates a gender disparity among active student entrepreneurs in terms of their plans to make their current business their main occupation after graduation. For male active entrepreneurs, the responses are nearly evenly divided with 39.6% saying "yes" and 35.8% saying "no," while 24.5% are uncertain ("do not know yet"). In contrast, for female entrepreneurs, a majority (52.6%) express no intention of their current business becoming their main occupation, with 26.9% uncertain. Only 20.5% of female active entrepreneurs intend to pursue it as their primary career opportunity.

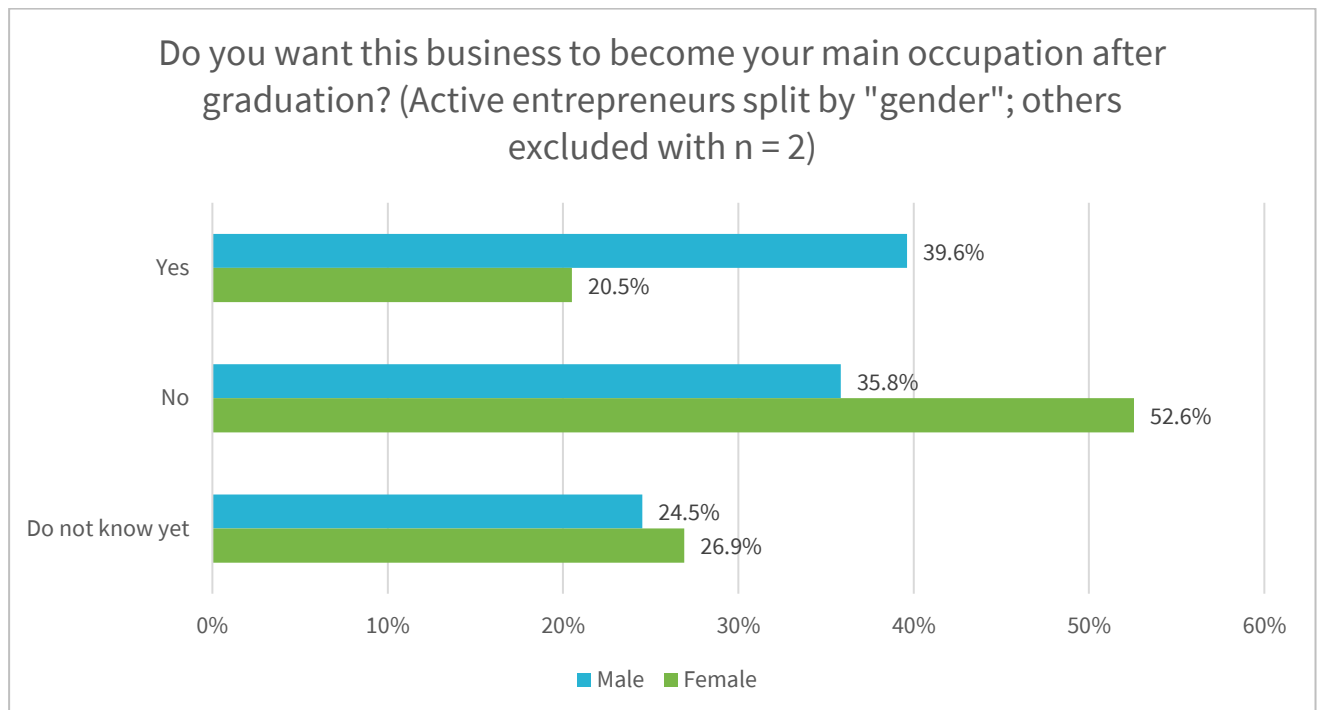


Figure 30: Career aspirations of active entrepreneurs split by gender (n = 131)

Figure 36 reveals a consistent trend across most fields of study: among active student entrepreneurs, the majority do not intend their current business to become their main occupation after graduation. However, in many fields of study, a number of active entrepreneurs is unsure about their business becoming their main occupation equals those who intend to pursue it as a primary career. Business and Management is the notable exception in the sample, with more respondents indicating "yes" to this question (17) than "no" (7). Social sciences, despite having the most responses, demonstrates a strong preference against the current business becoming a primary career path (20 "no" - 8 "yes"). Even within this field, a similar number of respondents remain undecided (8 "do not know yet").

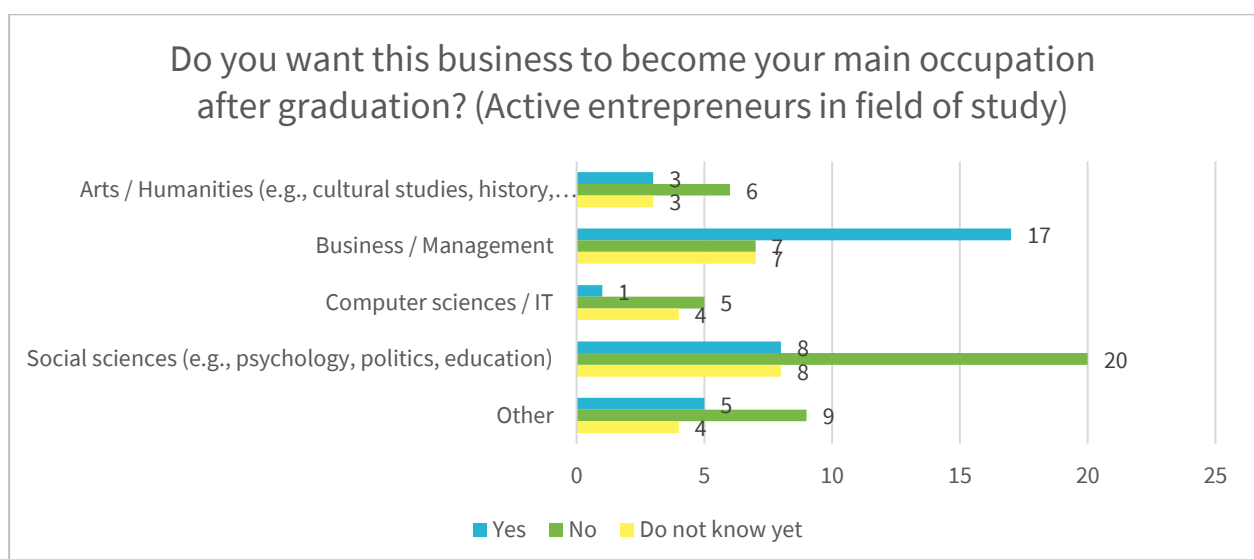


Figure 31: Career aspirations of active student entrepreneurs split by field of study (n = 107, presented in absolute numbers, only response categories with ten or more observations included here)

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## Appendix: Sample description

The German sample shows a strong representation of IU International University students, followed by the University of Cologne with a high share in the sample as well (Figure 37, Appendix). In addition, several universities with lower participation numbers are added in the sample. As IU's focus is different from that of the other participating universities and is also less well known, additional information about the IU is presented here to ease the interpretation and evaluation of the previously presented data and results. The background and setup of the students of IU is rather special. The differences are shown, for example, in the share of part-time students (532 IU students) and in the strong representation of Social science students (355 IU students), the higher share of female students (761 IU students) and as well the remarkably higher average age (31.5 years average age among 1,041 IU students). At IU the survey was distributed among the distance learning program students. The distance learning program offers a wide range of bachelor's and master's degrees online: Students can learn using multimedia tools, artificial intelligence, and a digital campus, making education accessible and interactive online through an internet connection. Designed for maximum flexibility, students can study in different time models – including full-time and several part-time options - fitting their individual situations. Additionally, as the program is entirely online, students can study from any location and are not tied to a specific place. The programs are state-recognized with a strong focus on future-oriented fields. The programs cater to a global audience with content available in German and English.

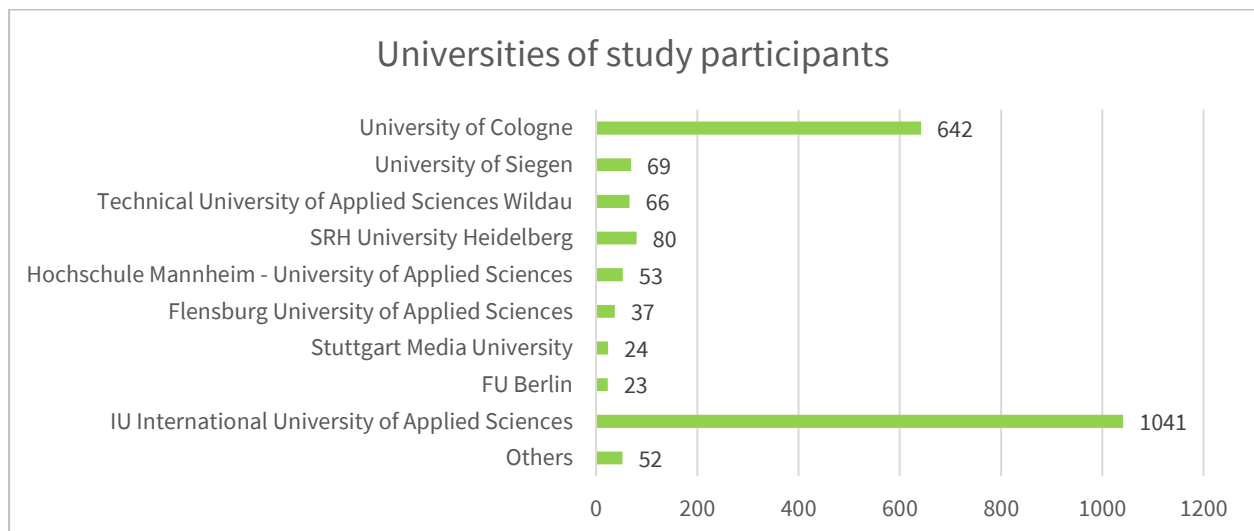


Figure 32: Universities of study participants (n = 2087)