

JEL: L26, I23

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ENTREPRENEURIAL MOTIVATION OF UNIVERSITY STUDENTS IN UKRAINE AND POLAND: PUSH AND PULL FACTORS

Summary. The study is devoted to identifying push and pull factors of entrepreneurial motivation, which contributes to the development of policies and programs to support young entrepreneurs in Ukraine and Poland. The results of the analysis of the responses of 235 Ukrainian and 72 Polish students to questions about their motivation to start an entrepreneurship are presented. Conclusions are drawn about the differences in the profiles of factors of entrepreneurial motivation of students in the two countries.

Keywords: entrepreneurial motivation, university students, entrepreneurship, economic activity.

Increasing the motivation of young people to engage in entrepreneurial activities is a key factor for the development of an innovative economy and the creation of new jobs. The study of motivational factors among students is particularly important because they form the basis of the future entrepreneurial

environment. Comparing the situation in Ukraine and Poland allows us to better understand how different socioeconomic conditions and educational systems affect the desire of young people to start their own business. Such a study is appropriate because identifying the push and pull factors of entrepreneurial motivation [1] can help in the development of policies and programs to support young entrepreneurs in the two mentioned countries.

The purpose of our study is to identify push and pull factors of entrepreneurial motivation of university students in Ukraine and Poland, neighboring countries with different levels of integration into European entrepreneurship practices. To achieve this goal, we analyzed the results of a survey conducted in April-May 2023 as part of the research project “Entrepreneurial Opportunities, Competencies, and Intentions among University Students in a Cross-Cultural Dimension” [2]. The survey involved 247 students from 11 universities from different regions of Ukraine, the vast majority (93.52%) of whom are studying economics and almost a third (31.17%) of whom have experience in entrepreneurial activity. We retained 235 questionnaires for further analysis, eliminating statistically insignificant cases. From Poland, 72 students from 4 universities took part in the survey, most of whom (67.42%) are studying economics and only 16.7% of whom have entrepreneurial experience.

The analysis of our results allows us to draw the following conclusions.

Ukraine. The most significant pull factors for students in Ukraine are the desire to realize their dreams and the opportunity to increase their income (88% and 84% of respondents agreed, respectively), which indicates a desire to achieve personal goals and ambitions through entrepreneurship, as well as to realize the possibility of financial gain. 74% of respondents indicated that they see market opportunities for starting their own business. This also indicates that students are actively motivated to find and use opportunities. The least significant motive is the desire for self-employment (endorsed by 47% of respondents), which indicates a lesser influence of push factors such as dissatisfaction with current labor market conditions or lack of other employment opportunities. This data shows that Ukrainian students' motivation for entrepreneurship is more based on pull factors - the desire to realize their dreams, earn higher income, and take advantage of market opportunities. Push factors, such as self-employment, have less influence, which indicates that students perceive entrepreneurship as a positive choice rather than a forced step.

Poland. The most significant factor for students in Poland is the opportunity to increase their income (72% of respondents agreed), which indicates a strong material pull-factor focused on financial success. Also, 72% of students consider entrepreneurship to be an opportunity to realize their dreams. This is an intangible motive, indicating an intrinsic motivation to achieve personal goals and ambitions. 68% of respondents consider entrepreneurship as a means of self-employment, which indicates the importance of independence, although this figure is lower than for financial or personal aspirations. 64% of students see entrepreneurship as an opportunity to prove their ability to be an entrepreneur, which also emphasizes the intrinsic motives for self-realization. Only 54% see market opportunities for starting a business, which is the least important motive among those offered. This indicates that

external factors, such as market conditions, are less important for Polish students compared to intrinsic motives. In general, Polish students are dominated by internal (intrinsically motivated) factors, such as financial interests, self-affirmation and the realization of personal dreams, while market opportunities have a lesser impact on their motivation.

Comparing the motivations for entrepreneurship between students in Ukraine and Poland reveals several important similarities and differences. In both countries, the key incentive for students is the opportunity to increase their income. In Ukraine, this factor is supported by 88% of respondents, and in Poland by 72%. This shows that the desire for financial independence and better material conditions is the main motivator for entrepreneurship. The ability to realize one's dreams is also an important motive in both countries: for 88% of students in Ukraine and for 72% in Poland. This indicates that student motivation is not limited to material factors, but also includes the desire for self-realization. However, in Ukraine, only 47% of students consider entrepreneurship as a means of self-employment, while in Poland this figure is higher - 68%. This indicates that Polish students are more focused on independent work, while Ukrainian students may rely more on external employment opportunities or other ways of development.

It is notable that in both Ukraine and Poland, 64% of students view entrepreneurship as a means of demonstrating their entrepreneurial abilities. This suggests a comparable level of importance that students ascribe to personal self-affirmation through entrepreneurship. However, while 74% of Ukrainian students perceive market opportunities for launching their own business ventures, only 54% of their Polish counterparts hold a similar view.

The study involved a total of 319 students, with 235 from Ukraine and 72 from Poland, allowing for a comprehensive comparison of entrepreneurial motivations. Students from both countries have similar motives regarding self-realization and the desire for financial stability. However, in Poland there is a greater emphasis on self-employment, while Ukrainian students are more focused on market opportunities.

References

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