



## THE FUTURE OF LOGISTICAL EDUCATION IN POLAND AND UKRAINE: COMPARATIVE ANALYSIS OF STUDENTS' OPINIONS

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**ABSTRACT. Background:** A professional future is the next logical step after a student completes their chosen degree course. More frequently, even during their studies, young people seek opportunities to participate in various conferences, training courses, internships, work placements, and to travel abroad, etc. All of this has one main goal - to increase the student's attractiveness as a potential employee on the labour market. Thus, it becomes very important to ask relevant and timely questions to students about the knowledge they gain during their studies, the skills they possess and how they perceive their future work.

**Methods:** This paper presents the views of students of logistics and related disciplines regarding their future careers. The aim of this study was to investigate the expectations, skills and visions of the future of the young generation who stand at the threshold of their careers, in two countries - Poland and Ukraine. The test method used for collecting opinions was a questionnaire.

**Results:** This paper recognises key elements of young people's perception of the labour market. They present a brief theoretical discussion on the issue in question. The authors present the results of the comparison of attitudes of students from two universities in Poland and in Ukraine, in four areas: Participant's Profiles; Professional Attractiveness; Obtained Knowledge and Skills; Employment.

**Conclusions:** Contemporary logistics requires professionals of the highest calibre, which is confirmed by many respected authorities. The research results show a preview of the preferences of students of logistics and related disciplines in terms of future work, and give information about the knowledge they gained during their studies. Comparison of the two groups of participants from different countries gives the opportunity to observe the aspirations and visions of each, as well as propose recommendations aimed at signalling the possibility of improving the situation of graduates in relation to their future employment.

**Key words:** students' professional future, logistics, labour market, employment, job.

### INTRODUCTION

The dynamically changing situation of the modern economy constantly presents new challenges to young people preparing for their future. The modern era is referred to as an era of rapid change, part of which is unfavourable for individuals, because changes in the nature of employment have led to instability and a reduced sense of security, or require more dynamism than the average person possesses

[Bauman 2013]. Many young people are trying their hand at various activities even while at university, in order to test the waters in different areas, and therefore learn to adapt to different social roles. They must then adjust their goals and actions to specific life situations, learn to overcome difficulties and solve the range of problems that they encounter. For this reason, the problem of defining plans and life goals related to future professional work is unusually important.

Higher education is seen as admission to a better world of work and treated as an investment, ensuring financial success and protection against unemployment. The demands of the labour market for people with higher education is indisputable, to which a CEDEFOP report testifies [Future skills ..., 2012]. It predicts an increase in the level of competition in areas that require knowledge and skills – from 29% in 2010 to 35% in 2020. At the same time it indicates that the majority of jobs available will be for skilled workers. The recommendations put forward in the CEDEFOP report concern investment in highly productive and skilled workers, as well as support counselling for the appropriate targeting of decision-makers in relation to their future education and training.

However, acquiring a university degree is no guarantee of employment. Research carried out by SW Research Agency Market Research and Opinion shows that almost half of future graduates fear not being able to find a job after graduation (49%), and are afraid that they will not meet the expectations of future employers (41%) [Młodzi na rynku pracy, 2016]. Student attitudes such as these are a cause for reflection about the quality of higher education.

University authorities in Europe and around the world have long understood the need to properly prepare students for the labour market, not only by providing the highest quality of knowledge and skills related to the field of study, but also by educating them in universal competences and providing technical assistance and access to information about the reality of the economy and labour market to help students start proactively planning their career [Domańska, 2013]. Preparing young people for a future profession is a serious challenge for the Polish education and training system. This issue is part of the ongoing debate about the extent to which university education programmes should pragmatically meet the current needs of the labour market, as opposed to focusing on a traditional academic education. [Pierwsze kroki na rynku pracy, 2015]. Young people, concerned about their future careers, tend to follow the trends of market economy, use changes, and freely choose a course of study that will provide them with a safe start to their careers. One of these

areas is logistics. According to the Bureau of Labour Statistics (BLS), the number of jobs in the sphere of logistics is expected to increase by 22% by 2022 [7 things ..., 2015]. In the economy and business, modern logistics plays, and will continue to play, a significant role. This is an industry that, in a globalised world, is increasingly gaining in importance [Long 2003, Крикавський, Чухрай 2001, Сергеев 2001, Ciesielski, 2001, Gołemska 2005, Kozłowski 2009]. Due to its specificity, it is still evolving to meet the needs of modern business and adapt to dynamic changes in the economic environment, hence the increasing demand for specialists in logistics from year to year [Kurasiński 2014,]. Additionally, more and more companies are becoming more aware of the strategic importance of logistics, primarily due to the significant potential savings [Васильців, 2010]. As a result, the top places on their list of priorities are taken by the necessity of finding young people with great potential for the future, who have not only adequate expertise but also leadership abilities, which in the future will allow them to take up leading positions in the organisation.

We can reference a number of papers published in recent years which deal with various aspects of research plans and priorities in students' lives [Pawłyszyn et al., 2016]. Among their priorities is research into identifying the dynamics of professional self-determination for students [Дідковська 2001]. Similarly, Moskalenko undertook research on the professional development of young people, as well as on the formation of their professional awareness [Москаленко, 2004]. Titarenko proves that ambition has a decisive impact on success and life satisfaction [Титаренко, 2004]. Oczachowski's research is focused on the expectations of students in Koszalin about the future labour market [Oczachowska, 2013]. Also, studies were carried out on the plans for professional activity of Silesian students [Zak work ..., 2013] or students from Warmia and Mazury [Bačík et al., 2010]. These studies mainly concern selected universities in Poland. It was therefore decided to conduct an in-depth study, aimed at understanding the vision and perception of the future by students of universities that offer Logistics or related disciplines as a full degree subject,



and to expand them geographically, covering two countries – Poland and Ukraine.

Thus, the objective of this research is the elimination of the information gap in the sphere of analysis of the condition of modern logistical education, as well as a comparison of the quality of educational services offered with the expectations and experiences of students as future participants in the European labour market.

In order to achieve this purpose, the following tasks needed to be carried out:

- development of a questionnaire, which allows the above-mentioned questions to be evaluated by students of Logistics. In the development process, it is necessary to consider the specificity of the modern economic situation and the state of education in the two European countries in question – Poland and Ukraine;
- conduction of a survey among students at the Polish and Ukrainian universities and statistical processing of the results;
- conduction of a comparative analysis of the obtained results and definition of the main differences/similarities of opinions of students from the two countries;
- formulation of conclusions and recommendations, based on the results of the conducted analysis.

## STUDENT'S VISION OF THEIR FUTURE IN THE LABOUR MARKET

The research was conducted in 2015-2016. Students from two European countries, Poland and Ukraine, took part. As a research environment the authors selected universities which offer Logistics as a full degree subject. Students from the following departments took part in the survey:

- Department of Engineering Management of the Poznan Technical University (52.5%);
- Department of Commodity Research and Commercial Entrepreneurship of Alfred Nobel University, Dnipro (47.5%)

The research was conducted with the application of the method of diagnostic examination, with the usage of the authors'

questionnaire. Participation by students was voluntary and anonymous. Students were selected purposefully; the required condition of participation was students' agreement to participate in scientific research. Agreement to participate was given by returning a completed copy of the questionnaire.

The survey contained 23 questions and was divided into 4 parts: Participant's Profile; Professional attractiveness; Obtained knowledge and skills; Employment. The questionnaire consisted of closed questions and single- and multiple-choice questions, as well as questions with 7-level scale weights, where 1 means "strongly disagree / least attractive" and 7 means "strongly agree / the most attractive". The questionnaires were handed out to students in person.

The results were both qualitative and quantitative and were analysed statistically. The results include only those participants who gave answers to all questions in the questionnaire. Statistical research was conducted with the help of Pearson's test of independence. The following statistical rules were applied:  
 $p > 0,05$  – no statistical significance,  
 $p < 0,05$  – significant statistical connection,  
 $p < 0,01$  – very significant statistical connection,  
 $p < 0,001$  – very high statistical significance.

### Participant's Profile

As stated above – the number of students who took part in the survey is 686 (360 Polish and 326 Ukrainian). An overview of the participants is presented in the following table.

Table 1. Overview of participants  
Tabela 1. Profil respondentów

Age	Ukraine		Poland	
	Women	Men	Women	Men
<=20	145	65	69	65
21-22	34	14	91	66
23-24	7	1	37	24
>24	52	8	6	2
Total	238	88	203	157

The research was conducted among students studying for their first and second

degrees. Therefore, the age of the participants ranged from 17 to 30. Most of the participants were between the ages of 20 and 25.

Distribution of students enrolled in the different years of study is presented in Figure 1.

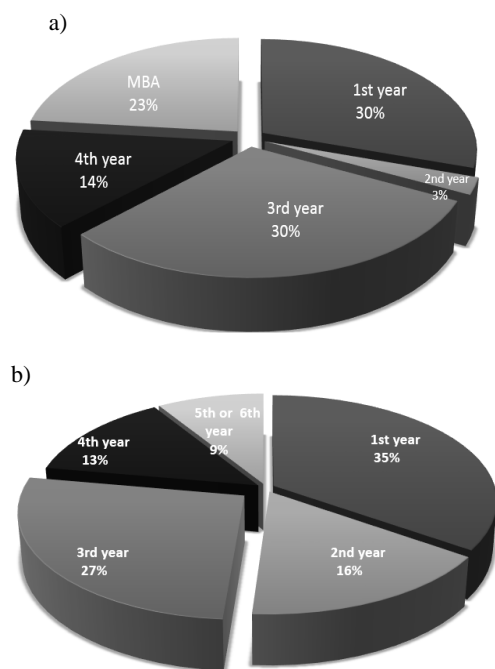


Fig. 1. Number of participants by year of study: a) Ukraine; b) Poland

Rys. 1. Liczba respondentów według określonych lat studiów: a) Ukraina; b) Polska

As shown in figure 1, most students who took part in the survey were in their 1st-3rd year of study (86% and 63% of participants in Poland and Ukraine respectively). In Poland, students in their 4th year constitute only 22% of the study, while the participation of more older students in Ukraine allows to us analyse a higher percentage of MBA students.

The profile of the selection of students examined is of particular interest for the authors, because, from the authors' point of view, the major differences between Polish and Ukrainian educational systems are:

- in Ukraine the 1st year students are mostly young people aged 17. Polish students in their 1st year are 19 years old or more;
- Polish students do not always start their Master's programme (4th-6th years of study) right after finishing their Bachelor's

degree; they make decision to continue their education after obtaining professional experience. In Ukraine, a Bachelor's degree is generally not accepted as higher education, so most students do their Master's degrees right after their Bachelor's. MBA programs are usually taken by more mature students, who choose their degree subject more consciously, understanding that additional knowledge and skills are required for their future professional career.

The conclusions drawn from the first question of the survey, about students' professional experience before entering university, are of great interest. As the statistics presented in table 2 show, despite the fact that Ukrainian students are younger than their Polish counterparts, participants from both countries and of the same age already have work experience (Table 2). This result suggests that young people seriously think about their future careers, and even undertake the first steps towards obtaining practical skills before starting their university education. We believe that this is due primarily to awareness of the reality of market competition, which requires potential employees to possess specialised knowledge and experience.

Table 2. Percentage of students who have already undertaken work experience before starting their degree  
Tabela 2. Procent osób posiadających doświadczenie przed podjęciem studiów

Age	<=20	21-22	23-24	>24
Ukraine	26	38	48	52
Poland	26	42	41	38
p – for Pearson's test		p>0.05		

However, if we examine the trend, we notice that students in higher years, and especially on the MBA program in Ukraine, form a specific category of participants, whose decisions about education are mostly supported by professional experience (52%), in comparison with the students of the 4th-6th years in Poland (38%). This is testament to the difficult economic situation in Ukraine; now students in their 2nd and 3rd years of study need to obtain practical experience while still studying (before starting their Master's programme or MBA) with the aim to increase

their attractiveness as potential employees (collecting an employment history).

### Professional Attractiveness

In the second part of the survey, students were asked what they think about the attractiveness of their future profession. Most Ukrainian students gave a positive answer (68%) to the question about whether or not they have made a decision about their future profession. As for the Polish students, a half of them (50% of participants) have already decided, and the other half have not yet made a decision about their professional future.

The results of comparing the attractiveness of a future profession turned out to be interesting. In this case, students could evaluate the attractiveness of selected activities on a scale from 1 to 7.

As a result, it was observed that in both selections (Ukrainian and Polish students) there is the same tendency to view certain forms of employment as the most attractive. (Fig. 2). Namely, students identified their own

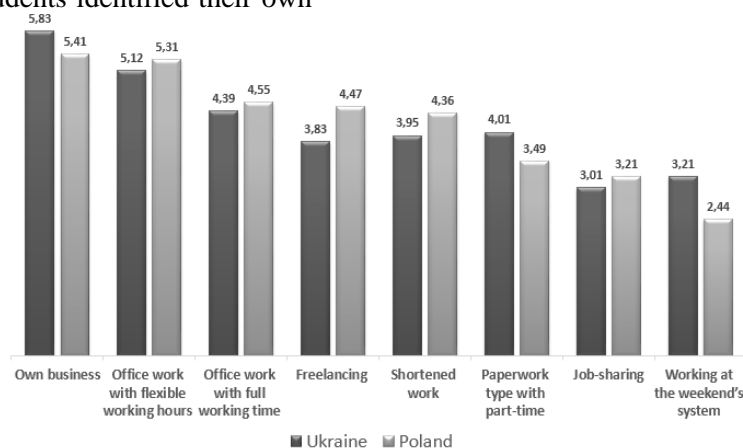


Fig. 2. The attractiveness of future professions  
Rys. 2. Atrakcyjność przyszłych rodzajów działalności

The fact that students have chosen their own business as the most attractive activity is in some respects obvious. Owning one's own business is allows greater freedom in decision-making, a way to implement personal ideas and know-how, etc. But, on the other hand, also implicit is a large range of obligations and responsibilities, which is often forgotten. It should also be noted that a large number of participants would be interested in flexible

business as the most attractive form of future career (its average rating was 5.83 and 5.41 from Ukrainian and Polish participants respectively). In second place was office work with flexible working hours – on average, 5.12. and 5.31 respectively. Third and fourth places went to full-time office work and freelancing; 4.39 /4.55 and 3.83/4.47 respectively. A shortened work week showed average attractiveness – 3.95 and 4.36 respectively. The least attractive option proved to be the paperwork type with part-time (4.01/3.49), job-sharing (3.01/3.21) and working at the weekend (3.21/2.44). There was no significant statistical difference ( $p>0.05$ ) found between the attractiveness ratings for Polish and Ukrainian students (Job-sharing - the employment of two or more people for the work provided by the employer for one employee. Employees divide among themselves the remuneration and responsibilities of the job; usually this division is equivalent to the time worked. [Sobolewski 2011]).

working hours, which would allow a relatively high degree of freedom to plan their job and, usually, to conduct their own business as well.

Another question, also scored on a scale of 1-7, was to investigate the level of awareness of students about choosing their future profession. The average rating (6.0) showed that most students chose their university consciously and independently, and fewer



were influenced by their parents, friends or relatives (average: 2.63). Students do not agree with the statement that their choice was strictly connected with the necessity to continue the family business (average; 1.39), as well as rejecting the statement that knowledge and skills are not important, and the most important thing is to obtain a diploma (average: 2.13).

Then the participants were asked to identify the factors which guided their choice of future profession, and therefore their choice of degree (Fig. 3).

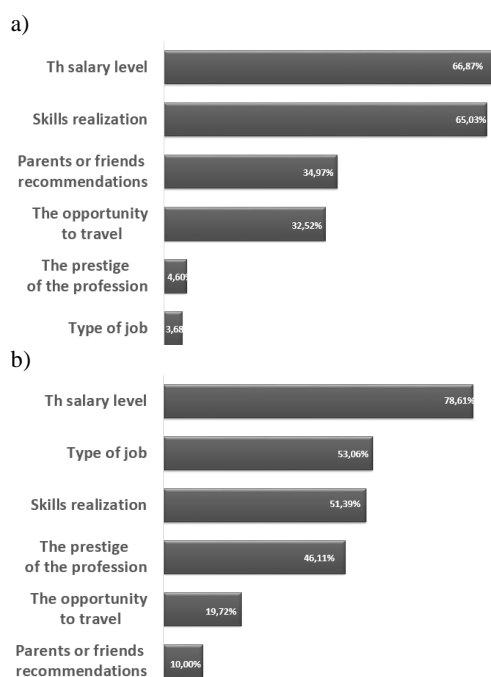


Fig. 3. Aspects of choosing the students' future:  
a) Ukraine; b) Poland

Rys. 3. Aspekty wyboru przez studentów przyszłego zawodu: a) Ukraina; b) Polska

The following results are interesting:

- most participants from both countries specified salary as the most important aspect;
- at the same time Ukrainian students gave the next three positions to skills realisation, recommendations of family and friends and the possibility to travel. Polish students, in turn, claim the following to be important: type of work (office work, business trips, travelling), prestige of the profession and the possibility to travel;
- for Ukrainian students, the prestige of the profession and type of work have almost no

importance. Perhaps it is explained by the fact that, for Ukrainian students, prestige of the work is associated primarily with a high salary and the possibility of professional growth. Polish students, in turn, evaluate the following aspects as important: the possibility to travel and recommendations of family and friends (however, this is given the lowest position in their rating).

Let's examine the three most frequently chosen aspects. The level of salary in many cases is the most important aspect when choosing a profession; this choice by students from both countries was not a surprise. However, apart from good wages, the students also want to apply practical skills – in other words, to realise themselves in the professional area - which is extremely important and prestigious (Ukrainian students put this aspect in 2nd place, and Polish students in 3rd place in the rating of attractiveness). At the same time, Ukrainian students value highly the recommendations of family and friends. For Polish students, the type of work is among the top three aspects. The type of work associated with management is not only interesting, but also ambitious and we will further mention some challenges that must be met. On the other hand, this type of job allows a certain freedom of action and decision-making, which adds additional attractiveness. Thus, the results of the analysis, conducted on two groups of participants (Ukrainian and Polish) about the awareness of students when choosing their future profession differ from each other at the level of statistical significance ( $p < 0.001$ ).

#### *Obtained Knowledge and Skills*

The third part of the survey concerned the problems related to the knowledge obtained at university and expectations about their future jobs.

Therefore, the aim of the first question was to investigate the students' level of competence in evaluating of the education they are receiving, namely – to what extent the students are aware of the nature of their future profession and the required knowledge and skills (Fig 4).

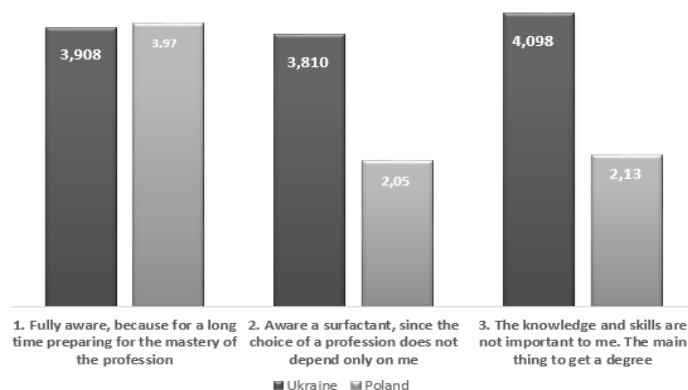


Fig. 4. Average rating of the degree of students' awareness about the nature of their future profession and the required amount of knowledge and skills

Rys. 4. Średnia ocena stopnia świadomości uczniów na temat charakteru ich przyszłego zawodu i zakresu wymaganej wiedzy i umiejętności

From the comparative characteristics of average evaluations shown in the graph, we can conclude that Ukrainian students are inclined to believe that the most important aspect of education is receiving the diploma itself. The average estimate of students' awareness concerning the process of selecting a future profession is approximately the same (3.9 and 3.97 respectively). This means that the results of the analysis performed in two groups of participants (Ukrainian and Polish) about the awareness of students of the nature of their future profession and the necessary knowledge and skills demonstrate the presence of a significant difference ( $p < 0.001$ ).

The second question was to specify whether the curriculum meets the requirements of the participants in connection to their future profession. Students had to determine in a 7-point scale: 1) whether the program fully meets their expectations; 2) what is not fully consistent with their expectations of the future profession, as well as to determine 3) whether the content of the curriculum is not important in the context of need for subsequent training in the workplace. The average rating across all the questions was 4, which corresponds to "no opinion" (Table 3).

Table 3. Average rating of the curriculum meeting the requirements of the participants in connection to their future profession

Tabela 3. Średnia ocen z weryfikacji stopnia spełnienia przez program nauczania wymagań respondentów w kontekście przyszłego zawodu

Countries	Ukraine	Poland
Whether the program fully meets their expectations	3.99	3.69
Whether it is not fully consistent with their representation of the future profession	3.93	4.00
Whether the content of the curriculum is not important in the context of need for subsequent training on the work-place	3.99	4.08
p – for Pearson's test	p>0.05	

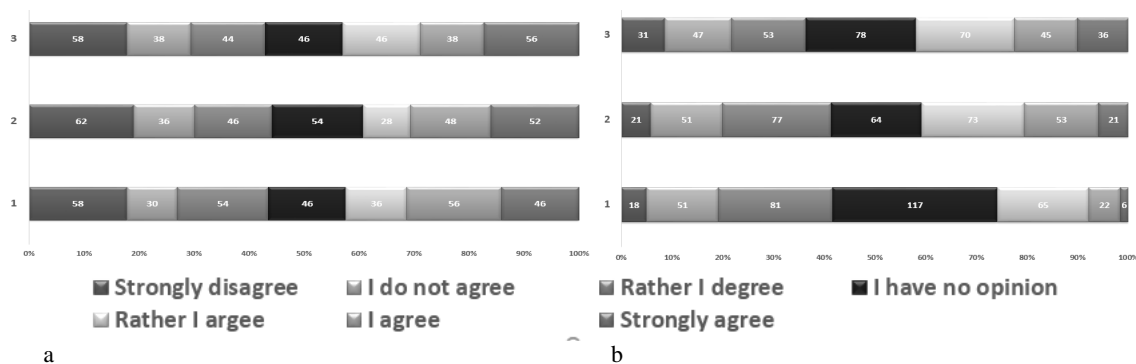


Fig. 5. The structure of answers to the question: “Does the curriculum meet the requirements of the participants in connection to their future profession?”: a) Ukraine; b) Poland

Rys. 5. Ukształtowanie się odpowiedzi na pytanie: “Czy program nauczania spełnia wymogi respondentów co do przyszłego zawodu?”: a) Ukraina; b) Polska

Table 4. Average rating of providing the sufficient professional knowledge  
 Tabela 4. Średnia ocen dotycząca zapewnienia wystarczającej wiedzy fachowej

Countries	Ukraine	Poland
Acquired knowledge is quite enough for my future profession	4.80	3.43
I get a lot of useful knowledge, but I feel that it will not be enough	4.47	4.50
Along with useful knowledge, I get a large amount of useless information that will not be useful for me in further work	3.07	5.27
For me, the main thing is to get basic knowledge of the profession. Gaps in knowledge I will fill by myself	4.15	4.11
Knowledge is not important to me. The main thing is to get a degree	2.21	2.11
p – for Pearson's test	p<0.001	

The figure 5 shows the frequency with which the participants gave a value to each question.

It is necessary to notice a significant difference in the answers of participants from the two countries ( $p < 0.001$ ). Among the Polish students we see the tendency towards a neutral answer (most answers have the rating “no opinion”). At the same time, the rating “Strongly agree” has very few answers (especially for the question №3). Opinions of Ukrainian students are divided almost equally. A rather clear tendency can be seen – there are more students with a positive evaluation of the curriculum (12-15% of Ukrainian students and 1.8-11% of Polish students). In this part of the survey a clarification was added concerning the quality of the knowledge obtained by students, namely; young people were asked whether teaching provides them with sufficient professional knowledge (on a 7-point scale).

Comparative data on both selections is presented in the table 4.

Analysis of the obtained results demonstrates the following:

- as shown by the average 3.88 rating, Polish students tend not to accept the statement that they receive sufficient knowledge for their future profession. Polish students often consider that they receive a lot of useless information alongside that which is applicable to their future careers (average: 5.27). At the same time, many also feel that the knowledge they receive at university is insufficient (average: 4.5). Many students also indicate that they do not have a specific opinion on whether the basic knowledge is enough for their future profession (self-education to fill gaps in knowledge; average: 4.11);
- Ukrainian participants present a slightly different picture. The average rating



of the knowledge and skills acquired at university is rather low (3.74). However, half of the students consider that the knowledge and skills they obtain are quite enough for their future profession (average: 4.8), while the other half has doubts (average: 4.47). Moreover, Ukrainian students expect to have to rely on self-education in the future (average: 4.15).

As a recap of the answers from this section we can indicate that students are not fully satisfied with the knowledge on offer at university. They want to have wider expert knowledge more closely linked to their future professions because they are afraid that knowledge received during the study process could be insufficient for the contemporary labour market.

### Employment

The fourth section of the survey is devoted to finding a job.

Table 5. Overview of answers to the question about students' workplace awareness  
 Tabela 5. Ukształtowanie się odpowiedzi na pytanie dotyczące świadomości studentów na temat ich przyszłego miejsca pracy

Countries	Ukraine	Poland
Yes	41 %	12 %
No	59 %	88 %
p – for Pearson's test		p<0.001

The first question was aimed at generating a general statistic about the awareness of participants about their future place of work. A general overview of answers is presented in Table 5.

In the answers obtained at this stage, there are some interesting findings about the lack of awareness of the workplace amongst almost all (88%) students of the Polish university. The next, concerning the participants' degree of confidence in their future employment was intended to elaborate on this issue. Results of this research are presented in the figure 6.

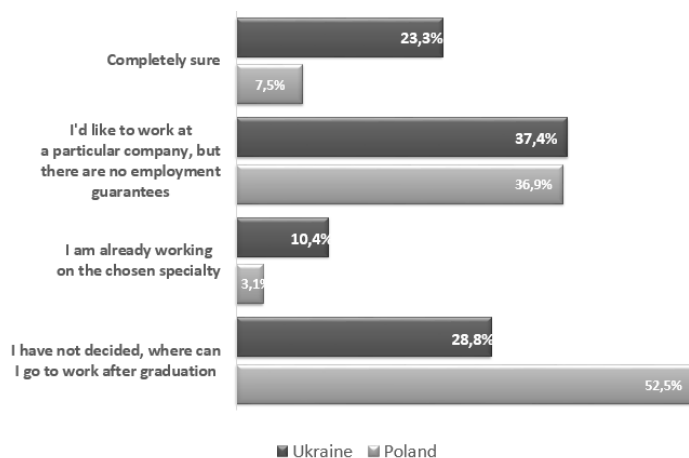


Fig. 6. Degree of participants' confidence in finding future employment  
 Rys. 6. Stopień pewności respondentów co do przyszłego zatrudnienia

Analysis of the results shows that most students are not sure that after graduation they will get a job in line with their education (in Ukraine – only 7.5% are sure, in Poland – 23.3%). Almost 40% of participants are focused on a particular company, but are not sure if their plan will be successful. Among Ukrainian participants, 10.4% are already working in their selected field. Few Polish students gave positive answers to this question (only 3.19%), and, as it turned out, more than

half of Polish students have not decided whether they will work in their area of study after university – which strongly correlates with the answers to the first question in this group. This means that the results of the analysis performed on two groups of participants (Polish and Ukrainian) about their confidence in finding future employment demonstrate the presence of a significant difference (p<0.001).

Young people with higher education expect good career prospects and take into consideration emigration to other European Union (EU) countries. More than half a million job offers are waiting for Poles in Western Europe. Polish employees abroad are considered diligent, well-educated and less expensive than their competitors from other EU countries [Baścik, 1974, Cyrankowski, 2003]. When Poland joined the EU on 01.05.2004, it opened up the European labour market to Polish workers, particularly nurses and midwives. That is why two more questions were developed for Polish students, concerning the possibility of employment abroad. It was decided not to include this question into the questionnaires for Ukrainian students, because the political and economic situation in Ukraine makes it impossible to evaluate the results equally.

Thus, the next two questions, which were addressed to Polish students, investigated the difficulty of finding a satisfactory job in Poland and abroad, corresponding to the students' level of education. The results are

combined in figure 7 (Fig. 7). Half of the participants have problems expressing a clear opinion on these questions. Comparing the answers from all participants, we can note that more people indicate that finding a job in their home country is difficult or very difficult (104 answers), and only 77 participants (21%) believe that finding a job in Poland is easy or very easy. Concerning finding a job abroad, 46 people think that it is difficult or very difficult, but 133 people (37% of participants) believe that finding a job abroad is easy or very easy.

These polling results are highly alarming. Statistical data shows that in the last few years the number of people who have emigrated abroad exceeds 2000 per year [www.stat.gov.pl, 2016]. This number is still increasing. As our results demonstrate, many students are convinced that it is easier to find a job abroad than in their home country. These views must have some basis, which, as may be assumed, is the observation of reality.

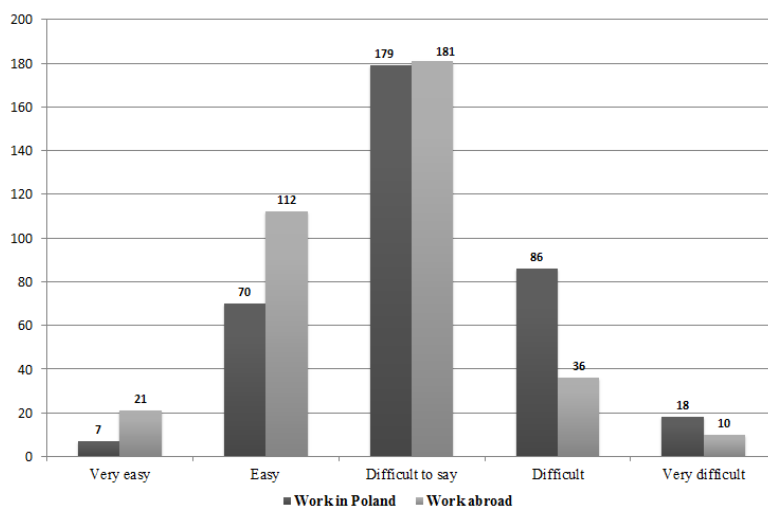


Fig. 7. Looking for job in Poland and abroad  
Rys. 7. Poszukiwanie pracy w Polsce i za granicą

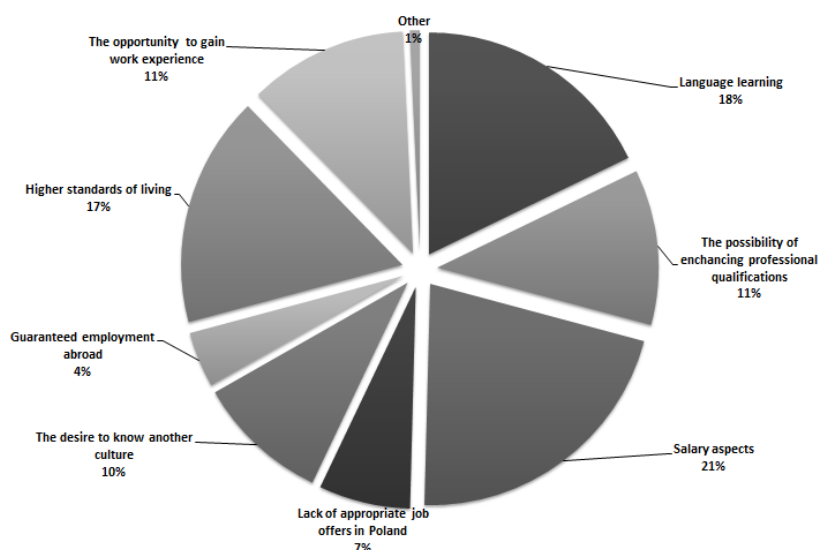


Fig. 8. Reasons for going abroad in search for jobs  
 Rys. 8. Przyczyny wyjazdu za granicę w poszukiwaniu pracy

Then the students were asked whether they were interested in going abroad after graduation. Only 8.9% of participants replied that they were definitely interested in going, with 26.9% of participants answering "probably yes". In contrast, 4.7% of participants consider that they definitely do not intend to leave their home country in search of work, and 25.3% of participants indicated that they are not planning such a trip. The remaining 34.3% of participants did not have a specific opinion [in comparison with Kmiotek, Polaszczyk, 2014].

A total of 129 people declared that they are interested in going abroad. That is 36% of all participants. It is therefore necessary to understand what prompts young people to go to another country. This was further examined by another survey question (Fig. 8). It was a multiple-choice question (hence the number of responses is not equal to the number of participants) and only covered people declaring their interest in traveling abroad, or those who have not decided yet (252 people in total).

As you can see from the chart, the main purpose of those interested in going abroad is paid work (57% of responses). And it is significant that these results agree with the research mentioned in the report prepared by the company Work Service, for people

emigrating abroad [www.workservice.pl, 2016]. Other important factors mentioned by students considering emigration were language learning (48%) and a higher standard of living (45%). The factors with an average weight are: the opportunity to gain experience (30%) and professional development (30%). The reasons with the smallest weight are: the desire to learn another culture (26%), lack of suitable jobs in at home (18%) and guaranteed employment abroad (11%). Those who have chosen the option "other" indicated that the reason for going abroad is: the prestige of working abroad; greater civil liberties, guaranteed by law; the opportunity to travel and the desire to live in another country in order to avoid the stress caused by the fast pace of life in Poland. As well as their reasons for leaving their home country, people who had declared their willingness to go abroad or not clearly defined their position (252 participants) were asked about how long they were going to be there. The results were: from 3 months to half a year – 7.94 % of participants; from 6 months to one year – 11.11%; from a year to 2 years – 20.24%; over 2 years – 10.32%, and up to 15.08% of participants are planning to live abroad permanently.

The information above indicates that young people want to go to another country in order to improve their living standards. They also see better prospects for professional development abroad. The data indicates that a significant

proportion of participants do not see any prospects on the Polish labour market. This sends a worrying signal about the necessity of activating the professional development of graduates in Poland, because, if this potential is not realised, it could bring significant losses for the Polish economy.

The results show that, while studying at university, young people, on one hand, already have certain level of awareness of the labour market, as well as vision of their future; on the other, that only a small percentage of students have a job.

## CONCLUSIONS

Analysis of the results of the survey of students of Logistics in two universities in Poland and Ukraine gives grounds to formulate definite conclusions, namely:

- a significant group of students are trying to gain experience in a specific field before choosing their area of study. However, Ukrainian students have more work experience compared to those in Poland;
- the most interesting form of activity for students from both countries is their own business and/or office work with flexible working hours;
- most students prioritise the expected high profits of their future work. However, while Ukrainian students give second place to the possibility to develop their professional skills to a full extent, Polish students pay much more attention to the type of work they get. Besides, unlike Polish students, Ukrainian students have less interest in the prestige and type of work;
- it is sad to find that the attitude of Ukrainian students towards the knowledge and skills required for their future profession is less than positive. For most of them, the main task is not to improve their knowledge, but to get a diploma. Polish students answer that they have always been aware enough of the knowledge and practical skills they expect to get at university, which they require for a career in their chosen profession;
- unfortunately, a large percentage of students from both countries state that their

curriculum does not fully meet their expectations and they rely on the possibility of self-development in the workplace;

- evaluation of the level of teaching at the Polish university is much higher than at the Ukrainian one, though a certain 'information overload' is mentioned, which does not always correspond with the chosen profession;
- the presence of problems concerning future employment is mostly seen in the responses of Polish students. Most of them are not sure they will find a job or if they will work in their field of study; it is possible that the attitudes expressed in the Polish answers is connected to the fact that a significant number of Polish students believe that finding work in their home country is more difficult than working abroad; therefore, many students declare their willingness to go abroad, even permanently; they are motivated by the desire for a higher salary and living standards, as well as the ability to learn a foreign language.

The development of the world economy requires a new approach to the training of logistics professionals. Due to the increasing demand for specialists in this field, universities should significantly exceed the standard curriculum framework to enhance the competitiveness of graduates in a given discipline or those related to it. Analysing the conclusions of the research, it should be stated that in higher education major changes must be effected. Students clearly indicate that the knowledge acquired as part of the university curriculum is not sufficient. The connection of education with the practical application of the acquired knowledge is a necessary element of education. The knowledge gained by its practical application is more interesting, and encourages students to continue to expand their knowledge. Universities have to establish contacts with companies, logistics operators, institutions, the government and the economy, to provide students with a combination of academic study and practical projects, extending the scope of acquired knowledge and developing professional contacts. Also, universities should create conditions enabling students to establish contacts with communities and institutions, in which it will

be possible to continue their education or get a job after graduation.

However, an important task for the universities is to organize and enable students to participate in university research projects. Individualisation of the learning processes of students is another important criterion in adjusting the profile of graduates to market requirements.

Appropriate workshops and training courses during academic education are the perfect addition to professional attractiveness, which students can use at job interviews. It is necessary to keep in mind that not only education is important for employers, but also experience, additional qualifications and training or internships. The experience of many university graduates shows that those with even a little work experience have much better prospects on the labour market. Therefore, understanding the need to implement the above changes in higher education is the key to the integration of the two worlds - the employers' and graduates'.

However, students must themselves take responsibility for their own future career in the conditions of the increasing requirements of employers and high competition on the market. This creates the need for students to individually develop their knowledge in their chosen field. Students should also be aware that the search for work should not be accompanied by the termination of further education and self-improvement. Nowadays, attention to personal professional development and the need for learning throughout life is necessary due to the continuous changes caused by globalisation.

In order to continue to map the trends and changes in the preferences and expectations of students, it would be reasonable to repeat this study after a certain period of time (for example, after 2-3 years).

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## PRZYSZŁOŚĆ EDUKACJI LOGISTYCZNEJ W POLSCE I UKRAINIE: ANALIZA PORÓWNAWCZA OPINII STUDENTÓW

**STRESZCZENIE. Wstęp:** Przyszłość zawodowa to kolejny logiczny krok studenta po ukończeniu obranego kierunku studiów. Coraz częściej, jeszcze w trakcie realizowanych studiów, młodzi ludzie poszukują możliwości uczestniczenia w różnego rodzaju konferencjach, szkoleniach, stażach, praktykach, wyjazdach za granicę itp. Wszystkie podejmowane w tym zakresie działania mają na myśli główny cel – zwiększyć swoją atrakcyjność jako potencjalnego pracownika na rynku pracy. Niezwykle ważnym więc staje się postawienie istotnych i aktualnych pytań w kierunku studenta, dotyczących pozyskiwanej w trakcie studiów wiedzy, posiadanych umiejętności czy też postrzegania swojej przyszłej pracy.

**Metody:** Niniejszy artykuł prezentuje poglądy studentów kierunku logistyka i jej pokrewnych w stosunku ich przyszłej pracy zawodowej. Celem prowadzonych badań było poznanie oczekiwań, kompetencji i wizji przyszłości młodego pokolenia, które stoi u progu kariery zawodowej, w dwóch państwach – Polsce i Ukrainie. Metoda badawcza, która była zastosowana do zebrania opinii to kwestionariusz ankiety.

**Wyniki:** Artykuł ujmuje główne przesłanki dyktowane przez rynek pracy dla młodych osób. Przedstawiają krótkie teoretyczne rozważania na temat podjętego problemu. Autorzy przedstawiają wyniki porównawcze opinii studentów dwóch uczelni wyższych w Polsce i Ukrainie w czterech obszarach: Profil Respondenta; Atrakcyjność zawodowa; Uzyskane wiedzy i umiejętności; Zatrudnienie.

**Wnioski:** Współczesna logistyka wymaga specjalistów najwyższej jakości, co potwierdza wiele znanych autorytetów. Badania ukazują podgląd na preferencje studentów kierunku logistyka i jej pokrewnych w zakresie przyszłej pracy, a także przekazują informację na temat pozyskiwanej w czasie studiów wiedzy. Porównanie dwóch grup studentów uczelni wyższych z różnych państw daje możliwość zaobserwowania aspiracji i wizji każdej z nich, a także wysunąć rekomendacje, mające na celu zasygnalizowanie możliwości poprawy sytuacji absolwentów szkół wyższych w stosunku do poszukiwanej pracy.

**Słowa kluczowe:** przyszłość zawodowa studentów, logistyka, rynek pracy, zatrudnienie, praca.

## PERSPEKTIVEN FÜR DAS LOGISTISCHE BILDUNGSWESEN IN POLEN UND IN DER UKRAINE: EINE VERLEICHSTUDIE ANHAND DER AUSWERTUNG STUDENTISCHER MEINUNGEN

**ZUSAMMENFASSUNG. Einleitung:** Der Einstieg in den Beruf ist ein nächster logischer Schritt eines Studenten nach dem Abschluss der von ihm ausgewählten Studienrichtung. Des Öfteren, und zwar noch während des Studiums, suchen die jungen Menschen nach Möglichkeiten ihrer Teilnahme an unterschiedlichen Konferenzen, Schulungen, studentischen und beruflichen Praktika, Auslandsreisen u. ä. Alle in diesem Bereich unternommenen Aktivitäten zielen darauf hin, dass man seine Attraktivität als eines potenziellen Bewerbers auf dem Arbeitsmarkt erhöht. Äußerst wichtig wird die Befragung von Studenten in Bezug auf das während des Studiums gewonnene Wissen, auf die beherrschten, praktischen Fertigkeiten oder auf die Wahrnehmung ihrer zukünftigen Einstellungschancen.

**Methoden:** Der vorliegende Artikel projiziert das Meinungsgut der Studenten von der Studienrichtung Logistik und den verwandten Studiengängen hinsichtlich derer zukünftigen Berufsarbeit. Das Ziel der durchgeführten Erforschung war es, die betreffenden Erwartungen, Kompetenzen und Visionen der jungen, an der Schwelle der Arbeitskarriere stehenden Generation, insbesondere in zwei Ländern - in Polen und in der Ukraine kennen zu lernen. Als die angewendete Forschungsmethode für die Erfassung der studentischen Meinungen galt die Inanspruchnahme von Fragebögen.

**Ergebnisse:** Der Artikel präsentiert grundlegende Voraussetzungen, die den jungen Menschen vom Arbeitsmarkt diktiert werden. Er stellt ferner kurze theoretische Erwägungen zum Thema der zu erörternden Problemstellung dar. Die Autoren führen dabei die Ergebnisse der Vergleichsstudie, die an zwei Hochschuleinrichtungen Polens und der Ukraine in Hinsicht auf vier Forschungsbereiche gewonnen wurden, an. Die einzelnen Forschungsaspekte waren also: Profil des Befragten, berufliche Attraktivität, gewonnene Wissen und Kompetenzen, Beschäftigungschancen.

**Fazit:** Die heutige Logistik bedarf Spezialisten von höchster Qualität, was viele bekannte Experten besagen. Die Forschungen veranschaulichen die Präferenzen der die Logistik und verwandte Studienrichtungen Studierenden hinsichtlich ihrer zukünftigen beruflichen Betätigung und geben über das während des Studiums gewonnene Fachwissen Auskunft. Der Vergleich der beiden Studentengruppen von den Hochschulen aus den unterschiedlichen Ländern ermöglicht, jeweils ihre Aspirationen und Visionen diesbezüglich wahrzunehmen sowie die Empfehlungen für die Bereitstellung von Möglichkeiten zur Verbesserung beruflicher Chancen der Absolventen auf dem Arbeitsmarkt zustande kommen zu lassen.

**Codewörter:** berufliche Zukunftsperspektiven, Logistik, Arbeitsmarkt, Beschäftigung, Arbeit

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