Tetiana TSALKO,

PhD in Economics, Associate Professor
Kyiv National University of Technologies and Design

THEORETICAL ASPECTS OF STUDENT MOTIVATION FOR STARTUP ACTIVITIES

In the context of the knowledge economy and innovative development, universities are increasingly involving students in start-up activities as a tool for developing entrepreneurial competencies, practical skills, and readiness for self-realization. However, the effectiveness of student startup projects largely depends on the level of motivation of students, which determines their initiative, perseverance, and ability to overcome risks.

Student motivation in the development of startup projects is based on a combination of internal and external factors. Internal factors include interest in innovation, desire for self-actualization, autonomy, and achievement, while external factors include the educational environment, university support, access to resources, and recognition of results [8]. Research shows that internal motivation has a decisive influence on students' long-term involvement in entrepreneurial projects [4].

The university's innovative environment is a key factor in motivating students to engage in startup activities. The integration of startup projects into curricula, the use of project-based and problem-based learning, and interdisciplinary collaboration contribute to the growth of the practical significance of education. Business incubators, accelerators, and technology transfer centers at higher education institutions play an important role in creating conditions for transforming ideas into marketable products [5].

Practical experience of universities demonstrates the effectiveness of a comprehensive approach to student motivation, which includes:

- mentoring support from teachers and business representatives;
- participation in startup competitions, hackathons, and innovation challenges;
- the opportunity to receive financial and grant support;

- academic recognition of startup activity results (credits, loans, certification).

The use of lean startup and design thinking approaches helps to increase student engagement by quickly testing ideas and obtaining feedback [7].

Involving students in start-up projects contributes to the development of key entrepreneurial competencies, including creativity, teamwork, risk management, and strategic thinking [1]. Motivational mechanisms focused on autonomy and the practical value of results increase students' entrepreneurial intentions and their willingness to start their own business after graduation [3].

Experience in motivating students to develop startup projects shows that the highest effectiveness is achieved by combining internal motivation with a supportive university environment. The systematic implementation of startup education, mentoring, and innovative infrastructure contributes not only to the successful implementation of student projects, but also to the formation of a generation of entrepreneurially-oriented professionals. Further research should focus on assessing the long-term impact of motivational practices on the career trajectories of graduates.

References

1. European Commission. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Publications Office of the European Union.

2. Fayolle, A., & Gailly, B. (2015). The impact of entrepreneurship education on entrepreneurial attitudes and intention. *Journal of Small Business Management*, 53(1), 75–93.

3. Giones, F., & Brem, A. (2017). Digital technology entrepreneurship: A definition and research agenda. *Technology Innovation Management Review*, 7(5), 44–51.

4. Neck, H. M., Greene, P. G., & Brush, C. G. (2014). *Teaching entrepreneurship: A practice-based approach*. Edward Elgar Publishing.

5. OECD. (2019). *Entrepreneurship education in the digital age*. OECD Publishing.

6. Rauch, A., & Hulsink, W. (2015). Putting entrepreneurship education where the intention to act lies. *Academy of Management Learning & Education*, 14(2), 187–204.

7. Ries, E. (2011). *The lean startup*. Crown Business.

8. Ryan, R. M., & Deci, E. L. (2020). *Intrinsic and extrinsic motivation: Classic definitions and new directions*. Routledge.

9. World Economic Forum. (2020). *Schools of the future: Defining new models of education for the Fourth Industrial Revolution*. WEF.

10. Tsalko T., Nevmerzhytska S. Cloud Technologies: Use in the Educational Process as a Way to High Management in Business. *Higher Economic - Social School in Ostroleka*. *SJ-Economics*. 2023. Vol. 50 № 3. DOI: https://doi.org/10.58246/sj-economics.v50i3.633 – URL: https://ojs.wsa.edu.pl/index.php/sj-economics/article/view/633

11. Невмержицька С.М., Цалко Т.Р. Управління цифровою трансформацією в бізнесі. *Multidisziplinäre Forschung: Perspektiven, Probleme und Muster der Sammlung wissenschaftlicher Arbeiten «ΛΌΓΟΣ» zu den Materialien der I internationalen wissenschaftlich-praktischen Konferenz (B. 1), Wien, 9. April, 2021*. Wien-Vinnytsia: List Verlag. in Ullstein Buchverlage GmbH & Europäische Wissenschaftsplattform, 2021. – С. 51-53. – URL: https://er.knutd.edu.ua/bitstream/123456789/17620/1/09.04.2021_%D0%A2%D0%B5%D0%B7%D0%B8_%D0%92%D1%96%D0%B4%D0%B5%D0%BD%D1%8C_52-54.pdf