





STUDENTS IN EAST-CENTRAL EUROPE: SYMMETRY OR ASYMMETRY OF LIFE GOALS? A STUDY OF POLAND AND UKRAINE

STUDENCI W EUROPIE ŚRODKOWO-WSCHODNIEJ: SYMETRIA CZY ASYMETRIA PLANÓW ŻYCIOWYCH? STUDIUM PRZYPADKU POLSKI I UKRAINY

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Abstract

The article makes an attempt to analyse scope and timing prospects of students' life goals in two East-Central European countries – Poland and Ukraine. These two countries were under similar socio-economic circumstances in the last decade of the past century, but nowadays the situation is totally different. The study was conducted in November and December 2019 using the authors' survey questionnaire carried out on the sample of 658 university students from Lublin and Kyiv. Our research showed that symmetry in students' life goals primarily occurred in the scope of goals and values, with a greater focus on family in the case of Ukrainian students and on material goods and business activity for Polish students. Asymmetry was observed in the term of planned implementation of particular life goals: Ukrainian students expected stabilisation based on family, children, and apartment ownership within 5 years from graduation and Polish students expected

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such stabilisation within 10 years after graduation. Moreover, more optimistic expectations for the future were observed in the case of Ukrainian students.

Keywords: students, educational goals, students' employment, students' life goals, Poland, Ukraine, East-Central Europe.

Streszczenie

W artykule podjęto próbę analizy zakresu i czasu realizacji planów życiowych studentów w dwóch krajach Europy Środkowo-Wschodniej – Polsce i na Ukrainie. W ostatniej dekadzie minionego stulecia badane kraje cechowały się podobną sytuacją społeczno-ekonomiczną, a obecnie jest ona zupełnie odmienna. Badania zostały przeprowadzone za pomocą autorskiego kwestionariusza ankiety w okresie listopad–grudzień 2019 r. na próbie 658 studentów z uniwersytetów w Lublinie i Kijowie. Wykazały, że symetria w planach życiowych studentów wystąpiła głównie w zakresie uwzględnionych w badaniach celów i wartości, przy większej koncentracji studentów ukraińskich na rodzinie, a studentów polskich – na dobrach materialnych i własnym biznesie. Asymetrię zaobserwowano w terminie planowanej realizacji poszczególnych planów życiowych: studenci ukraińscy oczekują stabilizacji związanej z rodziną, dziećmi i zapewnieniem mieszkania do 5 lat po ukończeniu studiów, natomiast polscy studenci taką stabilizację przewidują dopiero do 10 lat po studiach. Dodatkowo stwierdzono bardziej optymistyczne postawy dotyczące przyszłości w przypadku studentów na Ukrainie.

Słowa kluczowe: studenci, plany edukacyjne, zatrudnienie studentów, plany życiowe studentów, Polska, Ukraina, Europa Środkowo-Wschodnia.

INTRODUCTION

Young people in all countries are a generation that will create, strengthen and determine the development directions of the future society and that reflects its own epoch. The current development trends determined by globalisation and internationalisation of higher education provide for a new situation and new conditions in which the youth plan its future. It is in accordance with concepts combining the awareness of the youth with exogenic conditions, also largely referring to life in a risk society (Beck, 2002). On the other hand, it is worth mentioning that young adults in decision about choosing their studies takes into consideration varieties of perspectives and life strategies and combines it with plans and projections connected with the future. Undoubtedly, young people could also predict, more or less concrete, how their life will develop in the nearest and distant future (Sroczyńska, 2013). Simultaneously, in the source literature, particular attention is paid to socio-economic and regional determinants of youth life goals (Szafranec, 2019).

The subject of our study was university students in two selected countries of East-Central Europe – Poland and Ukraine. The countries have similar historical experience, different from that of Western Europe. Both countries entered the period of an intensive economic and social transformation in the early 1990's, at the similar stage of socio-economic development. While the socio-economic transformation progressed relatively rapidly and smoothly in Poland, in Ukraine the economic reforms did not bring tangible benefits in terms of population wealth, better quality of life, or strengthening the human and social capital of the youth (Pantylej, 2008; Pantyley, 2018). Young people have always been an active part of society, swiftly responding to changes. This is manifested, among other things, in the participation of the Ukrainian youth in the Granite Revolution in the early 1990's, the Orange Revolution in the years 2004–2005, and the Revolution of Dignity in the period of 2013–2014 (Sokurianska, Svid, 2019). The occurring changes raise our interest in the attitudes and life goals of individuals studying in two neighbouring countries with different economic statuses, i.e., in Poland and Ukraine.

Both Poland and Ukraine have the constantly growing number of foreign students in their total number of undergraduates. Therefore, it might be interesting to compare life goals and expectations for the future of foreign and domestic students in these two countries. In this context one should expect that foreign students might declare worse adaptation abilities with regard to changing socio-economic conditions and display greater sensitivity to social and economic external influences (Firang, 2020).

In the period before the pandemic, the situation of students was analysed in many studies, and the primary area of activity next to studying was employment, treated as a characteristic feature of a modern higher education (Hauschildt et al., 2015). The study series EUROSTUDENT is the largest survey undertaking investigating different aspects of students' life. Its latest edition from 2016 to 2018 (*Social and Economic...*, 2018) presents the economic situation of students from 28 European countries (European Higher Education Area, EHEA). The surveys in particular European countries cover:

- satisfaction with students' life, in combination with life goals (Zulliget et al., 2009; Abubakaret et al., 2016);
- life values and priorities of students (Sortheix, Lönnqvist, 2014, 2015; Chang et al., 2015);
- quality of students' life (Sirgy et al., 2007; Sirgy, 2012; Borgonovi, Pál, 2016).

Research regarding the life goals of Polish students is primarily of diagnostic-descriptive character and covers the analysis of plans of selected groups of students, including comparative studies concerning Polish and Ukrainian undergraduates (Trzciński, 2015). When it refers to representative national surveys, it concerns life goals of the entire youth (Szafraniec, 2011, 2019; Grabowska,

Gwiazda, 2019). The following aspects are generally identified in life goals of students:

- the issue of life values and goals (Dziwińska, 2007; Trempała et al., 2016);
- specific plans regarding further education and implementation of the remaining goals (Chromiec, 2007; Sałata et al., 2014; Roguska, Antas-Jaszczuk, 2017);
- factors affecting aspirations and life goals, with particular emphasis on the political, economic and social situation, and experience resulting from the geopolitical location (Wolska-Długosz, 2013; Borowicz, 2014; Niezgoda, 2014; Długosz, 2018).

Similar issues are identified in research by Ukrainian sociologists:

- analysis of life strategies and search for their relation to value systems and life goals declared by students (Muradian, 2013; Sokurianska, Svid, 2019);
- search for the relationship between life goals and life strategies, and personal development and the level of self-identification (Sepelenko, 2006);
- pursuit of life success (Bezenko, 2003), also defined as symbolic capital (Jarema, 2010; Laba, 2010).

By analogy to Poland, sociologists in Ukraine combine life goals with the value system of students and refer strategies related to their implementation to exogenic factors, i.e. the current situation in the society, pointing to particular conditions such as the level of adaptation to the transformation of Ukrainian society (Złobina, Tichonowicz, 2001), as well as life in the conditions of transformation (Babenko, 2012).

DATA AND RESEARCH METHODS

The objective of our study was to identify the educational and life goals of students from two universities: the Marie Curie-Skłodowska University in Lublin (UMCS) in Poland, and the National Pedagogical Dragomanov University in Kyiv (UD) in Ukraine. The study was conducted as a result of an agreement on research cooperation signed by both universities (2019). We are aware of the differences regarding the location of the universities in the territory of the countries (central – the capital city of Ukraine and local in eastern Poland – Lublin). Kyiv has the greatest educational potential among Ukrainian cities: 29 universities, 14 academies, four institutes, four technical schools. Lublin is a leading academic centre, the largest in eastern Poland: five universities and four private universities offering a total of more than 200 majors, educating more than 6,400 foreign students from more than 100 countries (<https://lublin.eu/biznes-i-nauka/nauka/potencjal-edukacyjny-miasta/>). Considering differences in the situation of students from two academic centres with different levels of importance and from two countries that vary in terms of advancement of the socio-economic transformation and political situation, we adopted an additional study objective – the determination of

similarities and differences in life goals of young adults studying in Poland and Ukraine regarding further education and plans after graduation, including plans concerning the choice of the country of employment. Owing to this fact, the primary research problem was formulated in the form of the following question: *What are short-term and long-term life goals of students of UMCS in Lublin and UD in Kyiv and do they show mutual similarities or differences?* The detailed problems concern the following question: *What are particular plans of students and within what time of their implementation do they show symmetry and asymmetry?*

The study employed a quantitative method. It was conducted by an auditorium survey based on an original questionnaire. The questionnaire covered broadly defined life goals and self-assessment of health, quality of life, and current employment. It included 17 questions and a data sheet. The article presented focuses only on life plans, with emphasis on three areas:

- plans regarding further stages of education;
- plans regarding the choice of the country of future employment;
- declared life priorities and goals, and the expected time of their implementation.

The study was conducted at both universities in November and December 2019. It covered a total of 692 respondents. After the verification of the filled-in questionnaires, a further analysis covered 658 completed questionnaires (UMCS 369, UD 295). The auditorium survey covered students in three categories of faculties: exact sciences (mathematics, physics, information technology), social sciences (pedagogy, history, social work and tourism) and art. The majors were additionally selected based on information regarding the enrolment of foreign students. At UD, the respondents included 18% of foreign students and at UMCS – 20.4%. The typical features of the respondents are presented in Table 1.

Table 1. Typical features of respondents in selected universities of Poland and Ukraine (n = 658)

Variable	Value of variable	Share of respondents, %			Total number	
		Total	UMCS	UD	UMCS	UD
Gender	women	63.2	56.2	71.9	204	212
	men	36.8	43.8	28.1	159	83
Country of origin	Poland	43.9	79.6	0.0	289	0
	Ukraine	43.0	11.6	82.4	42	243
	some CIS countries ¹	7.3	6.3	8.5	23	25
	other countries ²	5.8	2.5	9.1	9	27
Faculty	exact sciences	31.6	30.0	34.2	109	101
	art	28.6	26.7	30.2	97	89
	social sciences	39.8	43.3	35.6	157	105

¹ Students from Belarus, Moldova, Russia, Turkmenistan, Azerbaijan.

² Students from China, Turkey, the Philippines, India, Zimbabwe.

Source: own study.

The respondents were dominated by women, who constituted 63.2% of all participants. More students from UD studied at faculties of exact sciences and art and at UMCS more of them represented faculties of social sciences. The highest number of students represented faculties of social sciences at both universities (almost 40%). There were less students of exact sciences (32%), and the least from faculties of art (28.3%).

RESEARCH RESULTS

Continuation or a change of major?

We were interested in the way the respondents plan their further course of education, whether they plan to continue it or change the major or university, including the city or country, and whether they expect to continue education after graduating. Approximately 90% of all the surveyed students declared that they plan to complete their current major (Fig. 1).

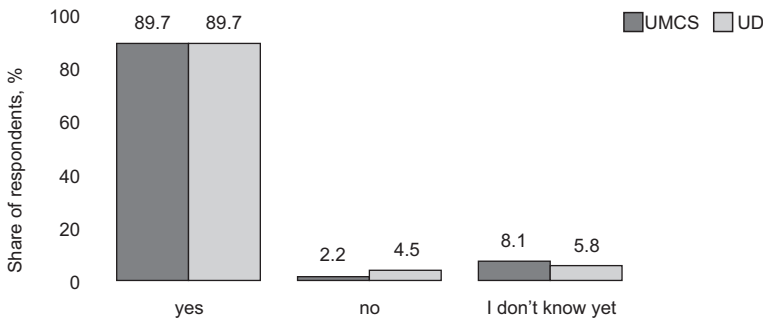


Fig. 1. Students' plans to continue further course of education on the example of selected universities in Poland and Ukraine (n = 658)

Source: own elaboration based on study results.

One in eight expressed a preference to change the major (12.5%). This concerned UD students (16.8%) almost twice as frequently as those of UMCS (8.8%). The situation was similar in the case of a change of university: more than one in ten respondents (11.7%) declared a plan to change the university; it concerned students of UD (13.0%) to a somewhat greater degree than students of UMCS (10.7%). Every fourth respondent declared the enrolment for an additional major (23.6%), three times more frequently in the case of students of UD (36.6%) than those of UMCS (12.9%). In addition to a change of the university, the students also declared a change of the future city of education. Interestingly, UD students declared no such plans, and students of UMCS would prefer to move to larger academic centres: Warsaw, Kraków, Wrocław or Łódź, as well as cities closer to

their place of residence. Only 2.7% of respondents planned to give up with their university education. This was declared more frequently by students of UD (4.3%) than UMCS (1.5%). Moreover, a total of 9.2% of all respondents planned to change the country of education. This was also declared more frequently by students of UD (14.4%) than UMCS (4.9%). The difference was approximately 10 percentage points (pp) (Fig. 2).

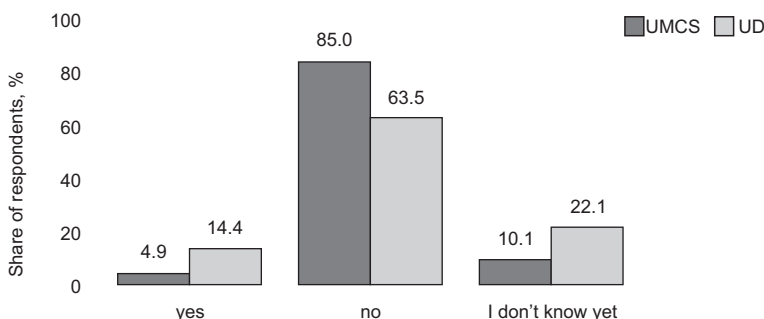


Fig. 2. Students' plans to change the country of education on the example of selected universities in Poland and Ukraine (n = 658)

Source: own elaboration based on study results

The preference to change the country of education was the most frequently declared by foreign students from countries geographically distant from Poland and Ukraine (20.6%) – more frequently by students of UD (14.4% respectively), and students of art majors (80.6% respectively). In total, no differences were determined in the declaration of a change of the country of education by gender: the share of women and men was both 12.5%. Differences were observed within universities (UD f – 13.8%, m – 24.1%; UMCS f – 11.1%, m – 6.0%).

The contribution of respondents among students planning enrolment for a specialisation or post-graduate programmes was 34.4%. The preference for joining post-graduate programmes was expressed more than twice more frequently by students of UD than UMCS (28.7% and 13.0% respectively, Fig. 3) and more often by men (f – 16.0% m – 27.1%; UD f – 19.2%, m – 51.9%; UMCS f – 12.6%, m – 13.5%). Notice that post-doctoral programmes were most popular among graduates from countries territorially distant from Poland and Ukraine as well as from the Commonwealth of Independent States (CIS).

To sum up this part of results, it should be emphasised that the respondents from both universities declared their plans to graduate. Only a few of them planned to change their major, university, or country. In this scope, students from UD were more open to change. Only students from UMCS considered leaving Lublin for further education in a different city. Moreover, one in three respondents was interested in acquiring further professional competences (post-graduate

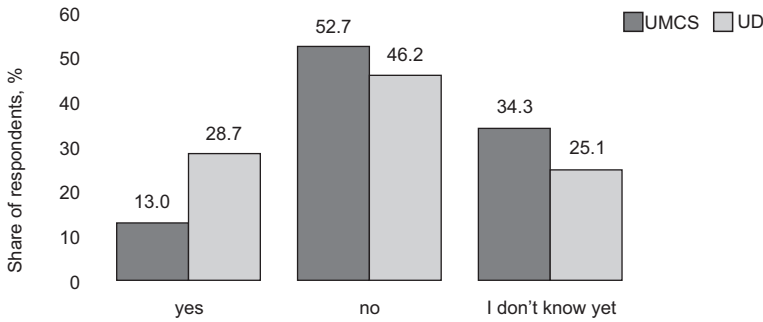


Fig. 3. Students’ plans to enrol for post-graduate programmes on the example of selected universities in Poland and Ukraine (n = 658)

Source: own elaboration based on study results.

programme, doctoral studies). In this scope, respondents from UD also proved more active.

Plans to move abroad after graduation and the choice of the country of future employment

In two separate questions, the respondents specified their mobility related to their plans to move abroad. The first one concerned moving abroad after graduation. More than one in three students (36.0%) declared such a plan. It was declared more frequently by respondents from UD (43.7%) than UMCS (29.6%) (Fig. 4).

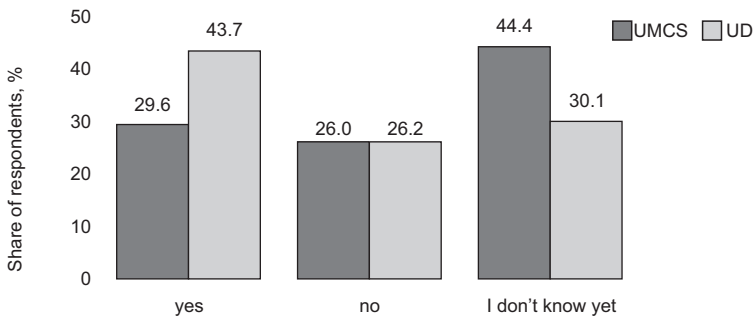


Fig. 4. Students’ plans to move abroad after graduation on the example of selected universities in Poland and Ukraine (n = 658)

Source: own elaboration based on study results.

Differences in moving plans of local and foreign students were observed. Among respondents from UMCS, moving abroad was largely planned by students from Ukraine (55.9%) and from other former Soviet countries (45.5%). Polish students were considerably less interested in such a move (23.4%). Among

respondents from UD, moving abroad after graduation was primarily declared by students from former Soviet countries (as much as 87.5%), and only 38.4% of local Ukrainian students declared such a plan. An interest in moving proved to be 15 pp more frequent than for local students in Poland. In total, at both universities declarations for moving were more often expressed by respondents from faculties of social sciences (UD 46.5%, UMCS 31.5%), and the least by students of exact sciences (UD 40.2%, UMCS 27.4%). In sum, such declarations were voiced only somewhat more frequently by men than women: f – 35.0%, m – 37.7%; both at UD (f – 41.7%, m – 48.8%) and UMCS (f – 27.9%, m – 31.8%). A considerable part of students still had no preference regarding the issue. It should be emphasised that these declarations primarily concern the preference to stay or leave their current country of education.

Another objective was the determination of plans to take up employment after graduation. The question allowed for selection of several countries in which they would like to work. As expected, students pointed to the country of their origin, “geographical and mental familiarity”, the most frequently. Polish students primarily indicated Poland, and Ukrainian students mainly Ukraine. These choices were followed by the USA, Canada, and EU member states (Fig. 5).

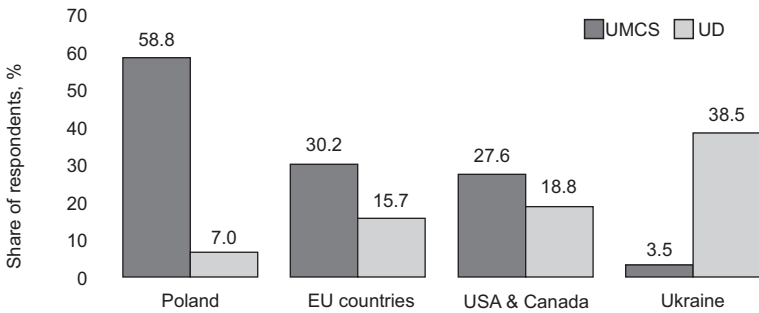


Fig. 5. Countries of future students’ employment on the example of selected universities in Poland and Ukraine (n = 658)

Source: own elaboration based on study results.

The analysis of the choice of countries of future employment taking account of the university and country of origin of respondents proved particularly interesting. A large majority of Polish students in Lublin pointed to Poland as the country of planned employment (88.4%). They selected the EU member states considerably less frequently and the USA and Canada even more rarely. Only one in five indicated other countries, including Ukraine (1.7%). Young Ukrainians studying in Lublin usually selected the USA and Canada (82.8%), followed by Poland (80.6%), the EU member states (76.7%), and the least often their country of origin (44.8%). Students from other CIS countries (including Belarus) studying in Lublin were

primarily oriented to future employment in the EU countries, in Poland, and in the USA and Canada. None of them planned to find job in their country of origin.

Plans regarding future employment of students from the university in Kyiv were completely different. Their declarations were primarily oriented to future employment in Ukraine (89%) (more frequently than in the case of Polish students planning employment in Poland – 80.6%). Only one in two of them also declared the preference of employment in the USA and Canada (49.4%), followed by the EU member states (45.1%). Only one in five selected Poland as a potential place of future employment (20%) (Table 2).

Table 2. Countries of future students' employment and countries of the origin of students in Poland and Ukraine (n = 658)

Country of origin of students	Share of respondents, %				
	Ukraine	Poland	EU countries	USA & Canada	other
UMCS					
Poland	1.7	88.4	41.5	38.7	18.7
Ukraine	44.8	80.6	76.7	82.8	63.6
some CIS countries ¹	0.0	73.7	80.0	61.9	21.4
other countries ²	16.7	60.0	42.9	50.0	75.0
UD					
Ukraine	89.0	20.0	45.1	49.4	21.1
some CIS countries ¹	86.7	20.0	22.2	41.7	66.7
other countries ²	50.0	45.5	33.3	46.2	69.2

¹ Students from Belarus, Moldova, Russia, Turkmenistan, Azerbaijan.

² Students from China, Turkey, Philippines, India, Zimbabwe.

Source: own study.

To sum up, an exceptionally high, in our opinion, share of respondents preferring future employment in Ukraine should be emphasised. This results probably from the socio-economic situation in the country after the presidential elections in April 2019, characterised by a high level of optimism and hope for the future of the Ukraine population in general, and particularly by the level of support given to the new president by young adults, combined with the observed optimism among them.

Further life goals of students of UMCS in Lublin and UD in Kyiv and the expected time of their implementation

Civilisation changes, both in Poland and Ukraine, affect the development of social norms, values, ideas, ways of achieving success, as well as development of individual models of life. This results from the system of values adopted by the

young generation in both countries. Table 3 presents life goals of respondents separately for each university, together with the anticipated period of implementation of such goals.

Table 3. Students' life goals and the anticipated time of their implementation by selected universities in Poland and Ukraine (n = 658)

Life goals	Share of respondents, %					
	during studies	1–2 years after studies	up to 5 years after studies	up to 10 years after studies	even later	I do not plan at all
UMCS (n = 369)						
To start a family	5.8	18.7	37.1	22.8	4.1	11.4
To buy a car	28.3	32.7	22.0	6.1	1.7	9.2
To buy a flat	6.0	13.8	34.2	29.9	8.9	7.2
To dress well	75.2	9.9	3.6	1.8	1.8	7.8
To have children	1.4	10.1	35.0	27.2	9.5	16.8
To start business activity	8.0	19.4	18.6	20.0	7.1	26.9
To travel abroad	48.9	23.3	11.8	7.9	2.8	5.3
UD (n = 295)						
To start a family	8.5	29.7	34.3	15.2	6.0	6.4
To buy a car	12.4	22.7	31.2	15.2	6.0	12.4
To buy a flat	12.7	23.9	29.2	16.5	7.7	9.9
To dress well	72.9	7.9	2.6	1.1	1.1	14.3
To have children	5.5	14.2	34.5	22.9	12.4	10.5
To start business activity	9.1	15.6	15.6	11.3	10.9	37.5
To travel abroad	59.6	20.4	8.1	3.5	4.2	4.2

Source: own study.

The most frequently declared goals covering the current period of education showed practically no differences between respondents from both universities: they all wanted to dress well (UMCS 75.2%; UD 72.9%) and travel abroad (48.9% and 59.6% respectively) during the time. Students of UD, however, placed purchasing an apartment on the third place (12.7%) and students of UMCS – purchasing a car (28.3%).

In the first two years after graduation, a change in the order of expectations for the implementation of plans occurred, as well as the first signs of somewhat differently defined stabilisation. At both universities, the respondents planned to travel abroad considerably less frequently than during the studies. UD Students usually anticipated the following in the implementation of their goals: starting a family (29.7%), purchasing an apartment (23.9%) and purchasing a car (22.7%). This suggests that they expect to obtain important elements determining future

stabilisation already within two years after graduation. Students of UMCS have somewhat different plans. Within the same period, they usually plan to purchase a car (32.7%), travel abroad (23.3%), establish a business (19.4%) and only in the fourth place – start a family (18.7%). Assuming foreign travels serve as obtaining experience and/or additional funds, combined with establishing a business, in the case of students of UMCS this period can be treated as time for investment in personal development and professional and economic stabilisation.

Further stabilisation was expected by the respondents within five years after graduation. During that time, at least 1/3 of students of UD planned on having children (34.5%), starting a family (34.3%), purchasing a car (31.1%) and an apartment (29.2%). A similar strategy of the implementation of one's own life status was planned by more than 1/3 of students of UMCS: within that period, they wanted to start a family (37.1%), have children (35%), and purchase an apartment (34.2%). Therefore, stabilisation is associated with a period of five years after graduation by all of them.

Plans postponed for the period of up to 10 years after graduation primarily involve further stabilisation. In that period, for respondents from UD it means: having children (22.9%), purchasing an apartment (16.5%), starting a family and purchasing a car (15.2% each). Establishing a business took only the fifth position (11.3%). For respondents from UMCS, 10 years after graduation was primarily associated with purchasing an apartment (29.9%), having children (27.2%) and starting a family (22.8%). One in five students expressed an opinion that they would start a business only within that period after graduation (20%). Students of UD wanted to obtain life stabilisation based on a family within the first five years after graduation. A total of 72.5% of them planned to start a family within five years and 65.8% wanted to purchase an apartment in the same period. For students of UMCS, purchasing a car proved to be one of the most urgent plans (to be implemented before graduation), followed by establishing their business activity already within the first two years after graduation. These students planned to start a family (59.9%) and purchase an apartment (54.1%) only within 5 or 10 years after graduation.

For a more thorough analysis, the group of 'isolationists' was investigated in detail. These were students that planned no implementation of life goals included in the questionnaire (Fig. 6).

According to the studies by the above-mentioned authors, a family and family happiness are the most important values for students in both countries. A difference was observed between the two surveyed parts of students. One of them (particularly Polish students) neglected values treated as personal (starting a family and having children) and the other (particularly Ukrainian students) neglected material values (clothes, cars, apartments). In the case of Polish students, it seems to be at variance with representative surveys of the Centre for Public Opinion

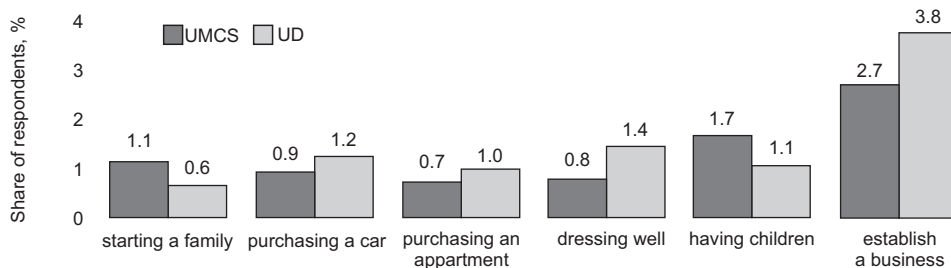


Fig. 6. No declaration of life goals by students in selected universities in Poland and Ukraine (n = 658)

Source: own study.

Research (CBOS) conducted in recent years that showed that for the majority of Poles (54%), the family “gives meaning to life” (CBOS, 2017) and constitutes the primary life orientation and main area of support and trust (CBOS, 2019).

To sum up, it should be emphasised that differences in life goals between students from both universities concerned two issues – an interest in the implementation of particular values and a period of their implementation. The following goals are generally asymmetrical:

- establishing one’s own business, not planned by students from UD at all (by 10.6 pp);
- plans related to family, because students from UMCS are less interested in starting a family (by 5pp) and having children (6.3 pp) than students in Ukraine.

CONCLUSIONS

Research results allow formulating the following conclusions on similarities and differences in terms of the scope and time of implementation of students’ life goals in East-Central Europe, based on the two universities selected for a detailed analysis – UMCS (Poland) and UD (Ukraine):

- The analysed life goals of students in Poland and Ukraine, both short-term and after graduation, are largely symmetrical and only partly asymmetrical.
- Greater activity related to a change in a major, university and country of education, enrolment in an additional major and doctoral programme, as well as moving abroad after graduation is typical of young adults studying in Ukraine. This presumably results from different priorities of students in their countries of origin, determined by trends in the current socio-economic development of Poland (a country in which the transformation has been completed) and Ukraine (a country undergoing a socio-economic transformation).
- Both Polish and Ukrainian students primarily prefer undertaking future employment in their country of origin, followed by other EU countries, the USA

and Canada. An unexpectedly high level of interest of students in undertaking employment in Ukraine was observed (the results are higher than the preference towards undertaking employment in the EU countries, the USA and Canada).

- Life goals of Polish and Ukrainian students show both low symmetry and somewhat higher asymmetry:
 - symmetry in life goals of students from Poland and Ukraine is primarily observed in the scope of goals and values proposed in the survey strived for by students at both universities. The exception is a slightly higher focus of Ukrainian students on family and Polish students on material goods and one's own business activity;
 - asymmetry is primarily observed in the scope of the period of the planned implementation of particular life goals: Ukrainian students pursue stabilisation related to family, children and purchasing an apartment within 5 years after graduation, and Polish students want such stabilisation only within 10 years after graduation. This can be explained by strong trends towards late marriages and procreation in Poland and the occurring changes in the model of modern families in the western world.

Although these results were not representative, they showed general trends in terms of shaping the situation of young people in Poland and Ukraine, taking into consideration preferred life values and priorities.

LITERATURE

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