
The Next Generation of Entrepreneurs

GUESSS Greece 2025



Preface

Entrepreneurship begins long before a company is founded. It begins with the confidence to imagine a different future, the curiosity to question established ways of doing things, and the willingness to turn ideas into action.

The GUESSS 2025 Greece Report offers a new window into how university students in Greece perceive that future. Their career aspirations, entrepreneurial intentions, and experiences provide valuable insight into a generation entering professional life at a time of rapid technological change, economic transformation, and evolving expectations about work and careers.

For today's students, entrepreneurship is not simply one occupational option among many. It can represent independence, creativity, experimentation, and the opportunity to address problems that matter. At the same time, the decision to pursue an entrepreneurial path is shaped by experience, education, family background, the wider environment, and, importantly, the universities in which students develop their knowledge, skills, networks, and ambitions.

The findings presented in this report therefore tell a broader story than percentages and averages alone can convey. They reveal how students think about their professional futures, when they envisage entrepreneurship becoming part of those futures, how many are already transforming ideas into new ventures, and how they experience the entrepreneurial environment of their universities. Viewed over time, these patterns also allow us to observe how the entrepreneurial aspirations of Greek students are evolving in a changing social and economic landscape.

Universities have a particularly important role in this process. Their contribution extends beyond teaching students how to write a business plan or establish a company. Universities can create spaces in which ideas are tested, creativity is encouraged, failure becomes part of learning, and students gain the confidence to recognize opportunities and act upon them. An entrepreneurial university is ultimately one that enables students to see possibilities where others may see constraints.

The value of GUESSS lies precisely in making these voices and aspirations visible. By understanding what students want to become, what encourages them to act, and what may hold them back, universities, policymakers, and the wider entrepreneurial ecosystem can make better-informed decisions about how to support the next generation.

We hope that the 2025 GUESSS findings for Greece will stimulate discussion, inspire further research, and contribute to initiatives that allow students not simply to adapt to the future, but to participate actively in creating it.

Finally, we extend our sincere gratitude to all the students who devoted their time to participating in the survey, as well as to the colleagues and universities whose support made the Greek data collection possible. Their contribution is what gives this report its meaning.

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1. General information on the project

The Global University Entrepreneurial Spirit Students' Survey (GUESSS) is one of the world's leading research initiatives on student entrepreneurship. The project seeks to understand and analyze university students' entrepreneurial intentions, career aspirations, activities, and attitudes, while also examining how educational, institutional, cultural, and economic contexts shape entrepreneurial behavior. By collecting comparable data from universities across a wide range of countries, GUESSS provides valuable insights into the development of student entrepreneurship at both national and international levels. In 2025, the GUESSS data collection included 196,162 completed responses from students in 66 countries, further strengthening its position as one of the largest international research projects in the field of entrepreneurship (see Appendix).

Greece participates in the survey since 2008, represented by the University of Macedonia and Professor Katerina Sarri.

2. Profile of the Greek student sample

The GUESSS Greece 2025 study includes 1,051 university students, representing 15 Greek higher-education institutions. The profile of the participants indicates a relatively diverse student sample in terms of level and field of study, although women and undergraduate students constitute the majority.

The average age of participants was 26.5 years among the 906 respondents who provided their year of birth. In terms of gender, 64.7% of valid respondents were female and 34.4% were male, while 0.6% identified as non-binary and 0.4% selected another gender category. The sample is also highly homogeneous in terms of nationality: among the 955 respondents who reported their nationality, 98.5% were Greek.

Most participants were studying at the undergraduate level. Specifically, 77.4% were Bachelor's students, 17.0% were enrolled in Master's programmes, 5.1% were PhD students, and 0.5% reported another level of study. Thus, although undergraduate students clearly dominate the sample, almost one in four respondents is studying at postgraduate or doctoral level.

The 2025 Greek sample is particularly diverse with respect to field of study. The largest group consists of students in Business Administration and Management (20.6%), followed by Social Sciences (15.3%), Humanities (14.8%), and Economics (10.7%).

Students from Engineering and Architecture account for 7.8%, while Human Medicine and Health Sciences represent 7.7% of the sample. Smaller groups come from Computer Sciences (5.6%), Natural Sciences (4.4%), Law (2.6%), Science of Art (1.1%), and Mathematics (1.0%), while 8.3% reported another field of study. Taken together, these figures show that the Greek sample is not dominated exclusively by students traditionally associated with business and economics. Instead, it includes substantial participation from the social sciences, humanities, engineering, health sciences, and other disciplines. This broader disciplinary composition is particularly important when interpreting the entrepreneurial indicators presented later in the report, since entrepreneurial intentions and activities tend to vary considerably across fields of study.

3. Students' career choice intentions

One of the central objectives of GUESSS is to examine how university students envision their professional future and how these aspirations evolve over time. To capture both immediate and longer-term career plans, students are asked to indicate the type of occupation they would prefer to pursue directly after completing their studies and again five years after graduation. This two-stage perspective is particularly valuable because it distinguishes short-term career intentions from more established, medium-term aspirations, allowing us to observe whether students initially prefer salaried employment,

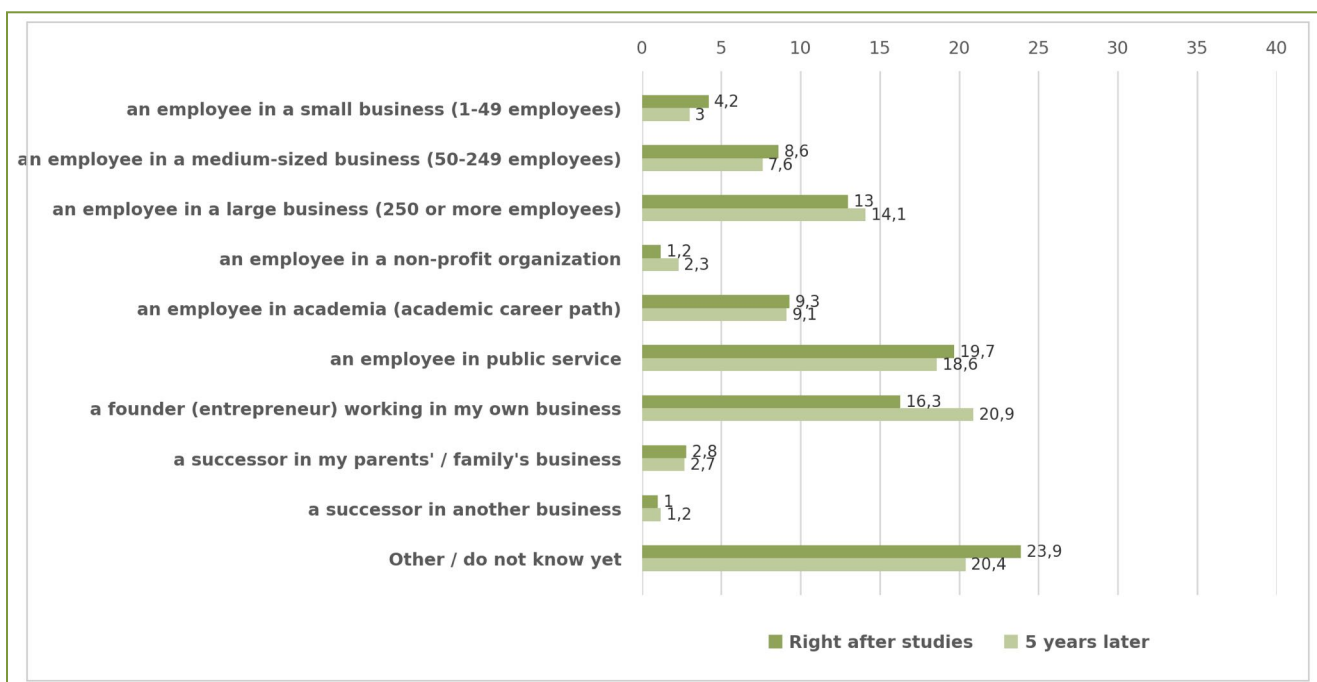


Figure1: Career choice intentions directly after the studies and five years after graduation

entrepreneurship, succession in an existing business, or other career paths, and whether these preferences shift as they anticipate gaining professional experience, skills, networks, and greater clarity about their future. Figure 1 presents the distribution of these career choices for Greek students in 2025, offering a comparative view of their intended occupational paths immediately after graduation and five years later.

The 2025 findings reveal a striking change in the career preferences of Greek students: public service has become a markedly more attractive career option. Immediately after graduation, 19.7% of Greek students indicate that they would prefer a career in the public sector, making it the most frequently selected clearly defined career path at this stage, ahead of entrepreneurship (16.3%) and employment in a large firm (13.0%). Five years after graduation, interest in public service remains almost equally strong at 18.6%; among clearly defined career paths, it is second only to the intention to become a founder (20.9%).

This represents a substantial shift compared with the previous Greek GUESSS wave. In 2023, only 9.6% of respondents selected public service immediately after graduation and 7.7% five years later. By 2025, the immediate preference for public-sector employment had approximately doubled, while the five-year preference had more than doubled. Particularly noteworthy is the persistence of this preference over time: rather than appearing merely as an initial career option, public-sector employment remains highly attractive when students consider their career five years into the future.

The contrast with the GUESSS 2025 global sample makes this finding even more distinctive. Internationally, 13.6% of students prefer public service directly after their studies and 13.5% five years later. Greek students therefore exceed the global figures by 6.1 percentage points immediately after graduation and 5.1 percentage points five years later. At the global level, entrepreneurship becomes substantially more attractive over time, increasing from 15.4% to 28.3%, whereas in Greece the increase is considerably more moderate, from 16.3% to 20.9%.

The comparison also reveals a broader difference in career orientation. Globally, employment in a large business is particularly attractive immediately after graduation (22.6%), compared with only 13.0% among Greek students. By contrast, Greek respondents display a substantially stronger preference for public-sector employment. Thus, while Greek students' immediate entrepreneurial intentions are close to the global average, their medium-term entrepreneurial aspirations are considerably lower, while their orientation toward public service is much stronger.

Overall, the 2025 results point to a substantial increase in the attractiveness of public-sector careers among Greek university students compared with 2023. This may reflect changing perceptions of employment security, working conditions, career stability, or the relative attractiveness of public- and private-sector opportunities. These explanations, however, cannot be established from the GUESSS data alone and should therefore be treated as possible interpretations rather than direct findings. Moreover, comparisons between the 2023 and 2025 Greek samples should be interpreted with some caution because the composition of the samples differs considerably across waves. Nevertheless, the 2025 evidence clearly shows that public service occupies a much more prominent position in Greek students' career aspirations than in the global GUESSS sample.

To demonstrate the significance of various career groups and their changes over different time periods, we categorize the career choices into three groups: "Employee", "Founder", and "Successor", as shown in the next figure.

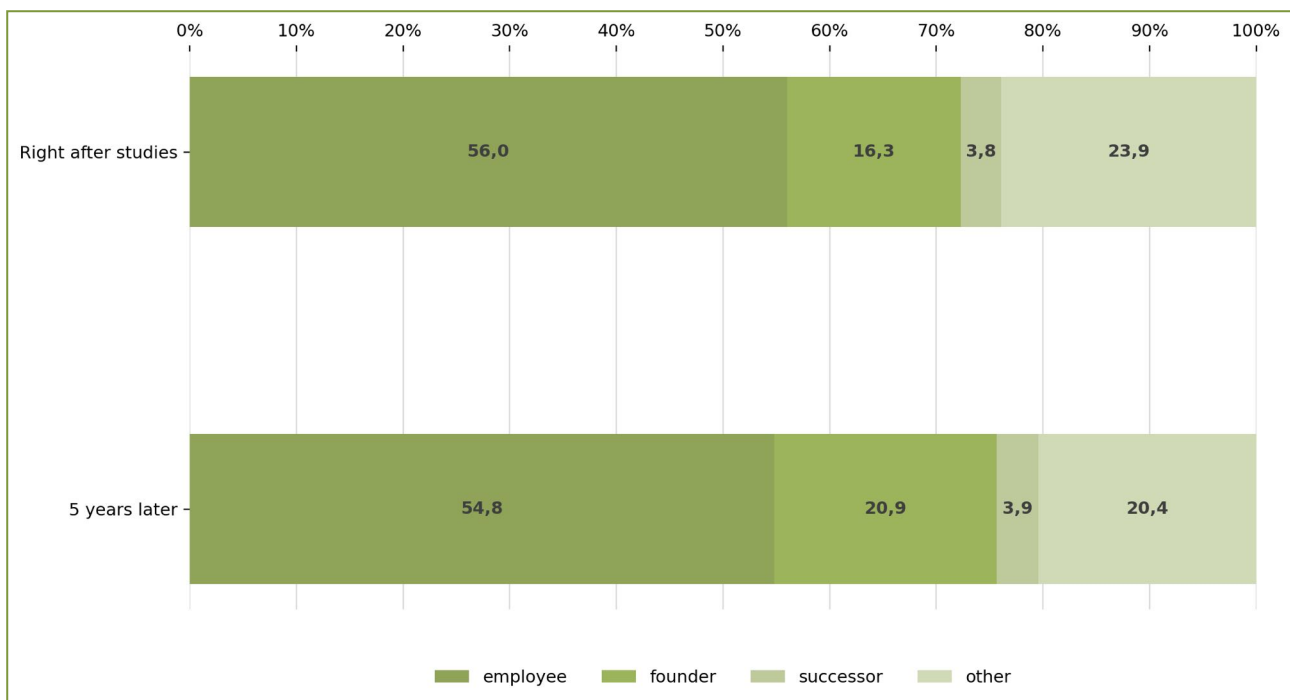


Figure 2: Career choices in groups

The results show that employment remains the dominant career orientation among Greek students, although its share declines slightly five years after graduation. By contrast, the proportion intending to become founders increases from 16.3% to 20.9%, indicating that entrepreneurship becomes more attractive as a medium-term career option. Successor intentions remain marginal and essentially unchanged, while the share of students who

are undecided or select another career path falls from 23.9% to 20.4%, suggesting somewhat greater career clarity over time.

4. Entrepreneurship as a career choice

The longitudinal results as depicted in Figure 3 reveal a marked change in the entrepreneurial career aspirations of Greek students in 2025. Between 2008 and 2023, the intention to become an entrepreneur directly after completing studies followed an uneven but generally upward trajectory. After relatively low levels in 2008 (6.0%), 2013 (7.1%), 2016 (4.0%), and 2018 (6.4%), entrepreneurial intentions increased sharply to 16.8% in 2021 and reached their highest recorded level of 21.4% in 2023. In 2025, however, this upward trend was reversed, with the proportion declining to 16.3%. Although this represents a decrease of 5.1 percentage points compared with 2023, immediate entrepreneurial intentions remain substantially higher than those observed during most earlier GUESSS waves.

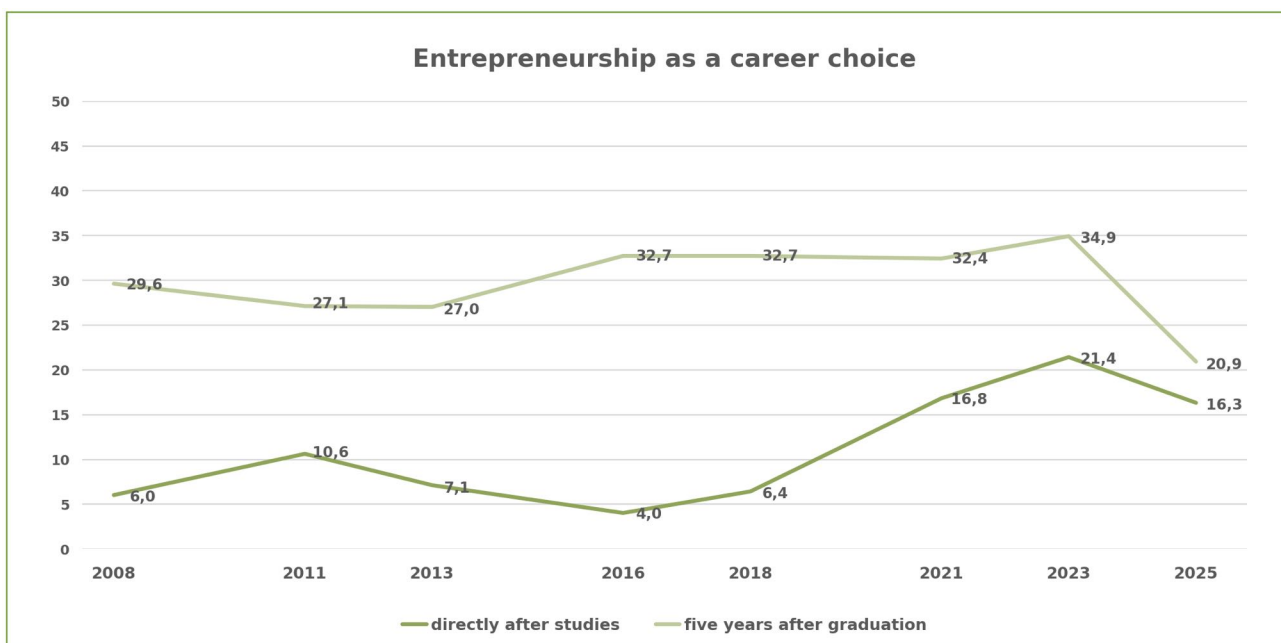


Figure 3: Entrepreneurship as a career choice over time

A considerably stronger decline is observed for entrepreneurial intentions five years after graduation. Historically, this measure remained relatively stable and consistently higher than immediate entrepreneurial intentions, ranging between 27.0% and 34.9% from 2008 to 2023. After reaching 34.9% in 2023, the proportion fell sharply to 20.9% in 2025, a decline of 14 percentage points. This is the lowest value recorded for the five-year entrepreneurial career intention across the period shown.

The comparison between the two time horizons is also particularly noteworthy. In every previous wave, students were considerably more likely to envisage entrepreneurship as a career five years after graduation than immediately after completing their studies. This pattern suggested that many students viewed entrepreneurship as a medium-term career option, potentially after first acquiring professional experience, knowledge, financial resources, or networks. In 2025, this pattern remains present, but it is much weaker: 16.3% intend to become entrepreneurs directly after their studies, compared with 20.9% five years later. The gap between the two time horizons has therefore narrowed to only 4.6 percentage points, compared with 13.5 percentage points in 2023.

Overall, the 2025 results indicate a clear weakening of entrepreneurial career intentions among Greek students, particularly with regard to their medium-term plans. At the same time, the relatively high level of immediate entrepreneurial intention compared with the earlier waves suggests that entrepreneurship continues to be a visible and relevant career option for a substantial share of students. The pronounced decline in five-year intentions, however, deserves further investigation, as it may reflect changes in students' career expectations, perceived opportunities, or the broader environment in which entrepreneurial careers are evaluated.

These longitudinal comparisons should nevertheless be interpreted with caution. The 2025 Greek sample is considerably larger and more multidisciplinary than the 2023 sample, with a much lower concentration of economics students. Consequently, at least part of the observed change may reflect differences in sample composition rather than a pure shift in the entrepreneurial orientation of Greek university students over time. For this reason, the 2025 findings are best interpreted as evidence of a substantial change in the pattern observed in the current sample, while direct year-to-year comparisons should take differences in sample structure into account.

5. Nascent entrepreneurs

In the 2025 Greek GUESSS sample, 54 students (5.1% of the total sample) can be classified as nascent entrepreneurs, meaning that they are currently in the process of creating a business that has not yet generated regular sales. Among the 49 nascent entrepreneurs with valid age information, the mean age is 27.6 years (median = 23). The group is predominantly male, with 59.3% men and 40.7% women. Almost all respondents reporting nationality are Greek (98.0%).

Most nascent entrepreneurs are undergraduate students (75.9%), followed by Master's students (13.0%) and PhD students (9.3%). Business Administration/Management is the most common field of study (24.1%), while Computer Sciences, Engineering, and Social Sciences each account for 11.1%. Economics represents 7.4% of the nascent group. An entrepreneurial family background is present, but not dominant: 27.8% have at least one parent who owns and manages a business or is self-employed, whereas 72.2% do not.

The emerging ventures also display several interesting characteristics. 66.7% expect to hold a majority ownership stake in their new business. Among those answering the co-founder question, 43.4% are creating the venture with one or more co-founders, while 56.6% are pursuing it alone. At the time of the survey, 22.2% reported that the planned business had already been formally registered. Previous entrepreneurial experience is relatively uncommon: among respondents to this question, 11.4% had previously created at least one business that was no longer active.

There is also evidence that many of these students have moved beyond simply having an idea. Among the 45 respondents who answered the venture-creation activity questions, 55.6% had collected information about markets or competitors, 51.1% had written a business plan, 46.7% had discussed their product or business idea with potential customers, and 37.8% had already started product or service development. These findings suggest considerable variation in how far nascent entrepreneurs have progressed through the venture-creation process.

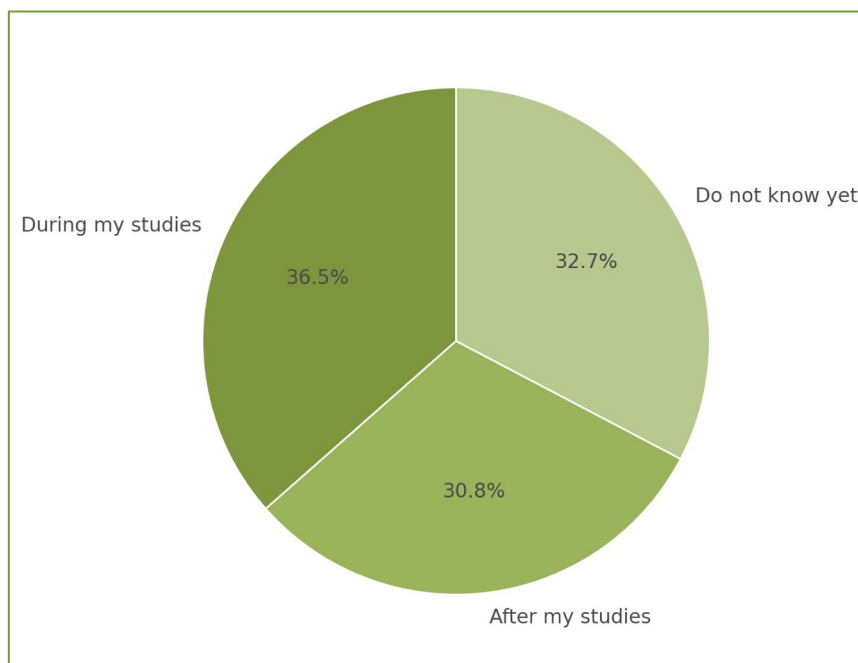


Figure 4: Planned timing for completing the founding process among nascent entrepreneurs

Among the 52 nascent entrepreneurs providing information on timing, 36.5% expect to complete the founding process during their studies, 30.8% plan to do so after graduation, and 32.7% remain undecided. The relatively even distribution suggests that there is no single dominant timing strategy; nevertheless, more than one-third expect to establish their venture while they are still university students.

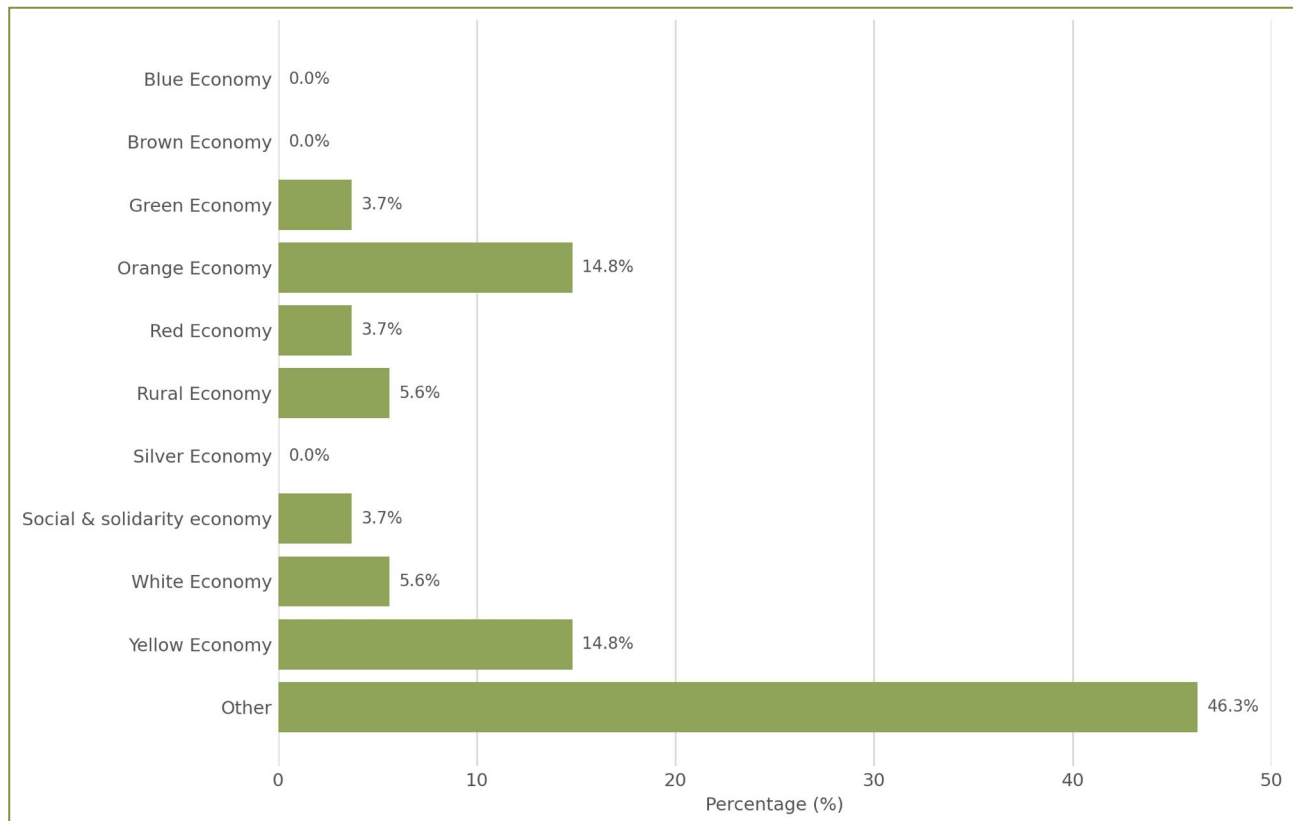


Figure 5: Planned economic sector of nascent entrepreneurs' ventures

The planned ventures are distributed across a wide range of economic activities. The largest share, 46.3%, is classified as “Other”, indicating that almost half of the planned businesses do not fit neatly within the predefined economy categories. Among the specified sectors, the Orange Economy—including activities such as arts, music, fashion, and design—and the Yellow Economy, encompassing IT, AI, and digitalisation, are the most prominent, each representing 14.8% of nascent ventures. Rural and White Economy activities each account for 5.6%, while Green, Red, and Social and Solidarity Economy ventures each represent 3.7%.

The particularly strong representation of the Orange and Yellow economies among the identifiable sectors points toward interest in creative and digital/technology-oriented entrepreneurial activity, while the very large “Other” category suggests that the 2025 sector classification may not fully capture the diversity of planned student ventures.

6. Active entrepreneurs

In the 2025 Greek GUESSS sample, 55 students (5.2% of the total sample) are active entrepreneurs, meaning that they currently own and manage a business that has already generated regular sales. This proportion is slightly below the 6.4% recorded in the global GUESSS 2025 sample.

Active entrepreneurs are somewhat older than the overall student population. Among the 52 respondents with valid age information, the mean age is 31.4 years and the median age is 29. Men represent 60.0% of active entrepreneurs, women 38.2%, and 1.8% identify as non-binary. Among respondents reporting nationality, 96.1% are Greek.

Most active entrepreneurs are still enrolled in undergraduate studies (74.5%), while 16.4% are Master's students, 5.5% PhD students, and 3.6% are enrolled at another level. Business Administration/Management is by far the most common field of study (38.2%), followed by Economics (16.4%), Humanities (10.9%), Engineering (9.1%), Human Medicine/Health Sciences (9.1%), and Social Sciences (7.3%).

Family entrepreneurial background is particularly prominent in this group. 63.6% of active entrepreneurs have at least one parent who owns and manages a business or is self-employed, suggesting that exposure to entrepreneurship within the family environment is common among students who have already established a functioning venture.

The majority operate relatively small and young entrepreneurial activities. 73.6% report owning and managing one business, while 22.6% report two businesses; only a very small proportion manage more than two. Among respondents to the registration question, 81.5% report that their business is formally registered. In addition, 56.6% are majority owners, 15.1% hold exactly half of the ownership, and 28.3% hold a minority stake. Team entrepreneurship is also common: 56.6% started their business with at least one co-founder, whereas 43.4% started alone. Previous entrepreneurial experience is less widespread, with around one-fifth reporting that they had previously created another business.

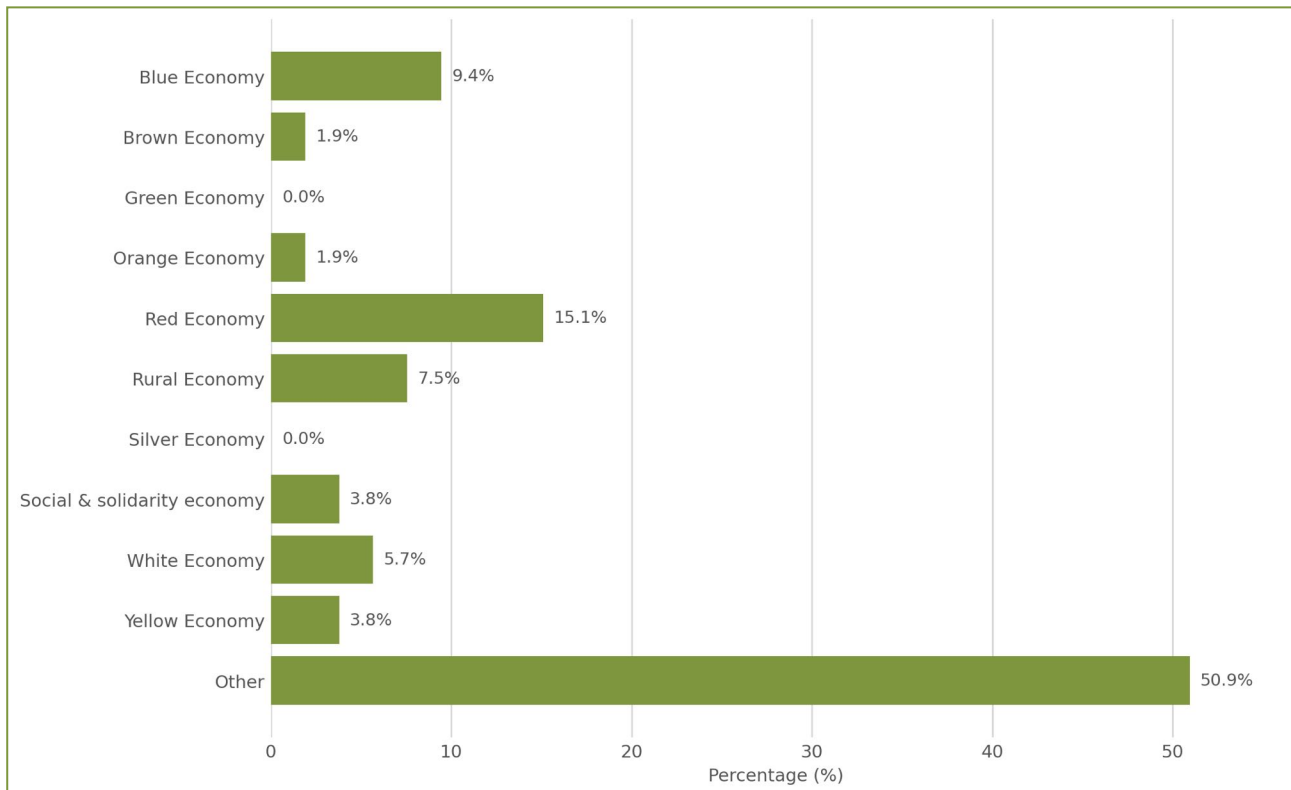


Figure 6: Economic sector of active entrepreneurs

The sectoral distribution is highly diverse. Half of the active entrepreneurs (50.9%) classify their ventures as “Other”, indicating that many student businesses do not fit neatly into the predefined 2025 economy categories. Among the specified sectors, the Red Economy (15.1%) is the most prominent; in the GUESSS classification, this refers mainly to activities such as manufacturing, factories, and construction. It is followed by the Blue Economy (9.4%), which includes activities linked to fisheries, marine resources, and marine tourism, the Rural Economy (7.5%), covering primarily agriculture and other rural activities, and the White Economy (5.7%), which includes sectors such as pharmaceuticals, hospitals, and healthcare-related activities. The remaining categories each account for relatively small shares. This pattern suggests that, among the ventures that can be classified within the predefined categories, Greek student entrepreneurs are spread across both traditional production-oriented activities and service-based sectors. At the same time, the very large “Other” category indicates that the predefined “colors of the economy” framework does not fully capture the diversity of businesses operated by active student entrepreneurs in Greece.

Ownership structures indicate a relatively strong degree of control among student entrepreneurs. 56.6% own between 51% and 100% of their business, making them

majority owners, while 15.1% hold exactly 50%. A further 28.3% own less than half of the business.

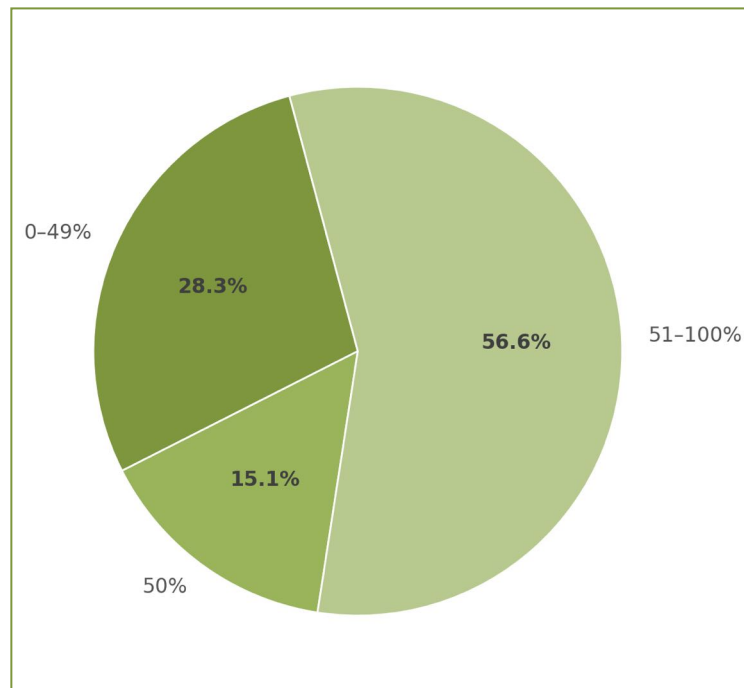


Figure 7: Ownership share of active entrepreneurs in their business

Overall, the active entrepreneurs in the Greek sample appear to represent a relatively mature subgroup of student entrepreneurs: they are older, are disproportionately drawn from business-related fields, frequently have entrepreneurial parents, and in most cases retain substantial ownership and control over their ventures.

7. Entrepreneurship education and University Context

7.1. Entrepreneurship education and course attendance

Exposure to formal entrepreneurship education appears relatively limited in the 2025 Greek student sample. 59.1% of respondents report that they have not attended an entrepreneurship course, while 21.4% have attended at least one entrepreneurship course as an elective and 19.9% have attended at least one as a compulsory part of their studies. Only 3.7% report studying in a specific entrepreneurship programme. In addition, just 5.5% indicate that they chose their university primarily because of its strong entrepreneurial reputation. Because respondents could select more than one option, these percentages are not mutually exclusive and should not be added together.

The Greek results are remarkably close to the overall GUESSS 2025 global sample. Internationally, 57.5% of students report no entrepreneurship course, 23.2% have taken an elective entrepreneurship course, 19.2% a compulsory course, and 7.2% are enrolled in a specific entrepreneurship programme. Thus, Greece is close to the global pattern for elective and compulsory course participation, although participation in dedicated entrepreneurship programmes appears lower.

The contrast with the previous Greek GUESSS wave is substantial. In 2023, only 19.5% reported no entrepreneurship-course participation, approximately 36% had attended an elective course, and 45.9% had attended entrepreneurship as a compulsory course. The 2025 results therefore show much lower reported exposure to formal entrepreneurship education. This change, however, should not automatically be interpreted as a deterioration in entrepreneurship education in Greek universities. The composition of the national sample changed substantially between waves—most notably, the 2023 sample was heavily concentrated in Economics students—so part of the difference is likely attributable to the broader disciplinary composition of the 2025 sample.

7.2. Entrepreneurship education and entrepreneurial activity

A particularly interesting pattern emerges when course participation is examined across different groups of students.

Table 1: Entrepreneurship education and entrepreneurial activity

Entrepreneurship education	All students	Direct intentional founders	Nascent entrepreneurs	Active entrepreneurs
No entrepreneurship course	59.1%	56.1%	42.6%	38.2%
At least one elective course	21.4%	23.4%	33.3%	41.8%
At least one compulsory course	19.9%	19.3%	22.2%	30.9%
Specific entrepreneurship programme	3.7%	1.8%	5.6%	12.7%

The differences are noteworthy. Whereas nearly six out of ten students overall have never attended an entrepreneurship course, this proportion falls to 42.6% among nascent entrepreneurs and 38.2% among active entrepreneurs. Conversely, active entrepreneurs are almost twice as likely as the overall sample to have taken an elective entrepreneurship

course (41.8% versus 21.4%) and are also more frequently exposed to compulsory entrepreneurship education (30.9% versus 19.9%).

This pattern is consistent with the Global Report (Sieger et al., 2026) , which also finds substantially greater exposure to entrepreneurship education among students engaged in entrepreneurial activity. Importantly, however, these results demonstrate association rather than causality. Entrepreneurship education may help stimulate entrepreneurial activity, but students who are already interested in entrepreneurship may also be more likely to select entrepreneurship courses and programmes. The Global Report (Sieger et al., 2026) explicitly notes this possible self-selection effect.

7.3. Entrepreneurial learning

Students were also asked to evaluate what they had learned from the courses and events they attended, using a scale from 1 = “not at all” to 7 = “very much.” The 2025 Greek results are:

Table 2: Entrepreneurial learning

Entrepreneurial learning outcome	Mean
Understanding entrepreneurs’ attitudes, values and motivations	3.80
Understanding the actions required to start a business	3.51
Ability to develop networks	3.57
Practical management skills for starting a business	3.36

The strongest perceived learning outcome concerns students’ understanding of entrepreneurial attitudes, values and motivations (M = 3.80). By contrast, the lowest score concerns the acquisition of practical management skills (M = 3.36). Overall, the four-item average is approximately 3.56/7, which is below the midpoint-to-positive range one might expect from strongly practice-oriented entrepreneurship education.

This provides an important distinction between exposure and learning outcomes. The results suggest that entrepreneurship education may be relatively more successful in helping students understand entrepreneurship conceptually than in developing the practical skills necessary to create and manage a new venture. From an educational perspective, this points to potential value in more experiential formats—such as venture projects, incubators, mentoring, prototyping, interaction with entrepreneurs, and real

start-up exercises—although these are recommendations rather than findings directly tested by the survey.

The decline from the 2023 results is also substantial. In 2023, the corresponding means were approximately 4.92 for understanding entrepreneurial attitudes and motivations, 4.69 for understanding the steps required to start a business, 4.30 for practical management skills, and 4.47 for networking ability. Again, because the samples differ considerably between waves, these differences should be interpreted cautiously rather than as evidence that the quality of entrepreneurship education itself has necessarily declined.

7.4. The entrepreneurial university climate

Beyond formal courses, GUESSS assesses how supportive students perceive their overall university environment to be (scale from 1 = “not at all” to 7 = “very much.”). The 2025 Greek results are:

Table 3: University entrepreneurial climate

University entrepreneurial climate	Mean
University inspires ideas for new businesses	3.95
Favorable climate for becoming an entrepreneur	3.67
University encourages entrepreneurial activities	4.29
Entrepreneurship-related advice and guidance are easily available	4.18

For the three items used in the international GUESSS entrepreneurial-climate index, the Greek average is approximately 3.97/7, compared with a global average of 4.4 in 2025.

The strongest aspect of the Greek university environment is students’ perception that universities encourage participation in entrepreneurial activities ($M = 4.29$), followed by access to entrepreneurship-related advice and guidance ($M = 4.18$). The weakest element is the perception of a generally favorable climate for becoming an entrepreneur ($M = 3.67$). This distinction is important: universities may be providing activities, support mechanisms and guidance without these initiatives yet translating into a broader campus culture in which entrepreneurship is perceived as an especially natural or attractive career path.

There is again a visible difference from 2023. At that time, Greek students rated university encouragement of entrepreneurial activities at 4.91, inspiration for new business ideas at 4.61, and the favorable entrepreneurial climate at 4.22. The 2025 ratings are lower on all three comparable dimensions, although the substantial changes in sample composition mean that this should be described as a difference between the two samples, rather than unambiguously as deterioration over time.

8. Gender differences in entrepreneurship

A clear gender gap emerges when entrepreneurial intentions and activity are examined separately for male and female students. The analysis is based on 360 male and 678 female respondents; the very small non-binary and other-gender groups are not included in this comparison.

Immediately after graduation, 18.3% of male students intend to become founders, compared with 15.5% of female students. This difference is relatively small and is not statistically significant. The gap becomes substantially wider, however, when students consider their career five years after graduation: 26.7% of men intend to become founders compared with 18.1% of women.

The gender difference is even more pronounced when actual entrepreneurial activity is considered. 8.9% of male students are nascent entrepreneurs, compared with only 3.2% of female students, while 9.2% of men are active entrepreneurs, compared with 3.1% of women. The gender differences are statistically significant for five-year founder intentions, nascent entrepreneurship, and active entrepreneurship, but not for immediate founder intentions.

Table 4: Entrepreneurial intentions and activity by gender

Entrepreneurial indicator	Male	Female
Founder directly after studies	18.3%	15.5%
Founder five years later	26.7%	18.1%
Nascent entrepreneur	8.9%	3.2%
Active entrepreneur	9.2%	3.1%

The findings therefore suggest that the gender gap is relatively modest at the level of immediate entrepreneurial intention, but becomes considerably wider when entrepreneurship is viewed as a medium-term career path and, especially, when actual

venture-creation activity is considered. In other words, female students appear relatively close to male students in their initial willingness to consider entrepreneurship, but are substantially less represented among those who are actively creating or already managing a business. Because the data are cross-sectional, the analysis does not identify the reasons underlying this difference.

9. Individual-level Entrepreneurial Orientation

A distinctive feature of GUESSS 2025 is the measurement of Individual-level Entrepreneurial Orientation (IEO). The construct captures five dimensions of entrepreneurial orientation at the individual level: autonomy, competitive aggressiveness, innovativeness, proactiveness, and risk-taking, measured on a seven-point scale from 1 (“strongly disagree”) to 7 (“strongly agree”).

The Greek results show a consistent pattern: students who are already involved in entrepreneurship—either as nascent or active entrepreneurs—report higher entrepreneurial-orientation scores than students who are neither nascent nor active entrepreneurs.

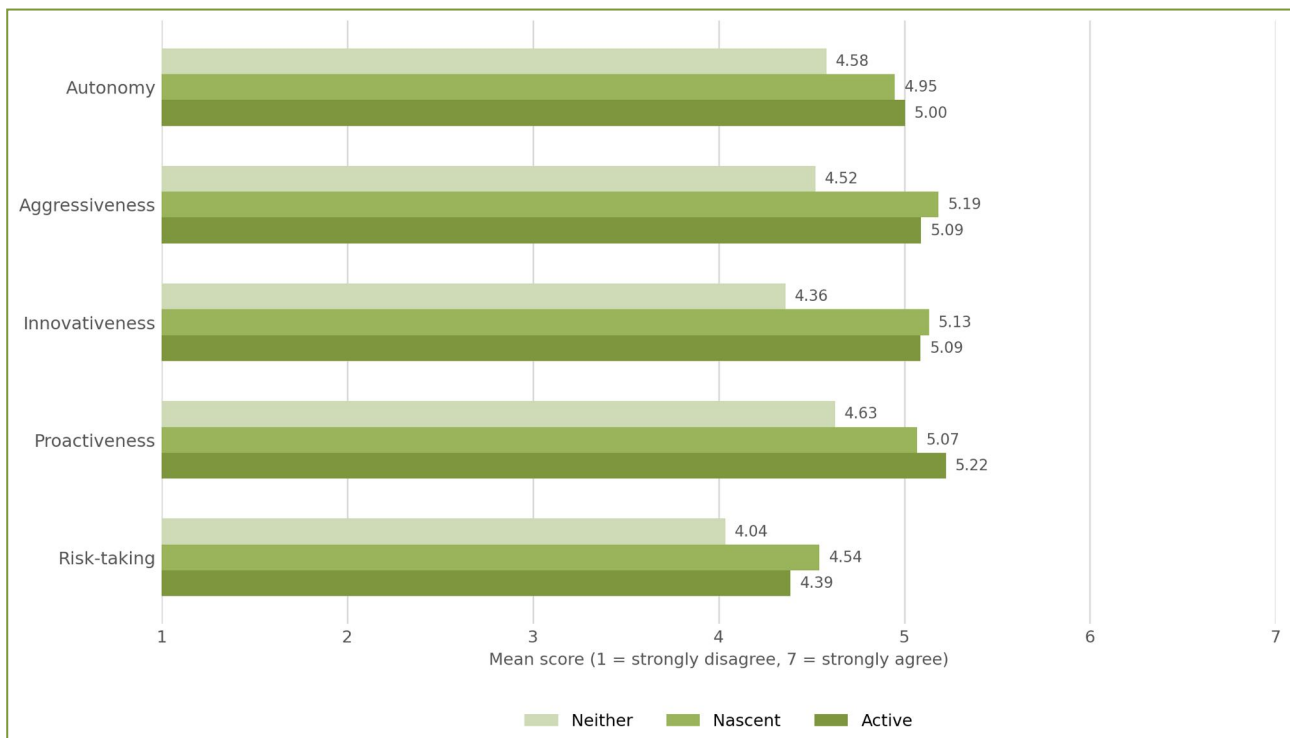


Figure 8: Individual-level Entrepreneurial Orientation by entrepreneurial status

The overall IEO score is almost identical among nascent entrepreneurs (4.97) and active entrepreneurs (4.96), while it is considerably lower among students who are neither

nascent nor active entrepreneurs (4.44). This pattern is also evident across every individual dimension.

Among active entrepreneurs, proactiveness records the highest mean (5.22), suggesting a particularly strong tendency to anticipate opportunities and act ahead of others. Nascent entrepreneurs display their highest scores in competitive aggressiveness (5.19) and innovativeness (5.13). Risk-taking receives the lowest mean in all three groups, although nascent entrepreneurs still report substantially higher risk-taking than students with no current entrepreneurial activity.

The results therefore indicate that entrepreneurial activity is associated with a stronger entrepreneurial orientation, particularly in terms of innovativeness, proactiveness, autonomy, and competitive behavior. The overall differences between both nascent and active entrepreneurs and students with no entrepreneurial activity are statistically significant. However, these findings should be interpreted as associations rather than causal effects: the data cannot determine whether stronger entrepreneurial orientation leads students into entrepreneurship or whether involvement in entrepreneurship reinforces these attitudes and behaviors.

10. Conclusions

The 2025 GUESSS findings portray a student population in Greece whose career expectations are becoming increasingly diverse and selective. Entrepreneurship remains an important career option, but it is no longer the only path gaining attention. Public-sector employment has become noticeably more attractive, suggesting that students are weighing entrepreneurial opportunities alongside considerations such as stability, predictability, and long-term career security. This broader diversification of career aspirations is one of the most distinctive features of the 2025 results.

At the same time, the findings suggest a more cautious entrepreneurial orientation than in the previous Greek GUESSS wave. Interest in founding a business remains clearly present, particularly as a medium-term career option, but the transition from entrepreneurial intention to actual venture creation appears relatively limited. Those students who are already engaged in entrepreneurship, however, show meaningful commitment: nascent entrepreneurs are undertaking concrete start-up activities, while active entrepreneurs tend to retain substantial ownership and control over their ventures and often operate with co-founders. The diversity of sectors in which these ventures operate also illustrates that student entrepreneurship in Greece extends well beyond traditional business activities.

The role of universities remains particularly important. The results indicate that exposure to entrepreneurship education is uneven across the student population, while students who are already involved in entrepreneurial activity are more likely to have participated in relevant courses and programmes. This relationship should not be interpreted causally, but it nevertheless underlines the close connection between entrepreneurship education and entrepreneurial engagement. At the same time, students' assessments suggest that university offerings may be more successful in developing an understanding of entrepreneurship than in building practical venture-creation capabilities. This points to the value of complementing conventional coursework with more experiential forms of learning, including mentoring, networking, business experimentation, incubator activities, and contact with entrepreneurs and investors.

The broader university environment also deserves attention. Although students recognize some encouragement and support for entrepreneurial activity, the overall entrepreneurial

climate appears less strongly developed than might be expected in a university ecosystem seeking to promote innovation and venture creation. The challenge therefore extends beyond increasing the number of entrepreneurship courses. It also involves creating an environment in which entrepreneurial activity is visible, accessible, supported across disciplines, and connected to real opportunities for experimentation and implementation.

The 2025 findings further reveal important differences between student groups. The gender gap becomes more pronounced as students move from entrepreneurial intention toward actual entrepreneurial activity, indicating that women may face additional barriers in translating entrepreneurial aspirations into action. At the same time, students who are already engaged in entrepreneurship display stronger individual entrepreneurial orientation, particularly in areas such as innovativeness, proactiveness, autonomy, and competitive behavior. These patterns reinforce the importance of examining entrepreneurship not only as a career choice, but also as a combination of attitudes, capabilities, experiences, and contextual support.

Taken together, the results suggest that student entrepreneurship in Greece is entering a more complex phase. Entrepreneurial ambition remains present, but it coexists with stronger interest in alternative career paths and with a more cautious assessment of entrepreneurial opportunities. This makes the role of universities, policy makers, and the wider entrepreneurial ecosystem even more important. The objective should not be to encourage every student to become an entrepreneur, but to ensure that those who are interested have access to the skills, networks, support mechanisms, and practical experiences required to make informed choices and, where appropriate, transform entrepreneurial ideas into sustainable ventures.

Finally, comparisons with earlier Greek GUESSS waves should be interpreted with caution because the composition of the national sample has changed substantially. The 2025 sample is broader and more multidisciplinary, which may partly account for some of the differences observed over time. Nevertheless, the current findings provide a valuable picture of a new generation of Greek university students whose career decisions appear to be shaped by a changing balance between opportunity, security, entrepreneurial ambition, and the support available within their educational environment.

Appendix

Table: List of countries and respective main contacts

#	Country	Main Contacts	University
1	Antigua and Barbuda (ATG)	Dr. Edward Dixon	University of the West Indies
2	Argentina (ARG)	Prof. Silvia Carbonell	Austral University
3	Austria (AUT)	Jakob Gaugeler / Dr. Julia Taferner	University of Graz
4	Belgium (BEL)	Prof. Johanna Vanderstraeten / Dr. Hendrik Slabbinck	University of Antwerp / Ghent University
5	Bolivia (BOL)	Prof. Rafael Marcelino Velasquez Ramirez	NUR University
6	Brazil (BRA)	Prof. Edmilson de Oliveira Lima	UNINOVE - Universidade Nove de Julho
7	Bulgaria (BGR)	Assoc. Prof. Juliana Vassileva	New Bulgarian University
8	Canada (CAN)	Prof. Étienne St-Jean	Université du Québec à Trois-Rivières
9	Chile (CHI)	Prof. Gianni Romani	Universidad Católica del Norte
10	China (CHN)	Prof. L. Song / Prof. S. Jing	Shantou University / Shanghai Lixin University
11	Colombia (COL)	Prof. Izaías Martins	Universidad EAFIT
12	Costa Rica (CRI)	Prof. Juan Carlos Leiva	Instituto Tecnológico de Costa Rica
13	Croatia (CRO)	Dr. Gabrijela Vidić	University of Zadar
14	Czech Republic (CZE)	Prof. Klara Antlova / Petra Rydvalova	Technical University of Liberec
15	Dominican Republic (DOM)	Prof. Guillermo van der Linde	Pontificia Universidad Católica Madre y Maestra
16	Ecuador (ECU)	Prof. Mariella Jácome Ortega	Universidad Católica de Cuenca
17	El Salvador (SLV)	Dr. Manuel Alfaro Sifontes	Universidad Dr. José Matías Delgado
18	England (ENG)	Dr. Bahare Afrahi	Kingston University London
19	Finland (FIN)	Prof. Timo Pihkala	LUT University
20	France (FRA)	Dr. Tatiana Beliaeva	Lyon Catholic University
21	Germany (GER)	Prof. 博士 (Doktor) Lena Bernhofer	IU Internationale Hochschule
22	Greece (GRE)	Prof. Katerina Sarri	University of Macedonia
23	Guinea (GIN)	Prof. Siba Théodore Koropogui	ISFAD & Université du Québec à Trois-Rivières
24	Hungary (HUN)	Dr. Andrea S. Gubik	University of Miskolc
25	India (IND)	Dr. Puran Singh	Indian Institute of Technology Mandi
26	Indonesia (IDN)	Dr. Eko Suhartanto	Universitas Prasetya Mulya
27	Iran (IRN)	Hossein Ghasemi	Kharazmi University
28	Iraq (IRQ)	Prof. Nabaz Ibraheem Mohammed	University of Duhok
29	Ireland (IRL)	Dr. Eric Clinton	Dublin City University
30	Italy (ITA)	Prof. Tommaso Minola	University of Bergamo
31	Jamaica (JAM)	Dr. Indianna Minto-Coy	University of the West Indies
32	Japan (JAP)	Prof. Noriko Taji	Hosei University
33	Kazakhstan (KAZ)	Prof. Saltanat Tamenova	Turan University
34	Korea (KOR)	Dr. Yeong soo Kim	Korea Entrepreneurship Foundation
35	Libya (LBY)	Dr. Hussein-Elhakim Al Issa	RMIT University
36	Liechtenstein (LIE)	Prof. Marco Furtner	University of Liechtenstein
37	Lithuania (LTU)	Assoc. Prof. Irina Liubertė	ISM University of Management and Economics
38	Mexico (MEX)	Prof. José Ernesto Amorós/ Geraldina Silveyra León	Tecnologico de Monterrey
39	Mozambique (MOZ)	Assoc. Prof Rui Fragoso / Prof. Hab. Renato Pereira	University of Évora / ISCTE-IUL
40	Netherlands (NED)	Prof. Rainer Harms / Prof. Maximilian Goethner	University of Twente
41	New Zealand (NZL)	Prof. Rod McNaughton	University of Auckland
42	North Macedonia (MKD)	Dr. Ana Tomovska Misoska	University American College Skopje
43	Norway (NOR)	Assoc. Prof. Sølvi Solvoll	Nord University
44	Panama (PAN)	Dr. María de los Ángeles / Omaris Vergara	Universidad de Panama
45	Paraguay (PRY)	Dra. Katherin Arrua	Universidad Americana
46	Philippines (PHI)	Bryan James E. Erfe / Dr. John Luis D. Lagdameo	Ateneo de Manila University
47	Portugal (POR)	Prof. Rui Quaresma	University of Évora
48	Puerto Rico (PRI)	Dr. Eva Cabán García	University of Puerto Rico
49	Qatar (QAT)	Dr. Allan Villegas	HEC Paris, Doha
50	Romania (ROU)	Assoc. Prof. Ovidiu Bordean	Babeş-Bolyai University of Cluj-Napoca
51	Russia (RUS)	Prof. Galina Shirokova	HSE-University, Saint-Petersburg
52	Saudi Arabia (SAU)	Dr. Maram Sabri / Safiya Mukhtar Alshibani	Princess Nourah Bint Abdulrahman University
53	Slovakia (SVK)	Prof. Marian Holienka	Comenius University Bratislava
54	Slovenia (SLO)	Prof. Predrag Ljubotina	School of Advanced Social Studies
55	Spain (ESP)	José Ruiz-Navarro / Juan Pablo Diáñez-González	Observatorio del Emprendimiento de España/Universidad de Cádiz
56	Sweden (SWE)	Prof. Massimo Bau	Jönköping International Business School
57	Switzerland (SUI)	Prof. Philipp Sieger / Prof. Jürgen Fritz	Universities of Bern & St.Gallen / HEG Fribourg
58	Tanzania (TZA)	Assoc. Prof Rui Fragoso / Prof. Hab. Renato Pereira	University of Évora / ISCTE-IUL
59	Trinidad & Tobago (TTO)	Dr. Nadine Sangster	University of Trinidad and Tobago
60	Tunisia (TUN)	Dr. Khouloud Senda Bennani	University of Tunis
61	Türkiye (TUR)	Dr. Alper Yurttaş	Istanbul Technical University
62	Uganda (UGA)	Assoc. Prof Rui Fragoso / Prof. Hab. Renato Pereira	University of Évora / ISCTE-IUL
63	United Arab Emirates (UAE)	Prof. Rodrigo Basco	American University of Sharjah
64	Uruguay (URY)	Dr. Catherine Krauss / Adriana Bonomo	Universidad Católica del Uruguay
65	USA (USA)	Prof. Isabel Botero / Prof. Daniel Bennett	University of Louisville
66	Vietnam (VIE)	Assoc. Prof. Duong Cong Doanh	National Economics University

Source: Sieger et al. (2026)

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