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## THE DIAGNOSTICS OF MOTIVATIONAL COMPONENT FORMATION OF ENTREPRENEURIAL COMPETENCE OF FUTURE AGRICULTURAL ECONOMISTS

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### **Abstract:**

*The article presents and analyzes the results of a motivational sphere study of future agricultural economists in the process of their entrepreneurial competence formation, namely the psychological and educational literature on this issue has been analyzed; the diagnostics has been held on the needs and motives formation of future economists to master knowledge on business activity; the level of motivational component formation of entrepreneurial competence of future agricultural economists has been defined.*

**Keywords:** *motivation, motivational component, entrepreneurial competence, diagnostics, higher agricultural university.*

### **1. Introduction**

The integration of Ukraine into the European Union, the focus on European educational space and rapid changes in its economy, increase diagnostic issue relevance of entrepreneurial competence of future agricultural economists in the process of his professional development. The goal of diagnostics is to ensure the effective training of highly qualified, competitive agrarian specialists, who are inherent in entrepreneurial competence – the ability to take risks, ability to see the problems, to find rational solutions, susceptibility to individual creativity and the ability to live and work in the new information world.

In our country, the problem of training qualified agricultural economists is especially relevant because today the majority of entrepreneurs in agriculture have no special business training. This is because the content of agricultural education is focused primarily on the formation of a highly professional specialist, but insufficient attention is paid to the motivational component of this process, which is one of the most important for business.

### **2. Literature review**

The effective self-development and the achievement of entrepreneurial competence of a student are possible with the high level of motivation. The analysis of psychological and educational works by Aseyev V., Bakshayeva N., Verbitsky A., Zanyuk S., Zelichenko O., Ilyin Y., Kaverin S., Markova A., Maslow A., Jean Nyuttana, Shmelev O., etc. proves sufficient attention is paid to the issue of motivation formation aimed at self-development of the student, identification of internal requirements and incentives for training, and motivation for work and professional development.

The issue of entrepreneurial competence and its diagnostics are highlighted in the works of such scholars as Bilova Y., Matveyev T., Matukov G., Sulayev O., Cherniavsky A. and others. Modern agricultural education requires training economists of a new type, with creative entrepreneurial thinking in the result of introduction the system of entrepreneurial competence development into the learning process.

### 3. Research aim and tasks

The aim of the research is to reveal the significance of motivational component in the training of agricultural economists for business activity and to diagnose the key indicators of their entrepreneurial competence formation.

To achieve the aim the following tasks were set up:

- to analyze the psychological and pedagogical literature on the issue of motivation the future agricultural economists for business activity;
- to diagnose the needs and motives formation of future economists to master knowledge on business activity;
- to determine the level of motivational component formation of entrepreneurial competence of future agricultural economists.

### 4. Statement of basic material

Motivation is the main driving force in behavior and activity of future economists, including those in the process of their entrepreneurial competence formation. Indeed, according to the American scientist Dale Carnegie "there is only one way... to get anybody to do anything. And that is by making the other person want to do it" [3]. Therefore, an issue on the role of motivational component in entrepreneurial competence formation of future agricultural economists is highly urgent.

In scientific psychological and pedagogical literature, the notion "motivation" (from the Latin *movere*) is understood as: a call for an action; dynamic process of physiological and psychological standpoint, managing human behavior that determines his/her self-discipline, performance and stability; human's ability to actively meet his/her needs. In management **motivation** is a process of incentives for employees to work effectively, aimed at achieving company's goals. Motivation is necessary for the effective fulfilment of decisions and scheduled tasks performance [7].

According to A. Derbenyova, the issue on activity motivation appears whenever it is necessary to explain human behavior. Any form of behavior can be justified by internal (psychological properties of behavior) and external factors (conditions and circumstances of individual's actions). In the first case we are talking about goals, motives, needs, intentions, desires, interests, etc., in the second - the incentives that are the derivatives of the situation [1, p. 9].

Current studies have proved that motivation includes all kinds of motives, namely the needs, interests, motives, goals, inclinations, attitudes. Motivation is the basis of human behavior and efforts aimed at increasing the activity performance. Motivation is the use of human behavior motives in the management of his/her activities [2, p. 173].

Such methods as tests, surveys, questionnaires, teacher observation, conversations have been used to check the motivation formation by all indicators.

To find out the attitude of future agricultural economists to business and the significance of entrepreneurial competence in future careers for them, students were asked to fill in a questionnaire to identify the level of entrepreneurial competence formation.

The first question was: Why do you study at the Faculty of Economics? The purpose of this question was to find out the actual and specific motives and reasons why students came to be future economists. Students' answers were divided as follows: 45% of the respondents study at the specialty "Economy of the enterprise" because they see a long-term perspective in this profession, 30% look for career progress, 15% have a desire to learn the exact and economic sciences, 10% of students study by the family tradition. Thus, we can say that the majority of future economists consciously and deliberately study at the Faculty of Economics and strive to master this profession.

As we consider the issue of students' entrepreneurial competence formation, and one of the most important questions is whether future economists plan to do business in the future, we asked them a question "Would you like to start your own business in agriculture after graduation?". Respondents' subjective assessment of their knowledge and skills in the survey gave the following

results: only 12% were willing to do business after graduation; 31% of respondents pointed out they do not have such a desire and they are fine with the job of a leading economist in the company. The majority of students (57%) said that they are not sure they can start their business because of the lack of relevant competencies, basing only on their knowledge. It turned out students do not quite understand what to start their own business with, indicating the lack of information on the development of agricultural business, the absence of programs and counseling centers for future entrepreneurs. Their worries are concerned with the lack of training in the field of business planning, agricultural business, business culture and so on. Future economists define entrepreneurial career after agricultural university as almost “impossible without some support from the outside”, “very difficult”, “unimaginable without additional training” in the current conditions of uncertainty and risk on the labor market.

Thus, we can conclude that the majority of students are not confident in their ability to organize and do their business independently, at least for now.

To find out what students think of a successful future business, we asked “In your opinion, what does the entrepreneur need to succeed in agribusiness?”. The majority of students said that the most important factor for an entrepreneur’s success is “business acumen”, “leadership skills”, and “commitment”. The prevailing point of view among respondents is that the entrepreneur’s success in agricultural sector depends primarily on internal human qualities. Moreover, according to students, such “external” factors of success as the relations and the support from the authorities are less important for succeeding in agribusiness.

As we consider entrepreneurial competence as a part of professionalism of a future agricultural economist, it is necessary to understand whether students themselves think so. So they had to answer the following question: Do you believe that agricultural economist should have entrepreneurial competencies? Most respondents (85%) answered positively, saying that the relevant skills will allow to develop the ability to take responsibility and initiative, the ability to take risks, the ability to navigate in a highly competitive environment and so on.

To understand whether future economists are willing to raise their level of business skills we asked “What methods and organizational learning forms, in your opinion, contribute to the formation of entrepreneurial competence of future economists?”. 86% of respondents pointed out business trainings, business games, round tables and the introduction of a special course on the given competence formation. They believe that the use of interactive teaching methods helps students to feel themselves creative in class, and the teacher creates the conditions for successful application of knowledge and skills in new, unusual professional situations similar to future business activity. Only 14% of respondents preferred traditional methods and forms of studying economic subjects, because they believe that teachers must keep the distance with students. This point of view of a few students, in our opinion, is false and unconvincing. Monitoring the learning process and a long-term work at agricultural university tell the opposite. The dialogue between the teacher and students, information exchange, discussing projects (e.g. business plans), playing business games contribute to learning activation, introducing personal approach taking into account the intellectual development of students, their cognitive abilities and interests.

To ensure the efficiency of entrepreneurial competence formation of future economists the needs and the motives play an important role to master knowledge of entrepreneurship. The study of motives nature of educational activity was carried out with the help of A. Rean and V. Yakunin’s method “Method of studying the motives of students’ educational activity” [4], which was adapted to the conditions of the current pedagogical experiment. Identified motives were grouped as follows: professional, educational, social, personal, and those of responsibility. According to the survey of future agricultural economists the dominating are professional motives (86.7%) and motives of responsibility (64.3%), and such important motives as cognitive ones are only 21.5%. This, we believe, is primarily because traditional technique of economists training assigns the student the role of a performer who must act according to certain rules that were previously developed by teachers: future agricultural economists still do not have the need to master

knowledge on business and, therefore, there is the lack of motivation to study in order to supplement the knowledge and gain new experience.

The analysis of the survey results of future economists "Motivation to achieve success" (by the method of T. Ehlers) [6] shows that most respondents have an average level of commitment to success in the educational process (52.8%). Students with low motivation to succeed are in the second place - 40.6%, and highly-motivated students are only 7.9%. These results allow to conclude that future agricultural economists lack the need to succeed which will not contribute to their professional growth in future.

Summarized results of motivational component formation of entrepreneurial competence of future agricultural economists in four Ukrainian agricultural universities: National University of Life and Environmental Sciences of Ukraine (NULES of Ukraine), Dnipropetrovsk State Agrarian and Economic University (DSAEU), Mykolayiv National Agrarian University (MNAU), and Lviv National University of Veterinary Medicine and Biotechnologies named after S.Z. Gzhytskyi (LNUVMB named after S.Z. Gzhytskyi) at the ascertaining stage of the experiment are demonstrated in Fig. 1.

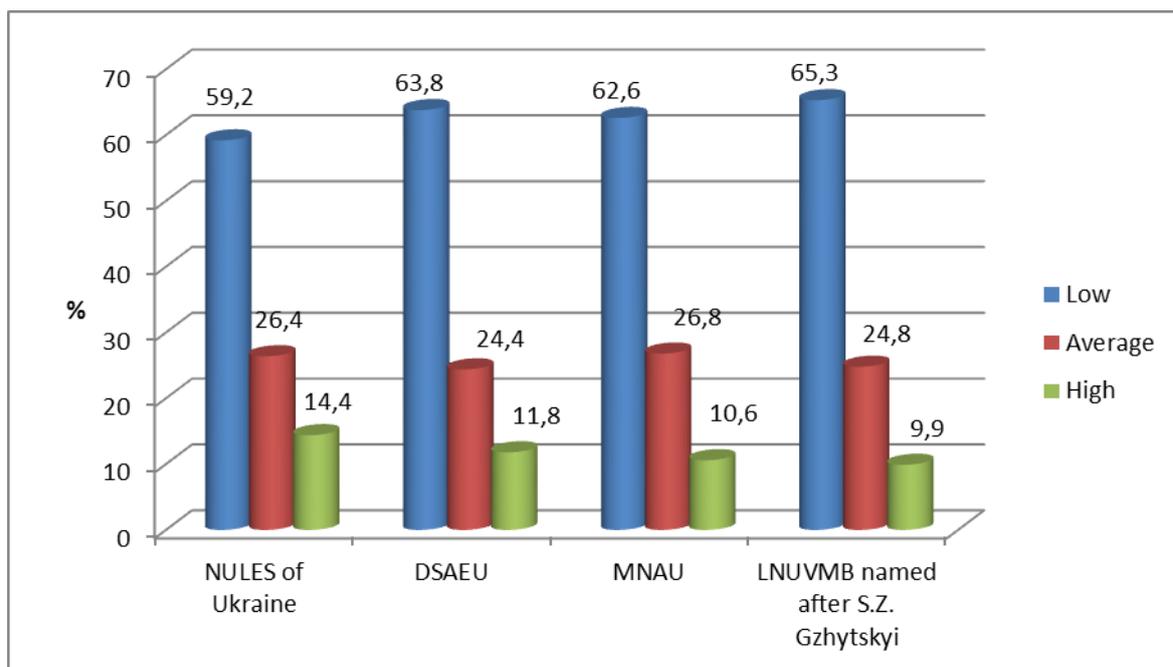


Fig. 1. Comparative data of the levels of motivational component formation of entrepreneurial competence of future agricultural economists at the ascertaining stage of the experiment

As we see from the Fig. 1, the majority of future economists from the given four agricultural universities of Ukraine does not differ much in level of motivational component formation of entrepreneurial competence and have low level. This shows the lack of motivational-value sphere formation of future agricultural economists, which will be a major obstacle in further professional and personal development of students.

## 5. Research results and discussion

Current socio-economic conditions dictate the development of students' entrepreneurial potential. Graduates with different academic knowledge and some professional skills come to various companies. In today's world all this turns out to be not enough to feel comfortable in social and economic space [5, p. 4]. Therefore, to improve the level of modern agricultural economists training for successful competitive professional activity, including business, the global labor market faces an important task which is to develop students' motivation.

The results of our research show that high positive motivation plays the role of a specific compensatory factor in case of modest level of entrepreneurial abilities or gaps in necessary business knowledge and skills of a future economist. There is a growing need to implement interactive teaching methods and practical courses aimed at students' entrepreneurial competence formation according to agribusiness current requirements and employers' demands.

## 6. Summary

Thus, the motivational component of entrepreneurial competence of future agricultural economists is focused on student's awareness of his/her future professional (business) activity, continuous self-development and self-improvement, and the development of personal and entrepreneurial skills. The diagnostics found out motives, perceptions, attitudes and knowledge of students on their future entrepreneurial activity, making it possible to determine the level of motivation formation and its main indicators which are inherent to future agricultural economists.

Our research does not cover all the aspects of the issue of entrepreneurial competence formation of future economists in higher agricultural universities. Further research is needed to diagnose cognitive, activity and individual components of the given competence.

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