

## Professional Orientation of the Future Manager Identity on Training Stage in Higher Education Institution

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**Abstract:** The professional orientation analysis of the students who are trained in the direction of “service sector” is presented in this study. Forming professional orientation of managers is a rather new, still low-studied issue in educational practice of the higher education institutions which were traditionally engaged in training of the service sphere specialists. The management activity originality is that these experts have a pronounced professional and administrative focus that is shown in new aspects of professional activity in the service sphere. Research was conducted in the Belgorod State National Research University. As structural professional orientation components the following groups of motives were allocated: professional choice motives, educational motives and career orientations. Research allowed to reveal features of future managers professional orientation at training level in higher education institution. Results showed that among profession choice motives the dominant position is held by “material welfare”; among educational motives-motive of an affiliation; among career orientations the leading position is taken by “management”, “autonomy” and “business” scales. The professional orientation dynamics analysis showed that there are significant distinctions in expressiveness of structural components of this phenomenon for students of the 1-4 courses.

**Key words:** Professional orientation, students of higher education institution, professional choice motives, educational motives, career orientations

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### INTRODUCTION

Responsible, important and rather difficult step in human lives is the choice of future profession. Very often people make this choice under the influence of some external circumstances; the opinion of friends and relatives, prestigiousness and its economic advantage are considered. Yet generally these circumstances are not connected with specific features and tendencies of the person.

In recent years the manager’s profession became sufficiently attractive for graduates. Demand for administrative specialties is explained by interindustry character of a profession as the graduates who received this qualification can work practically in all national economy branches: in economy, business, on production, in government institutions and public organizations. Vocational training of the expert is a difficult and multilateral process based on professional orientation.

Relevance of this research is caused by modern social features and economic conditions of which instability, decrease in prestigiousness of a number of the professions demanded in specific socially important branches (industrial, educational, scientific), complexity of

employment is characteristic. Changes in education also happen fast: curricula, assessment models, etc., change (Turturean, 2013). Among young people there is a change of motivational and valuable orientation: the importance of the values connected with spiritual interests as opposed to values of social satisfaction and material welfare decreases. Many university graduates realize themselves in other types of professional activity. The professional orientation plays an important role in formation of the expert, defines selectivity of his relations, position and activity (Lomakina, 2011; Hodosevich, 2010).

Still there are too little special researches directed to development of the psychology and pedagogical concept of a manager's professional orientation formation. As the analysis of literature shows, this problem is developed either in the general formulation of the question, without binding to a certain kind of activity or in relation to a pedagogical orientation (Hubackova and Ruzickova, 2013). Forming professional orientation of managers is a rather new, still low-studied issue in educational practice of the higher education institutions which were traditionally engaged in training of the service sphere specialists. Mikhalkina (2008) researches are devoted to this problem (Hodosevich, 2010; Am, 2012). At the same

time the analysis of scientific literature showed that such questions as detection of psychological features of a future manager professional orientation in the course of training in higher education institution, did not receive sufficient reflection. The knowledge of student professional orientation structure, features of educational motives and professional choice motives, their career orientations will allow to solve psychologically reasonable problems of pedagogical activity efficiency increase: it is correct to carry out selection, training in higher education institution to plan professional career. This circumstance induced us to the choice of this research subject.

The research objective consists in research of a professional orientation dynamics of the future manager identity at training level in higher education institution.

Being guided by system-and-motivational and semantic approaches (Zabrodin, 1989) to research professional orientation of the personality as structural components of the studied phenomenon the following groups of motives which in our opinion, sufficiently reflect its essence and contents were allocated:

- Motives of profession choice (Malkina-Pykh, 2008)
- Educational motives of students (Ilyin, 2000; Ghasemzadeh and Saadat, 2011; Hubackova and Ruzickova, 2013; Amrai *et al.*, 2011; Gerasimova, 2010, 2011; Sun, 2014; Kozlova and Atamanova, 2013)
- Career orientations of the personality: the dominating orientation in the choice of career and identification of the personality preference in the choice of professional way and building career (Lomakina, 2011; Zamolotskikh *et al.*, 2014)

We assumed that psychological features of student professional orientation are caused by a grade level (course) and are shown by the content of educational process in professional choice motives, motives of educational activity, career orientations, their dynamics and nature of interrelation.

## MATERIALS AND METHODS

To achieve our goal the analysis of student professional orientation features for "service sector" speciality was carried out. In our opinion, specifics of the chosen program track act as the significant condition defining originality of a student professional orientation.

For research of a problem the techniques allowing to estimate expressiveness of each professional orientation element were selected.

Identification of profession choice motives was carried out by means of the test questionnaire "motives of profession choice" (Greenschpoon). The technique allows to define the leading motive: choice of a prestigious profession, material welfare, choice of creative work.

For research of student educational motivation the technique of motivational and semantic education studying of the personality was chosen (Orlov and Sosnovsky). The questionnaire allows to reveal expressiveness of the following scales: achievement, satisfaction with achievement, knowledge, satisfaction with knowledge, affiliation, satisfaction with affiliation, domination, satisfaction with domination.

Research of student career orientations was conducted with the help of "a career anchor" questionnaire (Shein). The technique allows to define expressiveness of the following career orientations of the personality: professional competence, management, autonomy (independence), stability of work, stability of residence, service, challenge, integration of lifestyles, business.

For checking reliability of the data obtained during a pilot study Mann-Whitney U-test was used (for checking the statistical importance of distinctions).

## RESULTS AND DISCUSSION

Research is executed on the basis of NRU "BELGU" of Belgorod. Students of NRU "BELGU" of the program track "service sector" 1-4 courses in number of 99 people took part in it.

Let us consider the results received during diagnostics. Summary results of "motives of profession choice" questionnaire data (Greenschpoon) are presented in Table 1.

The analysis showed that at the 1st year average value of the choice motive of a prestigious profession makes 4.5 points. The motive means pronounced aspiration to reach a foreground in society, to realize the high level of claims. The motive "material welfare" on average made 6.6 points. It is the motive desire to earn money while interests, tendencies, practical readiness are considered to a lesser extent. Indicator "creative work" makes 6.4 points. The analysis shows that two last motives have the dominating value, it is financial position and aspiration to creative work. Thus, for the 1st year students the prevailing motive is "material welfare".

Table 1: Results of "S motives of profession choice" technique, GPA course

Years	Motive kind		
	Prestigious profession	Welfare material	Creative job
1	4.5	6.6	6.4
2	4.8	6.1	5.3
3	5.6	6.6	5.8
4	5.7	6.8	5.3

Results of profession choice motive research for 2nd year students are approximately same: the prevailing motive is “material welfare” (6.1 points).

On a 3rd year there is a change of values in expressiveness of profession choice motives, higher value on a scale “prestigious profession” in comparison with the previous courses is noted. The 3rd year distinctions in expressiveness of all motives are visible however, the dominating position is still taken by “material welfare” motive.

For distinctions reliability assessment between incoherent selections Mann-Whitney U-test was used. It was revealed that positive dynamics of the prestigious work choice motive was traced but only growth of this indicator for 3rd year students testified to significant distinctions ( $u = 211, p < 0.05$ ).

Investigating dynamics of “material welfare” profession choice motive, we revealed that this indicator for the 2nd year decreases a little and for the fourth it increases. However these changes are statistically unconfirmed.

For future managers value of “creative work” motive on the 2nd year goes down ( $u = 147.5, p < 0.05$ ), for the third positive value dynamics is revealed on this indicator and for the fourth it decreases again. These changes are statistically confirmed ( $u = 212, p < 0.05$ ).

Thus, the analysis of professional choice motives for students of various directions showed that for future managers the dominant position is held by material welfare. Similar data are submitted in a number of domestic psychologists' researches (Klimenko, 2013). The revealed high value of material benefits for all young people causes a certain concern though in modern conditions of society development it is natural. As a result of it the profession choice process and formation of the attitude towards it for students remains still in many respects spontaneous, discrepancy of student valuable orientations to professional work and valuable ideas of the chosen profession against strong social orientation to the higher education is observed.

Let us consider the analysis of educational motives dynamics for students. The summary table of research results, the motivational and semantic education

of the personality achieved by means of studying technique (Orlov and Sosnovsky) is presented in Table 2.

As a result of the analysis it was revealed that the leading positions on all courses are taken by the motive of affiliation which is shown in aspiration to be in the company of other people to interact with people around, etc.

Investigating changes of achievement motive expressiveness, it was noted that the lowest indicator of this parameter is noted on the 4th year. For future managers negative achievement motive dynamics from the second to the 4th year is observed ( $u = 207, p < 0.05$ ). In our opinion it can be caused by the fact that examinees are satisfied with the reached, seek the improvement insufficiently and are inclined to activity commonality. Studying of motivational dynamics and semantic education “satisfaction with achievement” showed that to a 3rd year value of the indicator decreases and to the fourth increases a little. Changes are statistically insignificant. By results of knowledge motive dynamics studying it is possible to say that only minor changes on different courses are revealed.

In dynamics of affiliation motive of only minor changes are revealed. For choosing a “people-people” oriented profession this motive is very important. The symptomatology of affiliation reflects tendency of the person for communication and interaction with people, readiness for lending help to others, sympathy and aspiration for mutual understanding. This feature is characteristic of the manager. Significant negative dynamics of this motive to the 4th year of training is revealed ( $u = 196, p < 0.05$ ).

The following scales are a motive of domination and satisfaction with domination. To the 2nd year of training a sharp decrease in motive of domination is observed for students ( $u = 205, p < 0.05$ ). To the 4th year this motive is expressed much higher ( $u = 199, p < 0.01$ ).

In our opinion, rather high rate of domination motive for future managers is explainable since it is necessary for human resource management at the enterprise, during the organization of any activity, creation of own business, etc. Since, the symptomatology of domination reflects

Table 2: Results of educational motives research, GPA

Type of educational and motivational education								
Years	Achievement	Satisfaction with achievement	Knowledge	Satisfaction with knowledge	Affiliation	Satisfaction with affiliation	Domination	Satisfaction domination
1	8.8	5.7	8.8	6.0	10.4	5.0	8.7	3.6
2	8.9	6.1	8.9	5.9	11.0	5.7	7.7	4.4
3	9.3	5.3	8.9	5.3	11.1	6.2	8.0	3.6
4	8.3	6.1	8.0	7.2	10.1	6.2	9.7	4.0

Table 3: Results of career orientation research, GPA

Type of career orientation									
Years	Professional competence	Management	Autonomy	Job stability	Dwelling stability	Serving	Challenge	Life style integration	Business activity
1	23.2	31.7	32.7	23.8	12.1	33.6	26.0	33.6	31.1
2	23.8	34.8	35.8	25.1	12.7	33.4	27.7	32.5	31.8
3	21.9	34.9	35.7	25.4	16.9	33.7	31.2	34.4	35.8
4	20.4	35.1	36.8	25.9	18.8	31.4	24.4	33.5	39.2

aspiration to influence other people, to predominate over them, aspiration to organize activity, to lead.

Summing up the analysis result of educational and motivational educations of the personality, it should be noted that for future managers the dominant position is held by motive of affiliation but to the 4th year negative dynamics of this motive is revealed.

The finishing test for students is Sheyn's technique "career orientations". Expressiveness of career orientations can be observed in Table 3.

In the table it is visible that for future managers the dominating position is taken by the following career orientations: management, autonomy, service, integration of lifestyles and business.

Research of career orientation dynamics from the first to the 4th year showed that significant differences are revealed in the following:

- Negative dynamics of professional competence indicator ( $p < 0.05$ )
- Positive dynamics of "management" scale ( $p < 0.05$ )
- Increase in "autonomy" indicator ( $p < 0.05$ )
- Positive dynamics of "stability of residence" scale ( $p < 0.05$ )
- Career orientation "challenge" has positive dynamics to a 3rd year and negative-to the fourth
- The indicator of "business" increases from the first to the 4th year

## CONCLUSION

Research of a professional orientation allowed to reveal some features. The analysis of profession choice motives showed that for future managers the dominant position is held by "material welfare".

Dynamics of profession choice motives demonstrates that motive "prestigious work" for students of the program track "service sector" has positive dynamics to a 3rd year; value of motive "creative work" is not stable: to the 2nd year negative dynamics to the third-positive and to the fourth-decrease in this indicator is revealed again; the motive has no changes in "material welfare".

Among educational motives the dominating position is taken by affiliation motive but to the 4th year negative dynamics of this motive is observed. Among career orientations the leading position is taken by scales "management", "autonomy" and "business".

Research of career orientations allowed to reveal dynamics of the following indicators: negative dynamics of an indicator "professional competence", positive dynamics of a scale "management"; increase in an indicator "autonomy"; positive dynamics of a scale "stability of the residence"; career orientation "challenge" has positive dynamics to a 3rd year and negative-to the fourth; the indicator "business" increases from the 1st to the 4th year, the indicator of "service" decreases to the 4th year.

To the 4th year there is a large number of negative changes; for future managers value of motives like creative profession, achievement, career orientation decreases: service, challenge and professional competence.

The carried-out analysis demonstrates that the critical period in development of a student professional orientation is the 4th year of training.

The received results allowed to reveal the psychological features of a future manager professional orientation on year level in higher education institution dependent on course and the acquired profession.

The knowledge of these features will allow to correct process of training in higher education institution and to raise professional orientation of the trained.

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