

# DETERMINANTES DA PRONTIDÃO MOTIVACIONAL DOS ALUNOS PARA FUTURA ATIVIDADE PROFISSIONAL

## DETERMINANTS OF STUDENTS' MOTIVATIONAL READINESS FOR FUTURE PROFESSIONAL ACTIVITY

### DETERMINANTES DE LA PREPARACIÓN MOTIVACIONAL DE LOS ESTUDIANTES PARA LA FUTURA ACTIVIDAD PROFESIONAL

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**RESUMO:** A prontidão motivacional do futuro especialista é determinada por vários fatores: o nível de salário, outros incentivos materiais para trabalhar, motivos internos. Os motivos internos da geração atual são um dos fatores que influenciam a eficiência futura das empresas. O objetivo principal do estudo é determinar os fatores que influenciam a prontidão motivacional dos alunos como futuros profissionais. Os métodos de pesquisa são os seguintes: levantamento representativo; questionários; amostra; análise comparativa; sistematização; métodos estatísticos para avaliar a prontidão motivacional dos alunos. Como resultado do estudo, foram delineados os seguintes métodos, através dos quais as empresas irão constituir um sistema de motivação eficaz dos colaboradores, nomeadamente: verificar o nível de entusiasmo e satisfação de um potencial colaborador com o cargo aquando da contratação; oportunidade para potenciais funcionários desenvolverem e aprenderem treinamentos regulares dentro da empresa; definição clara de todos os procedimentos e processos, descrições de cargos, responsabilidades do funcionário; regularidade de informar o empregado sobre sua renda, incentivos tangíveis e intangíveis; reconhecimento constante do valor e da importância de cada funcionário na empresa por meio de recompensas materiais pontuais ou incentivos intangíveis.

**PALAVRAS-CHAVE:** Motivação, Geração Z, Prontidão Motivacional dos Especialistas, Atividade Profissional.

## 1. INTRODUCTION

The knowledge economy, the information society, the constant ICT progress stimulate the emergence of new types and methods of motivating future professionals. Different ethnic

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groups, social norms, cultural and personal qualities and behavior are the reasons for different levels of motivation and different motives of students as future professionals.

The motivational readiness of the future specialist is determined by various factors: the level of remuneration, other material incentives to work, internal motives. Today, the boundaries of society are blurred due to globalization, companies are not divided on such factors as culture, ethnicity, race or gender. Instead, companies integrate talents. Nowadays, Millennials, Generation X and Baby Boomers work side by side, interacting like never before. Today, the main motivating factors are not money and promotion, but internal motives and intangible benefits.

Generation Z - future employees. Generation Z's internal motives are one of the factors influencing the effectiveness of modern organizations. Corporate culture is transformed through a fundamentally different motivation of generation Z and their values, lifestyle and views. Knowledge of the values and motives of Generation Z provides valuable information for companies. It can allow to review the current state of motivation and to identify long-term trends.

**The main aim of the study** is to determine the factors influencing the motivational readiness of students as future professionals.

**Research objectives:**

1. To describe motivation as a feature of professional readiness of the future specialist.
2. To investigate and summarize the main theoretical approaches to assessing employees' motivation. To consider the differences between personal and motivational, as well as external and internal stimuli.
3. To analyze individual differences in external and internal motives of students by applying a quantitative methodology for assessing the motivational readiness of students.
4. To identify the determinants of motivational readiness of students for professional activity.

## **2. LITERATURE REVIEW**

Motivation is seen as a basic requirement for productivity, job satisfaction and commitment to the organization. Motive is seen as long-term personal needs that determine the actions, behavior and motivational readiness of the student (ZABEL et al., 2017). On the one hand, the motive is related to the necessity to meet personal needs, and on the other hand

– to meet own expectations and opportunities. In the process of characterizing motivation, scientists use different definitions, for example, motivation can be defined as a desire or will to a certain behavior or to achieve a goal (STRUNZ, 1999). According to viewpoint of Sale (2017) motivation is virtually synonymous with the word energy - our motivation determines our energy level, generates our energy.

While investigating the best-known theories of motivation, Osemeke and Adegboyega (2017) note that Maslow, Herzberg, and McClelland's theories focus on two groups of needs: primary, related to physiological factors, and secondary, related to psychological ones. The difference in these theories consists in the following: according to A. Maslow, the worker definitely starts to work better after motivation; according to F. Herzberg, the employee will start working better only after deciding that the motivation is inadequate. The workers of generation Y (GenY) have work values that are different from previous generations. GenY was more interested in awards, recognition and status than previous generations, but these claims were rarely supported by empirical evidence. A deep understanding of differences in motivation within generations ensures better hiring, retention, personnel management, communication, employee engagement and solution to the conflicts (DENCKER, JOSHI & MARTOCCHIO, 2008).

Shea (2012) studies generational differences in the workplace by examining differences in inner and external motivation between Baby Boomers, Generation X, and Generation Y. 370 people were surveyed using the Work Preference Inventory. The results show that GenY workers were actually more motivated by external labor factors such as external recognition and compensation than Baby Boomers and GenX. In addition, this generation was less intrinsically motivated than previous generations. However, all three generations were equally motivated by pleasant work.

Heyns & Kerr (2018) based on a cross-sectional survey (N = 164) in South Africa note that there are no significant differences between generations in terms of external and internal motivational stimuli that can influence employee behavior. The only difference between generations Y and Z is the satisfaction of the "psychological need for autonomy".

A study by Eberz (2020) concerning the differences in the motives of different generations in the workplace in three European countries proves the existence of differences in motivation. Van Rossem (2019) offers a cognitive approach and identifies several motives

common to all generations. Still, there are many motives that do not differ significantly between different population groups.

### 3. METHODOLOGY

The structured questions contained a scale from 1 to 4 to assess the level of significance of the motive: 1 mean “never or almost never true of me” and 4 mean “always or almost always true of me”. Fifteen statements contained a scaled-down intrinsic motivation (IM) assessment, namely challenge and enjoyment; the other fifteen statements contained scales identifying extrinsic motivation (EM) (outwardness and compensation). The IM scales were built on five underlying constructs: competence, self-determination, curiosity, task involvement, and interest. The EM scales were built on five other constructs: recognition, evaluation, rewards, competition, and control. The authors of the WPI created the scales, based on the underlying assumption that the intrinsic and extrinsic motives coexist, with the intention that the bifurcated measures could be used independently.

Sociological representative survey of students was conducted on the basis of a sample of 86 students of Ivan Franko National University of Lviv aged 18-22 years. The sample consists of students of the following specialties: staff management, management, marketing, project management, journalism and social communication, business and international relations, business management, international relations, finance and accounting, economics, entrepreneurship. The sample of the study ensured the comparability of the results of the study with other conclusions of scientists on the motivational readiness of generation Z.

The representativeness of the sample was checked using the method of rosettes, where the volume is calculated within 5-20% of the number of students of all specialties. The survey was conducted randomly. Everyone could take part. The main age group - students aged 20 years (34.88%), aged 21 years (24.42%) and 22 years (20.93%). There are no significant differences in the distribution of respondents by gender. The share of female respondents is 48.85%, male - 45.34%. The distribution of respondents by specialties is as follows: the share of students of management is 31.37%, marketing - 10.47%, project management - 10.47%. The shares of other specialties are almost equal.

Due to the difficulty of direct communication with students of different specialties, respondents were sent an e-mail with a link to an electronic questionnaire. Some students have been sent links via social media, depending on the availability of the phone number or

email address. The responses were automatically collected in an Excel spreadsheet and the data was downloaded to a computer for processing. Response analysis was performed using SPSS 22.0 software.

The following statistical methods were used to process the survey results: the Cronbach's Alpha to check reliability; descriptive statistics (average, minimum and maximum value, standard deviation).

#### 4. RESULTS

In order to identify the reliability and to test the internal consistency of results the Cronbach's Alpha was used. In SPSS 22.0 the Cronbach's Alpha was run using the reliability command. The Cronbach's Alpha is varying from 0 to 1. The closest Cronbach's Alpha to 1, the more internal consistency: Alpha > 0.9 (Excellent), Alpha > 0.8 (Good), Alpha > 0.7 (Acceptable), Alpha > 0.6 (Questionable), Alpha > 0.5 (Poor), and Alpha < 0.5 (Unacceptable).

**Table 1. Reliability Analyses of WPI Scales (Cronbach's Alpha):**

Scale	Alpha N = 86	Internal consistency	Amabile et al. 1994 N = 1055	Average	Dispersion	Standard deviation
Extrinsic- Outward	0.750	Acceptable	0.63	27.81	21.528	4.640
Extrinsic- Compensation	0.074	Unacceptable	0.62	14.41	3.919	1.980
Primary Extrinsic Motivation	0.758	Acceptable	0.70	42.22	36.550	6.046
Intrinsic- Challenge	0.144	Unacceptable	0.73	11.63	2.411	1.553
Intrinsic- Enjoyment	0.685	Questionable	0.67	37.19	13.653	3.695
Primary Intrinsic Motivation	0.553	Poor	0.75	48.81	15,078	3.883
Total (30 statement)	0.803	Good	-	91.04	80.361	8.964

**Source:** Compiled by the author, 2020.

The results of the sample reliability test shown in Table 1 indicate a different level of internal consistency. In the whole sample, all alpha levels were about 0.7-0.8, so in general the results are unchanged. Table 1 shows the average values of assessments of internal and external motivation. Internal motives prevail over external ones, because the average

values are higher for estimates of the level of primary internal motivation (3.25). The standard deviation is less (0.69), so the evaluation results are stable.

On average, internal motivation is usually important for respondents, and the average for all statements is 3, 25. For all statements relating to internal motives, the value of the scale is approximately 3, 0 – 3, 5. The minimum value is 2, 52 and the maximum is 3, 89. The standard deviation from the mean is 0, 69.

On average, external motivation is also important for respondents, and the average value for all statements is 2.81 (see Table 2). For all statements concerning external motives, the value of the scale is approximately 1.74 - 3.30. The minimum value is 1.74 and the maximum is 3.30. The standard deviation from the mean is 0.83.

On average, the motivation for internal satisfaction is more important for respondents than the initial internal motivation and the average value for all statements is 3.38. For all statements relating to internal motives, the value of the scale is approximately 2.74-3.89. The minimum value is 2.74 and the maximum is 3.89. The standard deviation from the mean is 0.67.

**Table 2. Intrinsic and Extrinsic Motivation descriptive statistics:**

Scale	Average point	Standard deviation	Minimum	Maximum
Extrinsic-Outward	2.78	0.83	1.74	3.30
Extrinsic-Compensation	2.88	0.85	2.26	3.30
Primary Extrinsic Motivation	2,81	0,83	1.74	3.30
Intrinsic-Challenge	2.91	0.73	2.52	3.22
Intrinsic-Enjoyment	3.38	0.67	2.74	3.89
Primary Intrinsic Motivation	3.25	0.69	2.52	3.89
Total (30 statement)	3.03	0.76	1.74	3.89

**Source:** Compiled by the author, 2020.

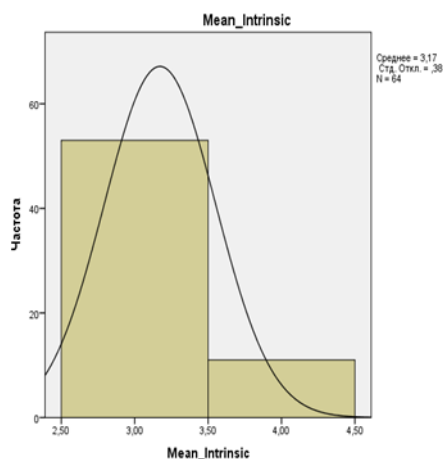
On average, the motivation of the intrinsic challenge is less important for the respondents than the initial inner satisfaction and the average value for all statements is 2.91. For all statements relating to internal motives, the value of the scale is approximately 2.52-3.22. The minimum value is 2.52 and the maximum is 3.22. The standard deviation from the mean is 0.73.

On average, external motivation is less important for respondents than primary internal motives and primary external motivation. The average for all statements is 2.78. For all statements related to the motives "External-External", the value of the scale is approximately 1.74-3.30. The minimum is 1.74 and the maximum is 3.30. The standard deviation from the mean is 0.83.

On average, external-compensatory motivation is less important for respondents than primary internal motives and primary external motivation, and the average value for all statements is 2.88. For all statements related to the motives of external compensation, the value of the scale is approximately 2.26-3.30. The minimum value is 2.26 and the maximum is 3.30. The standard deviation from the mean is 0.85.

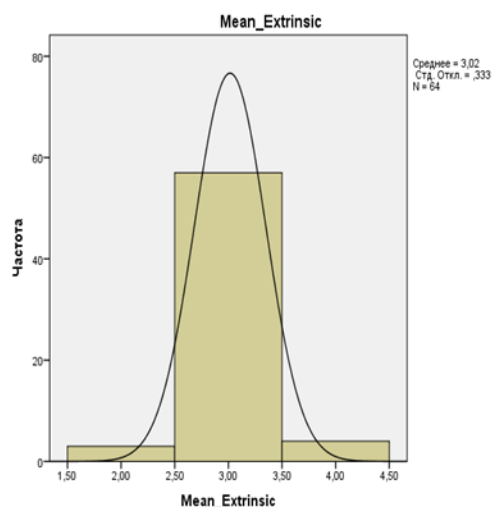
In general, there is almost no difference between internal and external motives (Figures 1-2).

**Figure 1. Histogram distribution for IM:**



**Source:** Compiled by the author, 2020.

**Figure 2. Histogram distribution for EM:**



**Source:** Compiled by the author, 2020.

However, it should be noted that internal motivation is a more important factor influencing the motivational readiness of students than external motivation, although the difference between them is insignificant. Motivation of inner satisfaction is more important for respondents than primary inner motivation. Motivation of the inner calling is less important for the respondents than the initial inner satisfaction. External motivation is less important for respondents than primary internal motives and primary external motivation.

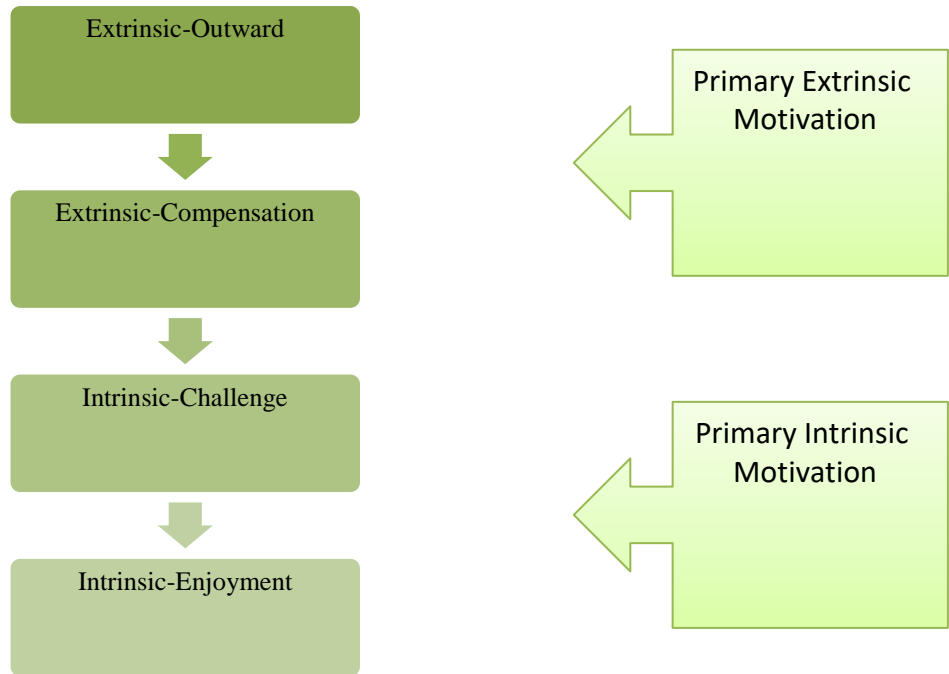
The most important internal motives of students include: personal satisfaction, opportunities to improve knowledge and skills, the desire to experience their own capabilities at work, the ability to set their own goals. The compensation factor is also important for motivation. Respondents are aware of the goals, income, evaluations in order to understand the essence of their own work. Clear procedures and workflows are also important.

Challenge is the third important factor in motivational readiness of students. New problems and complex problems are necessary motivating factors among internal challenges. The least important factor is external motivation. The average percentage of respondents who gave a score of 3-4 for approval, which indicates the motivation of internal satisfaction, is 86.0%.

The most important factors motivating external compensation are awareness of goals, income and average score. Money is the least important thing for students (see Figure 3).



**Figure 3. The importance of Intrinsic and Extrinsic Motivation for respondents (Work Preferences):**



**Source:** Compiled by the author, 2020.

The basic determinants of intrinsic enjoyment motivation are internal motives, namely: opportunities that arise during the performance of work, and relate to the acquisition of knowledge and skills; the ability to study the specific situation and process yourself, that is, mean the interest in the work; positive feelings during the acquisition of experience; the possibility to do simple tasks is preferred by respondents; curiosity to work; comfort, if possible, to set goals; the ability to do what you like; the opportunity to do an exciting job; the possibility of self-expression; the opportunity to learn one’s own strengths and importance, value, significance; enjoyment of work.

The main determinants of motivational readiness that determine intrinsic challenge motivation are the following internal motives, namely: the ability to solve complicated tricky problems; the ability to solve completely new problems; the ability to do the work in which you are the best; the ability to solve a complex problem.

The main motives and factors that influence extrinsic untowardness motivation are internal motives: the ability not to think about what others will think; the presence of a mentor for setting goals; achieving success, doing work better than others (competition); concern for the result and the work process to a greater extent than for remuneration; the reaction of

others to work; an opportunity to tell others (a small percentage); clearly post-task business processes for completing tasks; recognition of other people; sense of remuneration for labor; the opportunity to share a good work result.

The main motives and factors that influence extrinsic compensation motivation are internal motives: understanding of goals and income; understanding and notification of their own goals; continuous assessment of labor results (in cash or other equivalent); monetary motivation (estimates). In general, internal motivation is a more important factor influencing students' motivational readiness than external motivation. There is no significant difference in the factors of internal satisfaction and internal motivation of the call. Motivation of inner satisfaction is more important for respondents than primary inner motivation. Satisfaction factors for respondents come first. External motivation is less important for respondents than primary internal motives and primary external motivation. External compensation motivation is less important for respondents than primary internal motives and primary external motivation.

The research can help identify the main motives of employees, namely: knowledge and skills, the possibility to enjoy staff, importance, value, significance, set own goals, income goals, clear procedures (Figure 4).

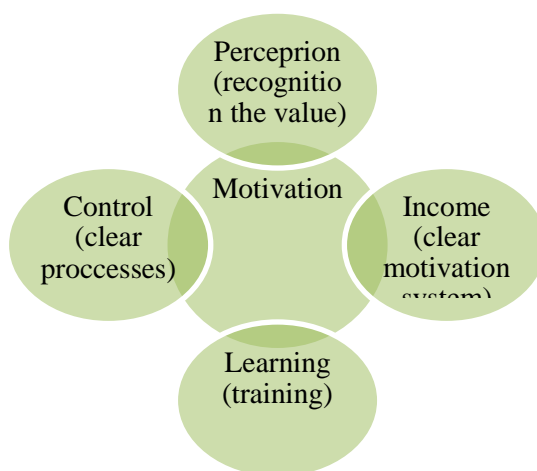
**Figure 4. The 10 main factors affect employee's motivation:**



**Source:** Compiled by the author, 2020.

Based on a study of students' motivational readiness to master the profession, we have summarized the procedures that should be followed to maintain employees' motivation (See Figure 5).

**Figure 5. Conceptual model, describes the procedures to be followed in order to maintain employee motivation:**



**Source:** Compiled by the author, 2020.

Modern companies should follow the following recommendations in order to maintain and develop the motivation of their existing and potential employees, namely:

1. Checking the level of enthusiasm and satisfaction of a potential employee from the position when hiring - this will make it possible for the company to understand how much the employee likes what he does, as well as determine the ability of the employee to develop knowledge and skills.

2. Enabling potential employees to develop and learn – it involves regular training within the company, and the company must provide a mentor to the employee.

3. The company should clearly define all the procedures and processes, job descriptions, an employee’s responsibilities, which is an important part of motivation to work.

4. Regularity of informing the employee about his income, tangible and intangible incentives – it involves a clear establishment of the level of income when hiring, and the company should develop a clear system of motivation with remuneration for each task.

5. Constant recognition of the value and importance of each employee in the company through material one-time rewards or intangible incentives.

## **5. DISCUSSION**

Motivation is an inner strength that takes into account the level, focus and persistence of the efforts expended by the employee. There are many theories, trying to explain the nature of motivation, however, there is no ready-made solution or unambiguous answer to the

question of what motivates people to work well. Theories prove that there are many motives that influence people's behavior and productivity (DINIBUTUN, 2012).

A person who does not feel incentive or inspiration to act is considered unmotivated, as opposed to the one that has incentive or motivation. Most companies face the problem of motivating employees to perform a certain task, learning how to promote more or less motivation in each situation. Motivation theories reflect these issues by considering motivation as a unitary phenomenon that ranges from very minor motivation to action of significant influence (RYAN & DECI, 2020).

Considering the development of internal and external motivation, motivational readiness of students, it is important to note that there is a close interconnection between the needs of higher and lower levels, internal and external motivational factors; however, human needs change due to life experiences that affect the behavior of the individual (OSEMEKE and ADEGBOYEGA, 2017).

The conducted study proves the predominance of internal motives of generation Z over external ones. Nevertheless, salary, external recognition and praising are important and essential for students. Similar conclusions were made by Ryan & Deci, (2020): "Both intrinsic motivation and well-internalized (and thus autonomous) forms of extrinsic motivation predict an array of positive outcomes".

Most scientists, as Kinley & Ben-Hur (2015) point out, believe that inner commitment is a better motivator of performance than external rewards, such as bonuses. Consequently, in order to truly encourage high performance, leaders should focus on building people's inner commitment. However, no less important is the motivation of people to change behavior, that is, motivation is stimulated not by external rewards, but by internal feelings.

Thus, the integration of clear processes and systems of motivation, recognition and learning are the most effective internal and external motives of a modern organization.

## 6. CONCLUSIONS

Generation Z considers internal and external motives essential for success in future professional activities. The most important determinants of students' motivational readiness are recognition (significance), income (defined motivation system), training and control (defined and clear business processes and procedures). Modern organizations have to take into

account the main motives that form the basis for the development of modern systems of motivation and determine the level of productivity of the future specialist.

Complacency, opportunities to improve knowledge and skills, the desire to experience own capabilities at work, the ability to set their own goals are the most important internal motives of students. The compensation factor is also important for employee motivation. The aim of the study is to assess the most important determinants of students' motivational readiness. Consequently, the results have shown that the main internal motives are knowledge and skills, satisfaction, understanding of tasks, value that the student feels in the workplace, self-esteem and self-expression.

### **DETERMINANTS OF STUDENTS' MOTIVATIONAL READINESS FOR FUTURE PROFESSIONAL ACTIVITY**

**ABSTRACT:** The motivational readiness of the future specialist is determined by various factors: the level wage, other material incentives to work, internal motives. The internal motives of the current generation are one of the factors influencing the future efficiency of companies. The main aim of the study is to determine the factors influencing the motivational readiness of students as future professionals. The research methods are as follows: representative survey; questionnaires; sample; comparative analysis; systematization; statistical methods for assessing the motivational readiness of students. As a result of the study, the following methods have been outlined, by which companies will form a system of effective motivation of employees, namely: checking the level of enthusiasm and satisfaction of a potential employee from the position when hiring; opportunity for potential employees to develop and learn, regular training within the company; clear definition of all procedures and processes, job descriptions, responsibilities of the employee; regularity of informing the employee about his income, tangible and intangible incentives; constant recognition of the value and importance of each employee in the company through material one-time rewards or intangible incentives.

**KEYWORDS:** Motivation, Generation Z, Motivational Readiness of Specialists, Professional Activity.

### **DETERMINANTES DA PRONTIDÃO MOTIVACIONAL DOS ALUNOS PARA FUTURA ATIVIDADE PROFISSIONAL**

**RESUMEN:** La disposición motivacional del futuro especialista está determinada por varios factores: el salario nivelado, otros incentivos materiales para trabajar, motivos internos. Los motivos internos de la generación actual son uno de los factores que influyen en la eficiencia futura de las empresas. El objetivo principal del estudio es determinar los factores que influyen en la disposición motivacional de los estudiantes como futuros profesionales. Los métodos de investigación son los siguientes: encuesta representativa; cuestionarios; muestra; análisis comparativo; sistematización; métodos estadísticos para evaluar la preparación motivacional de los estudiantes. Como resultado del estudio, se han esbozado los siguientes métodos, mediante los cuales las empresas formarán un sistema de motivación eficaz de los empleados, a saber: comprobar el nivel de entusiasmo y satisfacción de un empleado potencial del puesto al momento de contratar; oportunidad para que los empleados potenciales se desarrollen y aprendan, formación periódica dentro de la empresa; definición clara de todos

los procedimientos y procesos, descripciones de puestos, responsabilidades del empleado; regularidad en informar al empleado sobre sus ingresos, incentivos tangibles e intangibles; reconocimiento constante del valor y la importancia de cada empleado en la empresa a través de recompensas materiales únicas o incentivos intangibles.

**PALABRAS CLAVE:** Motivación, Generación Z, Disposición Motivacional de Especialistas, Actividad Profesional.

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