

Conference Paper

The Formation of Entrepreneurial Activity in the Master (Graduate) Programs

Inna S. Krutko and Zinaida V. Senuka

Ural Federal University named after the first President of Russia B. N. Yeltsin, Yekaterinburg, Russian Federation

Abstract

This article is devoted to understanding entrepreneurial activity among students. The aim of the study is to examine the issue of entrepreneurial activity formation, examining entrepreneurship as a central over-system property of the personality, which can be formed and developed. The results of a study of entrepreneurship among university youth are presented. The methodology of Catella, the study of entrepreneurship, the technique of diagnostics of readiness to risk by G. Schubert, "Motivation to success" and "Motivation to avoiding failures" by Ehlers, the technique of diagnostics of level of subjective control, methods of mathematical statistics, which were used in this study, allowed us to see the correlation, providing a formed entrepreneurship: high levels of risk tolerance, combined with high motivation for success and low motivation to avoid failures. The study has shown that the first bachelor's courses students' competences are not formed in the educational process. The study has revealed the tendencies of the educational process modernization at the department of "Organization of work with youth", which lead to the students' entrepreneurial activity formation.

Keywords: entrepreneurial activity, entrepreneurship, student environment, entrepreneurial thinking.

1. Introduction

In today's market economy, entrepreneurial activity is becoming increasingly important for successful adaptation to economic reality. The economy is in demand for a number of social skills — initiative, originality and independence in decision-making, enthusiasm, responsibility and hard work, the ability to take risks, and entrepreneurial thinking in general [1]. Interesting entrepreneurial initiatives cannot occur without quality education and state support. The higher education sector and universities should be sites for the formation of the enterprise, the propensity to entrepreneurship, entrepreneurial thinking [2, 4, 6]. If a university education ignores this social order, graduates who do not have the relevant competencies will be uncompetitive in the labor market and the quality of education of a particular university will raise questions from employers. In these conditions, the formation of entrepreneurial activity becomes an important educational,

Corresponding Author:

Inna S. Krutko
busygina@rambler.ru

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educative and developmental task. In the field of education, it is necessary to organize conditions for the development of entrepreneurship as the central personality core for entrepreneurial activity.

Some authors do not distinguish the concept of "entrepreneurial activity", using it as a synonym for entrepreneurship. Other authors tend to separate these concepts. D. Stasiuk defines entrepreneurial activity as a property of entrepreneurship subjects' activity that determines the intensity of entrepreneurial action and interaction of business firms with the internal and external environment, with "dynamic behavior of business entities is determined by a combination of competition, cooperation and coevolution in the process of this interaction that determines the existence of a competitive, integration and co-evolution of forms of manifestation of entrepreneurial activity" [7]. We share this view, agreeing that entrepreneurial activity is an integral character, i.e., its foundations are operational-production, managerial, resource, financial, sales, marketing, investment, communication and other types of activity.

In the social sciences, entrepreneurship is regarded in two ways: as a personality and as a management competence. In the first case, enterprise — implicit quality of the individual; in the second is task for the formation. The question of election or accessibility of entrepreneurship today is in the focus of attention of psychologists; entrepreneurs are a special category of people, endowed with a specific personality structure, or everyone has entrepreneurial activity, but to a different extent? Entrepreneurship scholars often understood as a specific type of behavior, social interaction (Bazunov V. M., 2007; Vyatkin B. A., Romanova N. V., 2008) and rarely as personal property (Vyatkin B. A., Romanova N. V., 2008). Obviously, this is because of this phenomenon has long been studied in the framework of sociology, economics, but not psychology.

In recent years, entrepreneurship has been regarded as personal property. A. Shapiro notes that many authors in their definitions of the entrepreneur have to say about the specific behavior that includes initiative and responsibility for possible failure, willing to take risks and use the available resources for profit [9].

Data of S. A. Ermolin show that the property of the individual is particularly active in demand, and determines professional success in occupations related to management and business: among officials and managers individuals with high entrepreneurial spirit discovered to 89.6%; among first-year students of the faculty of management and faculty of Economics and 91.7, while among humanities students only 42.1% [8]. A person with a pronounced property of entrepreneurship is characterized by a creative and responsible approach to fulfilling duties, the ability to proactively, without administrative pressure, solve assigned tasks. Entrepreneurship contains elements of novelty and is

implemented in activities focused on the search, justification, adoption and implementation of highly effective decisions, primarily management. Thus, an entrepreneur can be considered as a person who thinks flexibly, large-scale and promisingly; able to analyze, recognize and use the situation in their interests; timely takes and implements well-grounded extraordinary managerial decisions, while showing willingness to take reasonable risks; convinces and interests the environment [5].

Thus, on the one hand, scientists say that the entrepreneur must possess organizational skills, on the other hand, secrete a complex of personal qualities of the entrepreneur that is necessary for successful entrepreneurial activities.

Designing master's programs, we adhere to an approach that states that "entrepreneurs are not born, they become", and the differences between people are in training, i.e. in how many entrepreneurial actions they commit. Indeed, every trait, a personality trait is a product of qualities of the system on a lower level. Their complex, in turn, creates a transpersonal system structure, manifested in the behavior and success of a person.

Under the entrepreneurial activity, we understand the complex, multi-component psychological education, also referred to as a measure of interaction with the surrounding reality, aimed at achieving goals and obtaining benefits. As a potential entrepreneurial activity, we consider the entrepreneurship as the basic activity that allows a person to use one or the other, adequately and creatively act in accordance with the circumstances and respond quickly to a changing reality. Using the method of expert evaluations (on a sample of teachers of the Ural Federal University, 2019) and the content analysis identified separate structural components of enterprise: long-term planning; the timing of plan implementation (efficiency); a holistic vision of the situation; the use of "side" factors; estimation of prospects of possible directions of development.

2. Methodology and Methods

Objective is to explore entrepreneurship as an element of youth's entrepreneurial activity. Hypothesis is entrepreneurship is over-complex system of personal properties (symptom) and plays a crucial role in entrepreneurial activity of youth.

The study was conducted at the bachelors and undergraduates of the Department "Organization of work with youth" in 2017-2018. In total, the study involved 64 people. Two aligned samples were formed (bachelors and masters).

Entrepreneurship was studied by means of "methods for the study of entrepreneurship". For the study of personality traits was used technique of R. Catella, the technique

of diagnostics of readiness to risk by G. Schubert (allows you to quickly see the level of propensity to risk), "Motivation to success" and "Motivation to avoiding failures" So Ehlers, the technique of diagnostics of level of subjective control E. F. Bazhina, E. A. Golyntkin, JI. M. Etkind.

Analysis of the results was performed in two directions: 1) study the overall level and a structural component of the enterprise; 2) the personality characteristics of students with a strong entrepreneurial spirit.

3. Results and Discussion

According to the study of entrepreneurship, two groups has been managed to form — "relatively diligent" students, which includes bachelors, and undergraduates (n=28, significant differences between the rates were not detected), and control group — unpretentious students. Further, these groups were studied in comparison, to determine the internal structure of entrepreneurial personality.

When using correlation analysis, a close relationship enterprise was discovered with such properties of the individual (by Catell) as B (intelligence), C (emotional stability), G (power "Over I"), H (boldness to communicate), N (shrewdness and prudence), Q2 (independence). In General, this set of properties corresponds to the set obtained by other researchers (V. S. Magoon; G. V. Turkish) as the personal preconditions for the success of entrepreneurial activity.

In the study of the correlation of the indicator "entrepreneurial spirit" with the properties of other levels of identity (psychological and socio-psychological level of the individual) has revealed that entrepreneurship is linked to personality-level properties of integral individuality of one-of multivalued relations, and properties of neurodynamics, temperament and socio-psychological level — multivocal, that can be attributed to "entrepreneurship" to the properties personal level. Studies of correlation and factor matrices for undergraduates with a high and low level of entrepreneurship development have revealed a high-quality originality of these matrices — for graduate students with a high level of entrepreneurial development, there is a much greater number of relationships and their severity (level g) than for undergraduates with a low level of enterprise development. This fact suggests that entrepreneurship plays a crucial role in the integral individuality structure of personality.

Thus, the hypothesis that entrepreneurship as an element in business activity is over-complex system of personal properties and plays a strategic role in the integrated personality, was wealthy.

To identify statistical differences in the studied components between the first and second groups, the Mann-Whitney test was used. Let us present in a condensed form the results obtained. Significant differences between the first and second groups were not obtained everywhere: according to the level of preparedness for risk, the differences are significant; differences in the level of motivation for success between groups are unreliable; by the level of motivation for avoiding failure between groups, the difference is uncertain. According to the level of the subjective locus of control between groups, the difference is not significant.

Further, on the basis of theoretical analysis, we assumed that “conditionally enterprising” students had a relationship between the prevailing motive for achieving success and the internal locus of control; and the existence of a relationship between the prevailing motive for avoiding failure and the external locus of control.

Hypothesis test results have shown the following.

TABLE 1: Statistical analysis of the data according to the Pearson criterion

Correlation relationship	R empirical	R critical
Between the prevailing type of motivation for success and the internal locus of control in entrepreneurial and unpretentious	0.111	R cr: = 0.25 (p<0,01), R cr: = 0.33 (p<0,05).
Between the prevailing type of avoidance motivation failures and an external locus of control in the enterprising and unpredictable	-0.277	R cr: = 0.36 (p<0,01), R cr: = 0.46 (p<0,05).

As a result of statistical data processing, no significant correlation was found between the prevailing type of motivation for success and the internal locus of student control in the groups of “conditionally entrepreneurial” and unpretentious groups, as well as between the prevailing type of motivation for avoiding failure and the external locus of control for graduate students. Thus, our assumption was not confirmed.

TABLE 2: Statistical analysis of the data according to the Pearson criterion, between the groups of “conditionally entrepreneurial” and non-entrepreneurial

Correlation relationship	Conditionally entrepreneurial	Unpretentious
Between the prevailing type of motivation for success and the internal locus of control	R emp. = 0.442. R cr. = 0.35 (p<0.05).	R emp. = 0.230 R cr.: = 0.36 (p<0.05).
Between the prevailing type of failure avoidance motivation and the external locus of control	0.169 R cr.: = 0.54 (p<0.05).	0,397 R cr.: = 0.48 (p<0.05).

The group has “conditionally enterprising” has revealed a positive correlation between internal locus of control and motivation to succeed; not detected significant correlation between external locus of control and motivation of avoiding failures. Thus, enterprising with the prevailing motive of achieving success have an internal locus of

control; not adventurous, don't have meaningful correlations between locus of control and motivation to succeed and motivation to avoid failures.

Thus, enterprising students inclined to entrepreneurial activity differ from students not inclined to entrepreneurial activity, by a high level of risk preparedness combined with a high motivation for success and low motivation to avoid failure.

The assumption that there is a relationship between risk appetite and personality traits (extroversion, introversion, spontaneity, sensitivity (comfort), anxiety, stenicity (aggressiveness), rigidity, emotionality (communicativeness)) the presence of which is a prerequisite for entrepreneurial activity. Because of statistical data processing, no significant correlation was found between risk appetite and personality traits of "conditionally entrepreneurial" students. Thus, enterprise is determined not so much by personality traits as by a set of attitudes (risk appetite), desires and motivational factors.

4. Conclusions

Therefore, entrepreneurship can be formed, and the educational process of training of degree can contribute to its development. It is necessary to organize educational process to create an active entrepreneurial environment where the appropriate mindset will evolve spontaneously [3]. As part of the training program "Organization of Work with Youth" of the Ural Federal University, such an environment has been created. Indeed, all undergraduates as part of almost all courses get the skills of communicating research and development to finished product, skills promotion and pricing. Every day they stew in "educational stock", initiating the generation of new ideas, and finding their "flesh and blood" through the design of organizational and material resource. In addition to theoretical knowledge by designing innovative product in the field of youth work, graduates working in micro teams, develop their own projects by interacting with specific organizations and enterprises of city and region. The prerogative of the department "Organization of work with youth" is the formation of general cultural and professional competencies of a specialist in working with youth, but along with educational and scientific activities, creative activity has come into the logic of the department to identify new niches in the framework of working with youth, the foresight of types of socio-cultural activities, socio-cultural design and entrepreneurship development trainings.

Thus, the main goal of the constructed educational process is to convince undergraduates to create and implement new models, business ideas, to create their activity, that fills one's own life with meaning and benefits people. This educational process creates

and implements a micro cultural environment that promotes the development of diverse talents. This environment provides students with access to an entrepreneurial resource such as human capital, i.e. a set of knowledge, skills needed in the process of creating and developing a business, as well as the development of entrepreneurial self-efficacy, i.e., faith in one's own strengths and capabilities.

The study results are important for the students' entrepreneurial activity development.

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