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CHOICE OF THE ACCOUNTING PROFESSION: BENEFIT FOR HUMAN AND SOCIETY

International business community at the beginning of the XXI century adopted International Education Standards for Professional Accountants [2]. International Education Standards (IVS) establish common rules for "good practices" in education and training for professional accountants. IVS sets the criteria to be met by member organizations of the International Federation of Accountants (IFAC) in training and continuous development of professional accountants. IVS define the essential elements of the content and process of education and development in a way to ensure international recognition, acceptance and application. IVS contains the requirements for training and development of professional accountants. The requirements set the following standards: "Introductory Program Requirements for Professional Education of Accountants", "Content of Vocational Training Program for Accountants", "Professional Skills", "Professional Values, Ethics and Attitudes", "Practical Experience Requirements, Assessment of Professional Abilities and Competencies", and "Continuing Professional Development". Compliance with the high requirements of the above standards needs hard work from a professional accountant.

Future professionals need to assess their compliance with the chosen profession. They should analyze their intellectual abilities and steadily improve professional qualities and physical health. The choice of higher education institution and, later, profession has implications for the future life. A young man needs to have a job for which he has talent and ability, in which he can excel and which he enjoys. To make the right decision, he needs to be well informed, take initiative and seek for useful information. A future student needs to assess his compliance with the chosen future profession.

Interesting in this context is the motivation of students trained to become accountants. The National Academy of Statistics, Accounting and Audit (NASAA) of the State Statistics Service of Ukraine has had professional training on "Accounting and Audit" for almost 30 years now.

The traditional study of first-year students' opinions regarding the reasons for choice of our university (which is NASAA) by analysis of filled questionnaires enables for finding out the degree of the applicant motivation. The results of a survey of first-year students, conducted earlier this year, are given in the article. The survey covered first-year students of "Accounting and Audit", who were asked 8 questions with 5 options of answers on each, including the student's one. Responses were received from all the full-time students.

When asked the question "Why have you chosen the specialty "Accounting and Audit?", students gave preference to the options: decision to become an economist taken long ago; it is a prestigious profession (43% each). The option that all this happened spontaneously accounted for 14% of responses. Despite significant differences, the responses show that secondary school leavers are highly motivated in the chosen specialty. In the students' options, reports on continuation of family business or continuation of mother's work prevailed.

For the question "Why have you entered NASAA?", the following options prevailed: it has the most qualified lecturing staff (86%), it is a Kyiv university with quite low tuition fees (14%). In fact, the financial aspect of education, namely, the need to pay for education in NASAA, has much higher weight. The significance of tuition fees at NASAA coincides with the significance of the tuition fees factor for a student: the weight of "pricing policy" was 7 points (out of 10) [1].

Interesting are the answers to the question "Was your choice influenced by parents?": "no" – 71% of respondents, and "yes" – 29%. We believe that the responses like this should be taken in a skeptical way. In fact, the influence of parents on school leavers are rather significant, as parents look critically at the leaning conditions, the amount of tuition fees, the availability of hostel etc.

Answers to the question "What are the main sources of information about NASAA" are broken as follows: "Internet" – 57% of respondents, "advice of friends who studied in NASAA" – 43%. This profile of responses can be regarded as sound, as a young man of today cannot perceive his future out of the web. The responses on sources of information about NASAA are confirmed by other researchers: the scope of information displayed on NASAA web-site is assessed by students very highly, 7.1 points (out of 10) [1]. Other options are: my mother told about NASAA, advice of relatives, and others.

The question "What benefits do you expect once graduating NASAA on the chosen specialty?" is answered by the vast majority of students as "prestigious job". We know that thousands of businesses, organizations, institutions or other entities are seeking to recruit young but highly competent professionals in accounting, taxation, analysis and audit.

Other researchers who studied the components of students' motivation when choosing a specialty in NASAA also recorded relatively high level of motivation of students trained in accounting: social and material motives – 12%, practical use of knowledge – 19%, and expectations to benefit from education – 7% [3]. The highest motivation was demonstrated by students of finance department.

When choosing future profession of accountant, both the applicant's requirements to the profession and the profession's requirements to an applicant should be considered. Only if one's intellectual ability, psychological characteristics and health status are fit for one's future work in the chosen profession, one can safely and unhesitatingly choose the profession which one desires.

The question "What looks attracting to you in the accountant profession?" is answered by 71% as "high social value of the profession". Yet, 29% of respondents reported on high and stable wages. Although financial component of a future profession matters much, education under relatives' pressure is disliked by students, with the response "not attracting ...". A future accountant needs skills to analyze and sum up information, and to systematize whatever is needed. Of great importance are high level of mental capacities, good memory and the ability to engage in long monotonous activities. Of no less importance are PC skills, diligence and discipline.

The key to student life, according to first-year students in accounting, is to develop oneself as a personality (71%), to master "fashionable" profession (29%). The students' choice of "business partnership" as a behavior scenario is encouraged by high living standards and attempts to significantly increase own self-assessment and public merit of professional accountant.

When asked "What, in your opinion, the key to success of a professional accountant?", most students (85%) reported about professional knowledge and skills, whereas continuous training was reported by 15%. When in NASAA, a young man gains professional knowledge of accounting, analysis and audit, which, once used in companies where he is expected to work, will secure for this company effective decisions on economic, financial investment and other issues.

The conditions in the Ukrainian market of education services have been volatile for many years. On the one hand, the reality of today is relatively low quality of entrants' education in parallel with the reducing domestic demand for higher education. On the other hand, with the opportunity for academic mobility opened up, a student have wider perspectives to find out a profession that fits best to his interests, a university or even a country where good knowledge can be acquired, which will be demanded in future.

The process of education on economic specialties has acquired features of creativity, when it is expected that the learning process will make the object of leaning (a student) start thinking – about himself, the surrounding people, processes, technologies, motivation and purpose. Such thoughts should induce him to vigorous actions.

Once responsible for the results of learning, a student looks at his role in the society and in the future profession through the prism of learning technologies or methodologies: what should I do to avoid missing important things that I could have missed, what is worth my attention? At the same time, we know that a viable system for steady advancement of professional career won't be possible unless deep knowledge and positive business practices are in place.

Of significant importance for elimination of obstacles in professional education is students' introduction to business literature. It is not only manuals, textbooks, training exercises etc., but also practical guidebooks, business success stories and others. When introduced to business literature, students acquire good knowledge that can be immediately used in practice: at class lessons, in writing essays, term papers and dissertations etc., and in the careers after university. Experience is always more important than theory, especially in business. Such books are usually written by practitioners, and their acquired wisdom helps students in overcoming the barrier of inexperience, and in avoiding future errors.

Results. Training of an effective professional is largely dependent on high level of student's motivation for learning. The education process in universities where modern technologies are used helps student fulfill his mission.

References

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