

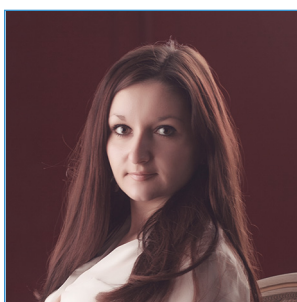
Values and Motivational O r i e n t a t i o n s of Student's Youth



Shavyrina Irina Valerievna –

Candidate of Sociology, Associate professor,
Department of sociology and management,
Belgorod State Technological University named
after V.G. Shukhov, Belgorod, Russia

E-mail: shavyrina_77@mail.ru



Demenenko Inna Aramovna –

Senior lecturer, department of sociology and
management, Belgorod State Technological
University named after V.G. Shukhov. Belgorod,
Russia

inna12manager@gmail.com

Values and Motivational Orientations of Student's Youth¹

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Abstract. The article drew attention to the problem of formation of value-motivational orientations of student's youth. Value orientation of a student is a motivating factor that explains a certain orientation, worldview and social activity. The authors posed the scientific problem consists in mismatch of expectations and realities in the minds of students in the learning process in higher education. In consideration of the topics presents the results of empirical studies conducted from 20 November to 30 December 2016 among students of leading higher educational institutions of Belgorod region. The results of the study allowed us to determine the leading motivational orientations of students for admission to higher education in the context of parameters such as status and affiliation of the University, a course of study in high school, and gender differences. Analysis of the data showed that the fundamental for the respondents when choosing a school was the presence of the desired specialty (64,60%), quality education provided by the University (49,83%), as well as the prestige of the University (25,77%). These results indicate, first, the desire of respondents to quality and relevant education, study at one of the prestigious universities of the country and not just to obtain the diploma of higher education; secondly, the importance in the choice of University, opinion of the nearest environment (parents) and the desire to learn in the circle of his friends and acquaintances; thirdly, one of the fundamental reasons for the choice of University was acceptable fees. Depending on the status of facilities of the University when choosing a school, revealed the presence of interest to the specialty - 66,83% of respondents studying in public universities, and 59,04% in commercial high school. Important for students enrolled in public universities, was quality education (55,29%), for students of commercial high school quality education took the third position (36,14%). In the context of the course revealed changes of such a motive as the prestige of the University in the region. The 1st year students it amounts to 30,23%, and 4th year students of 22,77%, which shows a shift in importance for students. Also interesting is the offset of the trajectory of the significance of such motivational factors debugged process further employment (from 13,95% in the 1st year to 1,98 per cent in the 4th year). The distribution of positions of respondents according to gender of respondents showed that for girls is acceptable tuition fee is a serious motivator than for boys (22,50% 5,34%, respectively). While debugged process further employment is more significant for boys (12,21% to 6,25%, respectively).

Keywords: educational services, students, higher education, motivation, labor market

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The reform of the higher education system, which is one of the most vital institutions in modern society, not only has a direct impact on the future prospects of social development overall, but also governs the way higher education institutions will be using new strategies to provide education services and promote themselves [Guskova 2014, Shavyrina 2014]. The need for integration drives the shift to a two-level university education format, as well as the harmonization of Russian education fields and programs with those typical of the global education system.

Modern researchers believe that the main challenge faced by today's education institutions is the need to adapt their activities to the market and business demands, so that the final "product" (i.e. graduates) has a better quality [Efimova 2011]. It must be noted that the results of these institutions' efforts are in demand in two markets: the labor market (where various businesses and organizations act as "consumers" of the graduates) and the education service market (which need basic education programs, theoretical and applied research, the development of new jobs, etc.).

Research methodology

As they grow aware of the fact that improving the quality of education projects is only possible in a healthy competitive environment, many institutions are beginning to actively develop marketing strategies, aimed at increasing their competitiveness in the education services market [Grinkrug 2011, Vasilenko 2011]. Prospective students, in turn, view the choice of a place to study as a task of utmost importance and as a launching point for their future professional development and growth as highly competent experts. This often creates a dissonance between university students' expectations and the reality of receiving a higher education [Demenenko 2016, Shavyrina 2016]. The reasons behind this dissonance is the young people's subjective stance, false information provided by senior students, disappointment in their job of choice, the ferocious competition in the labor market, and the need to constantly keep honing one's knowledge, skills, and abilities, as well as to adapt to the rapidly changing social and economic environment where a professional grows as a person.

Many of the latest sociological studies reveal that today, priority is given not to education as a tool for enriching a person's knowledge, but to education as a resource for "moving up" in life; therefore, a modern student's top values include a stable career, professional success, good set of competencies, and a prestigious job. A.V. Petrov's research, for instance, reveals the following shifts in young people's values and preferences: "The

importance of individual comfort is growing: some young people interpret it as leisure activities and entertainment; others, as a settled and enjoyable life; others still, as an established career and financial stability; whereas for certain young people, such values as the well-being of their family, good health, and a well-paid job still remain at the core" [Petrov 2008]. These findings reaffirm the trend of young people's ideological stance and worldview becoming increasingly diverse, varied, and fragmented like a jigsaw. In other words, it would be wrong to say that modern students are universally inclined to be more egotistic or more altruistic.

In order to monitor the values and motivation of young students, for the purposes of completing the project given by the Russian Research Foundation for the Humanities and titled "A client-oriented higher education institution organization structure as an efficient driver of the region's social and economical development", we have carried out a survey among students of the top educational institutions of Belgorod Oblast. The survey saw contributions from the Belgorod State National Research University (BSNRU), the V.G. Shukhov Belgorod State Technological University (BSTU), and the Belgorod University of Cooperation, Economics & Law (BUKEP). The survey was aimed at determining the extent to which the students' higher education needs have been met. The survey took place between November 20 and December 30, 2016, and involved a total of 801 respondents. The total shares of respondents by gender amounted to 45.02% of men and 54.98% of women; when split by higher education institution status, 71.48% represented public institutions and 28.52% represented private institutions. To match the goals of our study, we also chose the year of study as one of the classification parameters. Thus, 29.55% of all respondents were first-year students, 35.74% were second and third-year students, and 34.71% were fourth-year students.

Motivation for applying to and studying at higher education institutions

To have their values and motivations examined, the respondents were asked to fill in a questionnaire that included a number of close-ended and open-ended questions. The questionnaire data was processed and analyzed, thus allowing us to review the competitive advantages of higher education institutions and the needs of young students from the Belgorod region.

Our analysis showed that students base their choice of higher education institution on the following major underlying factors: the availability of a specialization that interests

them (64.60%), high-quality education (49.83%), and the institution's reputation (25.77%). Important motivators also included parental advice (19.24%), having a number of friends and family members at the same higher education institution (17.18%), and affordable tuition (14.78%). Assistance with employment after graduation, promotion of the higher education institution, and career guidance at school turned out to be the least significant motivators from the list (amounting to 8.93%, 6.19%, and 2.75%, or 19 responses, respectively) (see Table 1).

Table 1

Shares of the respondents' answers to the question
 "What was the key underlying factor behind your choice
 of higher education institution to attend?"

Answer options	Number of answers	
	Total	%
The institution provides high-quality education	344	49.83
The institution offers a specialization I am interested in	446	64.60
My friends, relatives, etc. attend (attended) the same place	119	17.18
My parents encouraged me to choose	133	19.24
This is the most prestigious higher education institution in my region	178	25.77
My family (or I personally) can afford the tuition fees	102	14.78
The institution has an appealing advertising campaign	43	6.19
The admission requirements are minimal	95	13.75
The higher education institution (university) has a beautiful building and well-developed infrastructure	81	11.68
The institution helps its graduates find a job afterwards	62	8.93
My choice was greatly influenced by career guidance at my school	19	2.75
The institution pays its students scholarships and allowances	5	0.69
The institution has a favorable location	3	0.34
It was impossible for me to study in a different city	5	0.69
The institution has a condensed curriculum	3	0.34
My choice was completely random	3	0.34
It was my childhood dream	3	0.34

*The total percentage exceeds 100%, as the question was multiple-choice.

It must be noted that, apart from the options that they were offered, the respondents also listed their own reasons for entering their higher education institutions. These reasons included: scholarships and allowances (0.69%), it being impossible to move to another city (0.69%), location (0.34%), childhood dream (0.34%), shortened curriculum (0.34%), and the choice being completely random (0.34%).

We believe that the responses we have received reveal, first and foremost, that young people want a high-quality education in a field that appeals to their interests, provided by one of the most prestigious universities in Russia, as opposed to merely getting a degree for the sake of it. This makes it evident that the focuses in modern education are shifting. Furthermore, we have discovered an evident importance of listening to what members of the young people's immediate circle (their parents) have to say, and a desire to study among their friends and family members. The third crucial motivation to choose a particular higher education institution is affordable tuition.

Thus, a set of three specific determiners has emerged. These determiners: quality, prestige, and affordability – are what drives the students' choice.

We consider it very important to analyze the correlation between the share of responses and the institution's status (see Table 2).

Table 2

**The share of respondents' answers depending
on the higher education institution's status, %**

What was the key underlying factor behind your choice of higher education institution to attend?	Institution	
	Public	Private
The institution provides high-quality education	55.29	36.14
The institution offers a specialization I am interested in	66.83	59.04
My friends, relatives, etc. attend (attended) the same place	16.83	18.07
My parents encouraged me to choose	17.31	24.10
This is the most prestigious higher education institution in my region	31.73	10.84
My family (or I personally) can afford the tuition fees	4.33	40.96
The institution has an appealing advertising campaign	6.73	4.82
The admission requirements are minimal	6.73	31.33
The higher education institution (university) has a beautiful building and well-developed infrastructure	13.94	6.02
The institution helps its graduates find a job afterwards	10.58	4.82
My choice was greatly influenced by career guidance at my school	2.88	2.41
The institution pays its students scholarships and allowances	0.48	1.20
The institution has a favorable location	0.48	-
It was impossible for me to study in a different city	0.96	-
The institution has a shortened curriculum	-	1.20
My choice was completely random	0.48	-
It was my childhood dream	0.48	-
Total	100.00	100.00

*The total percentage exceeds 100%, as the question was multiple-choice.

For instance, the availability of a specific specialization turned out to be the main factor that governed the choice of higher education institution: it was named by 66.83% of respondents studying at public institutions, and 59.04% of respondents studying at private ones.

Among students of public institutions, the second spot in the motivation rating was occupied by high-quality education (55.29%), while among private institution students, this option ranked third (36.14%).

The second most important motivation for private institution students, in turn, was affordable tuition, which was named by 40.96% of respondents; by contrast, among public institution students, this option ranks 10th (4.33%).

There are some striking differences in paying attention to the institution's reputation as well. While among public institution students, this determiner ranks 3rd (31.73%), it only ranks 7th among respondents that study at private higher education institutions (10.84%).

Furthermore, the 4th most important motivation for private institution students, minimal admission requirements (chosen by 31.33% of respondents), is only rated 8th by public institution students (6.73%).

The distribution of respondents that named further employment as an important motivating factor also reveals a significant difference between public and private institution students (10.58% and 4.82% respectively).

All other determiners are not characterized by any striking discrepancies.

This leads us to conclude that, when choosing a public education institution to study at, young people mostly look for a prestigious institution that will give them high-quality education in a field that they wish to pursue; whereas when choosing a private institution, they want to receive their desired specialization for an affordable fee, and prefer to see the high quality of education combined with minimal admission requirements.

Students of public higher education institutions were least motivated by promotion campaigns and minimal admission requirements; nor they were particularly impacted by tuition and career guidance at school.

For private institution students, the least important determiners turned out to be the infrastructure, employment after graduation, and career guidance.

Furthermore, it will insightful to consider how the students' values and motivations correlate to their year at university (see Table 3).

Table 3**The correlation between motivation and values, and the student's year, %**

What was the key underlying factor behind your choice of higher education institution to attend?	Year			
	1	2-3	4	Total
The institution provides high-quality education	59.30	52.88	38.61	49.83
The institution offers a specialization I am interested in	67.44	59.62	67.33	64.60
My friends, relatives, etc. attend (attended) the same place	11.63	20.19	18.81	17.18
My parents encouraged me to choose	13.95	21.15	21.78	19.24
This is the most prestigious higher education institution in my region	30.23	25.00	22.77	25.77
My family (or I personally) can afford the tuition fees	17.44	9.62	17.82	14.78
The institution has an appealing advertising campaign	2.33	9.62	5.94	6.19
The admission requirements are minimal	12.79	9.62	18.81	13.75
The higher education institution (university) has a beautiful building and well-developed infrastructure	12.79	11.54	10.89	11.68
The institution helps its graduates find a job afterwards	13.95	11.54	1.98	8.93
My choice was greatly influenced by career guidance at my school	1.16	2.88	3.96	2.75
The institution pays its students scholarships and allowances	1.16	-	0.99	0.69
The institution has a favorable location	-	0.96	-	0.34
It was impossible for me to study in a different city	-	-	1.98	0.69
The institution has a condensed curriculum	-	-	0.99	0.34
My choice was completely random	-	0.96	-	0.34
It was my childhood dream	-	-	0.99	0.34
Total	100.00	100.00	100.00	100.00

While there are no dramatic year-by-year differences in the students' responses, but the importance of high-quality education tends to decrease by the 4th year (to 38.61% from the 59.30% during the 1st year). The institution's prestige in the region also experiences some shifts. Its rating among 1st year students reaches 30.23% and then drops to 22.77% among 4th year students, which means that the vector of its importance among the student youth changes direction with time. Another motivation determiner, employment after graduation, also undergoes changes in importance (from 13.95% during the 1st year to 1.98% during the 4th year).

Let us now consider the distribution of respondents' opinions by gender (see Table 4).

Table 4

The share of respondents' answers depending on their gender, %

What was the key underlying factor behind your choice of higher education institution to attend?	Gender	
	Male	Female
The institution provides high-quality education	51.15	48.75
The institution offers a specialization I am interested in	61.83	66.88
My friends, relatives, etc. attend (attended) the same place	19.85	15.00
My parents encouraged me to choose	22.90	16.25
This is the most prestigious higher education institution in my region	27.48	24.38
My family (or I personally) can afford the tuition fees	5.34	22.50
The institution has an appealing advertising campaign	6.11	6.25
The admission requirements are minimal	12.98	14.38
The higher education institution (university) has a beautiful building and well-developed infrastructure	13.74	10.00
The institution helps its graduates find a job afterwards	12.21	6.25
My choice was greatly influenced by career guidance at my school	3.05	2.50
The institution pays its students scholarships and allowances	-	1.25
The institution has a favorable location	0.76	-
It was impossible for me to study in a different city	-	1.25
The institution has a condensed curriculum	-	0.63
My choice was completely random	-	0.63
It was my childhood dream	-	0.63
Total	100.00	100.00

*The total percentage exceeds 100%, as the question was multiple-choice.

It is interesting to note that gender has an evident correlation to attitudes towards tuition fees: this factor motivates female students far more than male students (22.50 and 5.34% respectively).

Conversely, guaranteed further employment is ranked higher by male students (12.21 and 6.25% respectively).

We also believe that it bears considering the responses given by students to open-ended questions. For instance, scholarships (1.25%), lack of means to travel to a different city (1.25%), shortened curriculum (0.63%), childhood dreams (0.63%), and random choice (0.63%) were only named by female respondents, while male respondents were the only ones to mention the institution's location (0.76%).

Conclusion

We have discovered that the values and motivations of young students from Belgorod Oblast differ somewhat depending on their status (applicant – 1st year student – senior year

student). The importance of education quality, prestige, and employment for graduates seems to drop dramatically by the senior year. While highly important for applicants and first-years, these motivating factors lose their impact with time.

As all aspects of today's social life undergo a serious transformation, the professional training of young students comes to the very forefront, and it is at the higher education institution of their choice that young people are socialized, learn to adapt to the outside and inner world, and harness resources for self-improvement and growth. The prominent sociologist F. È. Sheregi is quite justified to point out that the education system is a fundamental social institution that determines the scientific, technical, economic, and cultural progress of society as a whole. "To stimulate this progress, this institution ought to not only meet the current demands, but also look ahead, building an environment where an individual can evolve" [Sheregi 2010: 378].

Therefore, the intense competition in the education service market dictates the need to design strategic development programs for higher education institutions. These programs must be based on the systemic monitoring of the institutions' environment, ensured by the analysis of the education system's clients level of satisfaction with the institution's activities (such clients include applicants, students of various years, and faculty and other staff). The values and motivations of the student youth are to become one of the key parameters of the education institutions' innovative development.

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