

The Research of Educational Motivation of Working and Nonworking Russian Students

Albina R. Drozdikova-Zaripova¹, Natalia N. Kalatskaya¹ & Nadezhda Yu. Kostyunina¹

¹ Kazan (Volga region) Federal University, Kazan, Russia

Correspondence: Albina R. Drozdikova-Zaripova, Kazan (Volga region) Federal University, Kremlyovskaya Street 18, Kazan, 420008, Russia.

Received: January 19, 2014

Accepted: February 22, 2015

Online Published: March 25, 2015

doi:10.5539/res.v7n5p108

URL: <http://dx.doi.org/10.5539/res.v7n5p108>

Abstract

The modern society has established high standards for the system of higher education responsible for the training of highly qualified, competitive specialists. The improvement of the educational process in a higher educational institution, the formation of students' vocational competence is possible through the realization of students' educational activity the important component of which is motivation. Such issues as levels of educational motivation, hierarchy and dynamics of educational motives in the course of mastering a profession peculiar to Russian working and nonworking full-time students seeking a bachelor's degree in the sphere of psychology and pedagogics have been studied in the article. There have been revealed systemic motives in the structure of educational motivation of working and nonworking students at each year of studies. There have been defined problem areas of students' educational activity, and there have been designated tendencies for further development of students' educational motivation. The following techniques have been applied as psycho diagnostic tools: "Definition of students' motivation for studies", "Diagnostics of students' educational motivation". New opportunities for psychological and pedagogical approaches to solve the issues of students' educational cognitive activity optimization, extra curricular activity within the frames of higher educational institution and outside have been revealed due to the of research of the structure and specificity of educational motivation of students seeking a bachelor's degree with their secondary employment in view.

Keywords: educational motivation, motives of studies, students of higher educational institutions, secondary employment

1. Introduction

1.1 Actualizing the Problem

The issue of training highly qualified specialists in modern conditions in Russia, when the transition to a two-level system of the higher education takes place, has acquired the increasing value. The new educational paradigm of the higher education is focused on personality's interests, formation of professional competence, development of social activity and creative initiatives (Nigmatov, 2015). The process of students' professional formation is quite difficult and depends on various factors of social-psychological and pedagogical matters (Rakhmanova et al., 2014; Cheverikina et al., 2014). Among significant factors it is possible to distinguish the adequacy of students' motivational sphere to the aims and tasks of the educational system in a higher educational institution.

For many years of Soviet and the beginning of post-Soviet periods, the classical image of a full-time student focused only on educational process and professional and personal development had been created. Social and economic transformations happening in Russia in the last 20 years have introduced changes in the system of higher education. First of all, commercialization of education and meager scholarships compelled young people to combine educational activity with labor one.

In modern Russia the phenomenon of "the working student" is becoming rather widespread. In recent years about a half of senior full-time students combine study in a higher educational institution with rather a regular paid work, i.e. they have secondary employment (Gerchikov, 1999).

There are noticeable distinctions between working and nonworking students in study and behavior, in the relationship with their group-mates and with teachers. Full-time students' secondary employment leads to

essential changes in goals and vital values of the younger generation; their attitude to study and educational motivation also changes (Masalimova & Nigmatov, 2015; Lisitzina et al., 2014; Shaidullina et al., 2015).

However the results of researches the aims of which was to study the specifics of working students' motivation and dynamics of educational activity motives have not been reflected in psychological and pedagogical literature though this aspect still keeps its relevance as far as it concerns modern students.

1.2 Status of a Problem

The issue of motivation in general and motivation of educational activity in particular, is one of fundamental problems in domestic and foreign psychology (Kalatskaya, Kostyunina, & Drozdikova-Zaripova, 2014).

Psychological and pedagogical literature presents more often the results of school children's educational activity motivation research. Scientists have developed systems of educational motives classifications; they have revealed the structure and features of educational motivation characteristic to school children of elementary, middle and senior grades; there have been developed general approaches to the development of educational motivation in the conditions of comprehensive school (Bozhovic, 1969; Matiukhina, 1984; Markova, 1984; Jacobson, 1999, Rosenfeld, 1973; Madsen, 1974; Kagan, 1972; Ganieva et al., 2014; Shaidullina et al., 2014).

The motivation of students' educational activity has been studied to a less degree. In a number of works there have considered such directions as motives to enter a higher educational institution, dynamics of motives change in the course of training in a higher educational institution, factors that determine the development of various characteristics of educational professional activity motivation, for example, such as students' attitude to different subjects, their own successful or unsuccessful educational activity, reflection development etc. (Medvedeva, 2003; Yakunin & Meshkov, 1980; Afanasenkova, 2005; Lapkin & Yakovleva, 1996; Solobutina, 2014; Biktagirova & Valeeva, 2014).

If to speak about the degree to which students' educational activity motives have been studied in recent years, it is possible to note a number of the following interesting researches.

Thus, Rogov (1998) in his works came to the conclusion that the main motives of students' educational activity are the motives of personality development and motives to achieve success.

According to the opinion of many authors, students' educational activity is characterized mainly by three types of motives: professional, cognitive motives, and motives to achieve success (Bakshayeva & Verbitsky, 2006; Verbitsky & Platonova, 1986; Rakhmatulina, 1981; Chirkina, 2013; Torkunova et al., 2014; Kovaleva et al., 2015).

The research of students' motivation conducted by Zhdanova (1997) shows that students' leading educational motives in a higher educational institution are pragmatic motives (to obtain a university diploma), cognitive motives, and motives of professional and personal prestige.

In her thesis research Afanasenkova (2005) received significant results reflecting differences in dominating motives concerning the educational activity of students having various specialization: students studying at physical and mathematical department have leading motives of professional and pragmatic character; students studying Slavic philology have broad social motives and cognitive motives; students studying biology and geography have cognitive motives (scientific research) and professional; students studying Oriental languages and economists have motives of social and personal prestige, and professional motives; students studying psychology have professional, cognitive, pragmatic, social motives and motives of personal prestige, besides the tendency to avoid failures and orientation to external incentives in training are also strong.

In the course of training in a higher educational institution psychological features of students' educational activity change, and, therefore, the hierarchy of motives of students' study in their different years changes too.

In a number of psychological and pedagogical works there have been investigated the aspects concerning the dynamics of students' motives hierarchy change during all years of training in a higher educational institution.

Thus, in Zhdanova's thesis (2007) (based on the material of studying students—philologists and mathematicians) it was revealed that the first year of study is characterized by high rates of students' professional and educational motives; the general decrease in intensity of all motivational components with the destruction of their hierarchical system is observed in the second and third years of studies; the fourth and fifth years of training according to a specialist program are specific due to the fact that against the reduction of level indicators the growth of understanding and integration of various forms of motivation into a uniform complete system is observed.

In Pechnikov and Mukhina's researches (1996) it was identified that first-year students' leading motive is a professional one, second-year students have a motive of personal prestige, both of these motives are characteristic for students of the third and fourth years, besides fourth-year students have also a pragmatic motive. The success of training was under the influence of professional and cognitive motives.

Afanasenkova's work (2005) presents the following features of educational activity motivation peculiar to students seeking a bachelor degree in the sphere of pedagogics, future practical psychologists in the education system: 1) the availability of negative educational activity motivation practically in all years; 2) the tendency of professional-cognitive educational motives decrease in the second year of studies and social motives in their third year; 3) the availability of strategy to avoid failures as the leading strategy of a considerable group of students.

The provided data testify to a rather polymorphic structure of motivation of students obtaining different specialties in their various years of studies in a higher educational institution.

Special attention is paid to the study of features that characterize the motivational sphere and dynamics of change of working and nonworking students' educational motivation. It is getting more important as these students are future experts in pedagogics and psychology and their future professional activity is also closely connected with the solution of motivation issues.

1.3 Purpose and Hypothesis of the Research

The research objective is to single out distinctions in the content of educational motivation and in the hierarchy of motives of working and nonworking students in a higher educational institution in their different years of studies.

Research hypotheses:

1) the level of educational motivation of nonworking students is higher than the level of educational motivation of working students seeking a bachelor's degree; 2) the hierarchy of nonworking students' motives differs from the hierarchy of working students' motives; 3) the systemic motives of nonworking students' educational motivation structure differ from the systemic motives of working students.

2. Materials and Methods

2.1 The Tasks of the Research

According to the objective and the hypothesis there have been formulated the following research tasks: 1) to reveal essentially-informative characteristics of the research basic concepts: "motive", "motivation", "educational motivation"; 2) to single out the specifics of students' educational motivation in higher educational institutions; 3) to define the content of such concepts as "secondary employment of students in higher educational institutions", the "phenomenon of a working student"; 4) to conduct a survey to identify working and nonworking full-time students seeking a bachelor's degree, and to organize a psycho diagnostic procedure to detect distinctions in the level of educational motivation and hierarchy of motives, and systemic motives of working and nonworking students' educational motivation structure.

2.2 Methods of Research

To solve the designated objectives and to verify the hypothesis there has been used the complex of complementary methods adequate to the object of the research: 1) theoretical methods: studying and analysis of psychological and pedagogical literature on the topic of the research, generalization of the best practices on the subject, synthesis, comparison, classification, systematization; 2) empirical methods: questioning, testing, experiment; 3) data processing methods (quantitative and qualitative analysis).

2.3 Diagnostic Tools

To identify working and nonworking full-time students, to specify the features of their secondary employment (the sphere of work and period of work per week), and to monitor their academic progress in a higher educational institution (their grades for the last session) there was carried out a survey of studied students.

In compliance with the hypothesis of the research there have been applied the following research techniques:

1) The technique "Definition of students' educational motivation" (V. G. Katashev) allows to determine the levels of students' educational motivation. The technique of students' educational motivation measurement may be presented in the following form: on the basis of motivation levels described in the text students are offered the range of questions and a series of possible answers. Each answer is assessed by students from 01 to 05 scores. 2) The technique "Diagnostics of students' educational motivation" (A. A. Rean and V. A. Yakunin according to N.

Ts. Badmayeva's modification) reveals motives of educational activity (communicative, professional, educational and cognitive, broad social motives, and also motives of creative self-realization, prestige, and escape from failure). In this questionnaire each statement is the reflection of educational activity motives; each statement should be assessed according to a 5-grade scale where 1 grade means minimum significance for the testee and 5 grades means its maximum significance.

To compare the distribution of working and nonworking students' educational motivation levels in each year of studies and to compare the distribution of educational motivation levels within the sample of working and nonworking students in different years of studies there were applied methods of mathematical statistics (χ^2 -Pearson criterion). Besides there was conducted the correlation analysis of educational activity motives within the sample of working and nonworking students in different years of their studies in a higher educational institution.

2.4 Arrangement of Research

The research was conducted in natural situations; it had three stages:

1) At the searching theoretical stage there was carried out the analysis of pedagogical and psychological literature on the subject of the research; there were defined scientific categories and the basis of the research; there were selected techniques for the pilot experimental study.

2) At the pilot experimental stage there was verified the research hypothesis. This research stage was arranged in the following sequence. At first the questioning of full-time students trained in the field of psychology and pedagogics at Kazan (Volga) federal university was conducted to identify working and nonworking students, the features of their secondary employment and progress in a higher educational institution. Then there were arranged two samples of testees in each year of studies (working and nonworking students) and there were carried out psycho-diagnostic procedures to determine features of their educational motivation.

3) At the generalizing stage the results of the research were systematized and processed; theoretical and experimental conclusions were formed.

The total number of respondents that took part in the research amounts to 198 people. The percentage ratio distribution of working and nonworking students in each year of studies is the following: first-year students—14.9% of working students and 85.1% of nonworking students; second-year students—24.4% and 75.6% respectively, third-year students—29.7% and 70.3% respectively, fourth-year students—45.2% and 54.8% of working and nonworking students. The average age of testees is: first-year students—17.7±0.6 years old, second-year students—19±0.5 years old, third-year students—19.7±0.5 years old, fourth-year students—20.8±0.6 years old.

3. Results

In the course of questioning in each sample of testees there were singled out average grades that students got for the last session throughout all courses of their studies in a higher educational institution (Tables 1).

Table 1. Distribution of average grades of working and nonworking students seeking a bachelor's degree in each year of studies in a higher educational institution (in %)

| Students Grades | I year | | II year | | III year | | IV year | |
|--------------------|---------|----------|---------|----------|----------|----------|---------|----------|
| | working | nonwork. | working | nonwork. | working | nonwork. | working | nonwork. |
| Satisfactory | - | - | - | - | - | - | 14.2 | 5.8 |
| Good | 75 | 69.6 | 72.7 | 64.7 | 72.7 | 46.2 | 42.9 | 47.1 |
| Excellent | 25 | 30.4 | 27.3 | 35.3 | 27.3 | 53.8 | 42.9 | 47.1 |

On the basis of Table 1 it is possible to draw a conclusion that the progress of nonworking students is higher than of working students. It increases each year till the third one. The fourth-year working and nonworking students' progress slightly decreases.

The results of working students' questioning showed the spheres of their secondary employment. They are:

- services industry—65% of testees;
- the sphere of trade—10% of testees;

- the sphere of entertainment—20% of testees;
- education—5% of testees of the total number of working respondents.

It was specified that the average duration of the working week of working students makes 12.7 hours; in the first year of studies it amounts to 8.9 hours, in the second—9.8 hours, in the third—15 hours, in the fourth—17 hours.

The obtained results of testing with the use of V. G. Katashev's technique aimed to define students' educational motivation are presented in Table 2.

Table 2. Distribution of educational motivation levels peculiar to working and nonworking students seeking a bachelor's degree per each year of studies in a higher educational institution (in %)

| Students Levels | I year | | II year | | III year | | IV year | |
|----------------------|---------|----------|---------|----------|----------|----------|---------|----------|
| | working | nonwork. | working | nonwork. | working | nonwork. | working | nonwork. |
| Low | 25 | 0 | 18.2 | 17.6 | 18.2 | 15.4 | 21.4 | 11.8 |
| Below average | 0 | 30.4 | 36.4 | 29.5 | 36.4 | 15.4 | 14.3 | 17.6 |
| Middle | 25 | 13.1 | 36.4 | 35.3 | 36.4 | 30.7 | 42.9 | 41.2 |
| High | 50 | 56.5 | 9 | 17.6 | 9 | 38.5 | 21.4 | 29.4 |

Thus, Table 2 shows the dynamics of educational motivation levels change characteristic for working students in the following way: in the first year a high level dominates, average and low levels take the second position; in the second and third years of studies average and below average levels prevail; in the fourth year the average level dominates, high and low levels of educational motivation take the second position.

Nonworking students have the following results of educational motivation features: first-year students have high rates at high and below average levels; second-year students have average and below average levels; from the third year average and high levels of educational motivation manifestation prevail.

On the basis of the obtained results, it is possible to state that there have been revealed distinctions between levels of educational motivation characteristic for nonworking and working students seeking a bachelor's degree and trained in the field of psychological and pedagogical education (as for percentage ratio nonworking students have higher levels of educational motivation in comparison with working students).

By means of the method of mathematical statistics χ^2 —Pearson's criterion upon the comparison of distribution of educational motivation levels characteristic for working and nonworking students there were revealed distinctions at the level of significance $p \leq 0,05$ of the first-year and third-year students (χ^2 cr. = 15,67 and χ^2 cr. = 10,97 respectively). Besides, there was confirmed the dynamics of educational motivation levels distribution change within samples of students having secondary employment upon transition from the first year to the second year, from the third year to the fourth year (χ^2 cr. = 9,86 and χ^2 cr. = 7,96 respectively) and of nonworking students in the dynamics from the first year up to the third year (χ^2 cr. = 13,45, χ^2 cr. = 8,12 upon the transition from the first year to the second year and from the second year to the third year respectively).

According to the results obtained with the help of the technique aimed to diagnose students' educational motivation (A. A. Rean and V. A. Yakunina) there have been revealed hierarchies of educational motives characteristic both for working, and nonworking students of each year of studies (Table 3).

Table 3. Educational motives of working and nonworking students seeking a bachelor's degree in each year in a higher educational institution (in %)

| Students Motives | I year | | II year | | III year | | IV year | |
|----------------------|---------|----------|---------|----------|----------|----------|---------|----------|
| | working | nonwork. | working | nonwork. | working | nonwork. | working | nonwork. |
| M₁ | 4.5 | 4.3 | 4.2 | 4 | 3.8 | 4.1 | 3.8 | 3.7 |
| M₂ | 2.9 | 3.2 | 2.6 | 3 | 2.4 | 2.8 | 3.1 | 2.8 |
| M₃ | 4.4 | 4.2 | 3.4 | 3.4 | 2.3 | 3.4 | 3.4 | 3.3 |

| | | | | | | | | |
|----------------------|-----|------|-----|-----|-----|-----|------|-----|
| M₄ | 4.1 | 3.9 | 3.9 | 4.2 | 3.8 | 4.1 | 3.2 | 3.6 |
| M₅ | 4.0 | 3.87 | 3.1 | 3.7 | 4.3 | 3.9 | 3.43 | 3.2 |
| M₆ | 4.0 | 3.89 | 3.6 | 3.9 | 3.4 | 4.1 | 3.6 | 3.5 |
| M₇ | 3.7 | 3.92 | 2.9 | 3.7 | 3 | 3.8 | 3.43 | 3.2 |

Symbols:

M₁—communicative motives; M₂—motives to avoid failure; M₃—motives of prestige; M₄—professional motives; M₅—motives of creative self-realization; M₆—educational and cognitive motives; M₇—social motives.

The following motives take the first, second and third ranks in the hierarchy of working students' educational motives: first-year students—communicative motives, motives of prestige and professional motives; second-year students—communicative motives, professional motives, educational and cognitive motives; third-year students—motives of creative self-realization, communicative motives and professional motives; forth-year students—communicative motives, educational and cognitive, motives of creative self-realization and social motives.

Nonworking students seeking a bachelor's degree have the following dynamics of change of educational motives: first-year students—communicative motives, motives of prestige, social motives; second-year students—professional motives, communicative motives, educational and cognitive motives; third-year students—communicative motives, professional motives, educational and cognitive motives, fourth-year students—communicative motives, professional motives, educational and cognitive motives.

The least significant educational motive (it takes the last place in the hierarchy of motives) for working and nonworking students is the motive to avoid failures. The third-year students having secondary employment and less expressed motive of prestige make the exception.

To identify the availability of connections and their character between educational motives within the samples of working and nonworking students studying in a higher educational institution there has been carried out the correlation analysis and there have been obtained the following data (on the example of the most significant strong connections at the level of statistical importance of $p \leq 0.01$):

1) in the sample of working students there have been revealed the following connections:

The first year of study: between communicative motives and motives of prestige ($r_{emp} = 0.92$), communicative motives and motives of creative self-realization ($r_{emp} = -0.97$), motives of prestige and motives of creative self-realization ($r_{emp} = -0.81$).

The second year of study: between communicative motives and motives of prestige ($r_{emp} = 0.84$), communicative motives and motives of creative self-realization ($r_{emp} = -0.76$), communicative motives and professional motives ($r_{emp} = 0.74$), motives of prestige, educational and cognitive motives ($r_{emp} = 0.72$), motives of prestige and motives of creative self-realization ($r_{emp} = -0.79$).

The third year of studies: between communicative motives and motives of prestige ($r_{emp} = -0.88$), communicative motives and motives of creative self-realization ($r_{emp} = 0.79$), motives to avoid failures and motives of prestige ($r_{emp} = 0.87$), motives of prestige and motives of creative self-realization ($r_{emp} = -0.91$), motives of prestige, educational and cognitive motives ($r_{emp} = -0.81$), professional motives and social motives ($r_{emp} = -0.83$).

The fourth year of studies: between communicative motives and motives of creative self-realization ($r_{emp} = 0.79$), communicative motives and motives of prestige ($r_{emp} = 0.71$), motives of prestige and motives of creative self-realization ($r_{emp} = 0.76$), motives of prestige, educational and cognitive motives ($r_{emp} = 0.8$), motives of prestige and social motives ($r_{emp} = 0.71$), professional motives and social motives ($r_{emp} = 0.82$).

2) in the sample of nonworking students there have been revealed the following connections:

The first year of studies: between communicative motives and social motives ($r_{emp} = 0.74$), professional motives and such motives as motives of creative self-realization ($r_{emp} = 0.7$), educational and cognitive motives ($r_{emp} = 0.72$), social motives ($r_{emp} = 0.79$).

The second-year of studies: between communicative motives and professional motives ($r_{emp} = 0.7$), professional motives, educational and cognitive motives ($r_{emp} = 0.73$).

The third year of studies: between motives to avoid failure and motives of prestige ($r_{\text{emp}} = 0.74$), professional motives, educational and cognitive motives ($r_{\text{emp}} = 0.76$), communicative motives and social motives ($r_{\text{emp}} = 0.73$).

The fourth year of studies: between professional motives and educational and cognitive motives ($r_{\text{emp}} = 0.84$), communicative motives and professional motives ($r_{\text{emp}} = 0.73$), educational and cognitive ($r_{\text{emp}} = 0.74$), social motives ($r_{\text{emp}} = 0.77$).

The systemic motives in the structure of educational motivation of students having secondary employment in their first year are communicative motives and motives of creative self-realization; second-year students have communicative motives and motives of prestige; third-year students have communicative motives, motives to avoid failures and motives of prestige; fourth-year students have communicative motives and motives of prestige.

The core motives of nonworking first-year students' educational motives are communicative motives, professional motives and social motives; second-year students have communicative motives, professional motives and educational and cognitive motives; third-year students have communicative motives, motives to avoid failures and social motives; fourth-year students have communicative motives, professional motives and social motives.

4. Discussions

Within the frames of our research there have been confirmed the data of other researchers (Gerchikov, 1999) about the increasing number of full-time students having secondary employment.

In the sample of working students trained in the field of psychological and pedagogical education there has been revealed that the main sphere of their secondary employment is services industry where it is possible to find a job without experience, and the average working week makes 12.7 hours.

It has been found out that the progress of nonworking students in a higher educational institution is slightly higher than of working students; at the same time the average grade of all testees for the last session is higher than grade four according to a 5-grade system of assessment. In our opinion, this fact may be explained with the specifics of the humanitarian character of students' professional training. The students' personal features are among significant factors of their progress (ability to organize their activity, commitment, intellectual curiosity, etc.).

It is important to note that by the last fourth year working and nonworking students' progress decreases a little; that is caused by the fact that their professional interests and leisure activity become wider.

In general, working students have a high level in their first year. Since the second year up to the fourth year the average level of educational motivation development prevails. At the same time the level below average takes a significant position during the second and third years of studies. Nonworking students have a dominating high level of educational motivation manifestation in their first and third years of studies. The average level is characteristic for second- and third-year students.

Therefore, students of senior years demonstrate a tendency to implement educational vocational activity, to develop self-education and self-understanding. They try to plan their life carefully setting specific goals. They have a quite expressed necessity to preserve their own identity, they tend to independence, and they desire to keep uniqueness, originality of their own personality, views, beliefs, lifestyle; they are inclined to avoid the impact of mass tendencies. At the same time their desire to achieve notable and specific results in any kind of activity, to be exact in educational activity, is not always shown. They are not consistent when it comes to the sequence of their abilities application to realize themselves in work and in life.

So, it is possible to draw a conclusion that working and nonworking undergraduate students seeking a bachelor's degree have lower educational motivation than first-year students. This situation is directly connected with some decrease in students' progress, and is explained by the change that takes place in their understanding of the sense of study, and by the fact that they become quite unsatisfied with the process of training in their senior years.

The obtained results of the research partially confirm earlier published data on students' leading educational motives: professional and cognitive motives (Zhdanova, 1997; Rakhmatullina, 1981).

The choice of these motives testifies to the fact that students seeking a bachelor's degree trained in the field of psychological and pedagogical education are interested in developing their professional competences, and in becoming qualified specialists in the area they have chosen (psychology and pedagogics). Students are focused on acquisition of new knowledge and receiving satisfaction from the process of obtaining knowledge; they show

interest in the ways of self-control of educational activity, rational organization of their own educational work, in methods of scientific cognition. Students are also keen on self-education; they yearn for independent improvement of ways to gain knowledge.

At the same time there have been revealed new facts. Working and nonworking students seeking a bachelor's degree and trained in the field of psychology and pedagogics have the following similarities:

- 1) Throughout all years of studies the leading motives of students' educational activity are communicative motives as they are significant for the profession of a teacher and psychologist. This motive is connected with the necessity to communicate, to assert a person in the collective. Such motives as active participation in the life of the collective, the feeling of duty may also be referred to the motives of this group.
- 2) Only first-year students consider the motive of prestige as a high rank motive; it is manifested in self-assertiveness, in taking a certain future position in the society and nearby social environment.
- 3) Testees demonstrate gradual decrease of the studied motives significance throughout all years of studies (maximum scores reflecting the motives significance decrease).

As far as it concerns the sample of working students, it is possible to single out a number of specific educational motives manifestations. The professional motive that takes the leading positions from the first year up to the third year of studies loses its importance by the fourth year. Educational and cognitive motives play an important role only for second-year students and fourth-year students. Such motive as the motive of creative self-realization, which is connected with the desire to identify, develop, and realize abilities, with the creative approach to the solution of tasks, becomes a priority motive for senior students. We believe that it is caused by the opportunity to realize in practice students' potential on a specific workplace, though unfortunately, it is not directly connected with their future profession. It is interesting to note that throughout all years of studies the social motive has not the nature of the systemic motive of activity and occupies low ranks of importance for students.

There have been revealed the following features of nonworking students' educational activity motivation: second-, third-, fourth-year students have such dominating motives as the professional motive, educational and cognitive motive; the social motive has priority only for first-year students. Therefore, nonworking senior students master knowledge and vocational skills more consciously, they understand the value of higher education, pay more attention to the development of professionally important qualities.

On the basis of the carried-out correlation analysis it was confirmed that the structure of educational motivation of working and nonworking students is various. At the same time there has been defined a determinant of educational motivation structure that is general for all students trained in the field of psychology and pedagogics—the communicative motive.

The motive of prestige is an important systemic motive in the structure of educational motivation of working students throughout all their years of studies; it is connected with the desire to receive or support a high social status; nonworking students have professional motives and social motives (desire to take a certain position in the relationship with surrounding people, to deserve authority, to get their approval, to prepare for public and labour activity in the society).

Thus, as it has been stated above, the revealed systemic educational motives (motives of prestige and social motives) are not the leading motives in regard to their importance for these testees. So, it should be noted that some educational motives are not fully realized by students, and, therefore, it is important for teachers to define accurately and correctly the tendency to the development of students' educational motivation.

Besides, nonworking students have the following characteristic: the improvement of one educational activity motive manifestation leads to the strengthening of other educational motives manifestation. There have been found out both direct and indirect connections between dominating educational activity motives of students having secondary employment; but correlation connections of fourth-year students have a straight direction.

It is necessary to emphasize the fact that correlation connections of working testees are much more rigid in comparison with other testees. Therefore, this circumstance should be taken into consideration when drawing up a psychological-pedagogical program to develop students' educational motivation as rigidly integrated structure of working students' educational motivation may reduce opportunities to choose various ways of students' educational motivation development.

5. Conclusion

Thus, there have been found out distinctions in the content of educational motivation and the hierarchy of

motives of working and nonworking students studying in a higher educational institution in the field of psychology and pedagogics.

On the basis of the obtained results it is possible to draw a number of the following conclusions:

- 1) The success of educational professional activity process depends on the motives that define it.
- 2) There are certain guidelines of motivation development which make the genesis of students' educational activity motivation that has critical points (e.g., weakening of educational motivation in the second year which is connected with the period of "disappointment" with the profession).
- 3) Motives are mobile system therefore they can be strengthened, weakened and even changed in the course of training; the hierarchy and dynamics of their change should be considered throughout all years of studies.
- 4) The teaching staff should pay special attention to students having secondary employment to create conditions for their educational motivation development.
- 5) The consideration of peculiarities characteristic for the structure of educational motivation of working and nonworking students in a higher educational institution allows to define new guidelines of psychological and pedagogical approaches development aimed to solve the issues of educational cognitive activity optimization, students' independent activity organization.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

- Afanasenkova, E. L. (2005). *Educational motives and their change in the process of students' training in a higher educational institution* (Doctoral dissertation). Moscow: Moscow psychology-social institute.
- Bakshayeva, N. A., & Verbitsky, A. A. (2006). *Psychology of students' motivation*. Moscow: Logos.
- Biktagirova, G. F., & Valeeva, R. A. (2014). Development of the teachers' pedagogical reflection. *Life Science Journal*, 11(9s), 60-63.
- Bozhovic, L. I. (1972). *Study of children and teenagers' behavior motivation*. Moscow: Pedagogics.
- Cheverikina, E. A., Rakhingarayeva, R. M., Sadovaya, V. V., Zakirova, V. G., Starodubets, O. D., & Klemes, V. S. (2014). Socio-psychological characteristics of college students who are prone to addictions. *American Journal of Applied Sciences*, 11(8), 1412. <http://dx.doi.org/10.3844/ajassp.2014.1412.1417>
- Chirkina, S. E. (2013). Motives of modern student's educational activity. *Education and self-development*, 4(38), 83-89.
- Ganieva, Y. N., Azitova, G. S., Chernova, Y. A., Yakovleva, I. G., Shaidullina, A. R., & Sadovaya, V. V. (2014). Model of High School Students Professional Education. *Life Science Journal*, 11(8s), 1097-8135.
- Gerchikov, V. I. (1999). A phenomenon of the working student studying in a higher educational institution. *Social researches*, 8, 87-94.
- Jacobson, P. M. (1999). *Psychological problems of person's behavior motivation*. Moscow: Education.
- Kagan, J. (1972). Motives and development. *Journal of Personality and Social Psychology*, 22, 51-66. <http://dx.doi.org/10.1037/h0032356>
- Kalatskaya, N. N., Kostyunina, N. Y., & Drozdikova-Zaripova, A. R. (2014). Motivational peculiarities of schoolteachers in Russia. *Life Science Journal*, 11(11s), 243-247.
- Kovaleva, N. I., Valeyeva, N. Sh., Avilova, N. L., Kharisova, G. M., Khayrutdinov, R. R., Khairullina, E. R., & Shaikhislamov, A. K. (2015). Recommended Practices for Improving the Competitiveness of the Russian Education Services Market under the Conditions of the International Educational Integration. *Review of European Studies*, 7(4), 1-5. <http://dx.doi.org/10.5539/res.v7n4p1>
- Lapkin, M. M., & Yakovleva, N. V. (1996). Educational activity motivation and the students' successful training in a higher educational institution. *Psychological journal*, 4, 134-140.
- Lisitzina, T. B., Pavlova, A. V., Khanmurzina, R. R., Vlasova, V. N., Chitalin, N. A., Maksimov, I. N., & Zakirova, V. G. (2014). Features of the Professional and Motivating Training Content Design for Students Majoring in "Tourism". *Asian Social Science*, 11(1), 148. <http://dx.doi.org/10.5539/ass.v11n1p148>

- Madsen, K. B. (1974). *Modern Theories of Motivation: A Comparative Metascientific Study*. Copenhagen: Munksgaard.
- Markova, A. K., Mathis, T. A., & Orlov, A. B. (1990). *Formation of educational motivation*. Moscow: Education.
- Masalimova, A. R., & Nigmatov, Z. G. (2015). Structural-Functional Model for Corporate Training of Specialists in Carrying Out Mentoring. *Review of European Studies*, 7(4), 39-48. <http://dx.doi.org/10.5539/res.v7n4p39>
- Matiukhina, M. B. (1984). *Educational motivation of primary school children*. Moscow: Pedagogics.
- Medvedeva, I. A. (2003). *Connection of motives to enter a higher educational institution and satisfaction with their professional choice of students studying in educational institutions of various types and profiles* (Doctoral dissertation). Penza: Penza state pedagogical university named after V.G. Belinsky.
- Nigmatov, Z. G. (2015). Methodic techniques of solving technical problems developing technical students' thinking. *Review of European Studies*, 7(1), 171-175.
- Pechnikov, A. N., & Mukhina, G. A. (1996). Features of educational motivation of cadets studying in law colleges of the Ministry of Internal Affairs. In *Psychology: Results and prospects*. St Petersburg.
- Rakhmanova, A. R., Sadovaya, V. V., & Denisova, M. Y. (2014). Socio-Cultural Potential of a scientific Library of Higher Education Institution in Students' value Attitude to Education Development. *Asian Social Science*, 11(1), 176. <http://dx.doi.org/10.5539/ass.v11n1p176>
- Rakhmatullina, F. M. (1981). Motivational basis of educational and cognitive activity of the personality. In N. M. Peisakhov (Ed.), *Psychological service in a higher educational institution* (pp. 90-104). Kazan: Publishing house of Kazan university.
- Rogov, M. G. (1998). Motivation of students' educational and commercial activity. *Higher education in Russia*, 4, 90-96.
- Rosenfeld, G. (1973). *Theorie und Praxis der Lernmotivation*. Berlin.
- Shaidullina, A. R., Merzon, E. E., Zakirova, V. G., Mokeyeva, E. V., Karev, B. A., Burdukovskaya, E. A., & Polevaya, N. M. (2015). The Peculiarities of Perspective Students Selection Mechanism by the Future Employers-Enterprise. *Review of European Studies*, 7(1), 68-73.
- Shaidullina, A. R., Masalimova, A. R., Vlasova, V. K., Lisitzina, T. B., Korzhanova, A. A., Tzekhanovich, O. M., & Masalimova, A. R. (2014). Education, science and manufacture integration models features in continuous professional education system. *Life Science Journal*, 11(8s), 478.
- Solobutina, M. M. (2014). Personal leadership is a factor of youth social activity. *Procedia social and behavioral sciences*, 141, 1244-1248. <http://dx.doi.org/10.1016/j.sbspro.2014.05.214>
- Torkunova, J. V., Khairullina E. R., Komelina V. A., Volkova N. V., & Ponomarev K. N. (2014). The Peculiarities of Qualitative Information, Analytical Maintenance Innovative and Educational Activity Technological Projection in Higher Educational Institution. *Life Science Journal*, 11(8s), 498-503. Retrieved from <http://www.lifesciencesite.com>
- Verbitsky, A. A., & Platonova, T. A. (1986). *Formation of students' cognitive and vocational motivation*. Moscow: NIIVSh.
- Yakunin, V. A., & Meshkov, N. I. (1980). Psychological and pedagogical factors of students' educational success. *LSU bulletin. Series: Economy, philosophy, law*, 11, 55-59.
- Zhdanov, S. Y. (1997). *The style of educational activity and its development (on the material of research of students philologists and mathematicians)* (Doctoral dissertation). Perm: Perm state pedagogical university.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).