Psychology of university students' motivation

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The article considers the main aspects of student's motivation, the authors compare the main motives of university students with the main motives of 11th grade students for attending university. The levels of need for approval between university students and 11th grade students were compared. In the article, an author's questionnaire is presented. The practical recommendations were presented based on questionnaire results.

Keywords: motivation; education; approval; students; higher education institutions.

Introduction

One of the most important objectives of higher education is making a student into a hardworking professional who is always ready to perform their professional tasks. Student motivation is one of the most prominent factors that influence quality of knowledge learned by a student during studying and their all-round preparation and motivation for their professional life. Now, the aspect of student motivation has been studied rather superficially. That is why the subject of this research is relevant. It is believed that knowledge of the main motives and needs of the student and their relationship with each other will greatly help both teachers and students to create conditions favorable to their learning.

Human motivation was studied by D. Atkinson, G. Hechauzen, G. Kelly, A. Leontiev, R. Mey, D. McClelland, C. Rogers, J. Rothert. The motivational aspect of teaching has long been paid much attention to in psychological and pedagogical literature by M. Alekseeva, L. Bozhovich, G.Kostyuk, O. Kovalev, V. Merlin, S. Rubinstein, I. Sinitsa, V.Sukhomlynsky and others.

However, the motivation of students of higher education institutions is an aspect that has been researched superficially, and the issue of its dependence on approval was not considered at all.

K. Madsen believes that motivation is a set of factors that correct, direct, sustain and define behavior; K. Platonov defines it as a set of motives; M. Magomed-Eminov considered it to be a process of mental regulation of a particular activity; I. Dzhydarian considers motivation as a process of action of a motive and as a mechanism that determines the origin, direction and methods of solving problems by the person [6].

Educational motivation is a systemic, hierarchically structured phenomenon based on need – a mental state characterized by cognitive activity of a person, their readiness to gain new knowledge [1]. A significant factor in the interest in the educational material is its emotional value [4].

As a special type of motivation, educational motivation is characterized by a complex structure, one of forms of which is the structure of the internal (concentration on the process or the result) and external (reward, avoidance) aspects of motivation [2].

Goal

To investigate the motivation of the academic activity of university students and senior students.

Results and discussion

Motive and motivation. Motive is a persuasion to engage in activities that are related to an attempt to meet certain needs [6].

Motives are the incentives, causes, forces that cause or stimulate human activity, which induces people to behave in a certain way. The behavior pattern depends on the response to these incentives [4].

Motivation is a person's interest, a justification of their desires and aspirations [4].

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The relationship between motivation and motive is not yet completely clear. R. Piloyan writes that the motivation and motive are interrelated mental categories, and that the motives of the activity are formed based on a certain motivation, which means that the motive is regarded as a secondary phenomenon. And at the same time, he argues that through the transformation of individual motives, we can influence the motivation altogether, and thus it turns out that motivation depends on the motives that become primary [6].

Peculiarities of student educational motivation.

In practical pedagogy, these motives are sorted into groups according to their orientation and content: social (values), cognitive, professional, aesthetic, communicative, status-positional, traditional-historical, utilitarian-practical (mercantile).

In pedagogical psychology the motives are classified as follows. The main types for which the motives are divided are cognitive and social. Cognitive are divided into motives of self-education, educational-cognitive, wide cognitive. Social ones are divided into motives of social cooperation, narrow social motives and broad social motives [3].

Motives that determine the nature of human activity in the system of social relations (A. Semichenko) include: the motive of self-affirmation, the motive of identification with another person, the motive of power, the motive of achievement, the motive of affiliation (the desire to establish relationships with other people) [4].

According to E.I. Savonko and N.M. Simonova, who continued the study of B.I. Dodonov, these there are four motivational orientations (on the process, the result, the teacher's assessment and on the "avoidance of negative consequences") which, along with other components of the motivation for learning, identified four main components of motivation, the content and the result of the training, on the material of studying the motivation in mastering a foreign language at a higher educational institution activities. [5].

While considering the motivation for learning activities, it is necessary to emphasize that the concept of motive is closely related to the concepts of purpose and need.

To summaries, psychological literature on the problem of motivation of educational activity of students was theoretically and methodologicaly analyzed. As a result, it became apparent that motivation is a set of factors that regulate, direct and maintain behavior, define it; it can also be described as a set of motives or a process of mental regulation of a activity. Educational motivation is a hierarchically structured system, based on the need – a mental state characterized by the cognitive activity of man, his readiness for the acquisition of knowledge. A significant factor in the student's interest in the educational material is its emotional value.

Study of motivation for education of university students and students of 11th grade. A study was conducted at Borys Grinchenko Kyiv University and at a Gymnasium №179. The first part of it included 28 students of the third year of university aged 18-21, the second - 28 students of the 11th grade, aged 16-17.

"*Motivation for studying at higher educational institutions*" (*T.N. Iliina*)

This technique was used to obtain information on the main motivator of students in the process of studying at a higher educational institution.

The purpose of this method is to determine the main motive of the student's educational activity.

The methodology includes three scales: the motive of "mastering a profession", the motive of "acquiring knowledge" and the motive of "obtaining a diploma". The test includes 50 questions. The author of the methodology has implemented a series of background statements that are not considered when processing the technique [6]. Answers are given in the form of "+" for agreement or "-" for disagreement with each given statement.

"*Assessment of the need for approval*" (D. Kraun and D. Marlou)

This technique was used to obtain information on the level of student's approval requirements, which will be further used in the study of its connection with the student's motivation to study.

The purpose of this method is to determine the level of the student's need in approval. The higher this need is, the more the person's behavior reflects it. Such people do not mind the uninteresting work, they restrain their aggressive reactions, they are conformal and are easily influenced by society. They have an increased need for communication.

The Russian version of the questionnaire, developed by Yu.Khanin (1974), was used during the study. Of the total number of questions, the scale of motivation for approval was left 20 [6]. Answers are given in the form of "+" for agreement or "-" for disagreement with each given statement. The results can show low, medium and high levels of approval requirements.

Table 1

Comparisment of the leading motives and the level need for approval of students

Level of need for approval / Main motive for studying in a higher education institute	Acquiring a professional skills	Acquiring a knowledge	Acquiring a diploma	Total
High	4	2	1	7
Medium	1	0	9	10
Low	1	7	3	11
Total	6	9	13	28

As can be seen from the table, there is a tendency to determine the motive of "mastering the profession" as their leading one among students with a high level of approval. Middle-level students have a strong tendency to determine their leading motive for obtaining a diploma. Students with a low level of approval need tend to choose their motive for acquiring knowledge. In general, students have shown a tendency towards a low level of approval, and the leading motive for studying at universities is receiving a diploma.

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Table 2

**Comparisment of the leading motives and levels of need
in approval of 11th grade students**

Level of need for approval / Main motive for studying in a higher education institute	Acquiring a professional skill	Acquiring a knowledge	Acquiring a diploma	Total
High	1	3	2	6
Medium	2	6	4	12
Low	1	7	2	10
Total	4	16	8	28

As can be seen from the table, the motive for studying to acquire knowledge is leading among the 11th grade students, regardless of their level of need for approval, which is mostly average.

A statistical analysis was performed using Fischer's criteria. It helped analyze the difference in the level of expression of success in approval between the two study groups, as well as their level of attachment to the leading motive of study at a higher educational institution.

Table 3

The result of the comparative analysis of the level of need for approval.

Group/level of need for approval	High	Medium	Low
University students	7 $\varphi*_{emp}$ = **0.318**	12 $\varphi*_{emp}$ = **0.273**	11 $\varphi*_{emp}$ = **0.277**
11th grade students	6 $\varphi*_{emp}$ = **0.318**	11 $\varphi*_{emp}$ = **0.273**	10 $\varphi*_{emp}$ = **0.277**

As can be seen in the table, all values of φemp are in the insignificance zone, meaning that for two groups of 28 people Fisher criterion equals from φ * emp = 0 to φ * emp = 1.64. Accordingly, we accept the hypothesis that there is no significant difference between the indicators of severity of need for approval in these two groups.

Table 4

The result of the comparative analysis of the degree of preference for a motive for studying at an institution of higher education.

Group/Main motive for studying in a higher education institute	Acquiring a professional skill	Acquiring a knowledge	Acquiring a diploma
University students	6 $\varphi*_{emp}$ = **0.696**	9 $\varphi*_{emp}$ = **1.901**	13 $\varphi*_{emp}$ = **1.384**
11th grade students	4 $\varphi*_{emp}$ = **0.696**	16 $\varphi*_{emp}$ = **1.901**	8 $\varphi*_{emp}$ = **1.384**

As can be seen in the table, all values of φemp are in the zone of insignificance, except for the values of the motive for "gaining knowledge", which is greater than φ * emp = 1.64. We received a significantly different distinction. Thus, it was empirically proved that 11th grade students are more motivated to acquire knowledge in higher education than third-year university students.

An author survey was conducted among third-year university students and 11th grade students.

As can be seen from the table, the majority (47%) of students believe that the student is responsible for the motivational sphere of study. All (100%) of them agree that the motivational aspect of the learning process is important and significant. Most students (90%) seek to increase their motivation to study. The majority (67%) of students lack the knowledge about themselves to enhance their motivation. In this case, 57 percent of the respondents are aware of the specifics of their motivation, but they are not able to use this knowledge. Most (63%) of students consider it to be the most effective to focus on the positive effects of their learning activities. An equal amount (40%) of respondents determine the positive consequences of their teacher's approval of their activities and a guaranteed increase in the grade to be the best motivators. At the same time, 63% of the respondents consider it more effective to focus on and seek satisfaction in the learning process itself rather than on its outcome.

As can be seen from the table, the students are divided on who they consider to be responsible for the motivational sphere of study. 36% believe that the student is responsible, 36% are convinced that the education system is responsible. Most students (89%) agree that the motivation aspect of the learning process is significant. Most students (82%) tend to increase their motivation to study. At the same time, most of them (45%) believe that reinforcement of their motivation is not required. In this case, 43% of the respondents are aware of the specifics of their motivation, but they are not able to use this knowledge. The majority (55%) of students consider it to be the most effective to concentrate their attention on their internal motives. At the same time, 65% of those surveyed consider it to be more effective to concentrate their attention and seek satisfaction in the process of learning rather than on its outcome. The majority (50%) of respondents determine the most effective motivator to be improvement of their marks.

According to the results of the questionnaire, most students emphasized their need for learning more about themselves and the ways in which they can use this knowledge. Teachers can provide the necessary materials (techniques) for expanding the students' knowledge of themselves and their motivation, as well as give advice on how the students can motivate themselves.

Many students have identified the teacher's approval and recognition as one of the main factors that positively affect their motivation to study; therefore, the expression of more positive emotions (approval, pride and joy) about the student's success, and the use of verbal encouragement through approval can be recommended.

Not one university student and very few school students define paying attention to the negative consequences of their inactivity as motivationally meaningful, so it can be suggested that there is no point in emphasizing them. It is

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better to pay most attention to positive consequences of activity, to make them desirable, as it can be much more effective.

And finally, most students emphasize that the learning process should be interesting, diverse and interactive, so going beyond the traditional lectures, seminars and practical exercises can increase effectiveness of the studying process.

Table 5

The results of the questionnaire with the most popular answers marked among the students

Who is responsible for motivating a student to study, in your opinion?			
1	Student	Teacher	System of education
	47%	33%	2%
Do you consider the motivation of students to be essential to the learning process?			
2	Yes	No	
	100%		
Do you want to increase your motivation to study?			
3	Yes	No	
	90%	10%	
What is missing for you to actively seek and reinforce your motivation for learning?			
4	Knowledge about myself	Knowledge about motivation	I need nothing
	67%	23%	10%
Do you know the specifics of your motivation to study?			
5	I know about them, and I can use this knowledge	I know about them, but I cannot use this knowledge	I don't know about them but want to.
	37%	57%	6%
Which of the following ways to increase your motivation to study do you consider to be the most effective? To focus on:			
6	Positive consequences of activity	Negative consequences of inaction	My internal motives
	63%	0%	37%
Which of the following ways to increase your motivation to study do you consider to be the most effective? To focus on:			
7	The process of studying	The result of studying	
	63%	37%	
Which of the following motivators for studying do you consider to be the most effective?			
8	Teacher's and group's praise and recognition	Improving my marks	Small material encouragement
	40%	40%	20%

Table 6

The results of the questionnaire with the most popular responses marked among the 11th grade students

Who is responsible for motivating a student to study, in your opinion?			
1	Student	Teacher	System of education
	36%	28%	36%
Do you consider the motivation of students to be essential to the learning process?			
2	Yes	No	
	89%	11%	
Do you want to increase your motivation to study?			
3	Yes	No	
	82%	18%	
What is missing for you to actively seek and reinforce your motivation for learning?			
4	Knowledge about myself	Knowledge about motivation	I need nothing
	21%	34%	45%
Do you know the specifics of your motivation to study?			
5	I know about them, and I can use this knowledge	I know about them, but I cannot use this knowledge	I don't know about them but want to.
	41%	43%	16%
Which of the following ways to increase your motivation to study do you consider to be the most effective? To focus on:			
6	Positive consequences of activity	Negative consequences of inaction	My internal motives
	38%	7%	55%
Which of the following ways to increase your motivation to study do you consider to be the most effective? To focus on:			
7	The process of studying	The result of studying	
	65%	35%	
Which of the following motivators for studying do you consider to be the most effective?			
8	Teacher's and group's praise and recognition	Improval of marks	Small material encouragement
	20%	50%	30%

Conclusion

According to the results of the study, among the third-year university students, the lack of approval is the most pronounced. At the same time, the leading motive of this group of students for studying at universities is receiving a diploma.

Among the 11th grade students, average need for approval is the most pronounced. The leading motive for studying at higher educational institutions among these students is gaining knowledge.

It has been empirically proven that 11th grade students are much more motivated to acquire knowledge than third-year university students.

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Empirically, it has been proved that there are no significant differences in the levels of need for approval in these two groups.

Prospects for further research are the development of educational and corrective training programs for students and teachers aimed at improving their understanding of motivation and how to influence it themselves.

The practical application of the data obtained is the use of this material in trainings and lectures for teachers to improve the quality of the learning process.

The theoretical application of the received information consists in informing the teachers and students about the peculiarities of the motivation of studying and in the further theoretical study of this topic.

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