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EXAMINING STUDENTS' ACADEMIC MOTIVATION

The article reveals theoretical and methodological aspects of students' academic motivation. The urgency of the study is due to the fact that most school leavers prefer just obtaining a diploma of a prestigious institution of higher education to mastering deep knowledge and becoming an expert in the field. The paper aims to investigate academic motivation of university students. In the course of the study, a classification was used that divides academic motives into two groups: cognitive and social. The survey was conducted using the methodology of studying the motives of educational activities (modified by A. Rean, V. Yakunin). It has shown that the educational system of students is dominated by cognitive motives, in particular "becoming a highly qualified specialist", "acquiring profound knowledge", "gaining intellectual pleasure", etc. These motives form the basis of learning activities and are related to the content and process of learning; contribute to the development of students' cognitive activity, provide for overcoming difficulties in solving educational and cognitive problems, which, in turn, contributes to the formation of a competent, competitive specialist. Social motives are based on the understanding of the social need for learning and are associated with professional training. They are manifested as motives for self-improvement and self-determination, as well as awareness of duty, the desire to take a decent place in the team. Among the social ones, the students tended to choose "getting a diploma" motive. At the same time, such motives as "keeping up with classmates", "fulfilling pedagogical requirements", "being an example for classmates", "avoiding condemnation and punishment for academic failure" were rarely chosen by the respondents. This shows their inadequate desire to assert their social status precisely through educational activities, as well as the weak influence of the authority of both teachers and fellow students on them.

Keywords: motivation, educational motivation, motive, cognitive motives, social motives, student, institution of higher education.

Introduction

The urgency of studying academic motivation of university students is based on the fact that in recent years one can observe negative trends in the field of education associated with a decrease in both the broad cognitive motivation of education and the social value of education. According to scientific studies of recent years [13], the main motive for choosing a particular profession and, accordingly, studying is obtaining a diploma in higher education in order to receive a well-paid job in the future.

The importance of the issue is also underlined by the fact that, at the initiative of the European Association of Universities, every two years there are international scholarly conferences on student motivation in higher education.

A considerable number of concepts and theories of motivation concerning the priority of certain motives of educational activity have been developed recently. Among the hierarchy of motives of educational activity, the following ones are distinguished: internal and broad social (L. Bozhovich [2; 3], Yu Orlov [15]); cognitive and social (L. Bozhovich [2; 3], A. Markov [13]); external and internal (O. Vershinskaya [5], A. Bugrimenko [7], N. Savage, R. Birch, E. Noussi [19], internal (I. Ilyin [9], F. Hyder. A. Bandura [18]; internal, external and personal (B. Aysmontas [1]); social, cognitive, communicative, self-regulation (V. Apelte [14]); communicative, cognitive and social motives (V. Tymoshenko [17]), positive and negative (P. Yakobson [6], general and specific (O. Karpova [10]), etc.

Thus, there is no common approach to the classification of motives. In our study, we follow the classification proposed by L. Bozhovich and A. Markov [2; 3; 13] who divide academic motives into cognitive (directly related to educational activities) and social (closely related to interpersonal relationships and communication). The choice of this approach is based on the fact that the presented classification sufficiently covers students' academic motivation. Let us dwell on its disclosure.

According to L. Bozhovich [3], cognitive motives are caused by the needs of students in mastering new knowledge, acquiring new skills and needs in intellectual activity.

These include the following types of motives: broad cognitive motives related to the acquisition of new knowledge; educational-cognitive motives consisting in the orientation of those who study to the learning of methods of obtaining knowledge (interest in methods of independent acquisition of knowledge, methods of scientific knowledge, methods of self-regulation of educational activity, rational organization of the process of learning); motives of self-education, which are manifested in the orientation of those who study, to self-improvement of methods for acquiring knowledge [13].

Sharing the opinion of L. Bozhovych, Y. Orlov notes that the greatest influence on the success of students is the cognitive needs combined with the high need for achievements [15].

The researcher G. Kostyuk [11] believes that academic motives include interest in studying, cognitive outcomes of the learning activity, and certain motivations for cognitive activity in the process of learning: awareness of one's duty, understanding the importance of learning activities for the acquisition of a particular profession in the future, etc.

Social motives cover the motive associated with the need to be positively assessed, to get approval from significant persons; the desire to acquire a specific status in the system of social relations; motives related to the need to communicate with other people [2].

All social motives are divided into three subgroups:

1) broad social motives, which are manifested in the desire to acquire knowledge in order to be useful for the society; motives of awareness of the needs of the surrounding society;

2) narrow social motives related to the need to take the corresponding status in the team, obtain approval from the surrounding people, the need for interpersonal communication;

3) the motives of social cooperation, consisting in the desire to improve forms of cooperation and relations with other participants of the educational process [13].

Aim and Tasks

The paper aims to investigate cognitive and social motivation of university students. The results of the study will reveal the dominant motivation and suggest specific measures aimed at its correction in terms of increasing students' academic success.

The following tasks are set: to reveal the existing classification of the motivation of educational activities; to present the results of an empirical study on its formation in university students.

Research Methods

The students were surveyed using the methodology for studying academic motives designed at the Department of Pedagogical Psychology at the Leningrad University (modified by A. Rean, V. Yakunin).

It has two variants, the differences between which are determined by the procedure for conducting and processing the results. Its first variant allows the selection of five most relevant motives for a respondent from the proposed list of 16 academic ones. At the same time, by allocating 5 leading motives, we cannot determine the degree of significance of every of the motives proposed. However, the distinguishing of 5 dominant motives gives an opportunity to identify the main factors determining the attitude of students towards learning activities.

The second version provides the opportunity to determine the mean value of every motive and to rank them. This makes it possible to assess the significance of every motive for a respondent, both individually and together with all the motives presented.

The study by O. Lomtatidze [12] proved that both versions of the questionnaire are valid and informative for evaluating students' academic motivation.

The survey involved 223 students of the first-fourth years of study (1st-year students - 66, 2nd-year students - 54, 3rd-year students - 55, 4th-year students – 48).

The motives of educational activity can be conditionally divided into two groups: cognitive and social. The cognitive ones involve "becoming a highly skilled specialist"; "successful further studying", "academic success, receiving excellent marks"; "acquiring profound knowledge"; "being constantly prepared for lessons"; "not to give up studying the subjects"; "ensuring the success of future work"; "getting intellectual pleasure". The social ones covered "obtaining a diploma"; "getting scholarship", "keeping up with classmates"; "fulfilling educational requirements"; "teachers' respect"; "being an example for classmates"; "obtaining parents' and other people's approval"; "avoiding condemnation and punishment for academic failure" (see Table 1).

Table 1.

List of Academic Motives

Number of a motive	List of motives
1.	becoming a highly skilled specialist
2.	obtaining a diploma
3.	successful further studying
4.	academic success, receiving excellent marks
5.	getting scholarship
6.	acquiring profound knowledge
7.	being constantly prepared for lessons

Number of a motive	List of motives
8.	not to give up studying the subjects
9.	keeping up with classmates
10.	ensuring the success of future work
11.	fulfilling educational requirements
12.	teachers' respect
13.	being an example for classmates
14.	obtaining parents' and other people's approval
15.	avoiding condemnation and punishment for academic failure
16.	getting intellectual pleasure

Research Results

Let us dwell on the quantitative and qualitative analysis of the results of the survey according to the first version of the questionnaire. The processing and interpretation of the results was carried out as follows. The frequency of naming motives among the most significant ones throughout the sample was determined. The results are presented in Table 2.

As can be seen from Table 2, first-year students consider the motive "becoming a highly skilled specialist" as the most important one: it was mentioned for 51 times. The "acquiring profound knowledge" motive was mentioned for 42 times. Besides, such motives as "academic success, getting good marks", "ensuring the success of future work", "receiving intellectual pleasure" were also popular and were mentioned for 33 times.

Table 2.

Distribution of Academic Motives

Number	Year of study	Number of a motive															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Name of the motive	1	51	36	12	33	24	42	12	12	-	33	-	24	3	12	3	33
	2	33	39	18	9	30	36	-	9	6	27	-	6	-	24	6	27
	3	33	33	12	12	24	21	3	15	6	30	3	3	3	30	3	42
	4	30	33	3	24	27	27	3	9	-	15	9	3	3	21	-	33

Students did not mention such motives as "keeping up with classmates" and "fulfilling educational requirements". This proves the fact that even first-year students have a motivation to succeed without regard to external stimuli.

The answers of second-year students are similar to those of the first-year ones. So, the most popular motive was "getting a diploma" (mentioned for 39 times), the second one – "acquiring profound knowledge" (mentioned for 36 times), the third one – "becoming a highly skilled specialist" (mentioned for 33 times). This choice is not surprising, since without such a motivation, academic success is impossible.

Such motives as "being prepared for classes", "fulfilling educational requirements", "being an example for classmates" were not mentioned by them at all. It means that students do not study systematically, although, in our opinion, it is influenced by factors of a subjective nature (they must work, they have personal problems distracting them, etc.).

Third-year students are mostly motivated to receive intellectual pleasure (the motive was mentioned for 42 times). This means that they work with extra literature when preparing for their lessons. The motive of becoming a highly qualified specialist and getting a diploma were mentioned for 33 times, and "ensuring the success of future work" and "achieving parents' and other people's approval" were mentioned for 30 times each, which indicates the importance for the third-year students of the future career growth and the opinion of their close people.

The respondents do not consider such motives as "being always prepared for lessons", "fulfilling educational requirements", "achieving teachers' respect", "being an example for classmates", "avoiding condemnation and punishment for academic failure" to be significant (they were mentioned just for 1 time each).

As can be seen from Table 2, the results of the survey of fourth-year students are similar to the previous ones. The respondents first of all indicated the following motives: "getting intellectual pleasure", "getting a diploma" (mentioned for 33 times), "becoming a highly qualified specialist" (mentioned for 30 times). The motives "acquiring profound knowledge" and "receiving scholarship" (mentioned for 27 times) were also popular with them. In particular, the desire of students to receive a scholarship means that they seek independence. Such motives as "avoiding condemnation and punishment for academic failure" and "keeping up with classmates" are traditionally not dominant in academic motivation.

Let us turn to the analysis of the second version of the questionnaire, which helps to evaluate the list of academic motives according to a 7-point scale depending on the degree of significance of the motive for a student. At the same time, it is assumed that 1 point corresponds to

the minimum significance, and 7 points to the maximum one. Then, the mean value of the motive is calculated for the entire surveyed sample and the rank of the motive is determined. Determining the significance of every motive using the ranking procedure was conducted in each group of students. Thus, the most significant and least significant motives were identified within each group (Table 3).

Table 3.

Ranking Students' Academic Motives

Year of study	Number of the motive	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	*Mean value of the motive score*	6.3	6.3	5.2	6	4.9	6.2	5	5.5	3.9	5.5	4.6	5.7	4.3	4.5	3.5	5.6
	Rank of the motive	1/2	1/2	9	4	11	3	10	7/8	15	7/8	12	5	14	13	16	6
2	*Mean value of the motive score*	5.4	4.8	4.1	3.9	3.9	5.2	3.2	3.6	2.8	4.7	3.1	3.8	2.6	4.3	2.8	4.2
	Rank of the motive	1	3	7	8/9	8/9	2	12	11	14/15	4	13	10	16	5	14/15	6
3	*Mean value of the motive score*	6.4	6.5	5.2	5.3	4.8	5.7	3.5	4.6	3.4	6.3	4.2	4.7	3.8	5.5	4.1	6.4
	Rank of the motive	2/3	1	8	7	9	5	15	11	16	4	12	10	14	6	13	2/3
4	*Mean value of the motive score*	6.07	5.8	4.33	5.87	6.47	6.47	5.2	5.67	3.73	5.27	5.33	5.07	3.33	4.73	3.07	6.33
	Rank of the motive	4	6	13	5	1/2	1/2	10	7	14	9	8	11	15	12	16	3

As can be seen from Table 3, for the first-year students, such motives as "becoming a highly qualified specialist", "obtaining a diploma" (rank 1/2), "acquiring profound knowledge" (rank 3), "academic success, getting good marks" (rank 4) are predominant. Such motives as "avoiding condemnation and punishment for academic failure" (rank 16), "keeping up with classmates" (rank 15), "being an example for classmates" (rank 14) are less significant.

The ranking of motives for their significance for the second-year students showed the following results: the first rank was received by the motive "becoming a highly skilled specialist", the second one – "acquire profound knowledge", the third one – "receiving a diploma". The last positions in the ranking of the motives were as follows: "being an example for classmates" (rank 16), "avoiding condemnation and punishment for academic failure" and "keeping up with classmates" (rank 14-15), "fulfilling educational requirements" (rank 13).

The third-year students preferred the following motives: "receiving a diploma" (rank 1), "becoming a highly qualified specialist" and "getting intellectual pleasure" (rank 2/3), "ensuring the success of future professional activities" (rank 4). The least significant ones were as follows: "keeping up with classmates" (rank 16), "being always prepared for lessons" (rank 15), "being an example for classmates" (rank 14).

As a result of the distribution of motives according to their significance, the fourth-year students chose "receiving a scholarship" and "acquiring profound deep knowledge" as most important ones. The third motive they chose was "getting intellectual pleasure"; the fourth one – "becoming a highly qualified specialist". Motives such as "avoiding condemnation and punishment for academic failure", "being an example for classmates", "keeping up with classmates", respectively, were ranked to be 16, 15 and 14.

Discussion

Let us compare the research results concerning students' academic motivation with the results of other scientists. This issue was also investigated by N. Vasilenko, O. Vydra, E. Izotova, Y. Prus, G. Recun [16], A. Pechnikov, G. Mukhina [9] and others. In particular, N. Vasilenko, O. Vydra [4], examining the motivation for the professional training of future technology teachers, concluded that the motive for obtaining a diploma was their dominant motive for studying. The researcher E. Izotova [8] found that the leading role of the motivational component is noted only in the presence of motives of getting a diploma and obtaining intellectual pleasure. Consequently, these findings were confirmed in our empirical research.

Yu. Prus, G. Rekun [16] in their study found that the main academic motives of students of different years of

study are the same. This conclusion also coincides with our results.

At the same time, the obtained results do not coincide with the research outcomes by A. Pechnikov and G. Mukhina [9], who revealed that the leading educational motives of students were "professional one" and "personal prestige", the less significant were "pragmatic" (obtaining a diploma) and "cognitive" motives.

Conclusions

Consequently, as the study shows, there are cognitive and social motives in the students' learning system, among which the cognitive motives are dominant, in particular "becoming a highly qualified specialist", "acquiring profound knowledge", "getting intellectual pleasure", etc. These motives form the basis of learning activities and are related to the content and process of learning. They contribute to the development of their cognitive activity, provide for overcoming difficulties in solving educational and cognitive tasks, which in turn contributes to the formation of a competent, competitive specialist.

Social motives are based on the understanding of social need for learning and are related to professional training. They are manifested as motives for self-improvement and self-determination, as well as awareness of duty, the desire to take a decent place in the team. The fact that the student is aware of the social significance of learning makes him/her ready for future work.

Among the social motives the students most often mentioned "getting a diploma" motive. At the same time, such motives as "keeping up with classmates", "fulfilling educational requirements", "being an example for classmates", "avoiding condemnation and punishment for academic failure" were rarely mentioned by the respondents. This shows their inadequate desire to assert their

social status precisely through educational activities, as well as the weak influence of the authority of both teachers and fellow students on them.

The survey has also revealed that cognitive motivation prevails among students of the first and second years because the "becoming a highly skilled specialist" motive was popular with them. The predominance of cognitive motivation is characteristic in the process of entering a student into the educational activity of a higher educational institution and is therefore accompanied by the selection of leading motives of educational activity. However, it is worth noting that for the second-year students the motive of getting a diploma was among the most significant ones, which allows to conclude that during the second year of studying, their motivation transforms from cognitive to the social one. In the third- and fourth-year students, social motivation prevails, since they were the first to mention motives like "receiving a diploma" and "getting a scholarship". This indicates that most of students study because they want to do it not just because they are forced.

Recommendations

Consequently, such conclusions allow to propose the following recommendations for the organization of educational work with students. In particular, in order to engage 1st and 2nd year students in student life, they should be involved in joint educational work (contests, discos, discussions, trainings, etc.). 3rd and 4th year students should be actively encouraged to participate in scientific competition projects, student scientific conferences, work of scientific circles, collective exercise of various educational and educational tasks, etc., which will allow to supplement the narrow social motivation with cognitive aspects.

Further research studies are going to cover the design of methods (in a form of a training) in order to increase social motivation in students' educational activities.

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ДОСЛІДЖЕННЯ НАВЧАЛЬНОЇ МОТИВАЦІЇ СТУДЕНТІВ

У статті розкриваються теоретичні та методичні аспекти проблеми мотивації навчання студентів. Актуальність дослідження обумовлена тим, що останнім часом більшість абітурієнтів прагнуть отримати диплом престижного закладу вищої освіти, а вже потім глибокі знання із спеціальності та відбутися як успішний фахівець. Це обумовило мету статті – дослідити мотивацію студентів закладів вищої освіти. З’ясовано, що в ієрархії мотивів навчальної діяльності виокремлюють мотиви: внутрішні та широкі соціальні, пізнавальні та соціальні, зовнішні й внутрішні, позитивні та негативні тощо. Під час дослідження використано класифікацію, яка дозволяє поділяти мотиви навчальної діяльності на дві групи: пізнавальні та соціальні. Адже ця класифікація достатньо повно охоплює мотивацію навчальної діяльності студентів. Опитування проводилось за допомогою методики вивчення мотивів навчальної діяльності (модифікація А. Реана, В. Якуніна). Воно засвідчило, що у системі навчання студентів домінантними є пізнавальні мотиви, зокрема «стати висококваліфікованим фахівцем», «придбати глибокі й міцні знання», «одержати інтелектуальне задоволення» тощо. Ці мотиви складають основу навчальної діяльності й пов’язані зі змістом та процесом навчання студентів; сприяють розвитку їх пізнавальної активності, забезпечують подолання труднощів у вирішенні навчально-пізнавальних завдань, що, у свою чергу, сприяє формуванню компетентного, конкурентоспроможного фахівця. Соціальні мотиви засновані на розумінні суспільної необхідності навчання і пов’язані з підготовкою до майбутньої професійної діяльності. Вони виявляються як мотиви самовдосконалення і самовизначення, а також як усвідомлення обов’язку, прагнення посісти гідне місце в колективі. Серед соціальних студентами усіх курсів найчастіше називається мотив «одержати диплом». Водночас такі мотиви, як «не відставати від однокурсників», «виконувати педагогічні вимоги», «бути прикладом для однокурсників», «уникнути осуду й покарання за погане навчання» студентами називаються нечасто (або не називаються взагалі). Це свідчить про недостатнє прагнення студентів утвердити свій соціальний статус саме шляхом навчальної діяльності, а також про слабкий вплив на студентів авторитету як педагогів, так і однокурсників.

Ключові слова: мотивація, навчальна мотивація, мотив, пізнавальні мотиви, соціальні мотиви, студент, заклад вищої освіти.

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