

# Motivation for higher education: results of the empirical study at Kyiv University

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## UniDos-VI

# Kyiv University monitoring survey of student's and university's life

- Population: students of Kyiv University, 17 of faculties and institutes – bachelor's, specialist's and master's programs
- Random sample, 1225 respondents
- Self-completion of the questionnaires
- September-October 2010

## Research questions:

- What is the structure of the concept “motivation for high education”?
- Are there some changes of motivation during the time of education?
- Does motivation depend of what faculty student study at?
- Are there some gender differences in motivation?
- Does motivation depend of social-economic status of student's parents?
- Does motivation depend of student's own life experience ?

What is your purpose of getting higher education?

**Higher education is useful for...**

**Please use the scale from 1 to 7, where 1 – not useful, 7 – very useful**

- to get an interesting job
- to have a reliable income
- to get a high social status
- to develop own ideas and thoughts
- to learn more about the chosen specialty
- to get a good academic (classical) education
- to be an educated person in general
- to delay the beginning of adult
- to help another people
- contribute to the development of society
- to get an academic degree
- to leave home town/village
- to keep up with the friends

**Components of motivation for getting high education.  
Result of factor analysis (PC, varimax rotation, 53% of variance).**

	1	2	3
3. 10. contribute to the development of society	,704		
3. 5. to learn more about the chosen specialty	,696		
3. 6. to get a good academic (classical) education	,675		
3. 9. to help another people	,664	,281	
3. 4. to develop own ideas and thoughts	,646	,209	
3. 7. to be an educated person in general	,571		
3. 12. to get an academic degree	,530		,241
3. 2. to have a reliable income		,900	
3. 1. to get an interesting job	,275	,694	
3. 3. to get a high social status	,316	,686	
3. 15. to keep up with the friends			,790
3. 14. to leave home town/village			,772
3. 8. to delay the beginning of adult			,644

## **Three components of motivation:**

**SELF** - orientation to self-development and society

**CAREER** - orientation to wellbeing, income, status

**DELAY** - orientation to prolongation of youth and delay of contacts with labor market

## Mean values of motivation components for two groups of students

- who have plans to specialty in the future (postgraduate education, job related with specialty)
- no such plans

	SELF	CAREER	DELAY
Have plans to use specialty	5.07	5.04	4.95
No such plans	4.76	4.85	5.16

# Motivation and year of study

	Self	Career	Delay
1+2	5.05	5.11	4.96
3+4	5.07	4.93	5.03
5+6	4.81	4.89	5.04



# Motivation and faculty types

	Self	Career	Delay
Natural sciences	4.86	4.82	5.11
Socio-Economic- Humanitarian	5.08	5.11	4.93

# Motivation and gender

	Self	Career	Delay
Male	4.89	4.85	5.13
Female	5.07	5.10	4.92

# Factors, which influenced components of motivation (OLS regression, beta- coefficients)

	SELF	CAREER	DELAY
Gender (woman)	0.059	0.079*	-0.094*
Both parents have high education	-0.005	-0.005	-0.025
Faculty type (soc-econ-human)	0.097*	0.113*	-0.031
Pay for education	-0.050	0.020	0.033
Live separately from parents	-0.014	0.037	0.230*
Year of study (3 or 4)	0.008	-0.069*	0.025
Year of study (5 or 6)	-0.100*	-0.047	0.033
Experience of work	0.012	-0.087*	0.009

# Some conclusions

- Faculty type and year of study are both the most influenced factors for the explanation of the motivation. Students from socio-economic faculties are more motivated for career and at the same time increasing the duration of studying at the University negatively influencing on career orientation (in comparison with newcomer students).
- Gender also positively (woman in comparison with man) influenced career orientation and delay of own labor adult life orientation
- Experience of living separately from parent's family positively influence on the orientation on the delay of adult life
- It is surprised, that own experience of own work (labor market experience) negatively (!) influence on career orientation



Thank you for attention !