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PECULIARITIES OF HIERARCHY OF PSYCHOLOGY STUDENTS' LEARNING MOTIVES

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The article presents the results of interrelationship of stable individual and psychological characteristics of students with achievement motivation and failure avoidance in their learning activity.

Keywords: learning activity, personality, personality development, academic motivation, abilities, psychological mechanisms of personal development.

Setting the problem. Modern social and economic conditions of Ukraine necessitated transformations in all fields of life, higher education including. Therefore, the issue of optimizing learning activities of students, research of issues related to academic motivation is getting more and more topical. Review of psychological literature shows that academic motivation is not homogeneous and depends on a number of factors, namely: individual peculiarities of students, character of close reference group, level of development of student community, need for achievement and avoiding failure, etc. On the other hand, being a psychological phenomenon motivation of student's behavior always reflects views, social orientations, mindsets of the social group represented by the student.

Review of recent researches and publication. Nowadays motives for learning activity and issues related to their formation require further academic investigations regarding organization of academic process in higher educational institutions. Psychological studies show that it is impossible to achieve efficient learning process only by means of improving teaching methodology and leaving behind motives of learning activity [1], [3], [4], [6], [14], [20], [22].

Considering academic motivation one should stress that the notion «motive» is closely related to the notions «goal» and «need». They interact within the structure of student personality and were given a term «motivational field». In literature the term «motivational field» includes all types of incentives: conscious ones which comprise needs, interests, goals, stimuli, motives, inclinations and unconscious incentives that include intentions, mindsets, desires and instincts. Motivation penetrates all key structural formations of a personality: focus, character, emotions, abilities, activity and psychic process. It is not restricted to just one function, one-side relations from the viewpoint of real behaviour of a person that makes a motivation a complex one.

Object of the research was personality motivational field; subject of the research was academic motivation of students.

Aim of the research. This research was aimed at understanding learning motives of students, as well as identification of a general tendency of changes taking place in the structure of students' academic motivation during different years of studying, i.e. motives dynamics.

Research hypothesis. In each specific case motivation is not homogeneous and depends on many factors. In our research we assumed that the key hierarchical core of motivation should be constant.

Separate *objectives* were set: 1) to identify interrelations between academic motivation and its efficiency that was reflected in academic performance. The latter was determined on the basis of average exam mark during previous examination period; 2) to determine the level of influence of students' public activity onto academic motivation.

Methods of the research. Research of academic motivation peculiarities necessitated use of the whole complex of psycho-diagnostic methodologies, in particular, methodology for achievement motivation and failure avoidance by Ehlers [17], self-actualization test (CAT) [3], Life Meaning Orientations Test by Leontiev [9] methodology aimed at identification of value orientations by Bubnova [12], methodology on determining the level of subjective control [2], biographic questionnaire (BIV) [3], methodology of identification of the level of aspirations by Herbachevskyi [15], Personality Factors Questionnaire by Cattell [18]. Primary data were processed on the basis of correlational and factor analysis from application software package «STATISTICA-5.0»

Results of the research and their discussion. Data obtained from the research enabled us to reveal that public activity is understood by the students as participation in public and political life of the educational institution and research and development activity. Level of students' participation in public and research activities served as students' activity level. All the students participating in the survey were divided into two groups according to the activity level and achievement motivation and avoiding failure in relation to educational activity. During the first stage of the research motives of academic motivation of students were identified by means of conversations, interviews and questionnaires on different aspects of motivation. There were 60 respondents. According to their content, motives were divided into the following groups:

1) broad social motives, which are stipulated by social needs, interests, high social significance of higher education. 2) Scientific and educational motives which are directly related to educational activity and which express attitude to the very learning process, the content of subjects studied by the students. 3) Professional motives; higher education is viewed as the basis for getting a job. 4) Utilitarian motives. This group of motives is based on the desire to get certain personal benefits after graduation from the university, motives of one's own welfare. 5) Motives of social identification – level of influence parents and academic peers have onto student's behaviour.

The students rated educational motives starting from those personally significant for the student. Participants of the research were students of the I-IV years of studying – all in all, 60 persons.

Rating of academic motives by the respondents has shown corresponding dependence among key motives of the students at the each year of studying.

Data obtained were summarized into Table 1.

Table 1

Change of average rating positions of academic motives in the learning process

Motives of learning activity	Year of studying			
	1	2	3	4
Broad social significance of higher education	6,55	5,73	5,70	5,52
Scientific and educational (content of what is studied)	5,61	6,30	6,12	6,05
Professional motives (getting higher education)	5,04	4,28	3,90	4,04
Social identification (level of influence of others)	8,43	9,98	9,24	10,0
Utilitarian (motives of one's own welfare, personal benefits)	6,48	6,72	7,10	7,32

Analysis of the data shows that key learning motives, indicated by students of all academic years, are public, professional and scientific and educational ones – they were top motives in motivation hierarchy.

Afore-mentioned information indicates that for the majority of students studying process is related to the idea of meeting their scientific and educational needs, getting higher education as a necessary precondition of professional realization.

Let us analyze the changes within the structure of educational motives with the 4-th year students. We assumed that throughout students' life, there should be some changes in personality motivational field resulting from learning activity; there will be more stable and adequate incentives related to this activity.

On the basis of experimental research of students' motivational field there were established significant statistical differences in highly motivated and low motivated students, which were stable throughout the period of four years.

According to the Life Meaning Orientations Test, highly motivated students are characterized as determined ones, with meaningful life and temporary prospects. They understand life as interesting, controlled process full of emotions. Low motivated students have average indicators, but not low according to these subscales (goals in life, process of life, life locus control). Insignificant difference among respondents is observed in subscales «I locus control» and «satisfaction with self-realization». Highly and low motivated students positively evaluate their past and consider themselves strong personalities who have sufficient freedom of choice.

According to the results of S. S. Bubnova's methodology «Value Orientations» statistically significant differences ($p < 0,05$) are established for all indicators. Low motivated students want to get more rest and have fun, high financial condition, social activities, good

health; they also want to have a circle of friends who would satisfy their spiritual and emotional needs.

Unlike low motivated students, highly motivated ones want to enjoy something beautiful in life, help other people, be compassionate, express love to people close to them (their families), discover something new and interesting, they want to have high social status and gain such a position that will give them influence, respect and recognition from others. At the same time they pay less attention to their health and communication with people who are emotionally and spiritually close to them.

Study of student's self-actualization made it possible to identify statistically significant difference ($p < 0,05$) in eight indicators. Students with low motivation are less inclined to harmonious existence, they have not formed an adequate understanding of human nature (belief in power of human abilities), show lower need for cognition, they are less creative. These students establish fewer contacts, but in the process of communication with those established they are more flexible. In addition, students from this group are more autonomous and have stable adequate self-evaluation. Highly motivated respondents are more dependent and have greater need for cognition; they are more emotionally tense and have lower level of self-confidence. Both highly and low motivated students are equal in terms of spontaneous expression of their feelings and are equally sensitive to their needs and wishes.

On the basis of biographic questionnaire (BIV) there were established statistically significant differences ($p < 0,05$) on the following scales: extraversion, psychic and physical composition, family situation, style of upbringing, social activity and social status.

In this test low motivated students have family deficit syndrome, in particular, they are not satisfied with the relationships with their parents, there was insufficient family influence in their childhood and youth, neurosis-genic style of upbringing is observed. They are prone to somatic disorders, are not resistant to stressful situations, they establish and maintain contacts, they show insignificant situational tension in interpersonal and social interactions, they are socially active and impulsive.

Highly motivated students also have difficulties in communication with parents, but they show positive influence of parental upbringing and have good relationships with parents, which contributes to psychic health of students. They have good social adaptation, are socially active and sociable.

Highly motivated respondents have higher indicators on Cattell's 8PF methodology in comparison with low-motivated ones. They are more sociable, intellectual and expressive, have higher normativity of behavior, are more sensitive, more brave, more radical (want to be well-informed, have intellectual interests, analytical thinking), but have lower self-control. Low motivated students have lower intellectual development, they are reserved, restrained, expect to be given tasks, are not well-organized and responsible, they are self-confident and strict towards others.

On the basis of data from Table 1 one can see that correlation of key motives in students of different years of studying is different – «intensity» is changing from year to year. Also there is significant growth of «intensity» of professional motives, while scientific and educational ones slightly decrease. It can be explained by the fact that senior students show dominating professional specialization.

Other groups of motives are also not equal: utilitarian motives are getting less significant, «intensity» of social identification group of motives also decreased, that means, influence of parents and friends on behaviour of the students.

One of the key indicators of academic process organization efficiency is academic performance of the students. General and professional training of a future expert in a certain field depends on the results of learning activity. Therefore, one of the objectives of the research was to identify learning motives in students with different academic performance. Data obtained were systematized in Table 2.

Table 2

Distribution of average rating places of motives of educational activity depending on academic performance.

Motives of learning activity	Average mark for exams	
	5,0 – 4,0	3,9 – 3,0
Broad social significance of higher education	5,92	6,11
Scientific and educational (content of what is studied)	5,53	6,24
Professional motives (getting higher education)	4,16	5,0
Social identification (level of influence of others)	9,12	8,16
Utilitarian (motives of one's own welfare, personal benefits)	7,46	6,93

Comparative analysis of the data reveals respective difference in the attitude of students to the learning process. In both groups of students leading motives of learning activity are social and scientific and educational ones. However, there is a difference in average significance indicators. The highest difference is in the group of scientific and educational motives. Students with better performance give higher evaluation of the role of these motives. The same tendency is observed regarding «professional motives»: students of the first group better recognize their importance than students from the second group (with lower level of academic performance). Broad social motives in different groups almost do not change their «intensity»; here the difference between students with higher and lower academic performance is insignificant.

In the hierarchy of terminal values in the group of students with high level of motivation of achieving success top priority is given to values realization of which fully corresponds to general understanding of fulfilling life. According to Rokeach methodology, the first places in the value hierarchy of instrumental values are occupied by traits of personality that ensure self-regulation success and ability to act independently.

In the group of students with low level of motivation top places among terminal values were given to health and love. These students are oriented to executive activity: responsibility, good behaviour, honesty and tidiness.

Comparative analysis of the correlational matrixes of the respondents with high and low level of achievement motivation allows us to make the following conclusions. Correlational

analysis allows us to compare peculiarities of individuality of students at the separate level (individual, personality, aim of the individuality), and to identify intra-level relationships of these peculiarities.

In highly motivated students achievement motivation is correlated with erginity (0,39), rate (0,35), emotionality (0,41), aggressiveness (0,38), while with low motivated students achievement motivation does not have significant correlations. This data can mean that for the second group of the respondents achievement of success is not significant, they are satisfied with everything that happens in their life; for them achieving high results is not an end in itself.

For the first group succeeding in their activities and, consequently, having high recognition of their success by others is a goal which they achieve by means of trying to understand the objective world, being determined, perseverant, energetic, fast responding to changing conditions, labile in emotional field.

Correlational analysis between psycho-dynamic and social and psychological levels has produced the following results. In the group of students with high motivation the most significant positive relation was identified between authoritarianism and social erginity (0,49). This testifies to the fact that the need for social contacts and sociability are related to self-confidence, persistence and successful performance. For those with low achievement motivation the most significant relation was identified between altruism and social plasticity (0,41), that is, responsibility to others, being kind, gentle, altruistic and empathic, at the same time they are sociable, inclined to have diverse communicative programs.

Judging from that, it should be stressed that at the level of certain qualities of student's individuality there were also significant differences that are manifested in the fact that students with high and low level of achievement motivation have qualities that help them adapt to the environment.

Thus, there is a complex of value and professional orientations that include value, career, life-meaning orientations that mediate peculiarities of professional identity of students through success motivations under conditions of social transformations.

Comparison of two groups of students with high and low level of achievement motivation on the basis of factor analysis enables us to make the following conclusions. It turned out that depending on the level of expression of achievement motivation peculiarities of student individuality are manifested at all levels under analysis. In other words, expression of motivation as peculiarity of a subject exerts major influence onto specifics of individuality structuring.

Thus, the results of the research indicate that the same motives of educational activity determine attitude to studying of students with different academic performance. These motives are broad social, professional and scientific and educational motives, however, intensity of their manifestations directly depends on the year of studying and academic performance. Probably insufficient level of student's performance can be explained, first of all, by subjective reasons, secondly, by the fact that these motives are at the level of recognized ones: they have not become real motivational force. In other words, on the basis of two functions of motives meaning – motivational and sense-forming, the students with lower academic performance have domination of the latter one – sense-forming function. It may explain

the fact that awareness of these motives, willingness to study exerts different influence onto learning activity of students.

Conclusions. Results of the research are summarized in the following conclusions.

The key objective of the research of academic motivation of students in the higher educational establishment is getting control over psychic development of students, in particular, academic motivation in order to correct identified deviations.

In the process of studying psychological peculiarities of academic motivation of a certain student it is necessary not to compare him/her with the data of a normative group, but with his/her own previous results, evaluate a student on the basis of individual contribution or some other achievements.

It is desirable to get externally similar phenomena (for example, lack of positive academic motivation), see different reasons for student's behavior (lack of learning skills, unformed abilities to set goals, etc.).

It is necessary to study and contribute to formation of academic motivation not only in students with low academic performance, but in all the students, even those who have good academic performance. While studying motivation, one should take into account the condition of student's cognitive field (ability to study and level of performance, possibility to study and teachability), motivational field (desire to learn, motives), will and emotional field (goals in the learning process, feelings in the learning process).

Observations, judgments about a student, his/her motivational characteristics should be formulated in a positive form, accentuating strengths and abilities of a student.

While trying to understand academic motivation of students a teacher should do it psychologically right.

To form learning motivation does not mean to put ready-made motives and goals into the head of the student, but means to put him/her in such conditions and activity-demonstrating situations, where desirable motives and goals would form and develop on the basis and in the context of previous experience, individuality, internal motivations of a student.

In the process of educational activity a teacher should take into account the level and type of attitude to studying, in particular, negative attitude, neutral (passive, amorphous, indiscrete, situational), positive (personal, responsible, active) and also mindsets (cognitive, conscious, adequate, initiative, creative) – the sixth level of psychic development of a student.

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ОСОБЛИВОСТІ ІЄРАРХІЇ МОТИВІВ УЧІННЯ СТУДЕНТІВ-ПСИХОЛОГІВ

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Подано результати взаємозв'язків стійких індивідуально-психологічних характеристик студентів з прагненням до мотивації досягнень і уникання невдач в їхній навчальній діяльності.

Ключові слова: навчальна діяльність, особистість, розвиток особистості, навчальна мотивація, здібності, психологічні механізми особистісного розвитку.