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Motives for Choosing the Profession of a Social Care Teacher in the Universities of Kazakhstan

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ABSTRACT

This research is aimed at identifying the motives for choosing the profession of a social care teacher by university students in Kazakhstan, their level of preparedness for this profession. The comparative study involved 106 students, 70 of which are 1st-year students and 36 are 4th-year students of the Kazakh National University named after Al-Farabi and Pavlodar State Pedagogical Institute with the specialization 5B012300 "Social pedagogy and self-knowledge." During the research such methods as questionnaires and statistical data processing were used. The comparative analysis of the main types of motivation in choosing the profession of a social care teacher by students allowed us to reveal the leading motives, determine the dynamics of determining motives. The results of the survey on the basis of statistical data allowed determining the attitude of students to the profession of a social care teacher, their professional plans, views on education and professional identity. Professional self-determination of students of the social care teacher profession has a multi-directional motivation structure. The research has shown that internal motives mainly influenced the students' choice of the profession of a social care teacher. Internal motives are complemented by the influence of external motivation of both positive and negative connotations. Fourth-year students have slightly decreased motives indicators such as "opportunity for creativity" "opportunities of professional skills growth" "opportunity of intellectual and physical development." Evaluating the social care teacher's qualities highly, students often doubt if they have these qualities themselves. More than a half of the students devote themselves to the profession of a social care teacher, 50% of which believe that in the country the problem with street children and adolescents is very relevant and they plan to work mainly with teenagers and children in the future.

Keywords: Motive, Motivational Sphere, Motivation of Choosing a Profession, Professional Self-determination, Professional Plans
JEL Classifications: I20, I21, I23

1. INTRODUCTION

1.1. Relevance of Motivation in Choosing a Profession

In modern conditions, when highly qualified specialists are needed for addressing the socio-political and economic problems, the problem of personnel training for the social and educational sphere becomes of particular importance. One of the specialists, who carry out social and educational activity, is a social care teacher. Preparation of social care teachers to date is relevant as their activity is connected "... with the rapidly deteriorating socio-political, ethnic and economic contradictions of the modern world

and is caused by a new quality of personality socialization" (the "Website of the social care teacher," 2013).

The system of training socio-pedagogical staff in Kazakhstan is still being formed and is developing in accordance with the concept of continuous education. The system of continuous education covers the training system: Bachelor - Master - PhD Doctorate. The first stage in this system must be pre-professional training. Many foreign countries have adopted pre-professional training in the form of the general university training (1st-year of studying in a university before selecting a faculty) (Chotchaeva, 2003) or

preliminary practices (which last 6 weeks), a year of preliminary practice (Shibankova, 2007).

Pre-professional training is not widespread and accepted in our country. This can be explained by the conditions of admission to universities. In Kazakhstan, the basis for a nationwide system of knowledge control is testing with the use of information and telecommunication technologies. Unified National testing (UNT) envisages combination of the final state certification of graduates of secondary schools and entrance examinations of applicants to secondary and higher vocational schools. At the same time, UNT is required for entering secondary and higher vocational schools (Myasnikov, 2010, p.276).

International experience shows that pre-professional training will allow forming preparedness to professional activity of future entrants. This proves the fact that entrants have high internal motivation in choosing a profession. Since, this experience does not apply in our country; there is a need to study the motives for choosing the profession of a social care teacher, as this profession in its functional structure is complex and multifaceted.

The society needs specialists who are able not only to see the problems, but to solve them as well. The social demand should not be viewed in terms of extensive and informational specialist model, based on the volume and completeness of specific knowledge, but, above all, in terms of such personal and professional characteristics of the subject as their professional development, motivation in choosing a profession in the market conditions. Questions regarding professional self-determination, formation of universities students and research in the field of values and motivations are some of the key issues in the field of pedagogy and psychology.

1.2. Defining "Motive" and "Motivation"

In the process of professional training it is relevant to examine the topic of motivation. The motivational component contributes to achieving professional skills. This component provides the transformation of knowledge and skills into the means of personal and professional growth (Morozov and Erina, 2005).

Problems related to professional formation, choice of profession are relevant since ancient times. Professional self-determination is examined in various aspects in the studies of Aristotle, Moore, Campanella, Owen, Hobbes, Montaigne, Goethe and Hegel. According to the scientists, the correct solution to this problem is very important because it affects not only the interests of the individual, but also the society as a whole. This determines whether a person will build a career, whether the society will grow (Principles of Choice of Profession, 2013, p.133). Great contribution to the study of the peculiarities of motivational processes, theoretical and practical aspects of the formation of achievement motivation was made by such scholars as Aseyev, Adolf and V.A., Bohovich, Vygorskiy, Galperin, Vilunas, Djidarian, Dodonova, Ivannikov, Ilyin, Kiknade, Kichatinov, Kovalev, Leontyev, Markova, Levin, Merlin, Simonov and others, as well as foreiugn author - Heckhausen, Atkinson, Hall, Maslow (Nikolaeva, 2013, p.133).

In the modern psychological science there is no single definition of a motive and motivation.

The following definitions of motivation were selected from a variety of foreign textbooks on psychology, which reflect a general consensus that motivation is the internal state or condition (sometimes it is described as a need, desire), which serves to activate or give impulse behaviour and give it a direction:
- Internal state or condition that activates behaviour and gives it a direction (Kleinginna and Kleinginna, 1981);
- Prompting a person to act in a certain way, or at least develop a propensity for certain behavior (Pardee, 1990).

Robert E. Franken provides an additional component in his definition, as awakening, direction and consistency of behavior (Franken, 2006).

According to the scientists such as Myasischev, Magomed-Emin, Merlin, Platonov and others, motivation is a dynamic process of continuous choice and decision-making on the basis of weighing behavioral alternatives, which explains purposefulness of an action, organization and sustainability of activity aimed at achieving a certain goal, performs the function of an incentive to act by a specific motive (Nikolaeva, 2013, p.133).

Motive is defined as:
- A certain internal engine, feeling or an impulse that causes a person to do something or act in a certain way. This is a deliberate desire that forces to act ("Definition. Motive Law & Legal Definition," 2015);
- Psychological feature that brings an organism to act toward a desired goal; cause of action ("Definitions and Translations," 2015);
- Prompting and determining the choice of activity direction, object (material or ideal), for the sake of which it is carried out ("Professional Choice of University Students," 2015).

Motive is an objectified need of internal nature, a part of the activity itself (Leontyev). This is something the activity is carried out for, at the same time, objects of the external world, presentations, ideas, feelings and experiences can act as a motive, i.e., everything in what the need has been embodied (Bozovic, Markov A.K. and etc.) ("Principles of choice of profession," 2013, p.133).

At the present stage of the psychological science development there are two types of motivation: Internal and external. Internal motivation appears from the person himself/herself, while external motivation is the result beyond the person's limits (Cherry, 2015).

1.3. Pedagogical Conditions for Forming Motivation for Professional Activity

Forming students' motivation for their future professional activity is an important component of professional training. Referring to professional activity, motivation can be defined as the mutual transformation of cognitive and professional motivation aimed at integrating motives related to educational and professional activities. Thus, in the course of training, students become aware of the need to have knowledge to

successfully master the profession, this leads to a position where students start having needs to master professional abilities, skills and competence.

The analysis of students' professional training in the universities of Kazakhstan revealed pedagogical conditions for forming motivation for professional activity. Identification of pedagogical conditions for forming motivation for professional work allows providing the learning process with means of pedagogical influence on students and means of interaction with them. In the process of preparing social care teachers, we identified the following pedagogical conditions contributing to the formation of motivation for their professional activity:

- Focus of the educational process on professional self-development of students: Self-knowledge, self-determination, self-organization, self-realization, self-rehabilitation;
- Planning of students' activities in accordance with available motivation;
- Organization of various forms of practice (introductory, pedagogical, social and pedagogical, professional) and training, which stimulate formation and development of students' professional skills and competencies;
- The use of the content of educational material, forms and methods, which contribute to the activation of educational activities in the classroom, the formation of motivation for future professional activities;
- Creation of the conditions for forming conceptualization in students by giving the significance to their future professional activity, etc.

Designated pedagogical conditions allow forming motivation for university students' professional activity, as well as forming a positive attitude towards their future profession.

In view of the above, there is a need to study the motivational factors in choosing the profession of a social care teacher by students. Based on these studies, we present the motivation results of the profession choice of a social care teacher by university students in Kazakhstan. The goal of the research is to examine the motives of choosing the profession of a social care teacher by university students in Kazakhstan, their level of preparedness for the profession, as well as the dynamics of the determining motives.

To achieve the goal, the following objectives were set:

- To identify attitudes towards the profession of a social care teacher and the level of preparedness to it, and the study of professional identification with the questionnaire of Efimova (Efimova, 1997, p.206-208);
- To analyze different types of motivation of the social care teacher profession choice by the method of Ovcharova "Motives for choice of a profession" (Vrublevskaya and Zykova, 2004, p.7-9);
- To determine the leading motives for choosing the profession of a social care teacher;
- To characterize the dynamics of the main motives for choosing the profession of a social care teacher by university students of the first and last year of study.

2. METHODOLOGY

Motivation of the social care teacher profession choice was examined on the basis of the sociological survey conducted by the questionnaire method at the bases of the Kazakh National University named after Al-Farabi and the Pavlodar State Pedagogical Institute.

The sample consists of 106 respondents: The comparative study involved 1st-year (70) and 4th-year (36) students with the specialization 5B012300 - social pedagogy and self-knowledge.

The study was conducted on the basis of the methods of Efimova "Attitude to the profession of a social care teacher and the level of preparedness for it" and Ovcharova "Motives of the profession choice," which allow determining the predominant type of motivation, assessing the extent to which different motives influenced the choice of the social care teacher profession, identifying attitude towards this profession and the level of preparedness for it. Statistical analysis of the obtained research results was carried out with the use of software applications Microsoft Excel and the software package IBM SPSS Statistics 22.0.

3. RESULTS

3.1. Identification of Attitudes Towards the Profession of a Social Care Teacher and the Level of Preparedness for it, and the Study of Professional Identification (Efimova)

Professional self-determination is an integral process in which we can determine levels of its development:

- Formation of a common desire for independent deliberate professional and life self-determination;
- Choice of a particular profession, school or place of work;
- Mastering the profession and specifying the specialization in the course of vocational training;
- Self-improvement and retraining in the course of employment;
- Mastering new and related professional activities (Mischik, 1996).

The 1st and 4th-year students determined their attitudes towards the profession of a social care teacher and the level of preparedness for it, based on identification of professionally important qualities of the profession of a social care teacher and in comparison with their self-esteem; sufficiency of professional knowledge; professional plans of students; students' attitude to social problems in the country.

The results of surveying 106 students of the 1st and 4th year of study showed that the average age of the respondents is 19-20 years. Among them 23% of the respondents worked before entering the university, 11% of them are employed in the sphere "person to person," 12% - in other areas. 17% of the respondents combine study with work, from which 10% - by the profession, which presupposes constant contact with people.

According to the survey, students of the Kazakh universities score the social care teacher's qualities offered by us quite highly, more often they doubt if they have these qualities themselves (Figure 1).

Figure 1: Evaluation of professionally important qualities of the social care teacher by university students in relation to their self-esteem, scores. 1: Social activity; 2: Broad outlook; 3: Sociability; 4: Responsibility; 5: Fairness; 6: Power of observation; 7: Empathy; 8: Willingness to help; 9: Efficiency; 10: Tact; 11: Endurance; 12: Self-criticism; 13: Self-esteem; 14: Optimism; 15: Sense of humor; 16: Thoughtfulness; 17: Imagination; 18: Will; 19: Pedagogical thinking; 20: Energy
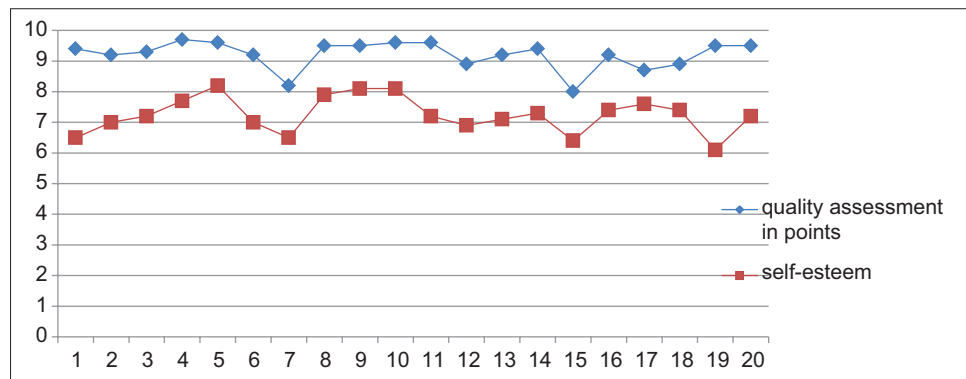
Low self-esteem of students is obviously due to the flaw of the education system, the entire system of attitude, which does not contribute to the formation of self-confidence. Students should have great opportunities to test themselves, self-reflect in the course of practice. During training for the profession of a social care teachers the universities of Kazakhstan conduct educational (introductory), psychological and pedagogical, pedagogical, social and pedagogical, vocational, pre-degree continuous practice. 20 credits are allocated for the practice. Despite the large amount of allocated credits, there is a need for more substantive content of programs, practices.

Almost all of the students have a notion of their profession (72%), 26% of which - have some notion, 2% - have no idea.

However, only 65% of the students are going to work by profession, 30% - hesitate, and the remaining 5% are not willing to work by the profession of a social care teacher.

Most of the students are going to work with young people - 50%; with difficult children - 16%; with incomplete families and the elderly - 14%; with school-age children - 6%.

According to Kazakh students the most urgent social and educational problem is the problem of street children and adolescents - 57%; 22% of respondents indicated the problem of drug addiction and alcoholism as a relevant one; 13% - the problem of the unemployed and their families; 8% - the problems of old age and loneliness.

3.2. Analysis of Different Types of Motivation for Choosing the Profession of a Social Care Teacher (Ovcharova)

To determine the leading motives for choosing the profession of a social care teacher by university students and the motivation dynamics, we detected the level of impact of 4 motives such as:
• Internal individually significant motives (IISM);
• Internal socially significant motives (ISSM);
• External positive motives (EPM);
• External negative motives (ENM).

According to the method of Ovcharova the respondents needed to evaluate 20 offered motives according to the level of impact on their choice of profession as "very strong impact," "strong impact," "moderate impact," "low impact," "no impact." During data processing we took into account only the evaluations "very strong impact" and "strong impact." Based on the results of the comparative analysis at the 1st and 4th-year of study, we found that internal motives had the greatest impact on the choice of profession of a social care teacher. From internal motives, the most dominant ones are ISSM. However, IISM are also important, as in any conscious choice of profession.

As shown by the results of the study, some factors of external motivation were of paramount importance, when choosing the profession of a social care teacher. So, the EPM "the ability to use professional skills outside of work" was pointed out by the majority of the 4th-year students (33.3%), and more than a half of the respondents of the 1st-year of study (51.4%) chose the motive "proximity to the favorite school subject." Students also indicated importance of the motives "influence of parents" and "prestige" evaluated as ENM (Table 1).

3.2.1. Identification of internal motives for the choice of profession of a social care teacher

Internal motives for choosing a particular profession are the following: Its social and personal significance; the satisfaction brought by the work due to its creative nature; opportunity to communicate, guide others, etc. Internal motivation arises from the needs of the individual himself/herself, so on its basis he/she works with pleasure, without any external pressure. IISM stand out (the work requires communication with different people, promotes development) and internal socially important motives (it gives an opportunity of professional growth, do good to people) of the profession choice (Dudareva, 2011; p.178-179).

The 1st-year students regard the importance of communication slightly higher than 4th-year students (48.6% at the 1st-year of study, 38.9% at the 4th-year), the opportunity of mental and physical development (77.1% at the 1st-year, 44.4% at the 4th-year), as well as the opportunity for creativity (62.9% at the 1st-year, 50% at the 4th-year) (Figure 2).

Table 1: The impact of significant motives in the choice of profession of the 1st and 4th students, % (n=106)*

No. percentage point	Motive	1st-year	4th-year
	Internal individually significant motives		
1	Communication	48.6	38.9
2	Correspondence with individual abilities	48.6	44.4
3	Opportunity of intellectual and physical development	77.1	44.4
4	Attractiveness	57.1	38.9
5	Opportunity for creativity	62.9	50
	Internal socially significant motives		
1	Sense of responsibility	65.7	66.7
2	Opportunity to do good	80	100
3	Opportunity of professional skills growth	54.3	44.4
4	Opportunity to implement capacity for leadership	40	38.9
5	Efficiency of work for others	45.7	33.3
	External positive motives		
1	Change of residence	34.3	33.3
2	High salary	5.7	5.6
3	Proximity of a workplace to home	11.4	16.7
4	Proximity to a favorite school subject	51.4	27.8
5	Opportunity of using professional skills outside of work	22.9	33.3
	External negative motives		
1	Parents' influence	37.1	44.4
2	Opportunity is limited to available equipment	17.1	5.6
3	Prestige	34.3	38.9
4	Only opportunity	14.3	33.3
5	Friends' influence	8.6	0

*During data processing we took into account only the evaluations "very strong impact" and "strong impact"

As shown by the results of the research, ISSM have priority determining significance when choosing the profession of a social care teacher. "Opportunity to do good" is noted as an important factor by 80% of 1st-year students and 100% of 4th-year students. Majority of students believe that the profession of a social care teacher involves "sense of responsibility:" An average value amounts to 66.2% of the respondents of the 1st and 4th-year of study. 4th-year students have lower evaluation of "opportunity of professional skills growth" (44.4%) than 1st-year students (54.3%). 39.5% of students from the total number of respondents noted "opportunities of implementing capacity for leadership" as an important motive (Figure 3).

3.2.3. Identification of internal motives for the choice of profession of a social care teacher

External motivation is earnings, desire for prestige, fear of condemnation, failure, etc. External motives can be divided into positive and negative. The positive motives include incentives a person considers it necessary to make an effort for (to move to a new place of residence, job is well paid). Negative motives include the impact on the individual by pressure, punishment, criticism, condemnation and sanctions of a negative character (parents like the job, it is prestigious) (Dudareva, 2011, p.179).

1st-year students stressed the importance of such a motive as "proximity to a favourite school subject." This is due to the fact that for admission to educational, medical professions, and in particular to the profession of a social care teacher the subject of choice at UNT is "biology." "High salary" was indicated only by 5.6% of students as an external positive motive. Unlike 1st-year students (22.9%), 4th-year ones (33.3) have significantly higher opportunity to use their professional skills outside of work. The results of the survey revealed that for 4th-year students the motive

Figure 2: Significance of internal individually significant motives for choosing the profession of a social care teacher by the 1st and 4th-year students, %. Note: 1: Communication; 2: Compliance with individual abilities; 3: Opportunity for intellectual and physical development; 4: Attractiveness; 5: Opportunity for creativity
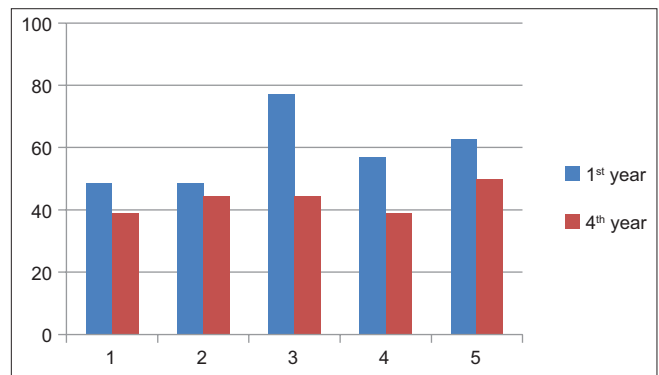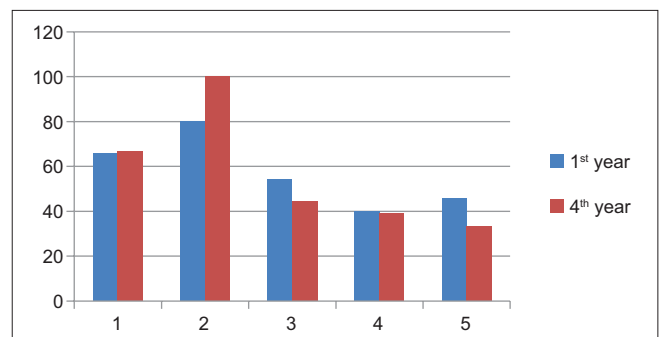

Figure 3: Importance of internal socially significant motives for choosing the profession of a social care teacher by 1st and 4th-year students, %. Note: 1: Sense of responsibility, 2: Opportunity to do good, 3: Opportunity of professional skills growth, 4: Opportunity to implement the ability for leadership, 5: Efficiency of work for others

"proximity of a workplace to home" is much more important than for the rest of the respondents - 16.7% (1st-year - 11.4%) (Figure 4).

The results of the research showed that some of the motives of the external negative character also have a significant impact when choosing the profession of a social care teacher (Fig. 4). 4th-year students evaluated the importance of the above "influence of parents" - 44.4%; as well as "prestige" - 38.9%, as opposed to 1st-year students (37.1% - "influence of parents, 34.3% - prestige"). When choosing this profession 4th-year students were influenced by the motive "the only opportunity" - 33.3%, 1st-year students - by 14.3%, the latter rated the "influence of friends" higher - 8.6%, when none of the representatives of the 4th-year of study chose this motive (Figure 5).

4. DISCUSSION

The comparison of professionally important qualities of the social care teacher by university students in relation to their self-esteem has shown that students are critical to their self-esteem, often sceptical about having these qualities. This shows lack of self-reflection in students that they need to make during practice.

The survey revealed that a large percentage of respondents (72%) have no notion about their profession and are willing to link their future with the socio-educational activities (65%). In our opinion, such decision is related to the fact that when choosing a career the major factor was the desire to help people, desire to work in the field of "person-person" and desire to work with young people and to solve problems associated with street children and adolescents.

Comparison of different types of motivation in the choice of profession of a social care teacher revealed a predominant influence of internal individual (50.3%) and social (64.0) motives. Internal motivation is detected by identifying the internal self-interest or recognition of the social importance; internal motivation is related to the enjoyment from the performed activities. Work efficiency and satisfaction from performed activities depend on the prevailing internal motives, and often on the EPM. External motives are determined by the influence of the economic component, status and prestige of the profession, the needs of society.

The survey showed that the internal motives are inherent in virtually every student. In our opinion, the prevalence of internal socially important motives is due to the specifics of the social care teacher activity as it is a profession of the socio-economic type, that is the choice of profession is due to the interest in the nature and outcome of work, to existing social relations and the needs of society. But any conscious choice of profession is determined, above all, by individual motivation, and this was demonstrated by the results of the research.

5. CONCLUSION

According to many scientists success in the student's future professional activity is largely connected with the motivation of the choice of profession (Donika, 2009). Motives for the choice have a direct impact on the level of mastering the material

Figure 4: Importance of external positive motives for choosing the profession of a social care teacher by 1st and 4th-year students, %. Note: 1: Change of residence; 2: High salary; 3: Proximity of a workplace to home; 4: Proximity to the favorite school subject; 5: Opportunity to use professional skills outside of work
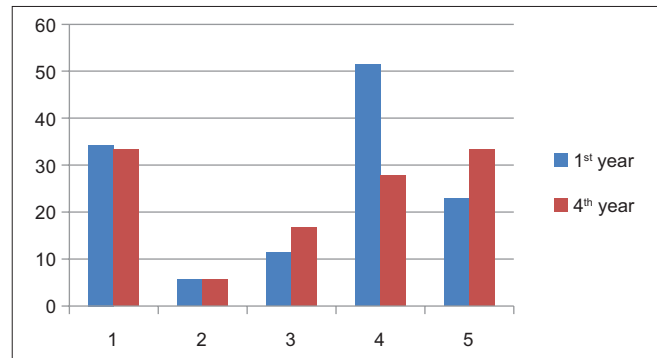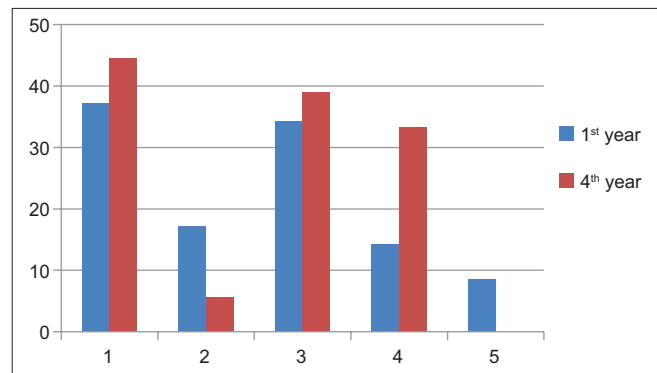

Figure 5: Importance of external negative motives for choosing the profession of a social care teacher by 1st and 4th-year students, %, Note: 1: Influence of parents; 2: Opportunity is limited with available equipment; 3: Prestige; 4: The only opportunity; 5: Friends' influence

and the opportunity of effective work in this specialization (Ovchinnikov, 2014). Therefore, the motivation identification of the profession choice is relevant at all times, as it has an impact on the professional development of the student as a specialist and on efficiency of working by profession.

Analyzing the results of the conducted research, we come to the following conclusions:
- Students understate their own professionally important qualities inherent in social care teachers;
- 4th-year students have the most pronounced notion the future profession;
- Structure of professional self-determination of universities students is multi-directional;
- Internal motives of students are complemented by the influence of positive and negative external motives;
- Despite the existing high levels of certain motivation types, indicators such as "prestige" (ENM), "opportunity to do good to people" (ISSM), "Opportunity to use professional skills outside of work" (EPM) slightly decrease when rated by 4th-year students.

The topic of our research is of practical interest, therefore, it is possible to continue the research, which can be conducted in other

universities, with a larger number of respondents. The comparative study of specific social and pedagogical, and technical professions in the context of motives can be also carried out.

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