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THE RESEARCH OF STUDENTS PROFESSIONAL ACTIVITY MOTIVATION IN THE UNIVERSITY OF PHARMACY

The article shows the problem of professional motivation of students' pharmacy colleges, as well as the dynamics of motivation in the learning process of mastering the specialty. The analysis of the dynamics of professional motivation of students pharmaceutical University has been held. It was found that the average motivation skills development is low and below average motivation knowledge acquisition and graduation, despite the fact that the proportion of students with the level of motivation of the profession above average increases of 38.5% (1 year) to 56.0% (4 course).

Key words: professional motivation, «acquiring knowledge», «skills development», «graduation».

FORMULATION OF THE PROBLEM

Ukraine's transition to a market economy formed a new state of the economy. In these circumstances pharmaceutical market requires skilled professionals, especially requires a broad knowledge of research approach strategic and variant thinking, organizational skills, communication skills, independence, innovation, perseverance. In addition, the current level of Ukrainian society development places new, increasingly high demands on the training, particular importance is the question of acquisition of professional knowledge and, therefore, increases and responsibility of higher education to prepare qualified specialists. Professional motivation significantly affects the effectiveness of training, and thus also to the acquiring of the profession skills. Professional development student in high school is largely determined by previous manifestations of selective attitude to the profession. Thus, the problem of professional motivation is actual and requires studying it constantly.

REVIEW OF RECENT RESEARCH AND PUBLICATIONS

The problem of motivation and motives and activities - one of the most popular in psychology, so long it concerned scientists, a lot of publications is devoted to it [4, 5, 9-13, 15]. A.K. Dusavitsky, S. Zanyuka, V.I. Kovalev, A.K. Markova, M.V. Glow, D. Safina, V.D. Shadrikov and others dedicated their research work to motivation structure. The problem of motivation is well established in the
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works of foreign authors: Freud S., W. Makdauholl – psychoanalytic theory; Goldstein – growth theory, Darwin – evolutionary theory, Maslow A. – theory personal orientation, and X. Hekhauzen, D. Atkinson etc. [6-8, 14].

RELEASE NO EARLIER SOLVED PART OF THE PROBLEM

The research on the motivation of pharmaceutical university students haven't being conducted yet in Ukraine. At the same time, analyzing the mechanisms of human motivational sphere, through educational activities one can deliberately influence on the formation of students motivation and the effectiveness of the development of professional knowledge and skills.

GOALS OF THE ARTICLE

The main goal of the study was the research of professional motivation of students of pharmaceutical university. According to the goal of the study we identified the following objectives: to explore the motivation of students studying in university of the 1st and 4th course, as well as external students (second higher education), to analyze the dynamics of professional motivation of student's in pharmaceutical university.

THE MAIN MATERIAL STUDY

The system of higher education in professional motivation refers to the set of factors and processes that are reflected in mind encourage and guide the person to explore future careers. Thus, profes-

sional motivation acts as an internal factor in the development of person's professionalism.

However, professional motivation means understanding subjects relevant needs of the person (for higher education, self-development, self-knowledge, professional development, increase social status and so on) that met through the implementation of educational problems and encouraging him to explore future careers [14].

Exploring reasons of choice of future profession, dynamics of the motivation training in the process of mastering specialty identify the factors that affect the change of motives in educational and professional activities, provide an opportunity to correct teaching motives and influence on professional formation of students. The study, activation and proper use of existing learning motives that influence the development of professional orientation of the individual and its movement in the right direction is one of the most important tasks of modern psychology and pedagogy in problem-solving training of future professionals.

Thus, we conducted research on study motivation in the National university of pharmacy and motivation for success and fear of failure in 4 stages using the following methods: the first – the study of learning motivation in pharmacy and motivation for success and fear of failure by T.I. Ilyina and A. Rean technique, the second – theoretical analysis of psychological and educational science on the issue, motivating students of pharmacy and the third – motivational research studies in pharmacy and motivation of success and fear of failure by A. Rean techniques. The study investigated the main reasons for the choice of pharmacy profession by students 1st and 4th courses.

The leading motive in career choices of the 1st year students appears the desire to be a pharmacist. At the same time the 4th year students noted reasons of personal prestige (“Prospects for achieving respectable position in life,” “Honor by others”) such motives as ‘ability to engage in exciting and prestigious affair’ and “desire to be in a profession close to medicine” occupy roughly the same rank for both courses, the motives of material interest (“Opportunity to get financially attractive profession,” “good salary”) can also be attributed to the leading motives in pharmacist career choices. Social motives as “The desire to be useful to people”, “I like to work with people” and “desire to obtain a graduate degree” complete ten major reasons. “The image and prestige of the university” ranked 11th and 10th place, respectively, and no significant effect on the choice of profession. Thus, we can conclude that the first-year students, based usually on their ideal picture of a profession that when faced with the realities have noticeable changes.

Based on the fact that students of the 4th course the most significant motive for these career choices identified “Prospects for achieving respectable position in life,” we wondered whom they imagine themselves after graduating from pharmaceutical university. Survey was conducted among students of the first and fourth years, the results are shown in Figure 1.

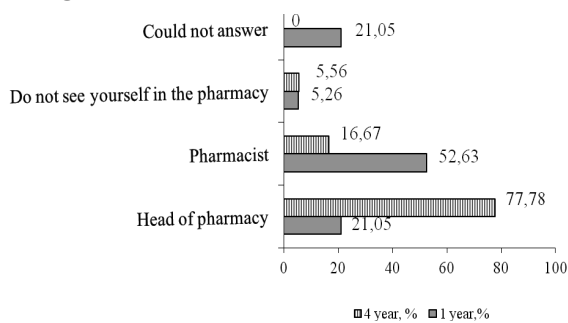


Figure 1. Growth prospects of professional activities

So, more than 73% of the 1st year students imagine themselves as pharmacy employees, 77.78 % of the 4th course students are quite happy with the choice of profession. In addition, 21 % of the 1st year students imagine themselves as a head of pharmacy, warehouse and other pharmaceutical organizations, and up to the 4th year, this figure increases in 3.5 times. More than half (52.63 %) of the 1st year students imagine themselves as ordinary employees of pharmacy. By the 4th year, this figure is reduced three times and is 16.67 %, and more than 5 % in both cases do not see their role in the pharmacy, where we assume that they are not satisfied with the choice of profession and got to pharmaceutical university accidentally.

Then we studied training motivation by the method proposed by T.I. Ilyina. According to it motivation measured at three scales: «knowledge acquisition» (the desire to acquire knowledge, curiosity), «acquiring the profession» (the desire to acquire professional knowledge and create professional-quality important), «graduation» (striving to acquire a diploma in formal assimilation knowledge, the quest for finding detours at delivery tests and examinations).

It should be noted that it was observed the reduction in incentives on all three scales from 1st to 4th courses, but most of it falls on the scale drop «knowledge acquisition» – 22 %; thirst graduation decreases by only 5.92 %, and the smallest decreases motivation skills development 3.65 %.

Changes of motivation in the whole group at 3 years after the first measurement and indicator of motivation of students receiving a second degree in pharmacy presented in Fig. 2.

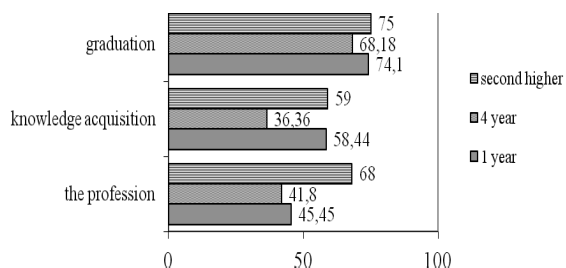


Figure 2. Dynamics of motivation

As shown in figure 2 most pronounced in the three cases, the motivation of graduation. 1st year students favored acquisition of knowledge. In the fourth year, and for students who receive a second degree getting the profession is more important than knowledge acquisition. It should be noted that in general, all motivation indicators of the students receiving a second degree, significantly higher than the motivation of students who entered the pharmacy after school. In general for the last (students) parameters of motivation decrease while studying in the higher educational school. This can be explained by a conscious choice of profession in obtaining the second higher education.

The skill motivation was taken as an independent variable. Students of both courses were grouped according to this indicator into 3 groups: a) high value; b) the average value; c) with low value. And it turned out that the first year zero motivation of the profession have 4 % of students, and the 4th year it increases to 12 %. All further research and analysis was conducted based on prevailing group.

Figure 3. Shows the ratio of students (%) with high, medium and low levels of the three parameters of motivation: skills development, knowledge acquisition and graduation at the first and fourth courses respectively.

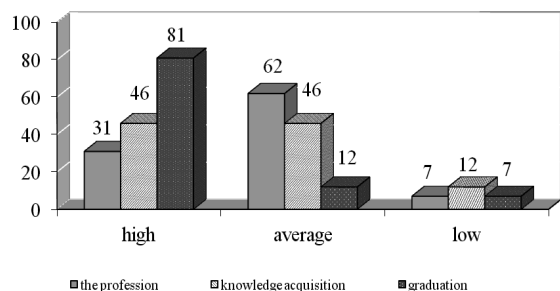


Figure 3. Distribution of the 1st year students depending on the level of motivation

Figures 5, 6, 7 represented the distribution of students according to the level of investigated types of motivation.

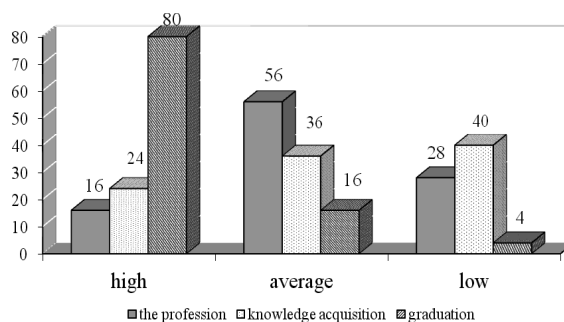


Figure 4. Distribution of the 4th year students depending on the level of motivation

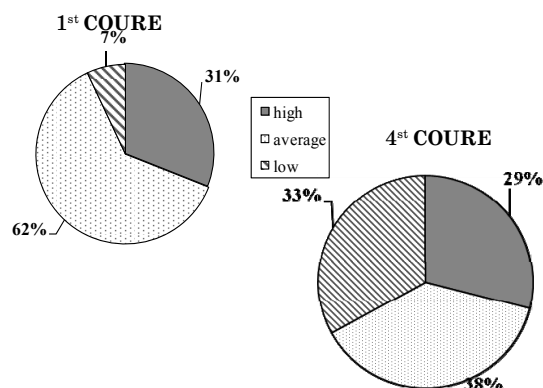


Figure 5. Structure of the indicators of the skills development motivation of the 1 and 4 courses students

It should be noted that the proportion of all groups of students varies from 1st to 4th year. Despite prevailing students from middle-motivation skills development, almost 4-fold increases group of students with a low level of professional motivation. Least of all the changes affected the group with a high level of professional motivation, which, in our opinion, should be considered when choice entrants.

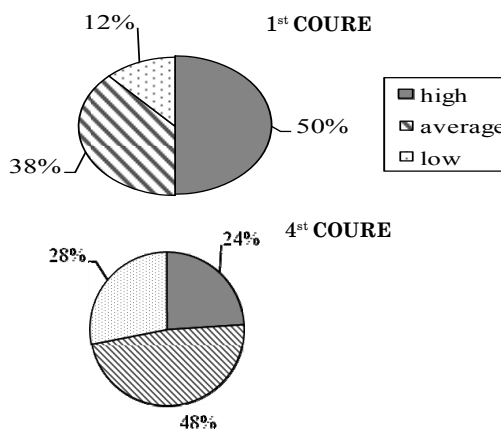


Figure 6. Structure of the indicators of motivation to acquire knowledge of the 1st and 4th years students

The desire to acquire knowledge from the 1st to the 4th year decreases 2 times, as evidenced by the decrease in the proportion of students with high motivation to acquire knowledge and an increase of more than 2 times the students with low motivation. Although these changes are generally legitimate as stipulated age-related changes will likely start professional career, raising a family, general fatigue from the constant acquisition of knowledge, the appearance of other interests.

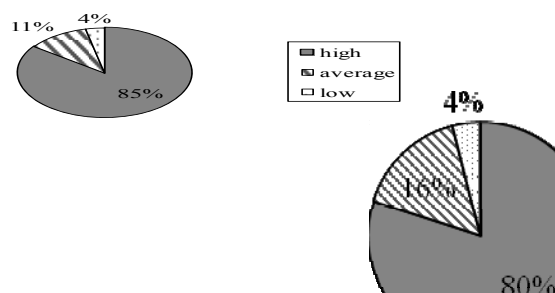


Figure 7. Structure of motivation graduation indicators

Thus, analysis of motivation showed that the only figure who has undergone minor changes and remained at a high level of motivation index was acquiring a diploma, which is comparable with the results of revealing motives of profession choice. Since, according to the student minds, the availability of higher education diploma will reach a decent position in life and give the opportunity to acquire financially attractive profession.

Relationship and the average values of three motivation scales of the first and fourth courses, "the profession skills," "knowledge acquisition," "graduation" is presented in Figure 8.

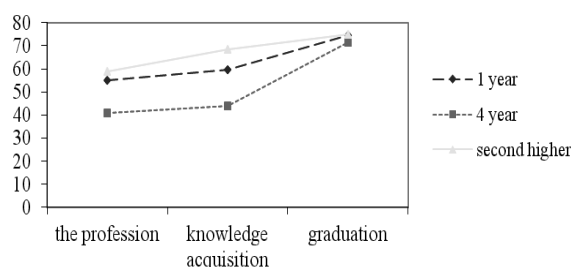


Figure 8. Relationship and the average values of three motivation scales

The obtained data show that the average motivation of the profession is low and below average motivation knowledge acquisition and graduation, despite the fact that the proportion of students with the level of motivation of the acquiring profession above average increases of 38.5% (1st year) to 56% (4th course). Students with an indicator of

motivation to knowledge acquisition above average students were half the 1st year and 56% of the 4th year. 84% of students have a graduation rate of motivation above average for the group on both courses.

CONCLUSIONS AND FURTHER DEVELOPMENTS

1. The study found that the leading motive of career choices of the 1st year students appears a desire to be a pharmacist, and for the 4th courses students - motives of personal prestige («Prospects for achieving respectable position in life,» «Honor by others»). Thus, the first-year students based usually on their ideal picture of a profession that when faced with the realities has noticeable changes.

2. In the study of motivation by the method proposed by T.I. Ilyina have been found the decreasing of the motivation for all three scales from 1st to 4th courses, but most of all it falls on the scale «knowledge acquisition» – 22%; thirst graduation decreases by only 5.92%, and the smallest decreases motivation skills development 3.65%. It should be noted that from 1st to 4th year students dominated middle-motivation of profession skills development, but almost among the 4-year increases group of students with a low level of professional motivation.

3. It has been found that the average skills development motivation is low and below average motivation of knowledge acquisition and graduation, despite the fact that the proportion of students with the level of motivation of the profession above average increases of 38.5% (1 year) to 56.0% (4 course).

4. Students with an indicator of knowledge acquisition motivation above average students were half the 1st year and 56% 4th year student. More than 80% of students have a graduation rate of motivation is above average for the group on both courses. Based on the fact that the first two scales show adequate selection of student occupations and satisfaction of it, we have concluded that more than 50% of the students are more or less satisfied with the choice of profession.

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**ДОСЛІДЖЕННЯ МОТИВАЦІЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ
СТУДЕНТІВ ФАРМАЦЕВТИЧНИХ ВУЗІВ**

У статті розглядається проблема професійної мотивації діяльності студентів фармацевтичних вузів, а також динаміки мотивів навчання у процесі оволодіння спеціальністю. Проведено аналіз динаміку професійної мотивації студентів фармацевтичного університету. Встановлено, що середній показник мотивації оволодіння професією невисокий та нижче за середні показники мотивації придбання знань й отримання диплому, при тому, що частка студентів з рівнем мотивації оволодіння професією вище середнього збільшується з 38,5 % (1 курс) до 56,0 % (4 курс).

Ключевые слова: професійна мотивація, «приобретение знаний», «развитие навыков», «градации».

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**ИССЛЕДОВАНИЕ МОТИВАЦИИ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ
СТУДЕНТОВ ФАРМАЦЕВТИЧЕСКИХ ВУЗОВ**

В статье рассматривается проблема профессиональной мотивации деятельности студентов фармацевтических вузов, а также динамики мотивов обучения в процессе овладения специальностью. Проведен анализ динамики профессиональной мотивации студентов фармацевтического университета. Установлено, что средний показатель мотивации овладения профессией не высок и ниже средних показателей мотивации приобретения знаний и получения диплома, при том, что часть студентов из уровнем мотивации овладения профессией выше среднего увеличивается с 38,5 % (1 курс) до 56,0 % (4 курс).

Ключові слова: професійна мотивація, «придбання знань», «розвиток навичок», «градации».

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