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STUDENTS IN SPECIAL EDUCATION STUDIES: PECULIARITIES OF PROFESSIONAL MOTIVATION

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СТУДЕНТИ В СПЕЦІАЛЬНИХ ОСВІТНІХ ДОСЛІДЖЕННЯХ: ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ МОТИВАЦІЇ

Навчальне середовище є одним із найважливіших факторів для майбутнього соціального прийняття й освіти студентів з обмеженими можливостями. Ідея соціального оточення — як багатозначна проблема в аспекті кар'єрної спроможності — має бути поєднана з організаційними й особистісними характеристиками.

Мотивація молоді протягом усього навчання є досить проблематичною в сучасній економічній та освітній реальності. 689 студентів брали участь у дослідженні, метою якого було виявити особливості та зміни мотивацій протягом їхнього навчання в університеті.

Для досягнення мети дослідження були розроблені анкети й відібрані студенти з I—IV курсів. Ми з'ясували, що загалом ставлення та навчальна мотивація є радше позитивними, хоча мають тенденцію змінюватися на IV курсі. Студенти, які брали участь у дослідженні, погоджуються, що знання, отримані в університеті, можуть бути корисними для їхньої майбутньої кар'єри, але, по суті, їхнє твердження полягає в тому, що ці знання створюють можливість для їх майбутньої самореалізації, тобто для реалізації їх особистої мети.

Ключові слова: *студенти, мотивація, самореалізація.*

Introduction. Today in modern society, more and more attention is paid to professions, future opportunities and perspectives. Education institutions supervise person's education, his motivation to seek higher education and raise society's mentality. Almost every youngster after graduating scho-ol relates his future with further studies, profession; he wants to find his own way, vocation and identify himself. According to Adamonienл and others (2001, 193 p.) «The selection of the career enables young person to reduce feeling of future's uncertainty and indefiniteness». The intention to gain profession as often as not is related with various problems: uncertainty, not be able to make decisions and feeling insecure. Youngsters are afraid of being mistaken when choosing their professions, because they are afraid that later on they don't like the subject they are studying or even professional duties when starting work. As often as not after choosing to study particular profession, in the process of studies person can lost his motivation and the intention to study can be weakened. According to Myers (2000), especially in early age when personality is maturing, critical thinking begins to operate and develop and young person begins to realize his own wishes, abilities, future visions more critically and realistically.

Minkutл — Henrickson (2000) indicates that learning motives form an important part of a problem of motivation of personality's activity and actions which become more and more relevant today. Person's purposive activity as well as learning and teaching are motivated. Problems concerned with learning motivation were analysed in the works of Lithuanian (Butkienл, Kepalaitл, 1996; Karvelis, 2000; Kavaliauskienл, 2001; Leonaviиius, 1996, 2001; Reingardienл, Zdaneviиius, 2003; Riиkauskas, 2007; Ruppienл, 2000; Pernas, 1998; Zambaceviиienл, 1998; Zuzeviиienл, 2004;) and other scientists from different countries (Jansen, 2001; Teperwein,1998, etc.). Theoretical and empirical aspects were used in order to analyse and investigate the selection of professional motivation, but it is still open question what motives encourage youngsters choose professions of educational activities. In order to find out the reasons why students choose professions of educational nature, the works of foreign scientists were analysed, but only few researches were found: Christie, Kruk, 1998; Vincent, 1996; Nikonиiuk, 2001.

Jovaipa believes that (2001, 45 p.) there is the alternation of work types in society, workplaces are divided according to person's possibilities to work. Insufficient employment of workplaces and professional qualifications of applicants guarantees these possibilities. The successful selection of profession is very important for the display of personal skills and possibilities. Jovaipa (2001) states that youth's orientations choosing the profession is controlled by values, such as, ambition to gain qualified job, the desire to improve themselves in culture, art fields or to prefer economics. All of that encourages and steers person in the right direction. Today

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when values are changing the motives which help to choose profession can vary too. Recently circumstances, recognition from other people are often put in first place and more rarely people are trying to realize themselves in not so very accepted fields. So the moment of profession selection is very important for the youngster. The student's motivation can vary during the process of studies, because of differences between real and imaginable profession. Also in the course of time the need of specialists varies as well as possibilities to employ after graduation and society's attitude towards one or another job. So it is natural that professional motivation can begin to vary in the process of studies.

The relevance of the research — Because of changes in higher education system and the need of specialists in labour market, the motivation of students who select social sciences studies become very relevant. What encourages choosing such professions which are not very attractive, prestigious or which ensure financial welfare. It is very important to indicate professional motivation peculiarities of students who chose pedagogue profession, because the welfare of all participants of educational process depends mostly on them.

The object of the research — Students' of Piauliai University, of faculty of Social Welfare and Disability Studies motives choosing profession by the aspect of personal interest in profession.

The aim of the research — to identify students' of the faculty of Social Welfare and Disability Studies of different bachelor's study programs motives of personal interest by the aspect of profession.

Key research objectives:

1. On the grounds of academic literature analysis to reveal motives which influence students' profession selection.

2. On the grounds of academic literature analysis to prepare research instrument revealing students' motives of personal interest by the aspect of professional career.

3. To reveal students' of different bachelor's study programs learning motives by the aspect of personal interest in profession.

Methods of the research:

Scientific literature analysis;

Quantitative research, accomplished using standardized test («Evaluation of professional motivation»);

Research data were processed using methods of descriptive statistics of SPSS program;

Importance level of dependent variable was defined using Chi-square test; for graphic data presentation Microsoft Office Excel 2003 program was used.

Participants of the research — 120 I — IV course students of the Piauliai University of the faculty of Social Welfare and Disability Studies.

Analysis of pedagogue's motives choosing the profession

Profession — it is combinations of people's activity which are based on their appropriate knowledge and skills, which give satisfaction, material welfare and active involvement in structures of social life (R. Lauюackas, 2005). According to Daukilas (2001),(Martipauskiene, 2007) profession is person's activity, having particular knowledge, skills, intelligence which secure person's self-defence, allow to satisfy self-expression, self-realisation and other needs. Jovaipa (2001) treats motivation as interaction of psychophysiological systems of estimation and encouragement, providing for personal behaviour direction, intensity and duration, i.e. it is the unity of different factors, which lead towards the goal, cause, manage and retain adequate behaviour, allow and encourage to seek wanted goals. Singleness of personality is important in the plane of professional motivation; it is determined by person's interests, his attitudes and values, ideals and common combination of all of that. The combination of complexes of sociability and personality is indicated as the essential assumption of successful pedagogical career. Most people who choose profession related with education, training or socioeducational help are strongly affected by valuable motives, which motivate them to study and herewith make pedagogue's profession idiosyncratic.

Many authors (Butkieпл, Kepalaiтл, 1996; Minkuтл — Henrickson, 2000; Teperwein, 1998 and others; Kavaliauskieпл, 2001; Jansen, 2001; Reingardieпл, Zdaneviйius, 2003; Zuzeviйieпл, 2004; Riйkauskas, 2007) state that professional orientation and profession selection must be deliberate and free. Every person who wants to study and gain speciality must by himself evaluate his possibilities, likes and find out what he really wants. Favourite and properly chosen job can give not only financial facilities, but as well as psychological satisfaction, and on the contrary, such work which is done without pleasure and enthusiasm can become duty and pressure. So when choosing profession one of the most important aspects is motivation: why one or another speciality is chosen, why it is so important for the person, is it interesting, how does work motivate according to acquired speciality.

Furnham (1994) states that when social experience is growing, person firstly prefer one fields, he starts choosing one activity, later on it becomes strong interest and this is an assumption to gain particular competence. Thus person's interests and competences create predisposition which determines understanding, thinking and action giving priorities to speci-

fic professions. Personal, social and economic factors determine career planning, learning, studies and obtaining profession.

Factors which motivate profession selection are changing when youths' social experience is growing as well as when perception of individual personal reality, attitudes and values are changing too. Processes which proceed in labour market are significant when choosing profession and when gaining it. Such processes are: the rise of professions which were not considered as prestigious some time ago, and on the contrary, the rise of new professions or devaluation of prestigious professions in the society. Adamonienл and others (2001) notice that labour market which is capable of buying and selling labour force independently from society's needs and social reality's level is created in society.

Research results of Student's motives of studying profession

From analysed scientific literature the conclusion was made that it is rather difficult to prepare research instrument which allows determining student's motives choosing particular profession, therefore in order to get more precise and objective results, the standardized test has been chosen. This test was chosen, because it is not very complicated for the investigative persons, furthermore it can be easily processed and reflects several groups of motives of choosing profession. Determination of professional motivation is made of 4 blocks, which are designed in order to determinate students' motives choosing profession (figure 1).
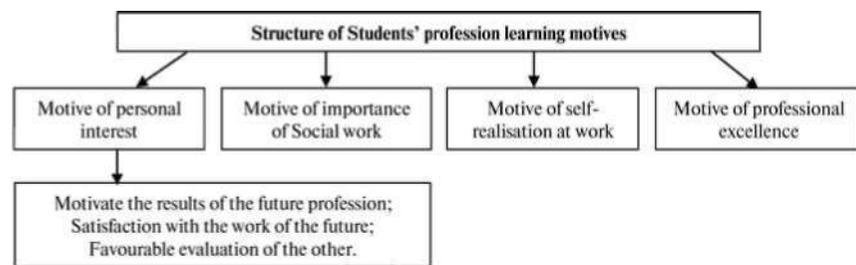

Figure No 1 — Students' profession learning motives

The first block reflects motives of personal interest, i.e. goal seeking, give priority to results, the desire to try everything by himself, pleasure, the pursuit of benefit. The second block is related with motives of importance of social work. Here attention is paid to the process of acquirement of new skills and knowledge with expectations that it would be useful in the future; pedagogical identity is related with benefit provided for the people round about. The third block shows motives of self-realisation at work. It reflects person's future connection with desire to perform work the best, the pursuit of being noticed by others, the desire to realise himself by all his force. People from this block is oriented to society's attitude and future perspectives, but not to vocation. The fourth block expresses motives of professional excellence, i.e. people when choosing profession pursue to provide help for others and do that as good as they can, but also they want to be noticed too.
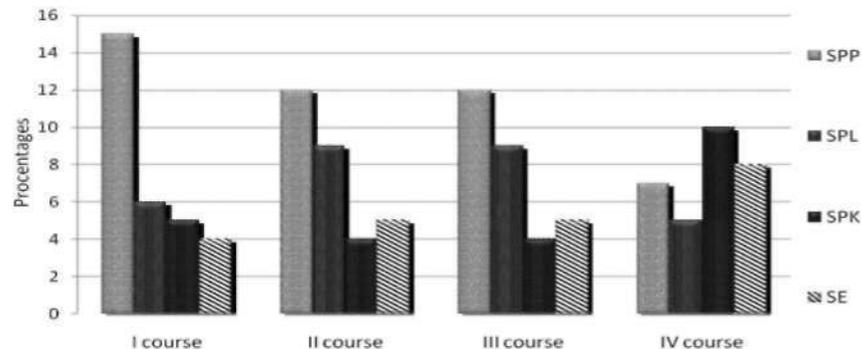
The instrument of the research is supplemented by the demographic block, in which the age, gender, course, studying speciality, location of investigative persons ware reflected.

The scope of the research was formed by the principle of accidental selection. All the respondents were the students of Piauliai University, the faculty of Social Welfare and Disability Studies of bachelor's study program of full-time department. The research was performed in December-January in 2008. 120 questionnaires were distributed.

Characteristics of the respondents

120 I-IV course students of Piauliai University of faculty of Social Welfare and Disability Studies participated in the research: 30 students from each bachelor's study program from this faculty (figure 2). Students of Social Education study program gain social education and psychological knowledge and skills, also familiarize with groups', persons' psychological characteristics and basic principles, ways and possibilities of social pedagogical help. Students of Special Education (specialisation: speech therapy) study program after graduation are able to evaluate speech, language and communication disorders and practically use systems of disorders elimination and language education as well as provide professional consultations for pedagogues and parents who have children with special educational needs.

Students of Special Education (specialisation: children with special needs physical education, kinezetherapy) study program after graduation are competent to work with people who are disabled, are able to evaluate their psycopedagogical features and provide special pedagogical help. Students of Health Educology (specialisation: therapeutic education) study program gain theoretical and practical knowledge and skills necessary for health education. During the process of studies the students' professional competence, ability to orient in the tendencies of society's and person's health changes is developed.

Note: This and other pictures used abbreviations: SPP — Social pedagogy and psychology studies program; SPL — Special pedagogy (specialization: ***speech therapy)*** studies program; SPC — Special pedagogy (specialization: physical education for children with special needs and kinesitherapy**)** SE — Health Education studies program.

Figure No 2 — The scope of the respondents according to the study programs (N = 120)

It was determined that the biggest number of respondents who participated in this research were students from Social Education study program. 29 students were from Special Education (speech therapy) study program, 23 students from Special Education (children with special needs physical education, kinezetherapy) study program and 22 — from Health Educology study program. The number of respondents corresponds to general tendencies of students' enrolment into different specialities. Of late years Social Education and Psychology study program is quite popular compared with other faculty's as well as university's bachelor study programs. This is the reason why the number of students studying this study program was the biggest one.

General structure of students' learning motivation

The study was designed to determine the general professional students' motivation (Fig. 1). As expected (Fig. 3.), the prevalence in all study programs motive is self realization profession motive. That shows a meaningful and conscious students choice of specialty. Statistically significant features have not been found, but a certain trend in the different programs of Bachelor graduates motivation appeared. The profession of social significance strongest motive gives specific pedagogy (specialization: speech therapy) among the students, and the least relevant — among students, graduates of health education program.

Vocational skills relevant to motive is the least among all study programs graduates. That can be determined by several factors: first, the fact that the students have not yet faced with the practical work, therefore, to assess the continuous need for new knowledge and the need for them is difficult, secondly, to students, yet only for bachelor's degree, is not planning on continuing professional development opportunities.
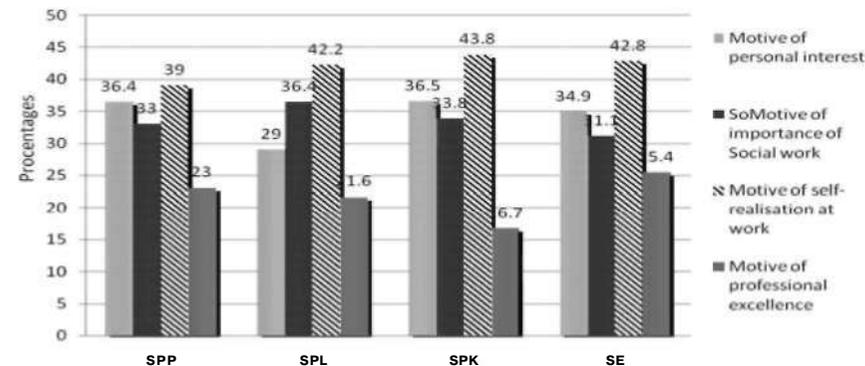

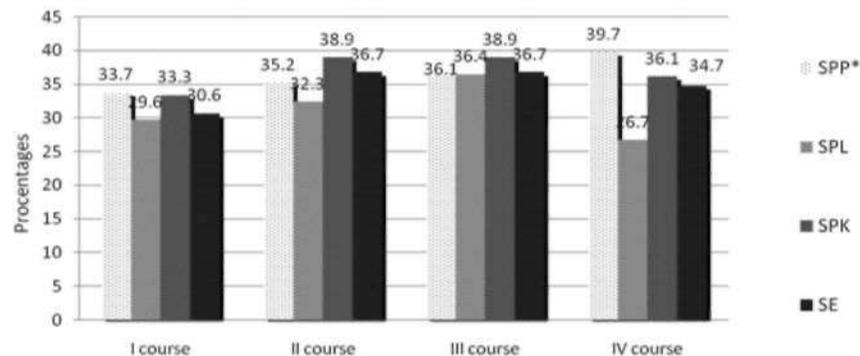**Figure No 3 — SGNS faculty student motivation for learning the structure**

This article does not aim to analyze the entire SGNS student motivation for learning the structure, it is discussed in general terms, therefore, that a more detailed concept of the personal interest in studies of the incentive, it would be possible to evaluate the conditional aspect of the structure components.

The motive of students' personal interest in the study process

Estimating motives that determinate respondents' personal interests, connections (figure 4) between studying program and study time were defined.

It was defined that motive of respondents' personal interest in the study process is fairly high and strong, but is slightly changing during the study period. The level of students' of Social Education and Psychology study program personal interest in the study process is increasing (p = 0.024) and comparing with the beginning of studies inreased by 6%. Students' motivation of personal interest of other study programs was not significantly changing; statistically important features were not determined. Evaluating changes of personal motivation by the aspect of future speciality, it was determined that students' of Health Educology and Special Education

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(children with special needs physical education, kinezetherapy) study programs the motivation level of personal interest was varying the least. The motive of personal interest which has a positive and strong influence on study process becomes weaker in the IV course. We can assume that in the IV course study program does not satisfy students' expectations.

Note: * — level of statistical significance p = 0.024

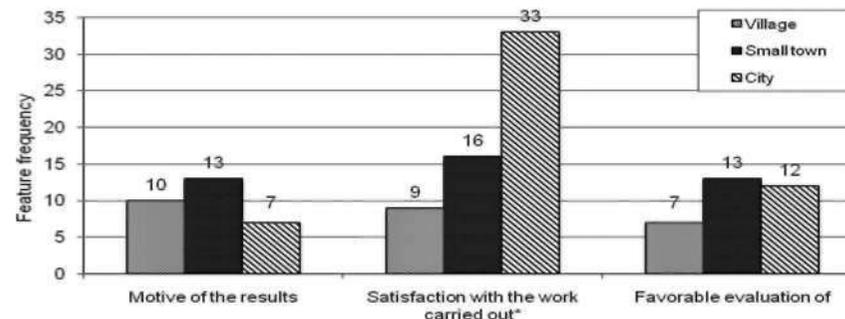**Figure No 4 — The motive of students' personal interest in the study process (N = 120)**

Meanwhile students' of Special Education (speech therapy) study program motivation has decreased. It can be related with changed regulations of speech therapist professional activity and problems which are experienced by the system of education and public health. The motive of students' of Special Education (speech therapy) study program personal interest in the beginning of studies was strong and had a tendency to grow in the middle of the studies, but in the IV course motivation became weaker and fell by 9.7%. Thus, we can consider that disciplines which are taught in IV course not only couldn't fulfil students' expectations but also negatively affected personal interest motivation to study. Meanwhile Social Education and Psychology studies are becoming more and more popular, because changes in social security politics allows students successfully apply knowledge gained in practice. We can't talk about the quality and content attractiveness of study programs, because it was not the aim of this research, but by the aspect of personal motivation it can also be important. Otherwise students who chose Social Education and Psychology and Health Educology study programs could be better informed about peculiarities of future speciality and professional career possibilities.

The strongest motive of personal interest (figure 2) encouraging to learn and gain speciality's knowledge is among I course students of social education study program. In the II and III course this motive becomes more motivated among students of special education (speech therapy) and special education (children with special needs physical education, kinezetherapy) study programs. In the IV course this motive becomes more vivid among students who study social education study program.

Students who chose to study health educology study program were positively affected by the personal interests and this motive was increasing up to IV course. The IV course students' learning motivation fell, but remained sufficiently high.

Although personal interest is decreasing, except students of social education and psychology study program, but it is still important factor which encourages gaining knowledge in chosen study program.

The evaluation of students' personal interest in the motive, according to their place of residence (figure 5), found that statistically significant differences become apparent not only in the place of residence, but the nature of the place of residence as well.

Note: * — level of statistical significance p=0.03

Figure No 5 — Students attitude to the significance of the professions (N = 120)

In this investigation attended 26 respondents who came to study from the villages, and 46 — from a small town and 52 from the larger cities of Lithuania. Found (figure 5) that choice of the professional significance of the motif, leading to study, is not evenly important for students, living in different places. Statistically significant motive determining satisfaction

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with the work carried out, expression (p = 0.03), are appropriate urban living students. Both coming from rural areas and from small towns, visiting students this motif is less significant. The least orientate to the goal are those students, who were living and grew up in the village. The potential importance of the work to achieve the result and other people assessment has a low importance for people came from village. Future profession, they are more linked with the process. The least important favourable valuation of other people excludes the meaning of this variable in comparing with other groups. That may be because of the fact that competition is not very prevalent in villages and work achieves are not the biggest value of employees. At the same time students living in bigger cities motive is not as equal. It was found that the satisfaction of work achieves is not as important. That shows that importance in profession is becoming one of the ways of self-realisation despite of achieved goals and others assessment.

Conclusions

1. Sociability and personality complexes of a combination of scientific work are treated as an essential precondition of successful teaching career. Students studying a profession related to education, training or assistance social education, are exposed to a strong value motifs, which encourages them to learn, and thus makes an exceptional teacher profession.

2. Analyzes the number of students meet the general acceptance of the different specialties trends. In recent years, social pedagogy and psychology bachelor's study program is a popular compared to other programs in the Faculty of Bachelor.

3. The profession of social significance gives the strongest motive for the special pedagogy (specialization: speech therapy) students, and the least relevant — among students, graduates of health education bachelor's program. Vocational skills relevant to motive is the least among all study programs graduates.

4. The evaluation of personal motivation for future developments in the specialty aspect of it is found that at least the health education and special pedagogy (specialization: physical education for children with special needs and kinesitherapy) graduates a personal interest in the motivation level. Personal interest motive for study process had a positive and growing impetus, but in the IV course start to wane.

5. It was found that the importance of chosen profession as a motive for studies is not equally important for students living in different areas.

The expression of motive which says about satisfaction of work for students living in cities is par for the course. For students who came from small towns and villages this motive less significant.

Учебно-образовательная среда — один из наиважнейших факторов для будущего социального принятия и образования студентов с ограниченными возможностями. Идея социального окружения — как многоаспектная проблема в контексте карьерного продвижения — должна быть объединена с организационными и личностными характеристиками.

Мотивация молодежи на протяжении всего обучения является весьма проблематичной в современной экономической и образовательной реальности. 689 студентов принимали участие в исследовании, цель которого — выявить особенности и изменения мотиваций на протяжении их обучения в университете.

Для достижения цели исследования были разработаны анкеты и отобраны студенты I—IV курсов. Нами выяснено, что в целом отношение студентов и их учебная ориентация скорее позитивные, хотя и имеют тенденцию изменяться на IV курсе. Студенты, принимавшие участие в исследовании, соглашаются, что знания, полученные в университете, могут быть полезными для их будущей карьеры, но, по сути, их мнение заключается в том, что эти знания создают возможность для их будущей самореализации, т. е. для реализации их личной меты.

Ключевые слова: мотивация, самореализация.

Educational environment is one of the most important factors for future societal acceptance and education of disabled students. The concept of social environment is rather multi-meaningful and in the aspect of career ability it is must be combines with institutional and personal characteristics.

Motivation of young people during the whole study process is still quite problematic in the present economic and educational reality. 689 participants took part in research, aim of which was to set particularities and changes of motivation during their studies in university.

To reveal the aim of the research the questionnaire was prepared and students from the first to fourth study year were selected. We found out that in general attitude and studying motivation of is rather positive, but it has tendency to the changes in the fourth year. Students who participated in the research agree that knowledge gained in the university can be useful for their

future career, but the most significant statement, was possibility for future self-realization. And knowledge in this case becomes as instrument for implementation of personal aims.

Key words: students, motivation, self-realization.

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