Professional orientation of students as the basis of future labour motivation

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Abstract. The paper offers a look at the professional orientation of students in schools and universities as the main factor of motivation of young professionals. The results of the study among high school students (64 votes) and university students (47 votes) are presented. Identified key sources of information that help them make a decision to choose a profession, determinate assessments of understanding of their future profession, and changes in preferences over time. A half of students have problems with career orientation.

1 Introduction

Nowadays in the environment of high rates of technical development in all sectors of the economy the main resource of labor productivity is a human capital, that is why the issues of using human resources have a special importance.

This trend is noted in the paper of Kalinina, O. et al [1], where in particular the authors associate the slowdown in the innovative development of enterprises in various industries with inadequate staff qualification.

Therefore, a lot of attention is paid to the formation, use and development of human resources, in particular Zaychenko, I. M. et al [2], Aleksandrov, I. et al [3, 4] explore the features of the formation of the labor force in the regions of the Russian Federation. Rasskazova, O. et al determine the universal skills and abilities of workers, without their developing the workers cannot be competitive now [5].

Motivation is a system of internal and external motives that force a person to act in a certain way. The motive is an incentive to action, it is formed to meet the needs of man, created by many external and internal factors applied to a person.

Motivation is an internal process of a person's conscious choice of one or another type of behavior, determined by the complex effect of external (stimuli) and internal (motives) factors.

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According to Schunk, Dale H. motivational processes are personal/internal influences that lead to outcomes such as choice, effort, persistence, achievement, and environmental regulation [6].

At the same time, motivation is the willingness of people to achieve the goals of the organization in order to satisfy their own individual needs. This definition demonstrates the unity of interests of the employee and the organization.

Researchers pay attention to various aspects that affect staff motivation.

For example Yaniv Kanat-Maymon, Maor Elimelech and Guy Roth [7] study the features of formation of leadership styles and their consequent reflection in subordinates' motivations.

Some works also study the professional orientation of youth; Nadezhda Miloradova and Ekaterina Savina [8] is studying of the problem of professional personality orientation formation in particular the influence of conditions and factors on professional personality orientation of a future builder and architect.

Hui Li [9] and Ricardo Rodrigues et al [10] draws attention to the relationship between professional orientation and personal effectiveness.

We can abstract from external sources of influence, then motivation linked directly to interest in professional activity (or lack of it).

Valerie A. Johnson et al [11] notes a work-specific motivational process linking interests with performance-related behavioral outcomes so interested in profession employees demonstrated the best labor indicators.

According to Alfonso Sollami et al [12] the only desire of power (due to professional hierarchy) may decrease a student's engagement in interprofessional education; however, this may be contrasted by an increased professional commitment, that is why the more correct the choice of profession, the better the quality of students' knowledge.

The link between motivation and career planning is noted in their research by Oshrit Kaspi-Baruch [13], Anne Herrmann et al [14] and Claudia Holtschlag et al [15].

Christian L. Burk and Bettina S. Wiese [16] also note that motivation to work in any area depend on career goals were predicted by global and specific motives. So strong needs for power, income and leadership and strong needs for competence, autonomy, and creativity, and low interest in income are absolutely different factors for choosing profession

Thus, the basis of motivation is determined subjectively and the stimulation of labor becomes effective only when it corresponds to this.

Consider examples of negative employee motivation. This is reluctance to take the initiative, take responsibility and work hard, alienation of labor (when the employee demonstrates disloyalty to the values and policies of the organization, and sometimes causes deliberate harm).

Among the causes of low (or even negative) motivation are the following:

- Suppression of initiative by management,
- corporate culture encourages passivity,
- Failure to fulfill promises from management,
- The employee's salary is not related to his labor productivity, etc.

The reason for the low motivation of a working employee can be very much.

Low motivation may be related to previous work experience, however, the employee can be a good specialist and correspond to his position, in which case it will take time to restore his motivation.

However if an employee does not want to develop, and work is not interesting for him then the reason for low motivation is a mistake in choosing a career path.

In one case, the employee can cheat, if it is necessary to get any job, on the other hand, the employee can sincerely not suspect that the chosen profession is not suitable for him. A similar problem is relevant among graduates of higher and secondary education in Russian

Federation. Moreover, many of them are aware of it even in the learning process, which affects the quality of knowledge.

This phenomenon is becoming a problem for both graduates and enterprises. An enterprise, hiring a successful graduate who is ready to immediately start work, highly motivated, can hardly determine the fact of a lack of true interest in future work. The result of several years of work will be the fact that such an employee will never be able to show outstanding results, therefore, will not be able to move up the career ladder (this will not be interesting for him). The employee will work through willpower, and not because of his own interest. For the enterprise, this will be a fact of limited effectiveness of human resources, the need to use mainly material stimulation.

2 Methods

A study was conducted to determine the level of interest among young people in their profession. Students from 7 schools in St. Petersburg were interviewed. The survey was conducted among students in grades 9-11, as in the near future they will have to choose the direction of further professional training. 64 responses were received.

The survey was conducted on the basis of Google forms. Below is a list of questions, answer options, and survey results.

3 Results

Question 1. Indicate in which class you are: 9th grade, 10th grade, 11th grade.

Question 2. Do you know whom you will work in the future: choose a rating from 1 (absolutely cannot imagine) to 10 (everything is obvious and understandable). The results of this question are presented on the figure 1.

Fig. 1. Assessment of understanding of the future profession among high school students.

As we can see on the graph, 44% of students chose the answer from 1 to 5, which demonstrates a poor understanding of their future profession, so almost half of the respondents can make a critical mistake in choosing the path of professional development.

Question 3. What sources of information did you use to choose your future profession (in this question, there was an opportunity to choose several answers) (you can see the results on the figure 2):

- Advice from relatives,
- Internet video,
- Professional literature and articles,
- Movies about an interesting profession,
- Conversations with friends,
- Career guidance courses,
- Not.

Fig. 2. Sources of information.

Question 4. Why did you choose your future profession:

- I am interested in this,
- This profession is considered good,
- I chose the lesser of evils,
- I went with someone for the company,
- I listened to one of my relatives,
- For the sake of a high salary,
- I don't know what I want to become.

Answers of the question are showed on the figure 3.

Only 48% of the survey participants chose a profession because they are interested in it, so the majority - 52% of respondents made decisions based on public opinion and chose the option "where is easier", 31% do not know who they want become in the future. This means that half of the respondents can make a mistake in choosing a profession, that is, half of the young specialists will have low motivation to work.

If we consider only the 11th grade (future students of higher educational institutions) in the context of the last question, then among the 21 answers (as many students of the 11th

grade passed the test), only 8 people make an informed choice and 3 listened to relatives, i.e. only 50% choose a profession consciously.

A study was also conducted among the opinions of university students. 47 responses were received from 3-6 year students (bachelors and masters).

The structure of the survey was slightly different from the previous one. Below is a list of questions, answer options with explanations, and the results of the survey.

Question 1. Choose which course you are on: options from 1 to 6.

Question 2. How clearly do you understand your future profession: choose a rating from 1 (I absolutely do not understand) to 10 (everything is obvious and understandable). The following results were obtained on this issue (figure 4). A study was also conducted among the opinions of university students. 47 responses (figure 4).

Fig. 3. The reason of chosen your profession.

Fig. 4. Assessment of understanding of the future profession among university students.

In this case, an understanding of the future profession is much better than that shown by schoolchildren (68% of students versus 56% of schoolchildren), however, a third of students have a poor understanding of their profession, 32% are an alarming indicator. The following figure compare on results of the question between high school students and university students (figure 5).

Fig. 5. Comparison of understanding of the future profession high school and university students.

Question 3. I like my future profession (answers on the question showed on figure 6):

- Yes,
- not,
- can not answer.

Fig. 6. Interest in the future profession among university students.

Only about 45% of students are interested in their specialty. In the future, this may mean that in the future the enterprises will hire young specialists, half of them will not be sure whether they are interested in their future work or not. At the interview stage, they can demonstrate very high loyalty, interest in work and create the illusion of high motivation (both for the enterprise and for themselves).

Question 4. I want to work in another field of activity (question results are in figure 7):

- Not,
- Yes, but current education is suitable,
- Yes, but I need to relearn.

Fig. 7. Desire to work in another field.

A quarter of graduates will be forced to either receive additional education or work in their specialty through strength. And 34% will work in related fields, while the level of their training will be lower than specialized employees.

Question 5. I entered this specialty because:

- I am interested in this,
- This profession is considered good;
- I chose the lesser of evils,
- I went with someone for the company,
- I listened to one of my relatives,
- For the sake of a high salary.

We can see in figure 8 that less than half of the students chose a profession because they are interested in it. Almost the similar number of students made their choice without any interest.

Fig. 8. The reason of choosing your profession.

We present the data in the form of a table 1 to compare the reasons for choosing a future profession among high school students and students of university.

Table 1. Formatting sections, subsections and subsubsections.

#	Answer	School	University
1	I am interested in this	48%	39%
2	this profession is considered good	3%	2%
3	I chose the lesser of evils	5%	36%
4	I went with someone for the company	2%	2%
5	I listened to one of my relatives	5%	21%
6	For the sake of a high salary	6%	0.0%
7	I don't know what I want to become	31%	-

We can look at statistics in dynamics (previous answers show strong similarities in the opinions of students in schools and universities). Then we can see the redistribution of opinions of students in schools who initially could not make a choice.

Some of them listened to their relatives, while others chose the choice on the basis of least resistance. 48% of school students know whom they want to work with; university students have this figure lower - 39%. Thus, we can assume that the level of self-understanding among schoolchildren has become better. But let's see the results of the following question posed to university students.

Question 6. Evaluate the level of compliance with your understanding of the profession now and earlier (figure 9):

- 100% (not changed),
- 50-70% (changed),
- 30-40% (changed significantly),
- 0-20% (dramatically changed).

Fig. 9. Changing the perception of the profession among students.

4 Conclusion

As you can see, many students have greatly changed their perception of their future profession, thus, for many, their chosen profession turned out to be erroneous (perhaps some of them were sure that they would be interested in working in this field).

Thus, we can observe a strong cognitive dissonance among future graduates of educational institutions regarding their interests and their profession.

Statistics confirm the hypothesis that the selection of suitable specialists among graduates is an important task for any enterprise. Moreover, graduates themselves often will not know that they make a mistake when applying for a job, i.e. a simple interview will not reveal this. In half the cases, enterprises will encounter trained specialists who are not interested in their specialty.

At the same time, about 34% of graduates believe that current education will be enough for another field of activity. This means for companies a significant number of candidates for positions in which they are interested in a specialty, but they have an education other than necessary.

As a result, in these cases, the labor productivity of a significant number of young specialists in the market will be low due to a lack of interest in the profession or due to the presence of non-core education for the desired (or occupied) position.

In the first case, it is very difficult for the enterprise to stimulate its employee. And in the second, the lack of education will have to be compensated for using the corporate training system.

Such a situation reduces labor productivity in the market as a whole, forces companies to invest more resources in the material motivation system, and can also lead to personal tragedy of a person working hard without pleasure. Also it is a big problem for economic of Russia.

Undoubtedly, a larger study would better assess this situation in the field of vocational guidance, which will be done in the future.

In addition to the questions indicated in the article, students in grades 9–11 of the school were offered an open, non-binding question, to which respondents answered in their own words.

“What, in your opinion, would help the children with a confident choice of their future profession (resources, events, materials)?”. Among the various proposals and opinions, one can single out the general desire to get acquainted with various professions in practice: personal meetings with professionals, monitoring the work of various professions, learning more about real duties and functions.

This study and the identified situation creates a number of new tasks:

- conduct a large-scale study among students of various educational institutions to identify the level of understanding of the future profession, loyalty to it;
- to study methods for quickly determining the socio-psychological compliance of a candidate for a position at the selection stage;
- develop a system of tools and events to increase the awareness of applicants about their future profession;
- to develop a system of self-diagnosis of applicants to help in choosing the path of career development;
- explore the possibilities of correcting the professional development of students who have made a mistake in choosing a profession.

We believe that solving these problems will allow us to better study this situation and find ways to solve a number of problems in the field of vocational guidance. This will increase the proportion of students who have made the right professional choice and will positively affect the level of motivation for future employees of companies.

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