



Research Article

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Promoting Personal Motivation within Professional Education

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Abstract

Current research is dedicated to the issues of apprising personal and professional motivation of youth in the process of their training in higher educational institutions. Principal components of the motivational field of a personality, beneficial for professional success and productivity, have been examined, including such prominent types of motives as cognitive, social, professional, material and achievement. Individual dispositions have been scrutinized as the integral elements of the motivational scope of a person. Consistent patterns and missions of cognitive motivation within the educational process raised as one of the key questions throughout the research. Analyzing of meaningful and dynamic characteristics of personal motives enabled the authors of this paper to classify personal motives for self-development in the process of education, among which there are self-realization, self-affirmation, self-expression and self-actualization. Central assumption here is the correlation between an individual's professional and personal activity and transformation of the tasks of professional and personal development. Theoretical framework consists of A.Leontiev's, A.Maslow's and C.Sanderson's approaches to the notion of "motivation" as the inside encouraging reason for individual's motions and activities.

Keywords: *Personal motives, Cognitive motivation, Self-development, Professional education*

1. Introduction

Current transformations within all branches of social life accelerate the demand for competent professional staff, highly motivated for personal and professional growth and ongoing progress. Foundations of the profession are created in the process of higher education, alongside with developing a personal orientation for constant self-education in various conditions and situations. Basic directions of educational activity include personal self-improving, professional learning and intellectual development, moral, aesthetic and physical enrichment. Values-focused activity actualizes during students' youth age, in accordance with their personal motivations and demands. This is a favorable period for the advance of a person's fundamental potentials as well as for completing personality development in its all manifestations (Podolyak, 2008).

Professional training includes comprehending information, knowledge, operations, techniques and approaches, which compose the skills. At the same time, one of the backgrounds of successful

professional training on the introductory level of higher education is the validity of conscious motivations.

Motivation represents a dynamic process of psycho-physiological character and, simultaneously, a complex of factors, which initiate the subject's performance, directing his activity. Correspondingly, motivation is the composite of aspects, which provoke the actions of the studying subject, defining his direction towards new knowledge gaining and new skills mastering. It is up to learning motivation to enable the development of personal intellect, self-realization and self-discovery as the integral parts of the subject's psychological life.

Learning activity can be narrow or widely focused, depending on the social evaluation of studying, and, besides, expanding personal cognitive interests, personal interaction with tutors, independence in learning and authenticity of projects. Such professionally oriented learning activity motivates students for self-education, which can be subdivided into the following types of motives: professional (concerned with definite professional activity); cognitive (concerned with knowledge gaining); generally social; highly social; process-content focused; material; achievement motives and utilitarian motives (Artushyna, Kotykova, & Romanova, 2007).

2. The Aim of the Study

The aim of the study is to look at the directions of rising personal motivation of young people in the process of professional training, as well as to analyze motivational dispositions of an individual with paying particular attention to cognitive motivation and personal motives, concerning categories of self-realization, self-affirmation, self-expression and self-actualization.

3. The Theoretical Framework on Personal Motivation

Motivational categories (such as demands, motives, ambitions, attitudes, ideals, desires and outlook) play a significant role in realization and establishment of a student's individuality. Theoretical backgrounds of the current research take into consideration the developments of Kant, Leontiev, Maslow and Viliunas. From the point of view of Kant (2006), the notion of "motivation" is scientifically considered as the inside encouraging reason for individual's motions and activities, and the motivation itself is exposed as the system of interconnected motives, determining the behavioral course.

Mukhametshin (2018) considers motivation as personal energy, encouraging activity, where the state of being motivated is a resource condition which enables to observe the goal and possible ways of achieving it. According to Mukhametshin's theory, there are such types of motivation: the motivation of achieving and avoidance, the motivation of forcing, the motivation of success, the motivation of overwhelming, the research motivation, the creative motivation, the hedonistic motivation, the authoritative motivation, the motivation of self-affirmation, the playing motivation and the ideal motivation.

Shapiro (2015) dedicated his researches to the issues of professional and labour motivation as the process of satisfying employees' demands and expectations within a chosen professional area, coordinated in accordance with the enterprise goals and managed in order to enhance job efficiency. As it has been stated in Shapiro's (2015) work, main function of professional motivation lies in exposing impact on the company's workforce in the form of stimulating motives for more effective performance of the employees, while he defined motive as a conscious impulse for succeeding the objectives, evaluated by the individuals as personal necessities. Such theoretical considerations are highly topical nowadays for motivating staff, prior to the modern youth generation, educated in the age of overloading, and not willing to devote themselves desperately to corporate ideas in comparison with former generations.

Educational motivation is traditionally scrutinized through a systematic approach, including developments of the classification of motives for educational activity, which generally encompass both types: cognitive and professional motives (Kofta, Weary & Sedek (1998), Gollwitzer & Bargh (1996), Viliunas (1990). Therefore, four basic components of the students' cognitive motivation, also known as motivational orientations, have been identified: the process of cognitive activity,

results of the cognitive activity, its assessment and avoidance of complaints. In the meanwhile, contradictions of traditional educational systems have been recognized as the most significant factors, obscuring progress of students' cognitive activity. The most powerful among them are the contradictions between the content and forms of cognitive educational activity and the necessity to develop principally new professional activity within such conditions.

4. Motivational Scope of an Individual

Modern educational psychology estimates the scope of an individual as a complex of stable motives, constructed into a hierarchy and reflecting definite inclinations of the personality. There are such components of the motivational scope of an individual as goals, needs and dispositions. Dispositions can be realized through various demands. Activity, directed towards satisfying the demands, can be divided into the subtypes, correspondingly to personal goals.

4.1 Motivational Dispositions

Interests, wishes, intentions and tasks also belong to the category of stimulations of human behavior, besides needs and goals.

Interest is a "special motivational state with cognitive character", which is secondarily connected with currently operating demand of a personality. While undertaking steps towards goals' realization, an individual faces the impediments, necessary to overcome – a favorable condition for creating motivational factor and task. Intentions and tasks, as motivational states, consequently shift after each other (immediately arise, reflect the conditional changes of the action performance).

The underlined above factors influence, to some extent, on the motivation of the individual's behavior and perform rather instrumental than stimulating role in the structure of motivation. From the psychological point of view, it is crucial to give up limitations and fittings, due to which individuals are conscious of the true motives of their behavior, thoughts and sensations. The matter is, true motives of a human can be different from those which we percept with the first glance. It deals with the conscious and unconscious motivation of human activity. Evidently, there are conscious demands and objectives of a person among those, which he manages. Although, there are such needs and goals, of which an individual can hardly be conscious.

Personal values and demands contribute meaning to the disposition of various phenomena and objects in his life. Only those phenomena and objects can be meaningful, which concern actualization of personal needs and values. Needs and values of all people are different, individual and unique, and require exclusive ways of their realization.

Motivational scope includes also such dispositions as motives of power, motives of altruism, aggressiveness and affiliation (demand for communication). Communication, an aspiration to stay in the community with equal members and objectives to obtain emotionally positive interconnection with them compose the phenomenon of affiliation, which can be contrasted by the motive of neglecting. Affiliation motives occupy a special place in the motivational structure of a personality. They are closely interrelated with activity motives, as far as communication starts with mutual activity.

4.2 Cognitive Motivation

Stability and power of the motive are likewise significant for the motivational scope of a personality. Motivation can be differentiated according to the principles of a definite activity. For instance, both types of motives: general (focused on cognition in general) and concrete (causing interest to concrete subjects) are possible within student's cognitive activity.

It is recognized that operating of the motivational mechanism is prompted by stimulation. While a stimulus itself is not always a motive. Moreover, a person is capable not to accept the stimulation completely. Nevertheless, the final result will be remarkably altered. Therefore, we consider following steps in the process of motivation emergence: the emergence of a need, recognition of a need, recognition of a stimulus, the emergence of a motive (transforming of a need

into a motive through stimulating).

We agree that it is essential to comply following conditions in order to enhance the efficiency and productivity of a person's activity: multiplicity of motives within a definite field of activity, level of their advancement, positive attitude towards the process, stability and power of the motives, and hierarchy structure of the motivation.

Cognitive activity is headed for the transformation of the student's personality and alteration of his psychology. Quality of professional training on the initial stage of higher education, as well as student's establishment as a specialist, depends directly upon the specifications of his motivation in the process of intellectual activity. Among these specifications we would like to underline cognitive and professional motives, motives of creative achievements, motives of social scope (personal prestige, status maintain and enhancement, self-realization, self-confidence) and motives of material scope (Weiner, 2013).

In our opinion, motives for creative achievements turn to be crucial factors of students' motivation for effective learning and success. Any human being needs achievements and expresses this need through striving for success. In this situation, success means the difference between a current level of activity and its previous outcomes, in particular – it means competing against oneself in order to reach success. Another example of demonstrating demands for achievements can be studied from such activity, which is focused on reaching distant goals, creating unique products, together with developing ways and methods of such production.

Learning activity includes numerous possibilities for a personality to reach a higher level of achievements. Consequently, personalities with an advanced motive for creative achievements expect to receive more satisfaction from learning, while they contribute more efforts in the process of professional training. It enables better results and improvement of the students' performance. Opposite the demand for achieving success is the demand for avoiding failures.

The researchers suppose that the priority of the demand for avoiding failures in the motivational structure of a personality may lead to lower demand for achieving better results. Such students focus on their decisions on common types of activity rather than unordinary. They are simply scared of creativity and innovations that arouses protection mechanism during their cognitive activity (Bakshayeva & Verbitsky, 2006). Increased anxiety is characteristic of such individuals. For them, a process of professional training is limited by the avoidance of failures but not extended to being satisfied with the success and achievements of the cognitive process.

Educational process in higher educational institutions is mostly conducted in groups. At this point, communication between students plays a significant role. Difficulties of the process of satisfying demand are capable to stimulate students' psychological-emotional tension, anxiety and even frustration, and depression.

Domination of low level of failure avoidance refers to success orientation and readiness to overcome the problems, which arise beside the process of its achievement. We should accentuate that people, focused on success achievement and failures avoidance, have to face the problem of adaptation to newly transformed conditions. In this case, such processes of self-regulating and self-management as planning, decision-making and self-control are broken, while they are responsible for the decision and goal seeking.

According to the latest scientific investigations, there are such components of achievement motivation as the demand for success achievement, success expectation, reward (incentive), positive emotional state, and demand for failure avoidance. It is obvious that educators are able to provide a high level of success motivation. In addition to it, there is a great difference in the motivational levels among males and females. Steady domination of comparatively high and very high achievement motivation is characteristic for males. Women, on the contrary, run through sharp fluctuating of achievement motivation from very low to very high. Therefore, we may conclude that women possess not clearly defined and shaped motivational tendencies in comparison with men.

Furthermore, achievement motivation means attempting to reach success in the definite field of activity, whereas it does not only perform the role of a motive but also a situational factor. Foundation of students' motivation for success achievement encourages them for efficient self-realization through improving their behavioral strategy and developing axiological, competence, personal, behavioral, reflexive, communicational and emotional-willing components of their

personalities in general and professionally.

4.3 Personal Motives

Speaking about youth, initially, we would like to refer to it as a period of a personality's development, when the demand for self-establishment and domination is dynamically progressing. It is manifested through the desire to impose an impact on other members of the same social group, possessing authoritative value, being persuasive, monitoring the surrounding, and commanding your tastes, views and your decisions of problematic issues. In the case of professional training, current demand boosts the feeling of satisfaction with learning, and simultaneously, it increases the feeling of responsibility towards education. Furthermore, due to the availability of competition and corresponding motive of achievements, the efficiency of cognitive-educational process grows considerably.

As it has already been mentioned above, in modern science motives are divided into two basic groups:

1. cognitive motives (dedicated to the content of learning activity and the process of its introduction);
2. social motives (concerned with social collaboration between academic subjects).

Consequently, cognitive motives can be subdivided into the following categories:

- motives, which focus on searching and mastering new information;
- motives, which focus on learning cognitive methods of knowledge gaining (this aspect considers the personal interest of a student to apply the approaches of individual knowledge gaining, individual learning regulation and reasonable organization of cognitive activity);
- self-educative motives, directed to the improvement of knowledge searching techniques.

Such cognitive motives are able to create motivation for achievements, including the focus on success in the process of constant competing with oneself and desire to reach higher results in education. Cognitive motives build background for overcoming crisis situations within education, stimulate cognitive activity and establish fundamentals for individual's competitiveness.

Cognitive motives possess dynamic and meaningful characteristics. Meaningful characteristics include:

- meaning of education for a student's personally;
- effectiveness, as the motivational impact on educational activity and behavior;
- status of a concrete motive within the motivational structure (principle or subordinate);
- spontaneity of motivation emergence – a motive emerge individually or in the process of interconnection with other subjects;
- level of motive consciousness;
- dispersal of the motive through different types of activity.

Dynamic characteristics include:

- positive or negative modality of motives;
- level of motive stability;
- acceleration of motive emergence and its power.

Therefore, motivation directly influences the effectiveness of the educational process, mostly when students' motives are cognitive. However, there are exclusions of this rule, that is why it is worth differentiating inside and outside motives.

The motivational syndrome can be expressed in different ways. For example, motives can be professional and cognitive. Both forms compose the superior unity – the motivational syndrome of cognitive activity, which is highlighting the dynamics of mutual transformations of these motives. Merely the expressiveness of principal motives (cognitive and professional) creates the meaningful difference between cognitive motivational and professional syndromes (Verbitsky & Bakshayeva, 1998).

Besides educational progress within a cognitive process, there are definite types of motivations, which stimulate an individual for telic personal transformations. The first category among them is *imitation*, which is a rather powerful motive for self-development, especially at the

preliminary stage. It deals with the imitation of a more successful, more ethic and powerful personalities, performed by a developing individual. In the process of education, these idealistic characteristics can be exemplified by teachers, socially active agents, politicians, researchers and others.

The following classification of personal motives comprises *cognition and understanding of oneself*, which turns into the motives for human self-development starting from adolescence age. Only through cognition oneself, understanding one's own demands and accepting one's own specialities, a person is capable to grow into an efficient personality, learn to understand others better and create the more efficient relationship with them. It is necessary to master specific reflexive skills in order to make self-cognition more regulated, conscious and personalized, which is possible at laboratory training. By all means, other more natural factors are also capable to stimulate self-development, based on the demand to enrich one's knowledge and to understand oneself.

Next category of personal motivation within education includes the *demand for affection, reward and independence*, which composes one of the most powerful human motives. Obviously, affection is well known as a power encouraging for self-development. Kant (2006) considered the attempts to make other people like you as a human's way to moral self-improvement. Demand for independence equally stimulates a personality for self-development. Besides, Maslow (2013) underlined human ability to be brave enough in order to differ from others, as well as the ability not to be eager to satisfy others and not to be a conformist. The implementation of this category is possible through personal development in order to make others sympathize you and, simultaneously, to be an independent person.

One more probable motive for personal self-development of an adult person is *self-realization*. Evidently, self-development and self-realization are closely connected but not identical phenomena, which have the various motivational background. According to Leontiev (2013), the social value of a personality is one of the criteria of self-realization, which requires quite a high level of human capacities, especially working abilities. This level must be considerably higher than average in order to guarantee high social importance of the person's contribution. Nonetheless, striving for self-realization encourages a person for self-development that provides a possibility for a human to realize himself on a comparatively higher level. Implementation of this motive expects a person's development of oneself in order to be realized through socially valuable contributions. *Self-expression* can be considered as one more motive of this section, which focuses on the discovery of a person's own individuality and its implementation in the world.

Self-affirmation also motivates for personal development, as far as it characterizes a person's demand for social recognition, demand for affirming oneself among other people, for occupying one's own position and one's space, and not losing oneself. As it follows from Sanderson's (2009) study, carrying out of this motive is possible through conducting constant self-development in order to be noticed and recognized in the society, and in order to gain the anticipated social status.

Besides, motivational power of *self-actualization* should not be underestimated. An ordinary individual is normally stimulated by something missing in his personal life: he is searching for the directions to satisfy his needs safely, as well as he is seeking for affection, respect and high evaluation. Therefore, it is clear that a psychologically strong person is stimulated by the demand for his own development and actualization as full as it is potentially available for his capacities and skills. It means self-development in order to become what you are and to become everything that you are capable to be (Maslow, 2013).

In the process of professional education, young people become aware of the fact that within the conditions of modern culture, a person's strivings for self-realization, self-affirmation, self-expression and self-actualization are implemented basically through his *professional activity*, which is individually able to play the role of a personal motive for self-development. Consequently, professional training of prestigious specializations demands highly focused personal work on oneself. Personal development turns into a professional necessity especially for those professions, where the personality of a specialist plays an important role and operates as his professional instrument (teacher, psychologist, psychotherapist and others). Maslow (2013) explains professional self-identification as a derivative from personal, which is closely connected with

seeking of life values. A person, who is passing through the process of self-actualization, is eager to be the best within his professional field, or, at least, as good as his potential allows. Identification with a person's profession and a person's principal life activity may lead to the transformation of the tasks of professional development into the tasks of personal development.

5. Conclusions

Structure and peculiarities of the motivation of modern young people as criteria of their successful professional training in the higher educational institution require deep and detailed analysis. Professions are chosen in accordance with different motives, including persons understanding the definite field of professional activity or possible position in career. The whole range of stimulations is connected with the profession's definite characteristics, specifications and conditions of future working activity. Such factors as the desire to manage people, to run processes and resources, desire to be the leader, to organize or to work in the community, perform a crucial role. It's vital to cultivate students' motivation for success and develop their demand for successful realization of their professional activity. Efficient development of students' motivation for success will correspondingly lead to their satisfaction with a studying process, and finally - to the formation of a highly qualified professional, topical for the demands of the modern labor market.

It has been examined that recognition of personal motives – is a crucial stage of the process of self-development, especially from the point of view of a person's orientation resources. Motivation carries out orientation functions, due to the whole system of human values but not separate ideals, including an individual's position in the society together with the person's general world outlook. Therefore, we should conclude that personal development could be realized individually without a person's conscious participating. Nevertheless, focused and success-orientated self-development is the evidence of the human conscious motivation, forwarded by his definite professional activity and his interconnections within the community and the whole world.

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