

KAUNAS UNIVERSITY OF TECHNOLOGY

AISTĖ URBONIENĖ

**PROFESSIONAL MOTIVATION OF THE STUDYING
SOCIAL-EDUCATIONAL WORK SPECIALTIES
AND EDUCATIONAL PRECONDITIONS
OF ITS DEVELOPMENT**

Summary of the Doctoral Dissertation

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Doctoral dissertation was prepared in 2000-2004 at Kaunas University of Technology, Faculty of Social Sciences, Institute of Educational Studies.

Academic supervisor:

Assoc. Prof. Dr. Irena LELIŪGIENĖ (Kaunas University of Technology, Social Sciences, Educational Science, 07S).

The Council of Educational Science trend:

Prof. Dr. Habil. Palmira JUCEVIČIENĖ (Kaunas University of Technology, Social Sciences, Educational Science, 07S) – **chairperson**,

Prof. Dr. Habil. Liuda ŠIAUČIUKĖNIENĖ (Kaunas University of Technology, Social Sciences, Educational Science, 07S),

Prof. Dr. Habil. Gediminas MERKYS (Kaunas University of Technology, Social Sciences, Educational Science, 07S),

Assoc. Prof. Dr. Giedrė KVIESKIENĖ (Vilnius Pedagogical University, Social Sciences, Educational Science, 07S),

Assoc. Prof. Dr. Nijolė Petronėlė VEČKIENĖ (Vytautas Magnus University, Social Sciences, Educational Science, 07S).

Official Opponents:

Assoc. Prof. Dr. Brigita JANIŪNAITĖ (Kaunas University of Technology, Social Sciences, Educational Science, 07S),

Assoc. Prof. Dr. Liuda RUPŠIENĖ (Klaipėda University, Social Sciences, Educational Science, 07S).

The official defence of the dissertation will be held at 11 a.m. on February 25, 2005 at the public session of the Council of Educational Science trend at Rectorate Hall at Kaunas University of Technology (K. Donelaičio g. 73, Kaunas, room 402).

Address: K. Donelaičio g. 73, LT-44029 Kaunas, Lithuania.

Tel.: (370) 7 30 00 42, fax: (370) 7 32 41 44; e-mail: mok.skyrius@ktu.lt

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KAUNO TECHNOLOGIJOS UNIVERSITETAS

AISTĖ URBONIENĖ

**STUDIJUOJANČIŲ
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PROFESINIO PASIRINKIMO MOTYVACIJA
IR JOS VYSTYMO SI EDUKACINĖS PRIELAI DOS**

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Disertacija rengta 2000-2004 metais Kauno technologijos universiteto Socialinių mokslų fakultete, Edukologijos institute.

Mokslinė vadovė:

Doc. dr. Irena LELIŪGIENĖ (Kauno technologijos universitetas, socialiniai mokslai, edukologija, 07S).

Edukologijos mokslo krypties taryba:

Prof. habil. dr. Palmira JUCEVIČIENĖ (Kauno technologijos universitetas, socialiniai mokslai, edukologija, 07S) –**pirmininkė**,

Prof. habil. dr. Liuda ŠIAUČIUKĖNIENĖ (Kauno technologijos universitetas, socialiniai mokslai, edukologija, 07S),

Prof. habil. dr. Gediminas MERKYS (Kauno technologijos universitetas, socialiniai mokslai, edukologija, 07S),

Doc. dr. Giedrė KVIESKIENĖ (Vilniaus pedagoginis universitetas, socialiniai mokslai, edukologija, 07S),

Doc. dr. Nijolė Petronėlė VEČKIENĖ (Vytauto Didžiojo universitetas, socialiniai mokslai, edukologija, 07S).

Oficialieji oponentai:

Doc. dr. Brigita JANIŪNAITĖ (Kauno technologijos universitetas, socialiniai mokslai, edukologija, 07S),

Doc. dr. Liuda RUPŠIENĖ (Klaipėdos universitetas, socialiniai mokslai, edukologija, 07S).

Disertacija ginama 2005 m. vasario 25 d., 11.00 val. viešame Edukologijos mokslo krypties tarybos posėdyje, kuris įvyks Kauno technologijos universitete, Rektorato salėje (K. Donelaičio g. 73, Kaunas, 402 a.).

Adresas: K. Donelaičio g. 73, LT-44029 Kaunas.

Tel. 8 – 37 – 30 00 42, faksas 8 – 37 – 32 41 44, el. paštas: mok.skyrius@ktu.lt

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Introduction

Substantiation of the research problem. The beginning of the 21st century is a period described as the age of globalisation, information technologies and society transformation into the knowledge society. On personality dimension the existential isolation, fragmentariness of values (Anshelm, 1995), unsafety (Bauman, 1999), increase of social exclusion (Jucevičienė, 2001), existential anxiety (Giddens, 2000) are emphasised. The growing requirements for a job position and constantly increasing competition also influence educational attitudes that result in the paradigm of the life-long learning (Jucevičienė, 2001).

The present day society is incapable of managing its psychosocial relationships, therefore it is in need of social-educational specialists' support, who undertake not only the managerial-organisational and harmonizing function but preventive "society health" maintenance function as well (Coyle, 1967). The unvanishing old and emerging new social problems force social-educational work* to change: to renew its mission and objectives, to disclose new methods and follow new philosophy. That is required by transformations of such fundamental structures of the society as gender roles, family, social classes, professions and the like. The mission of social-educational work becomes dual: while providing social-educational support for a problem-having individual and helping him/her in finding strength and possibilities to change their situation, at the same time efforts are undertaken to change the society itself, decreasing the phenomenon of social exclusion (Envall, 1997).

Literature analysis regarding the peculiarities of social-educational work research has shown that social-educational work is complicated not only because of its problematic object, work methods and measurement of results, but also due to the governmental regulations, other professionals' attitudes and permanent attention of mass media (Coyle, 1967; Emmet, 1967; Kendall, 1970; Walton, 1982; Barker, 1991; Corey, 1992; Madsen, 1993; Davies, 1994; Kelasjev et al.1994; Leliūgienė, 1994, 1997a, 1998, 2001a; Hoel, 1995; Envall, 1997; Henkel, 1997; Jucevičienė, 1997; Yelloly, 1997; Lyons, 1999; Meeuwse, Sunesson, Swärd, 2000; Nikončiuk, 2001). For social-educational work specialists the society has legitimated complex functions that grant a successful formation of social policy and public functioning.

With the altering social conditions in the society vocational characteristics of the social-educational professionals also change. The job requirements for these professionals involve broad multidisciplinary preparation, reflection while acting, emancipated mind and activity research skills (Jucevičienė, 2001).

* Social-educational work conception in this thesis for the sake of conciseness and convenience is considered as including social work and practical activity of social pedagogy. Though division of social work into social and social-educational still remains the object of international discussion, this research is based on the approach that social work and social pedagogy are co generic professions (Leliūgienė, 1997a).

In the context of the changed world and European dimensions the training of an educated and developed social-educational work specialist becomes an achievement, and in their training great attention is paid to the knowledge of research and technologies, market and economic relations, as well as preparation for work in the multicultural environment.

In the analysis of social-educational profession choice and vocational training of these specialists the aspect of *motivation* becomes the key word (Kelasjev et al., 1994; Corey, 1992). Expression of professional motivation reflects the developmental possibilities of the future social-educational work specialist, and its stimulation in the process of studies would form preconditions for quality increase of the vocational activity.

Research works carried out by many scientists in the field of professional motivation are meant to disclose the concept of *profession choice* (Kregždė, 1988; Jovaiša, 1993), *general motives of profession choice* (Laužikas, 1981; Kregždė, 1988; Bendikienė, Šiaučiuikėnienė, 1993; Jovaiša, 1993; Kelasjev et al., 1994; Leonavičius, 1996, 2001; Šernas, 1998), *professional purposefulness* (Kregždė, 1988; Petrauskaitė, 1996), *professional attitudes* (Ruškus, Karvelis, 2000) and *professional calling* (Jovaiša, 1993; Kavaliauskienė, 2001). In the foreign countries motivation for social-educational work profession choice has been analysed fragmentally (Deacon & Bartley, 1975; Holme and Maizels, 1978; Uttley, 1981; O'Connor, Dagleish, Khan, 1984; Corey, 1992; Vincent, 1996; Christie, Kruk, 1998; Forsström, 2004). In Lithuania we failed to detect investigations on profession motivation in the aspect of social-educational work as the choice of vocation. In spite of researchers' achievements in the field of profession motivation it falls to state that *only isolated aspects of motivation and profession choice have been investigated, thus there is a shortage of systematic analysis of professional motivation in the theoretical and practical aspects. While analysing the concept of professional motivation it is urgent to determine the way it is being influenced by expression of personality and environmental factors in the context of profession choice of a social worker/social pedagogue.*

Research on the motives of social-educational work profession choice is especially important for the teachers of social-educational work programmes and for employers, because, as Christie, Kruk (1998) indicate, it is prerequisite for development of the social worker and social pedagogue professions and quality improvement of their vocational activity. Professional motives of the individuals, who have chosen studies of social-educational work, influence their learning and acquisition of knowledge and skills, internalisation of social work values and possibilities of self-realization. Still, the performed investigations testify about the chance factor in the choice of these studies direction (Urbonienė, Leliūgienė, 2004), meaning that the admission conditions to Lithuanian universities do not grant a motivated choice of the social-educational work- studies. It can be assumed that the problem of professional suitability is encountered there, which has been suggested by Corey (1992),

Kelasjev et al. (1994), Leliūgienė (1997b), Elofsson (1998). Seeking to identify preconditions of professional motivation development at the study period, the aspect of professional suitability of the individuals, who have chosen social-educational work professions, is significant.

An international scale discussion on optimisation and homogenisation of the social-educational work professionals' training reveals contradiction, which includes an attempt to unify training of the social service providers and to introduce general vocational standards at the same time seeking to maintain the cultural specificity and social-educational work cohesion with the local tradition of the country (Hämäläinen, 2000). This grounds the *urgency of comparative aspect in the research, evaluating advantages and shortcomings of the social-educational professionals' training peculiarities in different socio-cultural media*. Investigation of preconditions for the professional motivation development at the universities of different countries allows identifying factors that are universal and independent of socio-cultural context and are fundamental guides for optimisation of social-educational work-studies.

The **scientific research problem** dealt with in the doctoral thesis is formulated by following questions:

1. What characteristics are peculiar to the phenomenon of professional motivation in regard to social-educational professions?
2. What educational conditions would ensure professional motivation development of the social-educational work specialties' students?

The **research object** is professional motivation for studying social-educational work specialties.

The **research aim** is to theoretically and empirically ground educational preconditions of professional motivation.

Research objectives:

1. To clarify motivation for the activity characteristics dependence on socio-cultural environment in diverse scientific discourses.
2. To analyse and base the concept of professional motivation in the context of social-educational work professions.
3. To disclose the influence of professional suitability and value attitudes on expression of professional motivation in the context of social-educational work.
4. To analyse what educational factors influence the expression of professional motivation, substantiating preconditions of the internal motivation encouragement.
5. To reveal the influence of socio-cultural factors upon the choice of social-educational work professions.
6. To diagnose educational factors stimulating the development of professional motivation in the comparative aspect.

7. To diagnose factors hindering the development of professional motivation in different socio-cultural and educational contexts.

Theoretical approaches:

- *Professional motivation conception* (Kregždė, 1988; Jovaiša, 1993; Hoel, 1995): professional motivation is a hierarchic and dynamic change of motives in three dimensions – self-realization, orientation towards a person and material attainments.
- *Conception of personality development in the studying process* (Hoel, 1995; Carlsson, 2001): conditions for students' personality development are realized in four dimensions of the study process – the content of studies, possibilities of activity, social interaction and self-realization.

Methodological approaches:

- *Conception of qualitative and quantitative methods coherence* (Coleman, Briggs, 2002; Kardelis, 2002): in combining the qualitative and quantitative research methods different sides of the phenomenon are disclosed, such as causative relations between the subordinate and independent variables and their evaluation in the context of subjective experience.
- *Comparative research conception* (Miles, Huberman, 1994): a phenomenon or actions of individuals are considered as complex formations of conditions and phenomena impact, in this way retaining the socio-cultural diversity and searching for the explanation of causality.
- The comparative investigation is aimed to identify preconditions for the development of professional motivation in various sociocultural contexts. Universities in Lithuania, Byelorussia and Sweden were chosen as representatives for different contexts: country in transition that is represented by Lithuania, authoritarian country that is represented by Byelorussia and Sweden as an example of democratic country. Similarities in the development of social-educational work profession as well as education, limited resources and a close geographical location caused the involvement of Byelorussian students in the research. The involvement of Swedish students into the investigation was caused by a long social work experience, active participation in Lithuanian social work education as well as a close geographical location.
- *Conception of qualitative content analysis* (Žydžiūnaitė, 2002): qualitative analysis of content is based on the systemic step performance - 1) identifying the manifest categories, while referring to the “key “ words; 2) the content of categories division into

subcategories; 3) identification of intersecting elements in the category/subcategory contents; 4) interpreting the content data.

Research methods used in the thesis:

- *Scientific literature analysis* has been carried out while generalising Lithuanian and foreign researchers' publications, that attempt to identify the impact of socio-cultural environment on motivation in different scientific discourses, to define the system of internal and external factors, preconditioning professional motivation, to describe social-educational work specifics, disclose the impact of studies on professional motivation development, ground the research methodology of students' motivation for the profession .
- *Written inquest* was carried out in three socio-cultural media (Lithuanian, Byelorussian and Swedish universities), by which it was attempted to investigate the relation between social-educational work studies and development of professional motivation, emphasising interaction of the social work values and other external and internal factors.
- *Statistic analysis*, using Statistical program of SPSS 10.0 for Windows. Descriptive statistics was applied: percentages and approbation percentages. Correlation analysis was applied. Factorial analysis was applied and A Cronbach- α coefficient was calculated with the application of the Principal Component Analysis and VARIMAX rotation with the Kaiser normalization.
- *Qualitative analysis of content* (Žydzūnaitė, 2002) has been carried out in order to investigate the open questions' data that helped to disclose the qualitative differences between the different country respondents and in this way to determine educational factors, preconditioning development of an individual in the study process.

Research organizing

The research was carried out at eight higher education institutions of Lithuania (VU, VPU, KTU, KU, VDU, ŠU, LKKA and LTU), Minsk M.Tank Pedagogical University (Byelorussia), Stockholm University, Örebro University and Ersta-Sköndal Higher School (Sweden) in 2002-2003. The fourth year students of social-educational work specialties – social workers and social pedagogues- were questioned.

Theoretical significance of the doctoral research:

- The concept of professional motivation has been theoretically grounded and analysed.
- The influence of socio-cultural and personality factors on profession choice of an individual has been investigated.

- The structure of educational factors, that precondition the development of professional motivation in the process of studies, has been founded.
- The conditions, that stimulate and restrict the development of professional motivation in different socio-cultural contexts, have been substantiated.

Scientific novelty of the doctoral research:

- The expression of professional motivation for choosing social-educational work professions has been disclosed.
- The influence of higher studies efficiency upon professional motivation and the educational factors that stimulate individual's motivation for the chosen vocation have been identified.
- The methodology that allows investigation of educational factors' expression, influencing the development of professional motivation in social-educational work-studies and identification of preconditions of its development, has been grounded.

Practical significance of the doctoral research:

- Personality and socio-cultural factors, influencing the formation and expression of professional motivation in diverse socio-cultural contexts, have been diagnosed.
- The universal educational factors, conditioning the development of professional motivation independently of the socio-cultural context, have been identified.
- Identification of interferences with the development of professional motivation for social-educational work professions in Lithuanian universities has an important practical aspect in regard to the optimisation of social-educational studies.

Structure and volume of the thesis. The thesis consists of an introduction, four parts, a discussion, conclusions, literature references and appendices. The volume includes 182 pages, the reference list contains 207 titles.

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Thesis Content Survey

The **introduction** of thesis substantiates the research problem, defines the research object, aim and objectives, explains theoretical and methodological approaches to the investigation, surveys the used research methods, discloses theoretical and practical significance and scientific novelty of the research, presents the list of publications.

1. Professional Motivation as a Combined Object of Social Research: Theoretical Foundation

1.1. Survey of Motivation Conceptions

The subchapter discusses fundamental conceptions of motivation, systemizing them into three groups according to the conception of approach to motivation, indicating that it is: 1) internal strength conditioned by needs; 2) stimuli awakened by internal and external goals; 3) result of interaction between an individual and environment. Following the scientific literature analysis a conclusion is drawn that *motivation is the totality of individual's psychic formations, conditioned by diverse internal and external factors, and which functions as a strategy, stimulating behaviour and purposeful activity.*

1.2. Motivation as an Outcome of Interaction between an Individual and Culture in Diverse Scientific Discourses

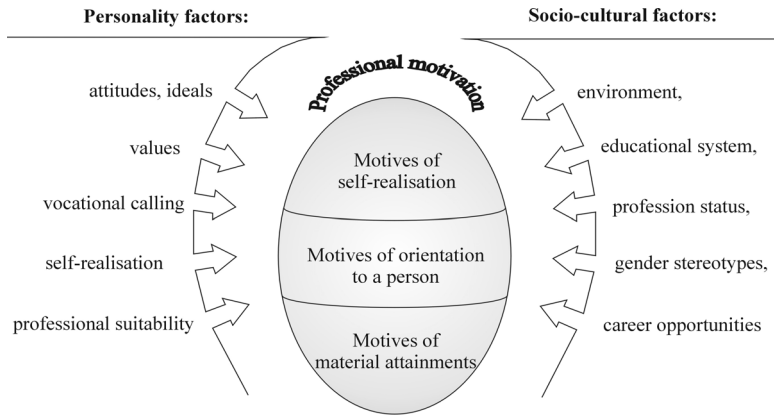
An attempt is made to identify motivation for activity dependence upon the socio-cultural context in diverse scientific discourses. Literature analysis, carried out in psychological, sociological and anthropological discourses, discovered the peculiarities of socio-cultural context impact on formation and expression of motivation. Culture emerges as a complicated system, enveloping all human life spheres. Still, human activity is not only a response or reaction to the conditions and impact of socio-cultural environment, because motivation refers to the value orientation and cognitive processes, to which social interaction is undoubtedly significant.

1.3. Structural Components of Professional Motivation

Referring to the research works of Lithuanian and foreign scientists (Jovaiša, 1978, 1993; Lapė, 1980; Laužikas, 1981; Mattsson, 1984; Kregždė, 1988; Lööv, Jarlbro, 1989; Kelasjev et al, 1994; Goldstein-Kyagas, 1995; Hoel, 1995; Petrauskaitė, 1996; Šernas, 1998; Elofsson, 1998; Kavaliauskienė, 2001), there are analysed *socio-cultural* (profession status, educational system organizing, gender stereotypes, social background) and *personality* (professional calling, professional interest, professional suitability, values, experience, age and personal needs and motives) factors, influencing formation and expression of professional motivation in the context of social-educational work are analysed. Professional motivation is attempted to be defined as a system, uniting different needs of an individual, and which is influenced by individual's relation with

personal self and with socio-cultural environment. Three dimensions of motives for choosing social-educational work professions – *self-realisation, orientation towards a person and material attainments* - are theoretically grounded. (Chung, 1977; Hoel, 1995). The scheme of factors that have impact on professional motivation is presented (see fig.1):

Figure 1. Interaction of factors influencing professional motivation



Professional motivation is defined as a dynamic hierarchic system of motives, conditioned by interaction of personality and socio-cultural factors, determining choice of professional activity and the corresponding behavioural strategy in seeking acquisition of the selected profession and self- realisation in the labour market.

2. Expression of Professional Motivation in the Context of Social-educational Work

2.1. Professional Choice in the Aspect of Suitability for Social-educational Work

In the subchapter the peculiarities of professional suitability for social-educational work as the expression of *personal traits* and *motives of professional choice* are analysed. It has been detected that certain traits of character, physiological data, value system, professional interests and other factors form preconditions for the qualitative social-educational work activity. The personal welfare as well as social development largely depends on the appropriate choice of profession, because a person, who is satisfied with his professional activity, does not change jobs, therefore is gradually developing professional knowledge, gaining higher qualification and has better career opportunities.

2.2. Influence of Social Work Values on Profession Choice

In the subchapter the influence of social work values on social-educational work profession choice is investigated, seeking for generalisation of broad and contradictory discourse on the social values. The structure of social work values has been based on three groups of values: 1) *general*, 2) *tolerated*, and 3) *instrumental*. It has been emphasised that social work values are multi-layered, expressing humane, democratic attitudes that are recognised in many societies, and the system of individual values is being formed as an outcome of upbringing, life experience, social living conditions and education. The conceived professional choice of an individual is often conditioned by values, on which the hierarchy of individual needs also depends.

2.3. Motivating Role of Practice in Social-educational Work Studies

Influence of the training practice at the time of social-educational work studies on the future profession choice is analysed, inquiring into the integration of theoretical knowledge and practical skills, mastering competent relationship with a client, expression of values and ethics, realisation of practice supervisor's educational functions, development of intuition and empathy and other aspects. The view has been based on the assumption that the assurance of these elements at the time of practice causes the development of student's professional reasoning, and this encourages the development of professional motivation.

2.4. Study Process and Expression of Professional Motivation

Educational factors that influence the development of student's professional motivation are analysed. The four dimensions of studies are addressed: 1) *content of studies*; 2) *activity possibilities*; 3) *social interactions* and 4) *self-realisation*. Considering them, educational factors that stimulate the growth of internal and external motivation have been investigated (See Table1).

Table 1. Factors contributing to the development of professional motivation in the study process

Dimension	Content elements	Effect on professional motivation
Content of Studies	Aspect of study benefit Aspect of study meaningfulness Co-ordination of theory and practice	Encouragement of external and internal motivation, oriented towards realisation of professional role and self-realisation
Activity possibilities	Choice possibilities Democracy Teacher's role Structure of studies	Encouragement of external and internal motivation, oriented towards holistic development of personality and self-expression
Social interaction	Psycho-social climate Teacher-student interaction Student-student interaction	Encouragement of external and internal motivation, oriented towards holistic development of personality
Self-realisation	Personality development Internalisation of values Suitability for the chosen profession	Encouragement of internal motivation, oriented towards holistic development of personality and self-realisation

Another important condition is the study process orientation towards the holistic development of students' personality.

2.5. Situation of Social-educational Work Professionals' Training in Lithuania, Byelorussia and Sweden

In the subchapter there are investigated the training tendencies of social-educational work specialists in the countries, the respondents of which took part in this comparative research. Social-educational work specialists' training differences have been disclosed between the Swedish higher schools, having the long tradition in the field, and Lithuanian and Belarusian universities, having only a little more than over ten years of experience. It is assumed that the existing differences may condition the diverse expression of professional motivation among the Swedish, Lithuanian and Belarusian students.

3. Research Methodology of Motivation for Social-educational Work Professions

3.1. Research Methods of Professional Motivation Development in the Study Process

The subchapter introduces substantiation of the criteria for educational preconditions of professional motivation development research. It describes the used investigation methods, discusses aspects of matching the quantitative and qualitative research methods, presents the principles of the comparative research. The comparative research data analysis is based on methodological approaches of Miles, Huberman (1994) that permit a research phenomenon to be analysed so, that actions of individuals were evaluated as the complex formations of conditions and phenomena impacts, in such a way safeguarding socio-cultural diversity and searching for explanation of causation. Professional motivation of the individuals, who have chosen social-educational work-studies, is analysed not only as a personality-dependent phenomenon but as referring to the socio-cultural factors too.

3.2. Substantiation of Non-standardized Questionnaire

For realisation of the research non-standardised questionnaire has been used, the background of which was formed using the theoretical and methodological approaches of professional choice motivation for social-educational work (Kregždė, 1988; Corey, 1992; Kuntze, 1994; Kelasjev et al, 1994; Giger & Davidhizar, 1995; Hoel, 1995). The variables were distributed into 5 diagnostic blocks: professional choice motives, entrance conditions, organisation of studies and demographic characteristics.

3.3. Research Geography and Sample Characteristics

Research population was formed of the fourth year social work and social pedagogy specialties' students from Lithuanian, Belarusian and Swedish higher education institutions. In Lithuania students of all the universities, that train social work/social pedagogy specialists were questioned, i.e. 8 "nests" of

the participants were under study, forming the general set. The research sample includes 455 respondents: 202 respondents from the Lithuanian universities (44,4%), 116 respondents from a Belarusian university (25,5%) and 137 respondents from the Swedish universities (30,1%). For the research realisation the Belarusian and Swedish universities have not been accidentally selected. Several aspects determined the selection of Belarusian respondents: the analogous to Lithuanian social-educational work emergence conditions, limited expression of the democratic processes, close geographic location. The Swedish respondents' choice was determined by the long-lasting traditions of social work, active participation in the training process of Lithuanian social-educational work specialists, close geographic location.

4. Educational Preconditions of Professional Motivation Development in Lithuania, Byelorussia and Sweden

4.1. Social-educational Peculiarities of Studies in Diverse Socio-cultural Media: Comparative Correlation Analysis

The comparative correlation analysis has been carried out investigating 1) the motives for choosing social-educational work; 2) expression of social work values, regarding the aspect of professional suitability; 3) impact of social-educational work status on the profession choice; 4) evaluation of university admission conditions; 5) role of practice in the studies of social-educational work; 6) preconditions of professional motivation development in the study process. The research data disclosed significant cohesion between the assessment of professional suitability and the expression of professional motivation.

4.2. Expression Characteristics of Professional Motivation in Diverse Socio-cultural Media: Comparative Factorial Analysis

While conducting a comparative factorial analysis, three aspects have been selected: 1) the motives, that determined social-educational work profession choice; 2) impact of practice on the development of professional motivation and 3) factors diminishing professional motivation in the process of studies.

4.3. Response Content Analysis of Persons' Studying Social-educational Work Professions: Comparative Aspect

The research data content analysis has been realised while investigating the following qualitative indicators: 1) assessment of professional suitability for social-educational work; 2) factors influencing professional motivation in the process of studies; 3) factors diminishing professional motivation; 4) assumptions of the study process optimisation; 5) obstacles for internalisation of the social work values; 6) contradictions between the social work value attitudes and the routine professional activity; 7) expression of intercultural competence.

General Conclusions

1. After theoretical investigation of motivation for activity dependence on the socio-cultural environment in the context of psychological, sociological, management, anthropologic and educational theories of motivation, the following similarities and differences of the conceptions have been disclosed:

- ◆ Diverse scientific discourses – sociological, psychological, management, anthropologic and educational – contradictory evaluate and explain the interaction between an individual and socio-cultural environment, and at the same time - the causality of motivation for activity, which may be attributed to different traditions of scientific research.
- ◆ In each discussed scientific discourse still new causal mechanisms of motivation for activity have been disclosed, which allow the evaluation of cultural phenomenon as a dynamic and complicated system, enveloping all the spheres of human life. Nevertheless, the motivation for activity is not only a response to the impact of the socio-cultural environment or its product, because it refers to the cognitive processes of an individual as well as the orientation of values. It can be maintained that it is operated by the formations of personal needs and motives, as well as by the culturally formed models of individuals' behaviour and attainments conceptions.

2. While theoretically grounding the concept of professional motivation in the context of social-educational work professions, it has been revealed that:

- ◆ Professional motivation is a dynamic hierarchic system of motives, being conditioned by various factors of an individual and environment and determining individual's choice of professional activity and the corresponding behavioural strategy in seeking acquisition of the selected profession and self-realisation in the labour market. This is a system uniting various needs and aspirations, influenced by the relationship of an individual to the own-self and interaction with the socio-cultural environment.
- ◆ Professional motivation is a dynamic hierarchic system of motives, which includes three basic dimensions: *self-realisation*, *orientation towards a person* and *material attainments*, interaction of which determines professional choice of an individual and the corresponding strategy of behaviour in seeking for the definite goal while planning the life career. The dominant certain dimension motives are determined by individual attitudes, needs, expression of values and interests. The orientation -towards – a person dimension is especially urgent for the social work professions, in which provision of social-educational support, while directly associating with a client, becomes exclusive.
- ◆ Formation of professional motivation is influenced by the dual factors:
 - *Socio-cultural factors*, including professional status in the society, organisation of educational system, gender stereotypes, social background;

- *Personality factors*, including professional calling, professional interest, professional suitability, values, experience, age and personal needs and motives.

Interaction of these personality and socio-cultural factors, influencing professional choice of an individual, is significant for the development of professional motivation.

3. Having theoretically analysed the impact of professional suitability and value attitudes on the expression of professional motivation in the context of social-educational work, it has been disclosed that:

◆ Professional suitability for social-educational work can be assessed in two aspects: the aspect of personal features and the aspect of professional choice motives. Signs of individual's unsuitability for social-educational work are especially important, such as mental and physical disorders and lack of psychological inclination for these professions, which ought to be identified as early as possible.

◆ Professional choice motives, disclosing inappropriate motivation for the social-educational work, are important as well. Attempt of an individual to realise own weaknesses, psychological imperfection or to express aggression, authoritarian behaviour with other people may be predetermined by *conscientious* or *non-conscientious* motivation for choosing profession due to the undergone experiences in childhood. Aspiration to realise the need of care for other individuals corresponds to the stimulus of *service/ devotion* in the strategy of life career and is the most appropriate motive of the social-educational work profession choice.

◆ Analysis of the broad and contradictory discourse on social work values allowed the isolation of three groups of values: 1) *general* values, such as freedom, democracy and justice; characteristic to the majority of civilised societies and legitimated in their legal system; 2) *tolerated* values, e.g., religious freedom or the right to abortion, which are not universally acknowledged, but express people's possibility of choosing own orientation of values; 3) *instrumental* values, which include the universal principles of the social work, such as confidentiality, right of decision, recognition, respect and others. Value interaction of the three groups expresses the value position that is prerequisite for social work as conditioning the quality of professional activity and the value profile of vocational culture.

4. Having carried out theoretical analysis of educational factors impact on the expression of professional motivation in the process of studies, it has clarified that:

◆ Professional motivation development is influenced by realization of the certain educational elements in the following dimensions of the process of studies:

- *content of studies dimension* (usefulness and meaningfulness of studies, integration of theory and practice),

- *possibilities of activity dimension* (choice of possibilities, democracy, teacher's role, structure of studies),
- *social interaction dimension* (psycho-social climate, interaction of teacher–student, interaction of student - student),
- *self-realisation dimension* (personality development, internalisation of values, suitability for the profession).

These factors expression in the process of studies encourages professional choice motivation development that occupies an important part in the general development of personality and at the same time stimulates the growth of motivation for the studies.

◆ Nevertheless, while even having ensured realisation of these factors in the process of studies, the professional motivation may be diminishing, if the attitude of considering each student to be a personality with individual needs, interests and experience, is not observed. Only the study process that is oriented towards the holistic development of student's personality will help to create a respect-based psychosocial climate and will form preconditions for the development of professional motivation.

5. After empirical investigation of socio-cultural factors' influence on the choice of social-educational work professions it has been cleared up that the influence was manifested:

- 1) *on the evaluation of social-educational work profession status and professional activity* because the status of social-educational work profession is not high, being conditioned by its "femininity", communicational nature and low payment. Low status of these professions in the post-soviet countries determines expression of motives oriented towards helping people, whereas in Sweden the higher status of the professions stimulates individuals' desire for self-realisation and seeking for independence.
- 2) *as the acknowledgement of gender stereotypes' impact on profession choice*, because the importance of altruistic attitudes in social-educational work is conditioned by the "feminine" nature of the professional activity, related to its low status and poor salaries.
- 3) *on the motives of social-educational work professions choice:*
 - a) When the status of profession is low in the society, professional calling and desire for social-educational work as an aspiration of self-realisation in professional activity become of greater importance.
 - b) An important professional choice motive for the respondents of all sub-samples is *self-realisation*, allowing to satisfy different needs. Lithuanian students have aspiration of caring for others and supporting people, being encouraged by professional interest and desire to realise themselves in professional activity, and this confirms to the ideological

transformations, gradually moving from collectivistic to individualistic values. Professional choice of the Belarusian respondents were most severely influenced by motives which are oriented towards an individual as the object of social-educational work, trying to support people who experience social problems, but a need of being useful to the society, reflecting the collectivistic values, is clearly distinct, too. Seeking of independence mostly influenced professional choice of the Swedish respondents, reflecting values of the individualistic society, oriented toward aspiration for external achievements. The Swedish students associate their self-realisation in professional activity with the own personality development; seeking for knowledge and assistance they are in need.

- 4) *on evaluation of suitability for social-educational work*, because the students of post-soviet countries note that due to their low status social-educational work professions find actual competence, value attitudes of the individuals, the moments of sacrifice and altruism and professional motivation, while in Sweden with its long existing social work traditions, the respondents find the personal features of specialists, orientation to society, aspects of turning back on an individual and the cultural context more important.
- 5) *on expression of professional motivation*:
 - a) Ideological differences affect students' professional self-realisation in studies, e.g. the deficiency of professional consciousness, characteristic to Byelorussian students, representing the authoritarian society, ought to be assessed as an outcome of an academic environment which does not encourage students' activity.
 - b) The Swedish respondents express greater orientation towards a person, but not as a consequence of altruism or sacrifice as do the students from Lithuania or Byelorussia, also display the emphasis on the role of professional calling and inclination for helping others, but as an aspiration of self-realisation.
- 6) *on following the social work values and ethic norms* because
 - a) the individualistic tendencies, prevailing in the society, contradict the social work values, based on humanity and benevolence, therefore it is difficult to follow them in the professional activity.
 - b) The intercultural competence is most strongly expressed in the Swedish sub-sample, meanwhile, the more homogenous societies and the limited expression of the democratic processes in the post-soviet countries condition intolerance

and stereotype-based attitudes on cultural and sexual minorities, that are especially obvious among the Belarusian respondents.

6. Having empirically investigated educational factors encouraging the development of professional motivation, it has cleared up, that it is stimulated by:

◆ *in the content of studies dimension –*

- Realisation of the usefulness aspect, seeking clear requirements for studies, the importance of the presented knowledge for the future professional activity.
- Effective co-ordination of theory and practice, encouraging curiosity and efficient self-realisation in professional activity.
- A more profound acquaintance with the future profession as a positive assessment of its prospects and work nature, an encounter with social problems of clients.

◆ *in the activity dimension –*

- Students' activity and independence encouragement, applying creative methods of learning, and giving greater freedom of choice that enables students to more actively participate in the process of studies.
- Competence improvement of the specialty modules' teachers, constantly renewing knowledge that is urgent for the social-educational work professions, mastering information technologies an applying them in the presentation of knowledge.
- Close collaboration of teachers with students, seeking to elucidate their opinion on the issues of study organisation and to evaluate reasons of their satisfaction/disappointment in studies.
- Effectively organised practical training, during which not only the professional identity is being developed and suitability for the chosen profession is being tested, but also professional interest and self-confidence are being increased.
- Interest of the practice supervisor in the efficiency of training, increasing students' self-confidence and stimulating the development of professional identity (not characteristic of the Lithuanian and Byelorussian respondents).
- Discussion at the time of practice and after its completion, forming conditions for development of reflection and helping the consolidation of emotional and intuitive acquisition of practical skills (not characteristic of the Lithuanian and Byelorussian respondents).

◆ *in the social dimension –*

- Principles of democracy realisation in the process of studies, seeking for the objective evaluation of knowledge, expression of constructive criticism, parietal relationship between teachers and students.

- Interaction with the social work practitioners as transference of practical experience and as a factor stimulating the development of professional consciousness (not characteristic of the Lithuanian and Byelorussian respondents).
- ◆ *in the self-realisation dimension* –
 - Studies, enabling for the future professional activity, oriented to the holistic development of student's personality and stimulating the growth of students' self-confidence and fortitude, changes in attitudes and orientation of values.
 - Positive assessment of own professional suitability for the social-educational work, increasing the desire to realise own inclination for this activity.

7. Having empirically investigated factors hindering the development of professional motivation, it has cleared up, that interferences with its development are caused by:

- ◆ *in the content of studies dimension* –
 - Too high requirements for the studies that increase students' disappointment in them, conditioning the fatigue and shortage of time for communication.
 - Insufficient integration of the theory and practice, restricting the ability for the future professional activity.
 - Not new and non-topical study material that does not assure the usefulness of studies and conditions repetition of the material taught.
- ◆ *in the activity dimension* —
 - High requirements for the studies that burden formation of students' professional consciousness and condition personal difficulties.
 - Fatigue, induced by intensive studies, which not only hinders the work planning and communication with teachers and colleges, but also increases doubts about the successful completion of studies.
 - Insufficiently realised students' possibilities of choice, the expression of which in the process of studies is conditioned by the level of democracy in the society.
 - Some incompetent teachers of specialty subjects, having not adapted themselves to the altered role of the teacher (not characteristic of the Swedish respondents).
 - Formal performance of practice, negatively affecting formation of students' professional identity and evaluation of own professional suitability.
- ◆ *in the social dimension* –
 - Teachers' communication with students based on hierarchic and non-democratic principle that conditions tension and other negative phenomena (not characteristic of the Swedish respondents).

- Lack of communication with social-educational work practitioners, not forming conditions for transference of the practical experience and professional identification process (not characteristic of the Swedish respondents).
- ♦ *in the self-realisation dimension* –
- Doubts about own professional suitability as a result of insufficient practical experience (not characteristic of the Swedish respondents).
 - Burdened observation of the social work values, which was influenced by the negative assessment of own professional suitability, value conflict between the necessity of self-sacrifice and the desire of self-realisation in professional activity, lack of tolerance and clients' recognition, deficiency of practical skills and other factors (not-characteristic of the Swedish respondents).

Results of the research are presented in the following publications:

In publications that suit the requirements of Lithuanian Academic Board:

1. Aistė Urbonienė, Irena Leliūgienė, Viktorija Baršauskienė. Role of Practice in Social Work Studies: Transcultural Comparison // Social Sciences. ISSN 1392-0758. Kaunas: Technologija. 2003, nr. 5 (42), p. 90-97.
1. Aistė Urbonienė, Irena Leliūgienė. Expression of Professional Motivation for Choosing Social-Educational Work: Transcultural Comparison // ISSN 1392-5016. Vilnius: Acta Paedagogica Vilnensia: Research papers. 2004, Nr. 13, 63-703.

In publications under review:

1. Aistė Urbonienė, Irena Leliūgienė. Choosing social-educational professions in post-soviet countries: international comparison // Social Work & Society. ISSN 1619-8953. 2004, n. 2(1), p. 101-109.
2. Aistė Urbonienė, Irena Leliūgienė. Training of social-educational workers as empowerment to reduce the social exclusion in the society // Leeds: University of Leeds, Education-line: <http://www.leeds.uk/eucol/documents/00003739.htm>; 2004. p. 1-10.

About the author:

1990-1994: Bachelor of Lithuanian Philology and the Swedish Language Specialty (Vilnius University, Faculty of Philology).

Since 1997: assistant in the Scandinavian Languages Department of Vilnius University.

1994-1996: Master of Universal Literature (Vilnius University, Faculty of Philology).

2000-2004: doctoral studies of Educational Sciences (Kaunas University of Technology, Faculty of Social Sciences, Institute of Educational Sciences).

2002: scientific probation work in Lund University, Department of Pedagogy (ERASMUS exchange programme, 3 months).

2003: scientific probation work in Stockholm University, Social Work Department (the scholarship of Swedish Institute, 1 month).

Since 2003: Head of the Gender Studies Center at the Institute of Educational Sciences, in Kaunas University of Technology.

Since 2004: assistant in the Faculty of Social Sciences, in Kaunas University of Technology.

REZIUMĖ

XXI a. pradžia – tai laikotarpis, apibūdinamas kaip globalizacijos, informacinių technologijų, visuomenės virsmo žinių visuomenė amžius. Augantys reikalavimai darbo vietai ir nuolat didėjanti konkurencija daro įtaką ir edukacinėms nuostatoms, kurių rezultatas – per visą gyvenimą trunkančio mokymosi paradigma (Jucevičienė, 2001).

Šiandieninė visuomenė yra nepajėgi pati valdyti psichosocialinių santykių, todėl jai yra būtina socioedukacinio darbo specialistų pagalba. Nepranykstančios senos ir atsirandančios naujos socialinės problemos verčia socioedukacinį darbą* keistis: atnaujinti misiją bei uždavinius, atrasti naujus metodus ir vadovautis nauja filosofija.

Mokslinės problemos pagrindimas. Mokslinės literatūros, nagrinėjančios socioedukacinio darbo ypatumus analizė parodė, kad socioedukacinis darbas yra sudėtingas ne tik dėl problemiško objekto, darbo metodų ir rezultatų pamatavimo, bet ir dėl vyriausybės potvarkių, kitų specialistų nuostatų ir nuolatinio žiniasklaidos dėmesio (Coyle, 1967; Emmet, 1967; Kendall, 1970; Walton, 1982; Barker, 1991; Corey, 1992; Madsen, 1993; Davies, 1994; Kelasjev ir kt., 1994; Leliūgienė, 1994, 1997a, 1998, 2001a; Hoel, 1995; Envall, 1997; Henkel, 1997; Jucevičienė, 1997; Yelloly, 1997; Lyons, 1999; Meeuwse, Sunesson, Swärd, 2000; Nikončiuk, 2001). Visuomenė socioedukacinio darbo specialistams yra legitimavusi sudėtingas funkcijas, užtikrinančias sėkmingą socialinės politikos formavimą bei visuomenės funkcionavimą. Pakitusių pasaulinių ir europinių dimensijų kontekste siekiama ugdyti išsilavinusių ir išprususių socioedukacinio darbo specialistą, kurio rengime didelis dėmesys skiriamas mokslo ir technologijų, rinkos ir ekonominių santykių išmanymui bei pasiruošimui dirbti daugiakultūrinėje aplinkoje.

Analizuojant socioedukacinio darbo profesijų pasirinkimą bei socioedukacinio darbo specialistų rengimą raktiniu tampa *motyvacijos* aspektas (Kelasjev ir kt., 1994; Corey, 1992). Dauguma tyrinėtojų atlikti tyrimai profesinio pasirinkimo motyvacijos srityje yra skirti *profesinio pasirinkimo motyvacijos konceptui* (Kregždė, 1988; Jovaiša, 1993), *bendriems profesijos*

* Socioedukacinio darbo sąvoka šiame disertaciniame darbe glaustumo ir patogumo dėlei yra naudojama kaip apimanti socialinį darbą bei socialinės pedagogikos praktinę veiklą. Nors socialinio darbo skirstymas į socialinį ir socialinį-edukacinį vis dar tebėra tarptautinių diskusijų objektas, šiame darbe yra remiamasi požiūriu, kad socialinis darbas ir socialinė pedagogika yra giminingos profesijos (Leliūgienė, 1997a).

pasirinkimo motyvams (Laužikas, 1981; Kregždė, 1988; Jovaiša, 1993; Kelasjev, 1994; Leonavičius, 1996, 2001; Šernas, 1998), *profesiniam kryptingumui* (Kregždė, 1988; Petrauskaitė, 1996), *profesinėms nuostatomis* (Ruškus, Karvelis, 2000) ir *profesiniam pašaukimui* (Jovaiša, 1993; Kavaliauskienė, 2001) atskleisti.

Užsienio šalyse motyvacija socioeducacinio darbo profesijų pasirinkimui nagrinėta fragmentiškai (Deacon & Bartley, 1975; Holme ir Maizels, 1978; Uttley, 1981; O'Connor, Dagleish, Khan, 1984; Corey, 1992; Vincent, 1996; Christie, Kruk, 1998; Forsström, 2004). Lietuvoje profesinio pasirinkimo motyvacijos socioeducacinio darbo kaip specialybių pasirinkimo aspektu tyrimų aptikti nepavyko. Nepaisant profesinio pasirinkimo motyvacijos srityje atlikto tyrėjų įdirbio tenka konstatuoti, jog *yra ištirti pavieniai motyvacijos ir profesijos pasirinkimo aspektai, todėl trūksta sistemingos profesinio pasirinkimo motyvacijos analizės ir teoriniu, ir praktiniu aspektu. Analizuojant profesinio pasirinkimo motyvacijos konceptą, aktualu nustatyti, kokią įtaką jam daro asmenybinių ir aplinkos veiksnių raiška socialinio darbuotojo/ socialinio pedagogo profesijų pasirinkimo kontekste.*

Socioeducacinio darbo profesijų pasirinkimo motyvų ištyrimas yra ypač aktualus socioeducacinio darbo studijų programos dėstytojams bei darbdaviams, kadangi, pasak Christie, Kruk (1998), sudaro prielaidas socialinio darbuotojo ir socialinio pedagogo profesijų vystymuisi bei profesinės veiklos kokybės pagerinimui. Socioeducacinio darbo studijas pasirinkusių individų profesiniai motyvai daro įtaką jų mokymuisi bei žinių ir įgūdžių įsisavinimui, socialinio darbo vertybių internalizacijai, galimybėms realizuoti save. Visgi atlikti tyrimai liudija apie atsitiktinumo veiksnį šios studijų krypties pasirinkime (Urbonienė, Leliūgienė, 2004), vadinasi, stojimo į Lietuvos universitetus sąlygos neužtikrina motyvuoto socioeducacinio darbo studijų pasirinkimo. Galima daryti prielaidą, jog *susiduriama ir su profesinio tinkamumo socioeducaciniam darbui problema*, kurią akcentuoja Corey (1992), Kelasjev ir kt. (1994), Leliūgienė (1997b), Eloffson (1998). Siekiant nustatyti profesinio pasirinkimo motyvacijos vystymosi prielaidas studijų metu, reikšmingas yra socioeducacinio darbo profesijas pasirinkusių individų profesinio tinkamumo vertinimo aspektas.

Tarptautiniu mastu vykstanti diskusija apie socioeducacinio darbo specialistų rengimo optimizavimą ir homogenizavimą išryškina prieštarumą, kai yra siekiama suvienodinti socialinių paslaugų teikėjų rengimą bei įvesti bendrus profesinius standartus ir kartu stengiamasi išsaugoti kultūrinį specifiškumą bei socioeducacinio darbo sąsajas su tos šalies tradicijomis (Hämäläinen, 2000). Tai sudaro pagrindą *tyrimo lyginamojo aspekto aktualumui, įvertinant socioeducacinių darbuotojų rengimo ypatumų privalumus bei trūkumus skirtingose sociokultūrinėse terpėse.* Prielaidų profesinio pasirinkimo motyvacijos vystymuisi studijose ištyrimas skirtingų šalių universitetuose leidžia identifikuoti universalius ir nepriklausomus nuo

sociokultūrinio konteksto edukacinius veiksnius, kurie būtų pagrindiniai socioedukacinio darbo studijų optimizavimo orientyrai.

Disertaciniame darbe **mokslinė problema** formuluojama šiais klausimais:

1. Kokiomis charakteristikomis pasižymi profesinio pasirinkimo motyvacijos fenomenas socioedukacinio darbo profesijų požiūriu?
2. Kokios edukacinės sąlygos užtikrintų studijuojančių socioedukacinio darbo specialybes profesinio pasirinkimo motyvacijos vystymąsi?

Tyrimo objektas – socioedukacinio darbo specialybes studijuojančiųjų profesinio pasirinkimo motyvacija.

Tyrimo tikslas – teoriškai ir empiriškai pagrįsti edukacines profesinio pasirinkimo motyvacijos vystymosi prielaidas.

Tyrimo uždaviniai:

1. Išryškinti motyvacijos veiklai priklausomybės nuo sociokultūrinės aplinkos charakteristikas skirtinguose moksliniuose diskursuose.
2. Išanalizuoti ir pagrįsti profesinio pasirinkimo motyvacijos konceptą socioedukacinio darbo profesijų kontekste.
3. Atskleisti profesinio tinkamumo ir vertybinių nuostatų įtaką profesinio pasirinkimo motyvacijos raiškai socioedukacinio darbo kontekste.
4. Išanalizuoti, kokie edukaciniai veiksniai daro įtaką profesinio pasirinkimo motyvacijos raiškai, pagrindžiant vidinės motyvacijos stimuliavimo prielaidas.
5. Išryškinti sociokultūrinių veiksnių įtaką socioedukacinio darbo profesijų pasirinkimui.
6. Diagnozuoti profesinio pasirinkimo motyvacijos vystymąsi stimuliuojančius edukacinius veiksnius lyginamuoju aspektu.
7. Diagnozuoti profesinio pasirinkimo motyvacijos vystymąsi apsunčiančius veiksnius skirtinguose sociokultūrinuose-edukaciniuose kontekstuose.

Teorinės nuostatos:

- *Profesinio pasirinkimo motyvacijos koncepcija* (Kregždė, 1988; Jovaiša, 1993; Hoel, 1995): profesinio pasirinkimo motyvacija yra hierarchinė ir dinamiška motyvų kaita trijose – savirealizacijos, orientavimosi į žmogų ir materialinių laimėjimų – dimensijose.
- *Asmenybės vystymosi studijose koncepcija* (Hoel, 1995; Carlsson, 2001): sąlygos studentų asmenybių vystymuisi yra realizuojamos keturiuose studijų proceso dimensijose - studijų turinio, veiklos galimybių, socialinės interakcijos ir savirealizacijos.

Metodologinės nuostatos:

- *Kokybinio ir kiekybinio metodų derinimo koncepcija* (Coleman, Briggs, 2002; Kardelis, 2002): derinant kiekybinius ir kokybinius tyrimo metodus atskleidžiamos skirtingos reiškinio pusės, kaip kad priežastiniai ryšiai tarp

priklausomų ir nepriklausomų kintamųjų bei jų vertinimas subjektyvios patirties kontekste.

- *Lyginamojo tyrimo koncepcija* (Miles, Huberman, 1994): disertacinis lyginamasis tyrimas siekia atskleisti profesinio pasirinkimo motyvacijos vystymosi prielaidas skirtinguose sociokultūriniuose kontekstuose, t.y. Lietuvos, Baltarusijos ir Švedijos aukštosiose mokyklose. Šios šalys buvo pasirinktos kaip skirtingų kontekstų reprezentantai: pereinamojo laikotarpio šalies, kurią atstovauja Lietuva, autoritarinės valstybės, kurią atstovauja Baltarusija, bei demokratinės valstybės, kurioms priklauso Švedija. Socioedukacinio darbo profesijų vystymosi bei specialistų rengimo analogijos Lietuvoje ir Baltarusijoje, riboti išteklių bei artima geografinė padėtis taip pat sąlygojo Baltarusijos studentų įtraukimą į tyrimą. Švedijos socioedukacinio darbo studentų pasirinkimą tiriamaisiais sąlygojo ilgametė socioedukacinio darbo patirtis, aktyvus dalyvavimas Lietuvos socioedukacinio darbo specialistų rengimo procese bei artima geografinė padėtis.
- *Kokybinės turinio (content) analizės koncepcija* (Žydzžiūnaitė, 2002): kokybinė turinio analizė remiasi sistemišku žingsnių vykdymu – 1) manifestinių kategorijų išskyrimas, remiantis „raktiniais“ žodžiais; 2) kategorijų turinio skaidymas į subkategorijas; 3) kategorijų/subkategorijų turinio elementų persidengimo identifikavimas; 4) turinio duomenų interpretavimas.

Disertaciniame darbe taikyti šie **tyrimo metodai**:

- *Mokslinės literatūros analizė* atliekama, apibendrinant Lietuvos ir užsienio šalių mokslininkų darbus, kuriuose siekiama išryškinti sociokultūrinės aplinkos įtaką motyvacijai skirtinguose moksliniuose diskursuose, apibrėžiama profesinio pasirinkimo motyvaciją sąlygojanti vidinių ir išorinių veiksnių sistema, apibūdinama socioedukacinio darbo specifika, atskleidžiamas studijų poveikis profesinio pasirinkimo motyvacijos vystymuisi, pagrindžiama motyvacijos profesijai tyrimo metodologija.
- *Apklausa raštu* atlikta trijuose sociokultūriniuose kontekstuose (Lietuvos, Baltarusijos ir Švedijos universitetuose), kuria siekta ištirti ryšį tarp socioedukacinio darbo studijų ir profesinio pasirinkimo motyvacijos vystymosi, akcentuojant socialinio darbo vertybių bei kitų išorinių bei vidinių veiksnių sąveiką.
- *Statistinė duomenų analizė*, taikant *aprašomąją statistiką, koreliacinę analizę* ir *faktorinę analizę*. Skaičiuotas Cronbach α koeficientas, taikant pagrindinių komponentų metodą ir VARIMAX rotaciją su Kaiser norminimu. Duomenys apdoroti naudojant programinį paketą SPSS.
- *Kokybinė turinio (content) analizė* (Žydzžiūnaitė, 2002) atlikta, siekiant ištirti atsakymų į atvirus klausimus duomenis, kurie padėjo atskleisti kokybinius skirtumus tarp skirtingų šalių respondentų ir tokiu būdu

nustatyti edukacinius veiksmus, sudarančius prielaidas individo vystymuisi studijų procese.

Tyrimo organizavimas

Tyrimas buvo vykdomas aštuoniose Lietuvos aukštojo mokslo institucijose (VU, VPU, KTU, KU, VDU, ŠU, LKKA ir LTU), Minsko M.Tanko pedagoginiame universitete (Baltarusija), Stokholmo universitete, Örebro universitete ir Ersta-Sköndal aukštojoje mokykloje (Švedija) 2002-2003 metais. Buvo apklausiami socioedukacinio darbo specialybes – socialinio darbuotojo ir socialinio pedagogo – studijuojantys ketvirtro kurso studentai.

Disertacinio tyrimo teorinis reikšmingumas: ♦Teoriškai pagrįstas profesinio pasirinkimo motyvacijos konceptas. ♦Ištirta sociokultūrinių ir asmenybinių veiksnių įtaką profesijos pasirinkimui. ♦Pagrįsta edukacinių veiksnių, sudarančių prielaidas profesinio pasirinkimo motyvacijos vystymuisi studijų procese, struktūra.♦Pagrįstos profesinio pasirinkimo motyvacijos vystymąsi skatinančios bei apribojančios sąlygos skirtinguose sociokultūriniuose kontekstuose.

Disertacinio tyrimo mokslinis naujumas: ♦Atskleista profesinio pasirinkimo motyvacijos raiška renkantis socioedukacinio darbo profesijas. ♦Pagrįsta aukštojo mokslo studijų efektyvumo įtaka profesinio pasirinkimo motyvacijai bei identifikuojami edukaciniai veiksniai, stimuliuojantys individo motyvaciją pasirinktai profesijai. ♦Pagrįsta metodologija, leidžianti ištirti profesinio pasirinkimo motyvacijos vystymąsi skatinančių edukacinių veiksnių raišką socioedukacinio darbo studijose bei nustatyti jos vystymosi prielaidas.

Disertacinio darbo praktinis reikšmingumas: ♦Diagnozuoti profesinio pasirinkimo motyvacijos formavimuisi bei raiškai įtaką darantys asmenybiniai ir sociokultūriniai veiksniai skirtinguose sociokultūriniuose kontekstuose. ♦Identifikuoti universalūs edukaciniai veiksniai, sąlygojantys profesinio pasirinkimo motyvacijos vystymąsi nepriklausomai nuo sociokultūrinio konteksto. ♦Identifikuoti profesinio pasirinkimo motyvacijos socioedukacinio darbo profesijoms vystymosi trikdžiai Lietuvos universitetuose turi svarbų praktinį aspektą socioedukacinio darbo studijų optimizavimui.

Disertacinio darbo struktūra ir apimtis. Darbą sudaro įvadas, keturios dalys, diskusija, išvados, literatūros šaltinių sąrašas ir priedai. Darbo apimtis yra 182 psl. (12 paveikslų, 22 lentelė, 11 priedų), literatūros sąrašė yra 207 šaltinių pavadinimai.