

**PROFESSIONAL CHOICE OF STUDENTS  
OF PEDAGOGICAL UNIVERSITY**

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**Abstract.** The article is devoted to certain aspects of professional choice of students of pedagogical high school, their ideas about professional development. The analysis is based on the results of monitoring of students' satisfaction with the conditions of implementation of educational programs conducted by Krasnoyarsk State Pedagogical University named after V. P. Astafiev in 2016-2018. The authors' interest in the influence of the University environment on the students' ideas about the reasons for their choice is in the center of attention.

The sample study for data analysis consists of undergraduate students numbering 408 people in 2016, 349 people in 2017, and 617 people in 2018. The data were obtained by means of a survey conducted by an anonymous survey. The questionnaire included 48 direct, indirect, as well as closed and semi-closed questions. The data obtained during the survey were processed using content analysis using mathematical and statistical methods.

Features of data processing allowed discussing certain aspects of students' views of the grounds of their professional choice, ideas about professional development. So, the authors conducted a content analysis and identified the following groups of the formulations of the answers that allow you to analyze the choice of the teaching profession and of the University, views on the future of the profession and the professional development of students. The authors suggest the following groups of factors. The choices of the teaching profession and of the University are invited to consider from the point of view of groups of factors: "Informed choice", "Status", "Influence", "Bad option". The authors discuss the analysis of ideas about the future profession from the point of view of groups of factors: "Content", "Career", "Career guidance". And to analyze the perceptions of students about the professional development offered factors: "the Development of up", "Development deep into", "Development in breadth".

The choice of teaching profession is quite conscious. About half of the students are focused on the content of the profession and 10 percent of the respondents have career expectations.

Students' ideas about professional development in different years are associated with "Development deep into". Every fourth student is focused on «Development in breadth". For every tenth student of the pedagogical University is characterized by movement up the career ladder.

In addition, the article deals with a comparative analysis of data of first-year students and students of all other courses. According to the authors, this step allows not only to correlate the results, to see changes in the trajectories, but also to draw a conclusion about the effectiveness of the University. The authors found that with each course "Informed choice" and "Status" of the profession is growing, which indicates the impact of the environment of the University on the views of students. Also, according to the authors of the article, the marked tendency of growth of ideas about professional development "in breadth" among students is a consequence of popularization of opportunities to participate in project, research activities, participation in grant programs, etc.

In general, the analysis of the reasons for choosing a profession proves the weak validity of the professional choice of students of pedagogical universities. When entering a pedagogical University, every third applicant does not think much about choosing a profession, choosing a University and choosing according to their inclinations, abilities and desires. In fact, this leads to adverse consequences: without strong motivation and professional self-determination when faced with the problems of entering the labor force, the young specialist easily refuses all the results of training at the University and begins to work not in the specialty.

**Keywords:** professional choice, professional development, professional orientation, pedagogical education, satisfaction monitoring

### **Introduction**

The role of the system of General and vocational education is paramount in the formation of a competitive employee. During the period of study, the student, and then the student, can go quite a realistic way to employment, stages of professional development, controlled by means of adaptation and comparison. What points of view, theories, ideas and methods of solving professional problems are formed in this process for a young man? The answer to this question largely determines its competitiveness in the profession and in the labor market in the future. The factors that increase the level of competitiveness of future employees include the presence of

explicit goals of activity, awareness of professional choice, motivation to update knowledge, the use of their growing abilities and others.

### **Objectives of the study**

This article offers an analysis of some aspects of professional choice of students of pedagogical high school, their ideas about professional development. Empirical data are obtained in the course of monitoring of students' satisfaction with the conditions of implementation of educational programs conducted by Krasnoyarsk State Pedagogical University named after V. P. Astafiev.

The purpose of this study is to clarify the characteristics of motivation of students in choosing a profession and University, students' ideas about professional development and their determinants.

### **Methodology**

Problems and certain aspects of professional motivation, self-determination, well-being of students are presented in the works I.V. Arendachuk, L.N. Bannikova, L.N. Boronina, M.V. Chirkova, S. Daukilas, E.V. Denisova-Schmidt, S.V. Dudchik, A. Dumchene, S.H. Dzhililova, E.A. Hvolis, Yu.V. Kuzmina, I.A. Kylosova, E.O. Leontyeva, E.V. Orlova, D.S. Popov, I. Ramanayskene, N.E. Soboleva, Yu.A. Tyumeneva, Yu.R. Vishnevsky, I. Yakushovayte (Arendachuk I.V., 2015; Bannikova L.N., 2013; Denisova-Schmidt E.V., 2015; Dzhililova S.H., 2016; Dudchik S.V., 2016; Dumchene A., 2010; Kylosova I.A., 2016; Popov D.S., 2012; Soboleva N.E., 2011).

We consider the formation of young people's ideas about the profession in the context of two theoretical bases: from the point of view of psychological and pedagogical support of personal and professional development and from the point of view of the concept of human capital. The use of two approaches allowed us to correlate the concepts of "professional self-determination", "professional orientation", "professional choice" and others (Grigorieva E.G., 2018). In our study, we also adhere to the point of view of researchers that effective career guidance allows to optimize the process of professional self-determination and increase the effectiveness of professional choice.

In 2016, the Centre for comprehensive social research of KSPU named after V. P. Astafyev began to conduct monitoring of student satisfaction with the conditions of realization of educational programs. In 2016, the sample consisted of undergraduate students numbering 408 people, 349 people in 2017 and 617 people in 2018. Monitoring data are collected by means of an on-line survey method for which a special questionnaire has been developed. The questionnaire includes 48 direct, indirect, as well as closed

and semi-closed questions. The analysis of the obtained data was carried out using statistical methods of processing.

More than 75 % of the total number are respondents who study in pedagogical areas (44.03.01 Pedagogical education, 44.03.02 Psychological and pedagogical education, 44.03.05 Pedagogical education with two profiles of training), the rest students in other areas. More than 80% of students are women, mostly nonresident – visitors from small towns and rural settlements. The share of residents of other regions of the country – no more than 10% of the total number of respondents.

### **Results**

The initial analysis of the data obtained during the monitoring showed that students consider their choice of future profession and University justified. Almost 60% of respondents consider the chosen profession "necessary and important for people", more than 50% consider it "interesting, allowing to learn a lot of new things", more than 35% – a profession "which is more than others, meets their abilities". Against the background of these answers, a very small proportion received answers "chose(a) by chance", "recommended by friends, acquaintances", "need a diploma of higher education" and others. When answering, you could choose up to three answers. The average number of answers is 2.4.

But if we analyze the combination of different answers, the situation will not look so optimistic. We grouped the answers to the questions as follows.

*Group «Informed choice»* - the wording of the answers: "always wanted to become a teacher"; "interesting specialty for me"; "knew about the quality of training in the chosen specialty"; "continuation of the family dynasty."

*Group «Status»* - the wording of the answers: "the prestige of the University"; "the desire to get a high-paying job"; "the University provides ample opportunities for travel, internships, exchange programs, etc."

*The group «Influence»* - the wording of the responses: "the recommendations of the school where he studied, the advice of teachers, relatives, friends"; "have advised parents"; "with friends for the company."

*Group «Bad option»* - the wording of the answers: "failed to enter other universities, it was a "spare" option"; "affordable tuition, the opportunity to study for free and receive a scholarship"; "the desire to avoid service in the Armed Forces of the Russian Federation."

Combinations of responses from different groups are not included in these groups. The distribution of respondents is presented in the table. 1.

**Table 1 - Distribution of respondents by a combination of answers to the question «What is the main reason For your admission to the KSPU named after V. P. Astafiev?», %**

| Group             | 2016  | 2017  | 2018  |
|-------------------|-------|-------|-------|
| «Informed choice» | 32,7  | 30,9  | 26,4  |
| «Status »         | 2,6   | 3,4   | 4,8   |
| «Influence»       | 5,8   | 2,0   | 3,5   |
| «Occasion»        | 18,3  | 17,8  | 20,4  |
| «Bad option»      | 7,0   | 8,6   | 8,0   |
| Another           | 33,6  | 37,3  | 36,9  |
| In total          | 100,0 | 100,0 | 100,0 |

Data analysis of choosing the teaching profession and the University showed the following: only one third of the students more or less consciously chose the profession, know about the quality of training in higher education institution in the selected direction, are the successors of the family dynasty; every fifth entered the pedagogical University by chance – in principle would suit the admission in another University; a fairly stable proportion of those who believe admission to this University a forced situation where I wanted to do, did not work, so as not to lose the year or to avoid service in the Army, went where she could.

Particular attention is paid to the study of first-year students who annually replenish the contingent of students of the University. The distribution of their responses is presented in table. 2.

**Table 2 - Distribution of first-year respondents by a combination of answers to the question «What is the main reason For your admission to the KSPU named after V. P. Astafiev?»,%**

| Group             | 2016  | 2017  | 2018  |
|-------------------|-------|-------|-------|
| «Informed choice» | 44,8  | 26,9  | 22,4  |
| «Status »         | 5,7   | 6,5   | 9,4   |
| «Influence»       | 2,3   | 3,2   | 4,7   |
| «Occasion»        | 17,2  | 15,1  | 17,6  |
| «Bad option»      | 4,6   | 7,5   | 7,1   |
| Another           | 25,3  | 40,9  | 38,8  |
| In total          | 100,0 | 100,0 | 100,0 |

Among first-year students there are differences in the responses in different years. The specific weights of the answers differ on average by 6-7 percent. From 2016 to 2018, the proportion of first-year students who chose the combination of the answers of the group "Informed choice" decreased twice, and who chose the combination of the answers of the groups "Status", "Influence" and "Bad option" increases. In General, we assess the trend as unfavorable.

A comparative analysis of the data of first-year students with the results of a survey of students of other courses showed that with each course the occurrence of combinations of answers of groups «informed choice» and «status» is growing, and the occurrence of answers «occasion» and «bad option» falls. We assume that with the time of studying at the University, students have some changes in their ideas about their choice. And taking into account some averaging of answers it is possible to tell about influence of the environment of higher education institution on representations of students.

Then we used the analysis of grouping the answer options in relation to the answers to the question "Why did you choose a teaching profession" for students of pedagogical programs and "Why did you choose a non-pedagogical profession" for students of non-pedagogical directions, respectively. When answering the question, up to three possible answers were allowed. The average number of variants of the answer of students of pedagogical directions - 2.2, non-pedagogical directions - 2.4. Only 5.5 % of students chose "Chose randomly" as the only answer. The most popular answers – "I think it is necessary and important for people" and "interesting, allows you to learn a lot." This leads to the conclusion that young people when choosing a profession had some idea about the future profession.

Groupings of responses are presented below.

*Group "Content"* - the wording of the answers: «I think it is necessary and important for people", "interesting, allows you to learn a lot", "we have employees in the family of this profession".

*Group "Career"* - the wording of the responses: "this profession is well earned; prestigious profession; was recommended by friends and acquaintances".

*Group "Career guidance"* - the wording of the answers: "this profession is more than others meets my abilities; advised the teacher; the school conducted interviews, meetings with employees of this profession; went on a trip to this school, and there was a desire."

Analysis of the data of this group showed that again, one in three students did not have a clear orientation in choosing a profession; about half of the respondents were focused on the content of the profession; about 10 percent had career expectations; no more than 5 percent noted the role of career guidance tools in schools and universities. The last conclusion confirms the weak nature of vocational guidance work of the University.

The responses of first-year students differ from those of senior students by an average of 5-7% for each group over the years. From 2016 to 2018, the share of first-year students who chose the combination of answers of the "career" group is growing. In 2017, the proportion of students who chose the

answers of the group "career guidance" is twice higher. All these trends cannot be defined as favorable or unfavorable. Only longer-term observation can determine the presence of long-term trends and the impact of specific factors.

Similarly, the analysis of the students' answers to the question, what do they mean by "professional development" was carried out. The distribution of answers shows that in the first place as a "professional development" students see "improvement of skills in the subject area"; "implementation of their own ideas, projects" and "higher positions".

The response groups are presented below.

*Group "Development up"* - the wording of the answers: "employment of higher positions; recognition of achievements in the professional community; participation and victory in competitions of professional skill; occupation of positions/status in a public organization."

*Group "Development deep into"* - the wording of the answers: "improving skills in the subject area; the development of met subject competencies: analysis and reflection of their activities, evaluation, presentation of results, etc.; development of new techniques; transfer of skills to others, exchange of experience."

*Group "Development in breadth"* - the wording of the answers: "the development of new teaching professions, such as project Manager, expert, diagnostician, tutor, etc.; the development of new activities through participation in projects, research groups, etc.; implementation of their own ideas, projects grants for the implementation of ideas."

In general, from 40 to 45% in different years, respondents chose the answers mainly of the group "development deep", almost every fourth – the answers of the group "development wide", 10-11 % – the answers of the group "development up", a large proportion of respondents chose different combinations of answers that do not allow them to be attributed to a particular group.

It is possible to note the tendency of growth of the relative weight of combinations of responses of the group of "breadth" that could be a consequence of promotion of opportunities to participate in the project, research activities, participation in grant programs, and so on. A similar comparison of first-year students with other students allows us to say that their interest in grant programs, project activities and other professional activities is higher and growing every year.

### **Discussion**

In the course of the study, an attempt is made to analyze in more detail the students' ideas of the bases of their professional choice, ideas about professional development.

The use of groups of answers about the reasons for choosing a profession, University, ideas about professional development worsens the "picture" of the validity of the professional choice of students of pedagogical University. Every third applicant did not think much about the choice of profession, choice of University, according to the choice of their inclinations, abilities and desires. Unfortunately, this can lead to adverse consequences: without strong motivation and professional self-determination in the face of problems of entering the labor force, a young specialist can easily abandon all the results of training at the University and start working not in the specialty.

Modern conditions apparently make a challenge for the traditional form of career guidance. The results of the monitoring show that this type of interaction with schoolchildren brings weak results. The growing interest of young people to participate in project, research activities, participation in grant programs, implementation of their own ideas and projects was confirmed. Of interest is the influence of the University environment on the students' ideas about the reasons for their choice.

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