

Comparison of study motivation and job expectations of Russian full-time and part-time university students

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Abstract

Purpose – The purpose of this paper is to present the results of the authors' questionnaire survey focused on the comparison of study motivation and job expectations of full-time and part-time students of Russian universities and identify main problems of higher education and graduate employment and suggest their possible solutions.

Design/methodology/approach – The authors' questionnaire survey was conducted from March to October 2018. The respondents were full-time and part-time bachelor's and master's students from 30 regions across Russia. The relevant data were obtained from 1,051 students. The data analysis was based on the calculation of relative frequencies (as a share from the total number of respondents) and the evaluation of the dependence of responses on the form of study (full-time students and part-time students) using contingency tables and χ^2 tests of independence.

Findings – The results of the authors' questionnaire survey support the assumption that the current generation of full-time and part-time students of Russian universities studies to succeed in the future. Surveyed university students certainly have a high motivation to study, but at the same time, they seem to have too high expectations about their future work and career, which can negatively affect their future success in their jobs if they do not have appropriate knowledge, skills and abilities.

Originality/value – The results of the authors' questionnaire survey show some unique tendencies in the Russian university students' attitudes to study, work and career that are worth attention both from the point of view of universities and from the point of view of employers and their current approaches to the education and the employment of the current generation of young people. The results open up new possibilities for further research focused on the higher education and the employability of the new generation of work force.

Keywords Russian federation, Higher education, University students, Job expectation, Study motivation

Paper type Research paper

Introduction

In the context of the constantly and radically changing conditions of the global information economy, well-educated and motivated people are seen as the most important source and the greatest wealth of the society (Kucharcikova *et al.*, 2018). The higher education system plays a crucial role in the process of forming and developing professional and personal qualities of young people (Upadhyay *et al.*, 2018). Through the effective and efficient higher education system, young people should be systematically prepared for a successful life and a professional career in the society (Lyapina *et al.*, 2019). The effectiveness and efficiency of higher education affect the employability and competitiveness of students and graduates in the labor market (Miles *et al.*, 2018). Well-educated and motivated young people determine the future prosperity and competitiveness of the society (Ngware, 2016). Quality higher education boosts the potential of graduates to secure their first jobs after graduation



(Nauffal and Skulte-Ouass, 2018). Unfortunately, the professional and personal qualities of many students and graduates often do not meet the requirements of the labor market.

International experience in the education and employment of young people confirms that the education and motivation of young people contribute not only to their professional and personal growth but also to the growth of the economy, as well-educated and motivated young people are more productive (Lebedinski and Vandenberghe, 2014). The competitiveness of universities also depends on professional and personal qualities of students and graduates, as better education and motivation is the key to the successful employment of students and graduates, which leads to an increase in equity capital and flow of new students (Bogoviz *et al.*, 2019).

The Russian higher education system is gradually adapting to the Bologna process and the international educational environment, but it still faces a number of problems, including the lack of connection between labor market and market of educational services, the decline in the quality of higher education, the reduction of intellectual potential of young people or the commercialization of higher education (Gushchina, 2017). The important thing is that the current higher education system is not yet ready to respond flexibly to the changing needs of the labor market (Minina, 2017). The Russian labor market is currently characterized by a quantitative and qualitative discrepancy in the labor demand and supply. This is due to the lack of interaction between employers and universities, as well as the differences between the career expectations of students and graduates and the requirements of the Russian economy (Mikhalkina, 2014). For example, the share of graduates of economic and legal disciplines significantly exceeds the needs of economists and lawyers (Gadzhiev *et al.*, 2015). According to the Ministry of Education and Science of the Russian Federation, more than half of graduates of economic and legal disciplines will not find a job (Tskhadadze and Tedeeva, 2014). The statistics of the Ministry of Education and Science of the Russian Federation show that, by 2016, the share of employed graduates was 75 percent of all graduates. In other words, 25 percent of graduates were not employed. And only 37 percent of graduates work in the specialization studied (Minobrnauka, 2016).

These problems are linked to labor market imperfections and poor student preparation and motivation for education and are also characteristics of other countries. This is confirmed by Vroom's theory, which assumes the presence of motivation depending on the expectation of the outcome and the probability of its occurrence (Vroom, 1964), as well as the Porter–Lawler theory, which determines the value of the reward for effort (Porter and Lawler, 1968). For students with a high level of readiness and motivation, the study brings sufficient satisfaction and expected results (Bogdanov, 2013). However, many students are usually not sufficiently prepared and motivated and only begin to work if their further efforts are adequately rewarded. In this case, the task of teachers is to create conditions and opportunities for students to meet their needs in the learning process exchange for their efforts. On the other hand, it is true that many students have exaggerated or unrealistic ideas about their future professional activities (Chuchkalova and Fedorenko, 2015). Many of them expect too rapid career and too high earnings right after graduation without any relevant work experience. On the other hand, many employers are not prepared to regard young professionals as an important acquisition for the organization and only a few employers are ready to train newcomers (Grencikova *et al.*, 2015). Many employers focus primarily on older and more experienced professionals. Jobs for graduates without relevant work experience usually offer much slower career and much lower earnings than they expect and this discrepancy in expectations and reality often leads to graduate unemployment (Hedvicakova, 2018). This can encourage graduates to look for a job in a completely different field than in their field of study.

It should be noted that it also depends on the form of study. Full-time and part-time students can have different study motivation and job expectations. Part-time students often

already have some work experience and have more realistic ideas about work than full-time students. On the other hand, full-time students tend to have better theoretical knowledge than part-time students. Moreover, part-time students are mostly older people who often have specialized secondary education, unlike full-time students who are mostly young people who often have just secondary education (Sycheva, 2016).

With regard to the importance of education and motivation of young people, the authors focused on study motivation and job expectations of full-time and part-time students of Russian universities in relation to their potential employability.

Goal and method

The goal of the paper is to present the results of the authors' questionnaire survey focused on the comparison of study motivation and job expectations of full-time and part-time students of Russian universities and identify main problems of higher education and graduate employment and suggest their possible solutions.

The authors' questionnaire survey was based on the assumption that the current generation of full-time and part-time students of Russian universities studies to succeed in the future and therefore current university students have a high motivation to study, but at the same time they have too high expectations about their future work and career, which can negatively affect their future success in their jobs if they do not have appropriate knowledge, skills and abilities.

The survey results about the Russian university students' attitudes to study, work and career should be worth attention both universities and employers and their current approaches to the education and the employment of the current generation of young people. Since the main findings of earlier studies cited in the paper show that the employability of the current generation of young people is a challenge for many other countries, the survey results should be useful not only in Russia but also in other countries. A better understanding of students' attitudes to study, work and career could help universities and employers to cooperate more to enable students to gain adequate practical experience and find a suitable job in the future.

The authors' questionnaire survey was conducted from March to October 2018. The respondents were full-time and part-time bachelor's and master's students from 30 regions across Russia: Bryansk Region, Vladimir Region, Volgograd Region, Vologda Region, Voronezh Region, Ivanovo Region, Kaluga Region, Kemerovo Region, Kostroma Region, Krasnoyarsk Region, Krasnodar Region, Kursk Region, Moscow City, Moscow Region, Nizhny Novgorod Region, Novosibirsk Region, Omsk Region, Perm Region, Republic of Mordovia, Samara Region, the city of St. Petersburg, Saratov Region, Sverdlovsk Region, Stavropol Region, Tver Region, Tomsk Region, Tula Region, Ulyanovsk region, Republic of Chuvashia, Yaroslavl Region. The relevant data were obtained from 1,051 students. The population included all bachelor's and master's students of Russian universities. It was 4,245,885 students (Minobrnauka, 2018). The accuracy of static measurements is determined by the confidence probability indicator, which was set at 95 percent. The error of static calculations was calculated by the formula:

$$c = \sqrt{\frac{Z^2 \times (p) \times (1-p) \times (N-1)}{N \times n}},$$

where Z^2 is the value of the standardized normally distributed random variable corresponding to the integral probability (for a confidence probability of 95 percent the value Z is 1.96); p the percentage of respondents or answers of interest, in decimal

form (equal to 0.5 by default); n the sample size; N the general population; and s the confidence interval.

The result is that:

$$c = \sqrt{\frac{1.96^2 \times 0.5 \times (1-0.5) \times (4245885-1)}{4245885 \times 1051}} = 0.0302 \text{ or } 3.02\%.$$

Based on this calculation, it can be concluded that the confidence interval was 95 ± 3.02 percent. It shows the representativeness of the sample and the validity of findings in relation to students in the Russian Federation.

The respondents were characterized by a form of study – 922 (88 percent) full-time students and 129 (12 percent) part-time students, and by gender – 332 (32 percent) male students and 719 (68 percent) female students.

The questionnaire included 12 questions focused on respondents' motivation to study at university and their expectations about the future career: What reasons led you to study at university? Would you change your decision to study at university? How do you see the quality of teaching at your university? How would you characterize your interest in studying at your university? Do you work during the academic year? Do you think that higher education gives you more chances to succeed on the labor market? What abilities are the most important for the success on the labor market? Do you want to work in your place of residence? Would you like to be a manager? What do you expect in the field of work and career? How do you see your chances on the labor market? What monthly income do you expect after graduation?

The data analysis was based on the calculation of relative frequencies (as a share from the total number of respondents) and the evaluation of the dependence of responses on the form of study (full-time students and part-time students) using contingency tables and χ^2 tests of independence. The test procedure included the following steps: formulation of null (H_0) and alternative (H_A) hypothesis, selection of a level of significance α , calculation of the χ^2 statistic χ^2 , calculation of the degrees of freedom f , selection of the critical χ^2 value $\chi^2_{\alpha}(f)$, and comparison of the χ^2 statistic χ^2 to the critical χ^2 value $\chi^2_{\alpha}(f)$ and acceptance or rejection of the null hypothesis.

Q2

Results

Differences between full-time and part-time study

Full-time study includes systematic studying, attendance and homework. Part-time study is more independent – students can tailor their studying to their needs. Full-time students receive most of their knowledge from teachers at lectures and seminars. Part-time students receive most of their knowledge through self-study using study materials. Full-time and distance learning also varies in length, organization and cost of study (Hall, 2010). Practice shows that most full-time students who combine study with a part-time job, work to earn money rather than to get work experience (Richardson *et al.*, 2009). This can negatively affect the quality of their studying (Hordosy *et al.*, 2018).

Q3



Although the Russian Government tries to reduce the number of humanities graduates (Gadzhiev *et al.*, 2015), the measures taken are temporary and are linked to the massive increase in the number of students over the last 20 years (Melkumyan *et al.*, 2015) and the large number of unemployed students (Minobrnauka, 2016). Practice shows that the state should support the development of various forms of higher education as it directly affects the level of economic development and the national innovation system (Williams *et al.*, 2013) as well as active community involvement (Forrat, 2016). Higher education

contributes to shaping the theoretical knowledge, practical skills and social habits of individuals (Lairio *et al.*, 2013).

Assessment of the decision to study at university

When it comes to the question of whether students would change their decision to study at university, 367 (40 percent) of full-time students stated that they would choose a different university, 174 (19 percent) of them stated that they would choose a different specialization, 322 (35 percent) of them stated that they are satisfied with both the university and the specialization and 59 (6 percent) of them stated that they would not study at university again. Similarly, 35 (27 percent) of part-time students stated that they would choose a different university, 40 (31 percent) of them stated that they would choose a different specialization, 45 (35 percent) of them stated that they are satisfied with both the university and the specialization and 9 (7 percent) of them stated that they would not study at university again.

The data analysis showed a significant difference between full-time and part-time students ($p < 0.05$). We tested the null hypothesis that there is no difference between full-time and part-time students regarding the decision to study at university (Table I).

The results showed that part-time students, unlike full-time students, are more satisfied with their university, but more often they would like to change their specialization. Full-time students more often than part-time students stated that they would like to change their university. This may be due to the fact that full-time students attend their university more often than part-time students and therefore may be more “tired” of their place of study and have more opportunities to assess the advantages and disadvantages of their university. This may also be due to frequent changes in study programs (Minina, 2018) or problems in university management and leadership (Minina, 2017). Part-time students would like to change their specialization more often than full-time students perhaps because they have less time to study theoretical knowledge that is given to them in a more condensed form, which complicates the process of finishing their specialization, which may affect the perception of their specialization as “unnecessary.”

	Yes, I would choose a different university	Yes, I would choose a different specialization	No, I am satisfied with both the university and the specialization	Yes, I would not study at university again	Σ
Full-time students	367 ^a (352.66) ^b	174 (187.73)	322 (321.95)	59 (59.65)	922
Part-time students	35 (49.34)	40 (26.27)	45 (45.05)	9 (8.35)	129
Σ	402	214	367	68	1,051

Notes: H_0 : there is no difference between full-time and part-time students regarding the decision to study at university; H_A : there is a difference between full-time and part-time students regarding the decision to study at university. Level of significance $\alpha = 0.05$. χ^2 statistic:

$$\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 12.9887.$$

Table I. Contingency table: “would you change your decision to study at university?”

Degrees of freedom (f): $(r-1) \times (c-1) = 3$. Critical χ^2 value: $\chi^2_{0.05}(3) = 7.815$. The χ^2 statistic (χ^2) is greater than the critical χ^2 value: $\chi^2_{0.05}(3)$. The null hypothesis is rejected in favor of the alternative hypothesis. r – the number of rows in the contingency table; c – the number of columns in the contingency table. ^aObserved frequencies (O); ^bexpected frequencies (E)

Source: Authors

Assessment of the quality of teaching at the university

When it comes to the question of how students see the quality of teaching at their university, 576 (63 percent) of full-time students stated that the quality is medium, 280 (30 percent) of them stated that the quality is high, and 66 (7 percent) of them stated that the quality is low. Similarly, 61 (47 percent) of part-time students stated that the quality is high, 59 (46 percent) of them stated that the quality is medium and 9 (7 percent) of them stated that the quality is low.

The data analysis showed a significant difference between full-time and part-time students ($p < 0.05$). We tested the null hypothesis that there is no difference between full-time and part-time students regarding the evaluation of the quality of teaching at the university (Table II).

The results showed that part-time students, unlike full-time students, are more satisfied with the quality of teaching at their university and more often evaluate it as high. Most full-time students evaluate the quality of teaching at their university as a medium. This may be due to the fact that full-time students attend their university more often than part-time students and therefore may have more opportunities to evaluate the quality of teaching at their university. International practice in evaluation of higher education shows that the quality of higher education in Russia is not very high (Ovsiannikov, 2013), which is associated with mass character and excessive commercialization of higher education (Osipian, 2014), obsolete politics and practices of higher education (Froumin *et al.*, 2014), the possibility of comparing higher education only with countries of the former Soviet Union and adapting higher education to the needs of Asian students (Pugach, 2012). Therefore, it can be assumed that the evaluation of the quality of teaching at the university by full-time students who attend their university more often than part-time students is more objective.

Based on the above results, it can also be stated that full-time students are generally less satisfied with the quality of their university than part-time students. This can have a significant impact on their study motivation. This can significantly reduce it.

Assessment of the interest in studying at university

When it comes to the question of how students would characterize their interest in studying at their university, 453 (49 percent) of full-time students stated that they are interested, but it does not fully meet their expectations, 192 (21 percent) of them stated that they are partly interested and it is far from meeting their expectations, 157 (17 percent) of them stated that

	Low	Medium	High	Σ
Full-time students	66 ^a (65.79) ^b	576 (557.06)	280 (299.15)	922
Part-time students	9 (9.20)	59 (77.94)	61 (41.85)	129
Σ	75	635	341	1051

Notes: H_0 : there is no difference between full-time and part-time students regarding the evaluation of the quality of teaching at the university; H_A : there is a difference between full-time and part-time students regarding the evaluation of the quality of teaching at the university. Level of significance $\alpha = 0.05$. χ^2 statistic:

$$\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 15.2397.$$

(Degrees of freedom (f): $(r-1) \times (c-1) = 2$. Critical χ^2 value: $\chi^2_{0.05}(2) = 5.991$. The χ^2 statistic (χ^2) is greater than the critical χ^2 value: $\chi^2_{0.05}(2)$. The null hypothesis is rejected in favor of the alternative hypothesis; r – the number of rows in the contingency table; c – the number of columns in the contingency table. ^aObserved frequencies (O); ^bexpected frequencies (E)

Source: Authors

Table II.
Contingency table:
“how do you see the
quality of teaching at
your university?”

they are very interested and it fully meets their expectations, and 120 (13 percent) of them stated that they are not very interested, but they want to finish their studies. Similarly, 49 (38 percent) of part-time students stated that they are interested, but it does not fully meet their expectations, 38 (29 percent) of them stated that they are very interested and it fully meets their expectations, 24 (19 percent) of them stated that they are not very interested, but they want to finish their studies and 18 (14 percent) of them stated that they are partly interested and it is far from meeting their expectations.

The data analysis showed a significant difference between full-time and part-time students ($p < 0.05$). We tested the null hypothesis that there is no difference between full-time and part-time students regarding the interest in studying at the university (Table III).

The results showed that full-time students are more often interested in studying at their university, but it does not fully meet their expectations. On the other hand, part-time students are more often very interested in studying at their university and it fully meets their expectations. This fact confirms the above assumption that dissatisfaction with the quality of teaching at the university can reduce the study motivation of full-time students. However, if we summarize the number of students who stated that they are more or less interested in studying at their university, it is obvious that most full-time and part-time students are interested in studying at their university (66 percent of full-time students and 67 percent of part-time students).

Assessment of the effort to work during the academic year

When it comes to the question of whether students work during the academic year, 311 (34 percent) of full-time students stated that they work outside the field of their study, 298 (32 percent) of them stated that they do not work, but they are looking for a job, 204 (22 percent) of them stated that they do not work and that they do not want to work yet, and 109 (12 percent) of them stated that they work in the field of their study. Similarly, 70 (54 percent) of part-time students stated that they work outside the field of their study, 44 (34 percent) of them stated that they work in the field of their study, 14 (11 percent) of them stated that they do not work, but they are looking for a job, and only 1 (1 percent) of them stated that they do not work and that they do not want to work yet.

	I am very interested and it fully meets my expectations	I am interested, but it does not fully meet my expectations	I am partly interested and it is far from meeting my expectations	I am not very interested, but I want to finish my studies	Σ
Full-time students	157 ^a (171.07) ^b	453 (440.38)	192 (184.22)	120 (126.33)	922
Part-time students	38 (23.93)	49 (61.62)	18 (25.78)	24 (17.67)	129
Σ	195	502	210	144	1,051

Notes: H_0 : there is no difference between full-time and part-time students regarding the interest in studying at the university; H_A : there is a difference between full-time and part-time students regarding the interest in studying at the university. Level of significance $\alpha = 0.05$. χ^2 statistic:

$$\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 17.8331.$$

Table III.

Contingency table: "How would you characterize your interest in studying at your university?"

Degrees of freedom (f): $(r-1) \times (c-1) = 3$. Critical χ^2 value: $\chi_{0.05}^2(3) = 7.815$. The χ^2 statistic (χ^2) is greater than the critical χ^2 value: $\chi_{0.05}^2(3)$. The null hypothesis is rejected in favor of the alternative hypothesis; r – the number of rows in the contingency table; c – the number of columns in the contingency table. ^aObserved frequencies (O); ^bExpected frequencies (E)

Source: Authors

The data analysis showed a significant difference between full-time and part-time students ($p < 0.05$). We tested the null hypothesis that there is no difference between full-time and part-time students regarding the effort to work during the academic year (Table IV).

Students working part-time while studying for a full-time university degree are commonplace in many countries (Gbadamosi *et al.*, 2016). Russia is no exception. The results showed that most of part-time students, unlike full-time students, work during the academic year. Part-time students, unlike full-time students, also work more often in the field of their study.

Most full-time and part-time students work outside the field of their studies, which may have a negative impact on finding a job after graduation. On the other hand, in higher education one of the most important learning goals is deep understanding. Achieving this goal needs time and effort. Study plans place great demands on full-time students (Kolari *et al.*, 2006). It seems that full-time students' work during their studies (especially work outside the field of their studies) may negatively affect the quality of their knowledge (Richardson *et al.*, 2014) and the chance to find a job after graduation. However, at the same time, the combination of study and work does not affect the academic achievements of students (Roshchin and Rudakov, 2017).

Assessment of general job expectations

From the perspective of today's common job requirements, suitable job applicants should demonstrate relevant professional knowledge, skills and abilities, suitable work and social habits, and appropriate development potential and personal aspirations for successful performance, professional growth and career advancement. Although many young people do not meet the common job requirements, their expectations about the future career are relatively high.

When it comes to the question of what students expect in the field of work and career, the most common expectations of all full-time and part-time students included self-fulfillment (71 percent), career prospects (70 percent), personal development (66 percent), fair wages (65 percent), friendly team (54 percent) or favorable environment (47 percent). Perhaps surprisingly, the most common expectations of all full-time and part-time students did not include such things as meaningful work (31 percent), job security (28 percent) or professional management (27 percent).

	Yes, in the field of my study	Yes, outside the field of my study	No, but I am looking for a job	No and I do not want yet	Σ
Full-time students	109 ^a (134.22) ^b	311 (334.24)	298 (273.70)	204 (174.84)	922
Part-time students	44 (18.78)	70 (46.76)	14 (38.29)	1 (25.16)	129
Σ	153	381	312	205	1,051

Notes: H_0 : there is no difference between full-time and part-time students regarding the effort to work during the academic year; H_A : there is no difference between full-time and part-time students regarding the effort to work during the academic year. Level of significance $\alpha = 0.05$. χ^2 statistic:

$$\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 97.4029.$$

Degrees of freedom (f): $(r-1) \times (c-1) = 3$. Critical χ^2 value: $\chi_{0.05}^2(3) = 7.815$. The χ^2 statistic (χ^2) is greater than the critical χ^2 value: $\chi_{0.05}^2(3)$. The null hypothesis is rejected in favor of the alternative hypothesis; r – the number of rows in the contingency table; c – the number of columns in the contingency table. ^aObserved frequencies (O); ^bexpected frequencies (E)

Source: Authors

Table IV. Contingency table: "do you work during the academic year?"

However, it is certain that many young people (students and graduates) do not want to start from scratch, overestimate themselves and have job expectations that do not match their knowledge, skills and abilities.

Assessment of the want to work in the place of residence

When it comes to the question of whether students want to work in their place of residence, 435 (47 percent) of full-time students stated that they want to work in their place of residence, 280 (30 percent) of them stated that they are willing to commute to work, and 207 (23 percent) of them stated that they are willing to move for work. Similarly, 90 (70 percent) of part-time students stated that they want to work in their place of residence, 29 (22 percent) of them stated that they are willing to commute to work, and only 10 (8 percent) of them stated that they are willing to move for work.

The data analysis showed a significant difference between full-time and part-time students ($p < 0.05$). We tested the null hypothesis that there is no difference between full-time and part-time students regarding the want to work in the place of residence (Table V).

Unwillingness to commute to work is a specific problem of many people. The results showed that full-time students, unlike part-time students, are much more willing to work outside their place of residence. This fact increases the chance of full-time students to find a job compared to part-time students.

Assessment of the expected monthly income after graduation

When it comes to the question of what monthly income students expect after graduation, 322 (35 percent) of full-time students stated that they expect between EUR 751 and 1,100, 299 (32 percent) of them stated that they expect EUR 750 and less, 164 (18 percent) of them stated that they expect EUR 1,501 and more, and 137 (15 percent) of them stated that they expect between EUR 1,101 and 1,500. Similarly, 40 (31 percent) of part-time students stated that they expect between EUR 751 and 1,100, 36 (28 percent) of them stated that they expect EUR 1,501 and more, 27 (21 percent) of them stated that they expect between EUR 1,101 and 1,500, and 26 (20 percent) of them stated that they expect EUR 750 and less.

The data analysis showed a significant difference between full-time and part-time students ($p < 0.05$). We tested the null hypothesis that there is no difference between

	Yes	No, I am willing to commute to work	No, I am willing to move for work	Σ
Full-time students	435 ^a (460.56) ^b	280 (271.07)	207 (190.37)	922
Part-time students	90 (64.44)	29 (37.93)	10 (26.63)	129
Σ	525	309	217	1,051

Notes: H_0 : there is no difference between full-time and part-time students regarding the want to work in the place of residence; H_A : there is a difference between full-time and part-time students regarding the want to work in the place of residence. Level of significance $\alpha = 0.05$. χ^2 statistic:

$$\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 25.7913.$$

Table V. Contingency table: "do you want to work in your place of residence?"

Degrees of freedom (f): $(r-1) \times (c-1) = 2$. Critical χ^2 value: $\chi^2_{0.05}(2) = 5.991$. The χ^2 statistic (χ^2) is greater than the critical χ^2 value: $\chi^2_{0.05}(2)$. The null hypothesis is rejected in favor of the alternative hypothesis; r - the number of rows in the contingency table; c - the number of columns in the contingency table. ^aObserved frequencies (O); ^bexpected frequencies (E)

Source: Authors

full-time and part-time students regarding the expected monthly income after graduation (Table VI).

The results showed that part-time students expect higher monthly incomes than full-time students. At the same time, most full-time and part-time students stated that after graduation they expect the monthly income between EUR 751 and 1,100. However, such expectations of students and graduates without relevant work experience are in stark contrast to the current situation on the Russian labor market. Despite the fact that education plays an important role in achieving success on the labor market (Pastore, 2012), in Russia, the level of education is weakly correlated with wage growth (Akhmedjonov, 2011). Higher expectations of part-time students may be related to the fact that most of them already have some work experience. In general, all students expect higher wages than is real. This can negatively affect their future success on the labor market if they do not have appropriate knowledge, skills and abilities.

Conclusion

The results of the authors' questionnaire survey focused on the comparison of study motivation and job expectations of full-time and part-time students of Russian universities confirmed the assumption that the current generation of full-time and part-time students of Russian universities studies to succeed in the future and therefore current university students have a high motivation to study, but at the same time they have too high expectations about their future work and career, which can negatively affect their future success in their jobs if they do not have appropriate knowledge, skills and abilities. They also confirmed main findings of earlier studies cited in the paper and they showed some unique tendencies in the Russian university students' attitudes to study, work and career that are worth attention both universities and employers and their current approaches to the education and the employment of the current generation of young people.

In terms of economic and social perspectives, the results confirmed a strong role of the state in the regulation of the education system (Minina, 2017), the problem of students and graduates finding a job in their specialization (Tskhadadze and Tedeeva, 2014) and low interest of employers to employ young people without work experience (Mikhalkina, 2014).

In terms of study motivation, the result showed that the main difference in study motivation between full-time and part-time students is the work experience. Part-time students often already have some work experience and have more realistic ideas about work

	EUR 750 and less	EUR 751–1,100	EUR 1,101–1,500	EUR 1,501 and more	Σ
Full-time students	299 ^a (285.10) ^b	322 (317.57)	137 (143.87)	164 (174.45)	922
Part-time students	26 (39.90)	40 (44.43)	27 (20.13)	36 (24.55)	129
Σ	325	362	164	200	1,051

Notes: H_0 : there is no difference between full-time and part-time students regarding the expected monthly income after graduation; H_A : there is a difference between full-time and part-time students regarding the expected monthly income after graduation. Level of significance $\alpha = 0.05$. χ^2 statistic:

$$\chi^2 = \sum \left[\frac{(P_{r,c} - E_{r,c})^2}{E_{r,c}} \right] = 14.7836$$

Degrees of freedom (f): $(r-1) \times (c-1) = 3$. Critical χ^2 value: $\chi^2_{0.05}(3) = 7.815$. The χ^2 statistic (χ^2) is greater than the critical χ^2 value: $\chi^2_{0.05}(2)$. The null hypothesis is rejected in favor of the alternative hypothesis; r – the number of rows in the contingency table; c – the number of columns in the contingency table. ^aObserved frequencies (O); ^bexpected frequencies (E)

Source: Authors

Table VI.
Contingency table:
“what monthly income
do you expect after
graduation?”

than full-time students (Sycheva, 2016). The result showed that part-time students are much more aware of that higher education gives them more chances to succeed on the labor market and that they are more often very interested in studying at their university and it fully meets their expectations. When comparing the satisfaction with the quality of teaching at the university, full-time students were less satisfied than part-time students, which can significantly reduce their study motivation. However, in general, most full-time and part-time students stated that they are more or less interested in studying at their university.

In terms of job expectations, a significant proportion of part-time students stated that they want to work in their place of residence and that they are not willing to commute to work or to move for work. This can negatively affect their future success on the labor market (Hordosy *et al.*, 2018). In addition, both full-time and part-time students expect higher wages than is real. This can also negatively affect their future success on the labor market if they do not have appropriate knowledge, skills and abilities.

Given the low interest of employers to employ young people without work experience, it is necessary to strengthen the practical orientation of students (Chuchkalova and Fedorenko, 2015). From the perspective of universities, it would be useful to focus more on practical applications of theoretical knowledge. Universities should cooperate more with selected employers to enable students to gain adequate practical experience and find a suitable job in the future. On the other hand, employers should also cooperate more with target universities to have a chance to meet, attract and select talented young people and potential employees. Employers should learn how to create appropriate and attractive employment opportunities for talented young people and how to effectively develop their potential (Grencikova *et al.*, 2015). On the other hand, young people (students and graduates) should be ready to continually learn and develop necessary knowledge, skills and abilities to meet requirements for successful performance, professional growth and career advancement.

The results of the authors' questionnaire survey open up new possibilities for further research focused on the higher education and the employability of the new generation of work force. It would be useful to compare how study motivation and job expectations of the new generation of work force differ across countries. Since the main findings of earlier studies cited in the paper show that the employability of the new generation of work force is a challenge for many other countries, the survey results should be useful for both universities and employers not only in Russia but also in other countries. A better understanding of study motivation and job expectations of the new generation of work force could help universities and employers to cooperate more to enable students to gain adequate practical experience and find a suitable job in the future.

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Further reading

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