Motivation for Entering Higher Education
+ social background

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Motives for entering Higher Education

Literature review

Motivational orientations: - Houle (1961)
  • learning orientation
  • goal orientation
  • activity orientation

Motives for entering HE - Clark and Trow (1966)
  • scholastic
  • vocational
  • collegiate

Motivational orientation framework: - Kember, Ho, and Hong (2010)
  • compliance
  • individual goal
  • university lifestyle
  • sense of belonging
  • career
  • interest
Motives for entering Higher Education

Literature review 2

Motives towards learning: - Pintrich, Marx, & Boyle, 1993; Stage & Williams, 1990
  • intrinsic: achieving intellectual development and their personal goals (Lepper, 1988; Paulsen & Gentry, 1995)
  • extrinsic: congruent with both the vocational/career and collegiate/lifestyle reasons for entering higher education (Dev, 1997; Donald, 1999)

Motives, expectations and preparedness: impact on learning engagement and approach which, in turn, affects their academic performance and achievement of learning outcomes (Biggs, 1996; Entwistle & Ramsden, 1983; Prosser & Trigwell, 1999).
Motives for entering Higher Education
Literature review 3

Motives for entering are indicative of the motivation they will have towards their learning within higher education - Kember et al. (2010)

Re-entering school/adult learning: Tsz Man Kwong, Yan Fung Mok & Mui Ling Kwong (1997)
• family role and social position have significant impact in affecting some of the motivations for re-entering school
Data & Results

- HERD survey realized among university students from Hungary and Romania
- Subsamples from University of Debrecen and University of Oradea
- Analysis of motivation scales

Keywords:
motivation for enrollment, higher education
## Rotated Component Matrix\textsuperscript{a,b}

In choosing the specialization/field of study you decided by ...  

<table>
<thead>
<tr>
<th><strong>...</strong></th>
<th><strong>Component</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>opportunity to get a well-paid job</td>
<td></td>
<td>.767</td>
<td>.051</td>
<td>-.015</td>
</tr>
<tr>
<td>opportunity to obtain a respectable position</td>
<td></td>
<td>.729</td>
<td>.025</td>
<td>.084</td>
</tr>
<tr>
<td>a better chance of getting a leadership position</td>
<td></td>
<td>.669</td>
<td>.153</td>
<td>.061</td>
</tr>
<tr>
<td>it is easier to find a job with a diploma</td>
<td></td>
<td>.519</td>
<td>.071</td>
<td>.375</td>
</tr>
<tr>
<td>wanted to make many relationships</td>
<td></td>
<td>.386</td>
<td>.326</td>
<td>.234</td>
</tr>
<tr>
<td>did not want to work yet</td>
<td></td>
<td>.104</td>
<td>.528</td>
<td>.146</td>
</tr>
<tr>
<td>followed the example of the family</td>
<td></td>
<td>.053</td>
<td>.684</td>
<td>-.060</td>
</tr>
<tr>
<td>followed the example of friends</td>
<td></td>
<td>.094</td>
<td>.760</td>
<td>.003</td>
</tr>
<tr>
<td>parents’ and teachers’ influence</td>
<td></td>
<td>.035</td>
<td>.558</td>
<td>.182</td>
</tr>
<tr>
<td>to develop my knowledge</td>
<td></td>
<td>.303</td>
<td>-.103</td>
<td>.559</td>
</tr>
<tr>
<td>I could afford it financially</td>
<td></td>
<td>.009</td>
<td>.301</td>
<td>.631</td>
</tr>
<tr>
<td>it was tax-free</td>
<td></td>
<td>.033</td>
<td>.100</td>
<td>.749</td>
</tr>
</tbody>
</table>

*Extraction Method: Principal Component Analysis.*  
*Rotation Method: Varimax with Kaiser Normalization.*  

\(a.\) University = 2.00 Uni Deb  
\(b.\) Rotation converged in 5 iterations.
In choosing the specialization/field of study you decided by ...

<table>
<thead>
<tr>
<th></th>
<th>Component 1</th>
<th>Component 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>... opportunity to get a well-paid job</td>
<td>.091</td>
<td>.642</td>
</tr>
<tr>
<td>... opportunity to obtain a respectable position</td>
<td>.098</td>
<td>.715</td>
</tr>
<tr>
<td>... a better chance of getting a leadership position</td>
<td>.231</td>
<td>.631</td>
</tr>
<tr>
<td>... to develop my knowledge</td>
<td>.073</td>
<td>.625</td>
</tr>
<tr>
<td>... it is easier to find a job with a diploma</td>
<td>.076</td>
<td>.670</td>
</tr>
<tr>
<td>... did not want to work yet</td>
<td>.526</td>
<td>.165</td>
</tr>
<tr>
<td>... wanted to make many relationships</td>
<td>.522</td>
<td>.405</td>
</tr>
<tr>
<td>... followed the example of the family</td>
<td>.654</td>
<td>.075</td>
</tr>
<tr>
<td>... followed the example of friends</td>
<td>.696</td>
<td>.075</td>
</tr>
<tr>
<td>... parents’ and teachers’ influence</td>
<td>.697</td>
<td>-.040</td>
</tr>
<tr>
<td>... you could afford it financially</td>
<td>.597</td>
<td>.182</td>
</tr>
<tr>
<td>... it was tax-free</td>
<td>.579</td>
<td>.132</td>
</tr>
</tbody>
</table>

*Extraction Method: Principal Component Analysis.*

*Rotation Method: Varimax with Kaiser Normalization.*

*a. University = 6.00 UO*

*b. Rotation converged in 3 iterations.*
Scale reliability analysis

- **Motivation scale of social mobility**
  
  UniDeb = 0.657
  
  UO = 0.697

- **Motivation scale - influence and postponing**
  
  UniDdeb = 0.602
  
  Uo = 0.708
Conclusions
Thank You
FOR YOUR ATTENTION

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