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Gender-specific motivation for higher education by participants in the “Serpín” programme

Aigul Beissenova*

Academician E.A. Buketov Karaganda University
100024, 28 Universitetskaya Str., Karaganda, Republic of Kazakhstan

Tatyana Rezvushkina

Academician E.A. Buketov Karaganda University
100024, 28 Universitetskaya Str., Karaganda, Republic of Kazakhstan

Korlan Muslimova

Academician E.A. Buketov Karaganda University
100024, 28 Universitetskaya Str., Karaganda, Republic of Kazakhstan

Gulzhan Alimbekova

Public Opinion Research Centre “CIOM”
050002, 54 Zhibek Zholy Str., Almaty, Republic of Kazakhstan

Galiya Seifullina

Academician E.A. Buketov Karaganda University
100024, 28 Universitetskaya Str., Karaganda, Republic of Kazakhstan

Abstract

Relevance. The relevance of the stated subject of study is determined by the number of issues associated with the lack or incorrect motivation for higher education of the participants of the “Serpín” programme.

Purpose. The purpose of this study is to investigate the gender-specific motivation for higher education among students who take part in the state-run “Serpín” programme.

Methodology. The basis of the methodological approach is a qualitative combination of theoretical research methods with diagnostic ones. In particular, analysis, synthesis, interpretation, generalisation and abstraction were used to identify theoretical approaches to explaining the concept of “gender-specific motivation” and its structural components; the comparative-historical, problem-comparative and structural method was used to characterise and analyse the motivation of students who chose to participate in the “Serpín” programme; and diagnostic methods, including questionnaires, interviews and tests, were used to investigate the gender-specific motivation of programme participants.

Results. The main findings of this study should be considered as the substantiation of various approaches to the definition of the concepts of “motivation” and “gender characteristics of motivation”, and the characterisation of the motivational system of the participants of the state programme “Serpín” and the substantiation of the gender characteristics of the motivation of receiving higher education by the participants of this educational programme.

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*Corresponding author



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Conclusions. The results, along with the conclusions formulated on their basis, are of practical value for the developers of the “Serpín” programme, teachers, and other specialists who are engaged in the implementation and study of this state programme in Kazakhstan.

Keywords: state programme; students; Kazakhstani youth; labour resources; employment.

Introduction

Nowadays, education is one of the main spheres that are involved in the process of social modernisation in Kazakhstan. The Republic of Kazakhstan is among those world countries that allocate a high share of budget expenditures to education and the development of the education system in the country. At the state level, knowledge is considered an integral part of the modernisation of public consciousness and is positioned as a fundamental factor of success in the future. The state government is convinced that if education becomes a core value in people's value system, the nation is bound to be highly successful and prosperous. One of the key features of Kazakhstan's state youth policy in education is its focus on providing all categories of the population with equal opportunities for education and its accessibility. Technological education is one of the priority areas of state support [1]. The State Education Programme “Serpín” focuses on the effective allocation of the labour force among young people. The main goal of this programme is to popularise specialities that are in demand in the regions on the basis of long-term industrialisation plans of the Republic of Kazakhstan and the effective distribution of labour resources. In the context of the programme, the country's young people from labour-surplus regions are sent for training and further employment to regions where the labour market is experiencing labour shortages [2-4].

This programme has been operating in the Republic of Kazakhstan since 2014. It provides for the participation of fourteen regions of the Republic of Kazakhstan, 9 of which are receiving and 5 are sending regions. The state awarded 5089 grants in the 2018-2019 academic year, 5109 grants in the 2019-2020 academic year, 5107 grants in 2020-2021 and 5156 grants in 2021-2022. However, the experience of implementing the “Serpín” programme has shown that there are many problems in this process that require immediate analysis and solution. Among the main challenges: the issue of adaptation of program participants to an unfamiliar environment, unwillingness, and complete lack of motivation to stay in the northern regions of the country and find a job, as well as the return of many graduates to their native regions [5-7]. Therefore, an important task of this stage is to investigate the gender-specific motivations for higher education among the “Serpín” programme participants, which will make it possible to identify the main motivations of the programme participants, their wishes and expectations from participating in this educational programme, and eventually to solve the existing problems that prevent the participants from migrating and finding employment in the northern regions of the country. Therefore, the purpose of this study is to investigate the gender-specific motivation for higher education among the participants in the “Serpín” programme. An analysis of the scientific literature on the subject showed a lack of thorough investigation, as scholars who study the problem do not pay due attention to

the gender-specific motivation of students enrolled in the “Serpín” programme.

For example, G.K. Baubekova & Y.Ye. Dukhnovskaya [8] consider only social conditions, interests and make up a socio-demographic profile of a student studying in the designated programme at the Faculty of Science and Mathematics of Kostanay State Pedagogical Institute. Ye.N. Yegorenkova [5] also analyses the social and demographic characteristics of the participants of this programme, without analysing their motivation for higher education and its gender characteristics. M.B. Zhantemirova & D.S. Kakabayeva [9] analysed the process of adaptation of first-year students who arrived from the southern regions as part of the “Serpín” programme, paying attention to the nature of the adaptation process, psychological factors of adaptation of the participants of this programme, difficulties of students' adaptation period, and developed a correctional programme “Adaptation of first-year students from southern regions “Serpín-2050””. Sh.T. Tulegenov *et al.* [10] assessed the physical performance of “Serpín” students, also without paying adequate attention to student motivation. Therefore, the study of the gender specificities of the higher education motivation of “Serpín” participants is a relevant topic, thereby prompting it to be chosen for this investigation.

The purpose of this study is to investigate the gender-specific motivation for higher education among students who take part in the state-run “Serpín” programme.

Materials and Methods

The methodological approach of this study is based on a qualitative combination of theoretical and diagnostic research methods. In particular, analysis, synthesis, interpretation, generalisation, abstraction used to identify theoretical approaches to interpreting the concept of “gender specific motivation” and its structural components, comparative-historical method, problem-comparative, structural methods used to characterise and analyse the motivation of students who chose to participate in the “Serpín” programme to obtain higher education. Diagnostic research methods were used to investigate the gender-specific motivation of participants in the “Serpín” education programme.

The presented study was carried out in three stages. In the first stage, a theoretical basis was elaborated. Also, at this stage of the study, the concept of “motivation” and “gender-specific motivation” was analysed, the main approaches to the definition of these concepts by modern scientists were described, and their main features, structural elements and characteristics were analysed. In addition, the main characteristics, advantages, and limitations of the “Serpín” programme, which influence the system of motivation in its participants, are analysed.

In the second stage, a study of the gender-specific motivation of participants in the “Serpín” education programme was carried out. A survey of participants in the

“Serpín” programme was conducted at the Academician E.A. Buketov Karaganda University. The respondents were 200 first-year students, aged 17-19, who had started this education programme. The group of respondents included 100 male students and 100 female students. To investigate the gender-specific motivation of first-year students to pursue higher education, two studies were conducted, one at the beginning of the academic year and one at the end. In between studies, a remedial programme, developed by the author, was applied, which was aimed at correcting the indicators of students' motivation to pursue higher education and at creating a desire in young people after graduation to seek a job in their profession in the northern regions of Kazakhstan. The programme included various individual and group conversations with students, trainings, meetings with graduates of the “Serpín” programme who managed to successfully find a job and work in their field of specialisation, individual and group consultations, etc.

The diagnostic work was conducted using a developed questionnaire on: ““Serpín” Motivation”. This questionnaire consisted of 20 questions, among which were the following:

1. Have you thought about whether or not to pursue higher education? (Answer options: a) yes; b) no; c) I find it difficult to answer).

2. What was the main reason for choosing higher education under the “Serpín” programme? (Answer options: a) the prestige of the profession; b) skills in a particular domain; c) the benefits the programme provides for students; d) other).

3. What guided your choice of university? (Answer options: a) the prestige of the institution; b) the availability of the desired course and c) the advice of the students at this university).

4. Are you convinced of the fact that it is only possible to get a decent job by having a higher education? (Answer options: a) yes; b) no).

5. Why are you interested in higher education in the “Serpín” programme? (tick up to 3 options). (Answer options: a) to get a high-paying job; b) to be independent from my parents; c) as a form of deferment from the draft; d) I plan to relocate and work in this specialisation; e) everyone has a degree, so I need one; f) I want to start my own business; g) other).

In the final stage of the study, based on the findings, the final conclusions of the study were formulated, which are the final reflection of these results and define the main approaches to the definition of “motivation”, “gender characteristics of motivation”, features of motivation formation in students who take part in the state educational programme “Serpín”, and gender characteristics of higher education of the participants of this programme.

Results

Motivation has been defined as a complex psychological phenomenon, a dynamic process of the psychophysiological plane, which not only governs human behaviour, but also determines its organisation, orientation, sustainability and activity, and its ability to actively satisfy its various needs. The motivational sphere is a complex education, which is a set of needs, motives, interests, ideals, beliefs, and goals that directly determine

human activity [11-14]. The concept of “gender” reflects various cultural, social, psychological, and other personality traits, differences between the sexes in needs, interests, requests, and behavioral strategies. Gender is a complex socio-cultural construct that includes behavioral, role, emotional and mental emotional differences between men and women [15-17].

Gender characteristics of motivation for higher education are the characteristics of motives for education, which prevail in male and female representatives. Gender characteristics of motivation are manifested in different motives among men and women, their understanding of the need for education, understanding the role of education in the modern world and the purpose of obtaining it [18-21]. To study the gender specifics of motivation to obtain higher education of the participants of the state educational programme “Serpín”, a diagnostic study of first-year students of Academician E.A. Buketov Karaganda University was carried out. The students were surveyed in the form of a handout questionnaire comprising 20 questions at the beginning and end of the academic year. The survey covered age categories from 17 to 19 (Figure 1). Gender characteristics of respondents: 100 – males, 100 – females.

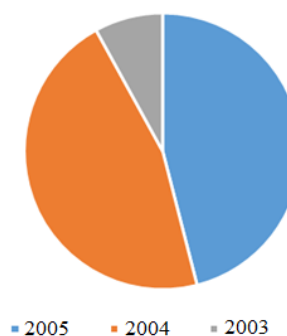


Figure 1. Year of birth of respondents

As a result of the first stage of the survey, it was revealed that 79% of first-year male students like to study at a university, 14% said they did not like it, 7% found it difficult to answer. 82% of first-year female students answered that they liked studying at the university, 10% of females did not like studying and 8% found it difficult to answer.

To the question: “What was the main reason for choosing higher education under the “Serpín” programme?” 61% of male students responded that the benefits provided by the programme for students were important to them, 24% said it was the prestige of the profession, 7% believed that their skills for the future profession played a major role, and 8% answered “other”. To the same question, 50% of female students answered that they were motivated by the benefits offered by the “Serpín” programme, 33% answered that the prestige of their future profession was important for them, 12% believe that their skills for their future profession played a key role, and 5% chose “other”.

To the question “Are you convinced of the fact that it is only possible to get a decent job by having a higher education?” 64% of male respondents answered positively and 36% negatively, among female respondents 75% answered “yes” and 25% answered “no”.

To the question "Why are you interested in higher education under the "Serpín" programme?", with a maximum of 3 options to choose from. Among young men: 50% to get a well-paid job, 42% think they need an education programme to get a deferment from the army and 8% plan to relocate and work in their specialisation. Among females: 45% think they need programme education to get a well-paid job, 45% to be independent of their parents, 10% plan to move and work in their profession.

When asked "What are your professional plans after graduation?", young men answered as follows: 50% want to go home and find a job in their field of specialisation; 10% intend to take any job regardless of their field of specialisation; 15% intend to take a job outside their field of specialisation; 18% want to stay and take a job in their field of specialisation; 4% intend to continue studying and 3% answered that their professional plans are not yet definitely defined. The female students gave the following answers to the same question: 45% stated that they would like to go home and get a job in their field of study, 20% want to get a job outside of their field of study, 10% want to get a job in any field of study, 10% want to continue their studies, 10% are uncertain about their career plans and 5% want to stay and get a job in their field of study.

Thus, the first stage of the survey showed that a significant majority of first-year male and first-year female students like to study at a university. The main reason for choosing higher education under the "Serpín" programme, both males and females called the benefits offered by this educational programme. Also, the majority of male respondents, similarly to the female respondents, are convinced that it is only possible to get a good job having a higher education. The main goal of obtaining higher education under this state programme is for young men to get a high-paying job and a deferral from the army, and for young women to also get a high-paying job, and independence from their parents. Regarding professional plans after graduation, most of the students replied that they were going to return home and find a job in their specialty. It should be emphasised that the number of young men who identify a desire to stay and find work in their field of specialisation is greater than the number of young women who revealed a similar desire. At the same time, male students have more definite plans than female students.

Having identified that a higher percentage of first-year students had a desire to return home and find a job in their field of study rather than stay in a new place and find employment, a follow-up programme "Improving motivation for further employment in northern Kazakhstan for first-year students who participate in the "Serpín" programme" was developed. This programme included talks, training sessions, group and individual consultations, conferences with graduates who stayed in the northern regions of the country and successfully found a job, video trainings, watching motivational films.

The next stage of the study was a follow-up questionnaire in March to determine the level of motivation of students from the southern regions to pursue higher education and their intention to stay in the northern region for employment.

Analysis of the results of the second phase of the survey of first-year "Serpín" students showed that they still enjoy studying at the university. Thus, 83% of male respondents answered that they like studying at a university, which is 4% more than in the first semester, 12% gave a negative answer and 5% found it difficult to answer. 85% of female respondents answered that they like to study at a university, this is 3% more than at the first stage of the study, 8% answered negatively, 7% found it difficult to answer.

When asked about the main motive for choosing higher education under the "Serpín" programme, 60% of young students answered that the benefits provided by the programme for students were important for them, 24% - the prestige of the profession, 9% believe that their skills for the future profession played a major role, 7% answered "other". When asked the same question, 49% of female students said that they were motivated by the benefits offered by the programme, 34% said that the prestige of their future profession was important to them, 11% believed that their skills in their future profession played a key role and 6% chose "other". A comparison of the responses received in the first and second stage of the study showed that the students responded more or less identically to the questions posed.

As for the question of the importance of obtaining higher education for further obtaining a good job, the opinion of students has also remained virtually unchanged, they are still convinced that it is possible to get a good job only with a higher education. 66% of males answered "yes" and 34% answered "no", also 77% of females answered this question positively and 23% - negatively.

Very important for the second stage of the study were the students' answers to the question "Why are you interested in higher education in the "Serpín" programme?". Here, the following answers were obtained: 55% of young men responded that they need higher education in this educational programme to get a high-paying job, 30% believe that they need education in the programme to have a deferment from the army and independence from parents, and 15% plan to relocate and work in their field of specialisation, which is 7% more than in the first stage of the study. 45% of females believe that they need programme education to get a well-paid job, 40% to be independent from their parents, and 15% plan to relocate and work in their field of specialisation. Accordingly, 5% more females decided to stay in the northern region of Kazakhstan and pursue employment in their field of specialisation.

When asked about professional plans after graduation, young students answered as follows: 45% want to return home and find a job in their field of specialisation, 10% are going to get any job regardless of the field of specialisation; 20% are going to get a job in different field of specialisation; 15% want to stay and get a job in their field of specialisation; 8% are going to continue their studies, 2% answered that their professional plans for the future have not yet been precisely defined. Female students gave the following answers to the same question: 40% revealed a desire to return home and find a job in their field of specialisation, 15% are going to get a job in a different field of specialisation, 9% want to get any job regardless of the speciality, 17% want to continue their studies, 9% answered that their professional plans are still not precisely

defined and 10% are going to stay and get a job in their field of specialisation.

Consequently, the second stage of the study showed that most of the male and female students still like to study at the university. Both male and female students' main reason for choosing to pursue higher education through the "Serpin" programme continues to be the benefits it offers. The opinion of male and female students that they need a higher education to get a good job also remained unchanged. Analysis of the answers to the question "Why are you interested in higher education in the "Serpin" programme?" showed that higher education is important for both males and females to get a high-paying job. In addition, it was revealed that 7% more males and 5% more females decided to stay and get a job in their field of specialisation in the north of the country. As regards career plans after graduation, the percentage of young men and women who want to return home and find a job in their field of specialisation has decreased, while the number of those who want to stay has increased by 7% among male students and 5% among female students.

Thus, the study showed that for both male and female students it is very important to receive a higher education, as they believe it gives them the opportunity to find a good, well-paid job. However, young men are more career-oriented than young women; they are more determined about their future plans and already in their first year of education have career aspirations following graduation. Also, during the first stage of the study, it was revealed that a fairly large number of male and female students do not want to stay in the northern region of the country and find a job, they prefer to return home and look for work there. But, in the second stage, as a consequence of the developed follow-up programme "Improving motivation for further employment in the northern regions of Kazakhstan for first-year students who participate in the "Serpin" programme", these indicators improved slightly.

Discussion

Motivation is an important component of learning activities, it not only determines the quality of students' knowledge acquisition, but also influences their achievements, aspirations and desires to acquire this knowledge and become a highly qualified specialist in a certain direction [22-25]. Therefore, a deeper analysis into the motivation of "Serpin" participants to pursue higher education is necessary because education has become one of the main components of life for most young people in Kazakhstan and the state is doing its best to engage young people in technological education and their further employment in regions of the country experiencing a critical shortage of specialists [26-29]. However, to date, many critical issues relating to the issue of gender-specific motivation for higher education in the "Serpin" programme have not been addressed and analysed adequately in the studies of scholars, which makes this survey relevant.

Scholars such as K. Bätz *et al.* [30], K. Clayton *et al.* [31], M. Creed & L.A. Phillips [32], J. Eccles [33], A. Syzmanowicz & A. Furnham [34], C.J. Soto *et al.* [35], A.J. Martin [36], S. Beyer [37], C.P. Cerasoli & M.T. Ford [38], T. Gnambs & B. Hanfstingl [39], M.T. Wang & J.L. Degol [40], E.A. Patall *et al.* [41], have

devoted their studies to investigating student motivation, gender-specific motivation of young females and males, and the interests of young people at different ages. These and many other researchers conclude that in the education system, young men are oriented towards "typically male" motivational factors, such as opportunities for career advancement and high earnings, while girls are more oriented towards independence and autonomy. In addition, these researchers claim that stability and job security are especially important for females when choosing a future profession, whereas males do not pay attention to these factors. A study conducted at the Academician E.A. Buketov Karaganda University partially confirmed the theses of these foreign scientists and showed that high earnings and career advancement are also important for young men in Kazakhstan. At the same time, these factors are also significant for young women.

Other scientists, including G.K. Baubekova & Y.Ye. Dukhnovskaya [8], Ye.N. Yegorenkova [5], M.B. Zhantemirova & D.S. Kakabayeva [9], T.K. Rostovskaya & T.K. Kaliyev [1], Sh.T. Tulegenov *et al.* [10] more often consider the social and demographic characteristics of students who study in the "Serpin" education programme, their adaptation period, psychological state, and various problems, such as communication difficulties, in the first stages of study. G.K. Baubekova & Y.Ye. Dukhnovskaya [8] argue that today's students who study in the "Serpin" programme realise that education is the tool that helps them to succeed in life. According to the research of these scientists, most of the students surveyed believe that to achieve success and well-being in life, it is necessary to have a higher education. The author agrees with G.K. Baubekova & Y.Ye. Dukhnovskaya [8], since the diagnosis carried out in the context of this study on the basis of the Academician E.A. Buketov Karaganda University also showed that the majority of students enrolled in this state programme enjoy studying at university and are convinced that it is only possible to get a good job with a university degree. Thus, the majority of young male and female students understand that higher education is necessary to succeed in life and are motivated by a well-paid job opportunity after graduation.

However, as this study has shown, the main reason for choosing higher education through the "Serpin" programme is, for most male and female respondents, the benefits the programme provides for students, and then the prestige of the profession and their skills. Such data indicate that for many students, learning may not be enjoyable, and they will transfer to another field of study. The study also revealed that a large percentage of young people want to return home and find a job in their field of specialisation after graduation or intend to take up any job regardless of specialisation, rather than stay in the region where they are pursuing higher education. Similar issues have been identified by many scientists, for example, G.K. Baubekova & Y.Ye. Dukhnovskaya [8], N.G. Aydargaliyeva [42], Ye.N. Yegorenkova [5], L. Yerekeshova [22], S.A. Nurgaliyeva [43], M.Zh. Tashenev [44], Yu.R. Khayrullina & R.R. Khizbullina [45], etc. Among the underlying reasons for the above-mentioned issues, these academics name the lack of sufficient productive jobs for migrants in the receiving regions, the lack of interest of local executive

bodies in pursuing an active migration policy, and also the challenges associated with the new environment, adaptation, language difficulties, geographical distance from home, and unwillingness to work in rural areas.

The author believes that all these problems stem from the initial wrong motivation of the students, who decided to take part in the “Serpín” programme not because they like technology and want to work in this sphere, but because the programme offers several benefits and many dividends – in the form of a hostel, stipends, three meals a day and the opportunity to visit their parents in their region once a year. It is important to note that, according to the National Fund for Social Development “Serpín”, the first 25 people who completed the programme could not find a job; in the second year of the programme, only half of all graduates found a job. In 2018–2021, only 50% of graduates also gained employment [46]. Yu.V. Gracheva [15] argues that such employment pattern results from the dominance of external rather than internal motives in students. External motives, according to her, occupy high positions in the system of motivation for choosing a job today. The main reason for this, she says, is personal limitations, in other words, deficiencies in personal development. Yu.V. Gracheva [15] stresses that optimising students' labour choices and increasing their motivation requires specially organised activities that will be aimed at making students aware of their personal preferences, value orientations and needs.

M.Zh. Tashenev [44] focuses on the fact that Kazakhstan is currently in the process of modernising its vocational and technical education system through the “Onbek” and “Serpín-2050” programmes, which have been established to ensure that the state can deliver competitive and highly skilled professionals. However, the scientist argues that for this process it is still necessary to promote the interest and motivation of young people to acquire technology-related qualifications and further employment in the northern, eastern, and western regions of Kazakhstan, which are experiencing a shortage of workers. T.K. Rostovskaya & T.K. Kaliyev [1] found that in most cases first-year students of both sexes were driven by instrumental motives, such as obtaining a diploma or deferment from the army, securing their future financial well-being, and so on. At the same time, many of them hope to find better-paid and more prestigious jobs through higher education.

Thus, an analysis of the studies and relevant literature suggested that little attention has been paid to the study of gender-specific motivations for higher education among participants in the “Serpín” programme. Researchers are mainly concerned with the adaptation problems of students who choose to study under this state programme, their social and psychological problems, leaving their motivational system unattended. However, the formation of students' educational motivation and the study of gender-specific motivation plays a very important role, as it determines the quality of the higher education received, affects the choice of employment and job placement of young people, and contributes to improving work performance and reducing unemployment in general. In examining the gender-specific motivation of participants in the State Education Programme “Serpín”, it was determined that both young males and females decided to

participate in this programme based on the benefits it provides, and the key motivation in choosing a profession is economic, as all students want a good and well-paid job upon graduation. At the same time, the desire to build a career prevails in young men to a greater extent and there are certain professional plans after graduation from university than in young women. This is because young men follow centuries-old traditions and intend to be responsible for the material well-being of their families.

Conclusions

The study found that motivation is a complex psychological phenomenon and a dynamic process of a psychophysiological nature, which governs human behaviour and determines a person's organisation, focus, sustainability, activity, and ability to effectively meet their needs. The motivational sphere is a complex formation, a set of motives, needs, interests, beliefs, ideals, and goals that determine human activity. The gender-specific characteristics of higher education motivation are specific to male and female motivational factors. These characteristics are reflected in different motivations among men and women, their sense of the need for education, their understanding of the role of education in today's world, and the purpose of receiving it.

Conducted on the basis of the Academician E.A. Buketov Karaganda University showed that for young people it is very important to receive a higher education, as they believe it gives them the opportunity to find a good, well-paid job. At the same time, male students are more career-oriented than female students. It was also revealed that most students, both male and female, do not want to stay in the northern region of the country and find employment, they intend to return to their regions and seek jobs there, often outside their field of specialisation. However, as a second stage of the study, with the help of the developed follow-up programme “Improving motivation for further employment in the northern regions of Kazakhstan for first-year students who participate in the “Serpín” programme”, the situation changed for the better and the percentage of those who wanted to go home after graduation decreased slightly.

The results obtained in this study, and the conclusions drawn from them, can be further applied as an effective scientific basis for studying the gender-specific characteristics of student motivation. In addition, the material in this study can be used by teachers who are concerned with the problems of motivating students taking part in the “Serpín” programme and by academics who are addressing the challenges of improving this government programme. The prospect of this study is, first of all, to expand the respondent pool, it is advisable to include undergraduate students in the number of respondents, and it is also worth expanding the geography of the universities. In addition, the hierarchy of motives, their subordination and interdependence can be examined in more detail.

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Conflict of Interest

None.

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Гендерні особливості мотивації до здобуття вищої освіти учасниками програми “Серпін”

Айгуль Бейсенова

Карагандинський університет імені академіка Є.А. Букетова
100024, вул. Університетська, 28, м. Караганда, Республіка Казахстан

Тетяна Резвушкіна

Карагандинський університет імені академіка Є.А. Букетова
100024, вул. Університетська, 28, м. Караганда, Республіка Казахстан

Корлан Муслімова

Карагандинський університет імені академіка Є.А. Букетова
100024, вул. Університетська, 28, м. Караганда, Республіка Казахстан

Гульжан Алімбекова

Центр вивчення громадської думки “СІОМ”
050002, вул. Жибек Жоли, 54, м. Алмати, Республіка Казахстан

Галія Сейфулліна

Карагандинський університет імені академіка Є.А. Букетова
100024, вул. Університетська, 28, м. Караганда, Республіка Казахстан

Анотація

Актуальність. Актуальність заявленої теми дослідження визначається низкою проблем, пов'язаних з відсутністю або неправильною мотивацією до здобуття вищої освіти в учасників програми “Серпін”.

Мета. Метою цього дослідження є вивчення гендерних особливостей мотивації до здобуття вищої освіти серед студентів, які беруть участь у державній програмі “Серпін”.

Методологія. Основою методологічного підходу є якісне поєднання теоретичних методів дослідження з діагностичними. Зокрема, аналіз, синтез, інтерпретація, узагальнення та абстрагування використовувалися для визначення теоретичних підходів до пояснення поняття “гендерно-специфічна мотивація” та її структурних компонентів; порівняльно-історичний, проблемно-порівняльний та структурний методи – для характеристики та аналізу мотивації студентів, які обрали участь у програмі “Серпін”; діагностичні методи, зокрема анкетування, інтерв'ю та тестування, – для дослідження гендерно-специфічної мотивації учасників програми.

Результати. Основними результатами цього дослідження слід вважати обґрунтування різних підходів до визначення понять “мотивація” та “гендерні особливості мотивації”, а також характеристику мотиваційної системи учасників державної програми “Серпін” та обґрунтування гендерних особливостей мотивації здобуття вищої освіти учасниками цієї освітньої програми.

Висновки. Отримані результати, а також сформульовані на їх основі висновки мають практичну цінність для розробників програми “Серпін”, викладачів та інших фахівців, які займаються впровадженням і вивченням цієї державної програми в Казахстані.

Ключові слова: державна програма; студенти; казахстанська молодь; трудові ресурси; зайнятість.