

Motivation to Get a Second Higher Education: Psychological and Pedagogical Aspect

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Abstract. The article examines the factors, psychological and pedagogical conditions for obtaining a second higher education. The leading trends of lifelong education in the EU countries are identified. It is found that the trend of adult participation in education is growing in the EU countries; on average, the share of women receiving second higher education exceeds the share of men in this indicator; EU countries differ significantly in the level of adult participation in education during life; there is a tendency for non-formal education to prevail over formal education; the proportion of those who receive training and training among the adult population is significantly higher among those who have already received higher education; in countries with a higher level of GDP per capita, there is a smaller share of the population, through the cost of obtaining a second higher education, does not have the opportunity to study; in countries with high income

and GDP per capita, the share of the population, cannot get a second higher education through significant expenses, is less. The proportion of the population who say they do not need a second higher education also fluctuates significantly in EU countries. A study was conducted to identify motivational factors for obtaining a second higher education among students of the two-year program of various specialties. It is established that secondary needs, in particular self-realization, realization of potential opportunities, the need to increase the level of professional competence, are the main ones for the recipients of the second higher education, which corresponds to a higher level of needs according to the hierarchy of needs.

Keywords: motivational sphere; psychological factors; second higher education; lifelong learning; non-formal education; formal adult education

1. Introduction

The development of information and communication technologies has accelerated the pace of globalization, enabling companies to break production processes into global value chains (GVCs) according to the OECD (2019). Staff with skills are at the center of GVC, which must meet the requirements of the creative economy, digital business transformation: social and emotional intelligence, the ability to use technology, the ability to self-motivate and motivate continuous learning through constant technological transformations. The share of enterprises in the EU countries providing staff with ICT training and training is 24% in 2019 and 19% in 2012 (Eurostat, 2019a).

Low skill levels are characteristic of a significant proportion of the population in different countries of the world according to an OECD (2019). Such countries include Ukraine, where workers do not possess the basic skills that are in demand in high-tech companies, and educational institutions' programs lag far behind the needs of the labor market. Higher education applicants have a higher level of literacy and skills to solve technologically complex tasks, and therefore the demand for their services is high in the labor market (OECD, 2019). In Ukraine, the same trends can be traced, where employees with a high level of proficiency in professional skills and competencies receive high wages and are in demand in the labor market, in addition, their supply is significantly limited. This requires clarification of the impact of technology development in the EU and Ukraine on the motives of professional development of applicants for second higher education. It is advisable to find out how the need for digital skills affects the choice of a second profession, professional development programs, and retraining programs.

2. Literature review

Analysis of recent studies and publications confirmed that the processes of providing and receiving services in the field of second higher education have not yet been sufficiently reflected as a subject of scientific research.

Motivational aspects of obtaining a second higher education are based on approaches to personal motivation: as a structural and hierarchical education, as a determination of personal development, as motivation in ontogenesis, as motivation of an active personality. Over the past decades, a number of modified theories of Maslow's motivation have been developed, including human capabilities, training and teaching, marketing and consumer behavior, management, information, and others. These models can be divided into four groups: theories of individual expectations of success, theories focused on the significance of tasks, theories that combine significance and expectations, and theories that integrate motivation and cognitive abilities.

The motives of adult education for second tertiary education, as well as additional vocational training have been considered by many authors (Bélanger, 2011; Boeren, 2016a; Chikileva, 2017; Courtney, 2018; Davis & Coryell, 2019). The problem of educational motivation in higher education was investigated in the context of a set of motivational factors and mechanisms that influence human behavior, educational and professional activity of a person, the role of motivation of communication in the structure of students' motivational sphere, the connection of learning effectiveness with the development of social-value motives in accordance with education and profession, the role of the motive for achievement in the learning process, the dynamics of cognitive and educational motives (Savchenko, 2015).

Initially, the theory of needs was proposed by American psychologist of Russian descent Abraham Maslow, leader of humanistic psychology, in 1943 (Savchenko, 2013). By itself, it was never intended for management or organizations, the scientist was concerned with the problems of social psychology. The hierarchy of needs became the foundation that provided the starting point for most subsequent studies. According to the theory of Maslow, all human needs can be divided into five main categories: physiological; the need for security; social; the need for respect and the need for self-actualization. Their satisfaction occurs in a certain order: from a lower level (physiological needs) to a higher level (the need for self-actualization). This means that as long as the lower needs are not satisfied, the person will not seek to meet the higher needs. Thus, a five-level hierarchy is formed, which is often represented graphically as a triangle or pyramid. And the top of the pyramid is much narrower than its base. It follows that only a small number of people reach the satisfaction of higher needs.

The motivational component of educational activity covers the cognitive needs, motives and meanings of learning, including the motives of self-improvement, self-realization and self-expression. Adult learning activities include formal, non-formal and informal learning (Boeren, 2016b). Formal education includes those types of educational activities provided by the country's educational system at educational institutions. It is characterized by the opportunity to obtain a diploma, certificate or document proving advanced training (Boeren, 2016a).

Some studies have concluded that the educational opportunities of adults depend on the accumulated cumulative advantages, which means that a person is more likely to want to get additional education in the case of higher education (McMullin & Kilpi-Jakonen, 2014). The study shows two interdependent trends: an increase in adult participation in educational programs during life and an increase in the share of educational activities supported by employers (Rubenson, 2017). The growing interest in adult education is associated with accelerated structural and technological changes in the labor market of globalized societies (Wahler, Buchholz, Myrup Jensen & Unfried, 2014). Adult life-long learning is considered to be an important factor in improving socio-economic equality.

It is found in a study by Savchenko (2015) that for those who receive a second higher education, the cognitive motive that meets the 5th level of Maslow's needs is dominant. In this work, we studied individual differences and determined the structure of the respondents motivational sphere based on two samples of undergraduate students and students receiving a second higher education. A correlation was established between the indicator of motivation for success and the level of actualization of motives for the two studied samples ($R = 0.391$ and $R = 0.513$, or 0.004).

Among the studies of the psychological aspects of obtaining a second higher education, we should mention the work of Rudenko (2016), in which the author revealed the psychological motives of teaching. Most students (73%) have cognitive interests in the first place, ie, first-year higher education students expect new knowledge. Many students also expect that studying at the Institute will contribute to their self-development (60%) and the acquisition of practical professional skills (40%). According to the overwhelming majority of students, the actual goal of training is to acquire practical professional skills (80%), and to obtain theoretical knowledge less frequently (60%) (Rudenko, 2016).

The main incentives for additional adult education are the need for new knowledge at work (63% of adults studied), self-interest (14%), the desire to find a better paying job (10%), the desire to find more interesting work (7%) (Tyurin, 2012).

Shabashova, (2010) notes, that there are differences between groups of students of the second higher education in the motives of "opportunities to get new knowledge". This motive is the most important for students who change their specialty (0.78) compared to the group whose students improve their skills (0.50) and in their training are more focused on the motivation of deepening existing knowledge in their field (0.59), which in the group that change their specialty, takes the second place (0.44). However, it should be noted that these motives reflect a pronounced need for knowledge for listeners of both groups. This is what determines the high motivation and activity of students, which is their characteristic feature in the learning process.

The results of the Chikileva's (2017) survey show that the main motive for obtaining additional professional education 55.9% of the surveyed students named the deepening and expansion of professional knowledge; 34.7% of respondents believe that professional development or professional retraining will allow them to get a career opportunity, and 28.6% - to increase their competitiveness in the labor market.

Thus, the main motives for obtaining a second higher education are to acquire new professional knowledge and expand skills, self-development, self-interest, increase the level of remuneration, and change jobs. All these motives are due to pedagogical aspects, which can be divided into macro (education system, labor market), meso (company, personal qualities of the employee, place of residence), and micro (socio-demographic characteristics) according to the degree of influence on people who decide to get a second higher education (Ricardo et al., 2016). Global factors, such as digitalization, globalization, ICT development, Internet penetration, technical and technological innovations, are external factors that create a need for additional professional skills and knowledge. Social factors are determined by status, education, place of work, society, state structure, ethnicity, and so on. It is worth noting that the studies reviewed do not analyze the impact of global factors (digitalization, ICT development, Internet penetration, innovation) on the psychological and pedagogical aspects of obtaining a second higher education by students in Ukraine. There are no studies in the literature on the reasons for choosing applicants for second higher education for retraining programs (training in other specialties) and professional development of specialists. Conducting such a study is relevant for determining the impact of new technologies on the motives for obtaining a second higher education by applicants in Ukraine. It is important to determine how applicants understand the need to acquire skills to meet the needs of the market for employees, namely, the ability to use new technologies, the ability to self-motivate and motivate continuous learning through constant technological transformations.

3. Data and Study Methodology

According to the results of the periodic questionnaire of second-tertiary students, the main motives of studying under the programs of retraining (training in other specialties) and professional development of specialists were determined, as well as the characteristics (profile built) of the average IPO student who obtains the second higher education.

We used a method to identify the levels of motivation of Maslow, the two-factor motivational profile of Herzberg and the test of life orientations of Leontiev to achieve the task.

The following indicators are used to assess the status and trends of adult learning and the motivations for adult learning:

1. Adult participation in learning in EU across countries - % of population aged 25 to 64 during the period 2008-2018, Eurostat (2019b).

2. Adult participation in learning in EU by sex – % of population aged 25 to 64, Eurostat (2019b).
3. Adult participation in lifelong learning, 2018, Organisation for Economic Co-Operation and Development (OECD, 2019).
4. Participation rate in education and training by educational attainment level in Eu-28 in 2016, %, Eurostat (2019b).
5. Population wanting and not wanting to participate, not participating in education and training, by main reason for not participating in EU-28 in 2011, 2016, Eurostat (2019c, 2019d).

4. Study results

According to generalized data, the average annual rate of professional development of employees in Ukraine is no more than 9%, and retraining-more than 2%, which indicates that even the minimum requirement defined by law is not met. The proportion of adults receiving formal or non-formal education in the EU countries averages 11.1% (Table 1), unlike in Ukraine. There is a steady upward trend in this indicator. The indicator differs within the EU countries. The indicator is significantly higher than the average in Belgium, Estonia, Ireland, France, Malta, the Netherlands, Austria, Poland, Sweden, Finland, and Switzerland, while in other countries it is close to or below the average. In countries with higher than average levels of adult participation in formal and non-formal education as a whole, this figure has increased significantly over the past ten years (except for Denmark). There is a convergence of countries in terms of adult participation in lifelong learning.

Table 1: Adult participation in learning¹ in EU across countries – % of population aged 25 to 64

| geo\time | 2008 | 2016 | 2017 | 2018 | Change, +/- |
|--------------------------|------|------|------|------|-------------|
| EU (28 countries) | 9,5 | 10,8 | 10,9 | 11,1 | 1,6 |
| Euro area (19 countries) | 8,2 | 11,2 | 11,3 | 11,5 | 3,3 |
| Belgium | 7,1 | 7 | 8,5 | 8,5 | 1,4 |
| Bulgaria | 1,6 | 2,2 | 2,3 | 2,5 | 0,9 |
| Czech Republic | 8 | 8,8 | 9,8 | 8,5 | 0,5 |
| Denmark | 30 | 27,7 | 26,8 | 23,5 | -6,5 |
| Germany | 8,1 | 8,5 | 8,4 | 8,2 | 0,1 |
| Estonia | 9,7 | 15,7 | 17,2 | 19,7 | 10 |
| Ireland | 7,2 | 6,5 | 9 | 12,5 | 5,3 |
| Greece | 3,2 | 4 | 4,5 | 4,5 | 1,3 |
| Spain | 10,7 | 9,4 | 9,9 | 10,5 | -0,2 |
| France | 6 | 18,8 | 18,7 | 18,6 | 12,6 |
| Croatia | 2,6 | 3 | 2,3 | 2,9 | 0,3 |
| Italy | 6,3 | 8,3 | 7,9 | 8,1 | 1,8 |

¹ The indicator measures the share of people aged 25 to 64 who stated that they received formal or non-formal education and training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not answer to the question 'participation in education and training'. Adult learning covers formal and non-formal learning activities – both general and vocational – undertaken by adults after leaving initial education and training. Data stem from the EU Labour Force Survey (EU-LFS).

| | | | | | |
|-----------------|------|------|------|------|------|
| Cyprus | 8,8 | 6,9 | 6,9 | 6,7 | -2,1 |
| Latvia | 6,9 | 7,3 | 7,5 | 6,7 | -0,2 |
| Lithuania | 4,9 | 6 | 5,9 | 6,6 | 1,7 |
| Luxembourg | 8,7 | 16,8 | 17,2 | 18 | 9,3 |
| Hungary | 3,4 | 6,3 | 6,2 | 6 | 2,6 |
| Malta | 6,3 | 7,8 | 10,6 | 10,9 | 4,6 |
| Netherlands | 17,1 | 18,8 | 19,1 | 19,1 | 2 |
| Austria | 13,3 | 14,9 | 15,8 | 15,1 | 1,8 |
| Poland | 4,7 | 3,7 | 4 | 5,7 | 1 |
| Portugal | 5,3 | 9,6 | 9,8 | 10,3 | 5 |
| Romania | 1,8 | 1,2 | 1,1 | 0,9 | -0,9 |
| Slovenia | 14,3 | 11,6 | 12 | 11,4 | -2,9 |
| Slovakia | 3,6 | 2,9 | 3,4 | 4 | 0,4 |
| Finland | 23,1 | 26,4 | 27,4 | 28,5 | 5,4 |
| Sweden | 22,5 | 29,6 | 30,4 | 31,4 | 8,9 |
| United Kingdom | 20,5 | 14,4 | 14,3 | 14,6 | -5,9 |
| Iceland | 25,1 | 24,7 | 23,6 | 21,5 | -3,6 |
| Norway | 19,7 | 19,6 | 19,9 | 19,7 | 0 |
| Switzerland | 27,9 | 31,4 | 31,2 | 31,6 | 3,7 |
| Montenegro | - | 3,3 | 2,8 | 3,2 | - |
| North Macedonia | 2,8 | 2,9 | 2,3 | 2,4 | -0,4 |
| Serbia | - | 5,1 | 4,4 | 4,1 | - |
| Turkey | 2,1 | 5,8 | 5,8 | 6,2 | 4,1 |

Source: Eurostat (2019b)

According to the theory of motivation, there are significant differences between women and men in the motives of professional development, in particular in external motives. Men are more focused on professional development, which is explained by the need for recognition, respect, and receiving material rewards. There is a more pronounced external negative motivational complex for women due to the unwillingness to receive criticism and the desire to avoid failure, to provide a certain level of security. Thus, data show that, on average, in the EU countries, the proportion of men receiving formal and non-formal education is lower by 2.0% than the share of women (Table 2).

Table 2: Adult participation in learning in EU by sex - % of population aged 25 to 64

| geo\time | 2008 | 2016 | 2017 | 2018 | Change, +/- |
|-------------------------|------|------|------|------|-------------|
| EU (28 countries) total | 9,5 | 10,8 | 10,9 | 11,1 | 1,6 |
| Male | 8,6 | 9,8 | 10 | 10,1 | 1,5 |
| Female | 10,4 | 11,7 | 11,8 | 12,1 | 1,7 |

Source: Eurostat (2019b)

In general, both the proportion of women receiving second higher education and the proportion of men following this indicator is growing by 1.5% and 1.7%,

respectively, in the EU countries. As a whole, EU countries differ significantly in the level of participation of adults in lifelong learning (Figure 1).

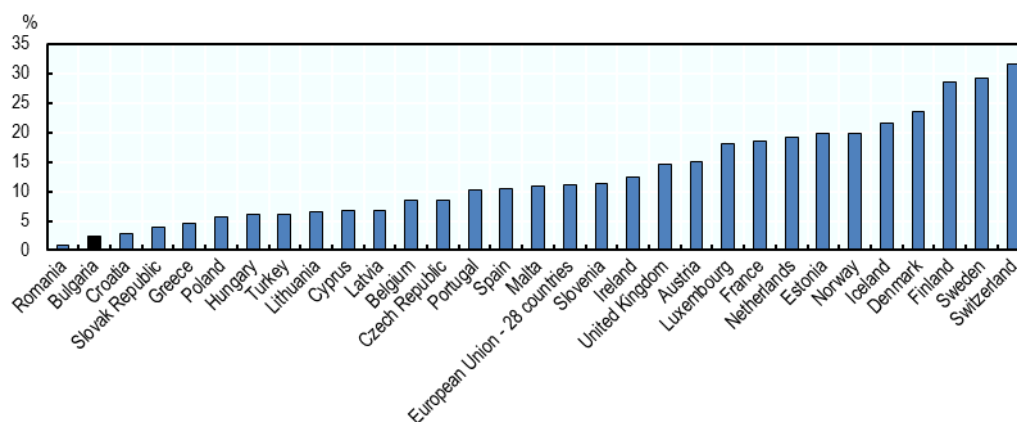


Figure 1: Adult participation in lifelong learning, 2018

Source: OECD (2019).

The contingent of second-graders in Europe and America are, first and foremost, persons with advanced training, as well as the unemployed and migrants. In Ukraine, on the contrary, they are persons with a sufficiently high social status and educational level who either improve their skills or seek their own limits of self-realization.

Non-formal education among adults in the EU was 42.7% in 2016 (Table 3). At the same time, the predominance of non-formal education over formal education is most observed among those who have already received higher education (61.9%). Among those who received less than primary, primary and lower secondary education, the share of formal and non-formal education is significantly lower than among those who received higher education.

Table 3: Participation rate in education and training by educational attainment level in Eu-28 in 2016, %

| European Union - 28 countries | 2007 | 2011 | 2016 | Change |
|--|------|------|------|--------|
| Participation rate in education and training by educational attainment level | | | | |
| Formal and non-formal education and training | 35,2 | 40,3 | 45,2 | 10,00 |
| Formal education and training | 6,6 | 6,2 | 5,8 | -0,80 |
| Non-formal education and training | 31,6 | 36,8 | 42,7 | 11,10 |
| Less than primary, primary and lower secondary education (levels 0-2) | | | | |
| Formal and non-formal education and training | 17,8 | 22,6 | 24,0 | 6,20 |
| Formal education and training | 2,8 | 2,7 | 2,1 | -0,70 |

| | | | | |
|--|------|------|------|-------|
| Non-formal education and training | 15,9 | 20,7 | 22,7 | 6,80 |
| Upper secondary and post-secondary non-tertiary education (levels 3 and 4) | | | | |
| Formal and non-formal education and training | 33,5 | 37,9 | 41,3 | 7,80 |
| Formal education and training | 30,2 | 34,7 | 39,1 | 8,90 |
| Non-formal education and training | 30,2 | 34,7 | 39,1 | 8,90 |
| Tertiary education (levels 5-8) | | | | |
| Formal and non-formal education and training | 58,4 | 61,3 | 65,8 | 7,40 |
| Non-formal education and training | 12,8 | 11,0 | 10,1 | -2,70 |
| Non-formal education and training | 52,0 | 55,8 | 61,9 | 9,90 |

Source: Eurostat (2019b)

The percentage of the population aged 25-64 that wants to participate in education and training in the EU is 18.8%, but the high cost of getting higher education for the second time does not have the opportunity to study (Table 4). It is worth noting that in countries with a higher level of GDP per capita, there is a smaller proportion of the population that does not have the opportunity to study through the cost of obtaining a second higher education (Bulgaria, Greece, Croatia, Albania, Serbia, North Macedonia, Slovenia, Romania, Latvia). The proportion of the population that cannot get a second higher education through substantial costs is lower in countries with high income levels and GDP per capita.

Table 4: Population wanting and not wanting to participate, not participating in education and training, by main reason for not participating in EU-28 in 2011, 2016

| GEO/TIME | Population wanting to participate in education and training, by main reason for not participating: costs | | Population not wanting to participate in education and training by main reason: No need | | Population not participating in education or training by main reason: Wanted but encountered difficulties | |
|-------------------------------|--|------|---|------|---|------|
| | 2011 | 2016 | 2011 | 2016 | 2011 | 2016 |
| European Union - 28 countries | 18,7 | 18,8 | - | 77,5 | 19,4 | 21,1 |
| Euro area (19 countries) | 17,2 | 17,7 | - | 77,1 | 21,2 | 20,8 |
| Belgium | - | 8,8 | 43,7 | - | 20,5 | 23,8 |
| Bulgaria | 33,7 | 19,6 | 88,6 | 97,4 | 8,0 | 6,7 |

| | | | | | | |
|----------------|------|------|------|------|------|------|
| Czech Republic | 14,3 | 13,9 | 41,6 | 77,3 | 7,7 | 10,3 |
| Germany | 13,1 | 12,2 | 72,0 | 91,3 | 11,3 | 11,8 |
| Estonia | 25,4 | - | - | 76,9 | 31,5 | 36,4 |
| Ireland | - | 18,1 | - | 52,8 | 72,9 | 29,4 |
| Greece | 23,8 | 26,1 | 42,2 | 36,3 | 19,6 | 15,0 |
| Spain | 10,8 | 21,7 | - | 67,0 | 16,4 | 17,3 |
| France | 15,7 | - | 78,6 | 80,0 | 27,8 | 23,5 |
| Croatia | - | 30,4 | - | 70,7 | - | 20,7 |
| Italy | 25,4 | 20,8 | - | 64,9 | 27,8 | 26,0 |
| Cyprus | 17,1 | 22,6 | 69,1 | 72,3 | 42,9 | 52,9 |
| Latvia | 32,9 | 30,3 | 87,7 | 75,7 | 18,9 | 32,3 |
| Lithuania | 44,1 | 28,2 | 68,4 | 89,1 | 11,7 | 7,1 |
| Luxembourg | 9,8 | 12,4 | 81,5 | 50,9 | - | 27,8 |
| Hungary | 37,1 | 25,3 | 87,3 | 85,1 | 16,3 | 12,9 |
| Malta | 9,5 | 7,8 | - | 76,2 | 23,8 | 25,8 |
| Netherlands | 19,0 | - | 51,9 | - | 23,2 | 25,4 |
| Austria | 12,5 | 11,4 | - | 73,3 | 14,8 | 25,8 |
| Poland | 27,7 | 15,6 | 59,7 | 76,5 | 12,7 | 17,4 |
| Portugal | 14,5 | 19,7 | - | 64,9 | 14,6 | 39,1 |
| Romania | 38,4 | 26,6 | 91,3 | 76,0 | - | 19,2 |
| Slovenia | - | 34,9 | 61,8 | 71,6 | 18,6 | 10,5 |
| Slovakia | - | 17,5 | - | 79,5 | 16,6 | 14,9 |
| Finland | 10,6 | 12,8 | 41,2 | 53,8 | 23,9 | 27,9 |
| Sweden | 11,7 | 9,4 | 63,2 | 88,2 | 25,6 | 28,2 |
| United Kingdom | - | 22,2 | - | 74,0 | - | 35,2 |
| Norway | - | - | 35,8 | - | 18,8 | - |
| Switzerland | 15,8 | - | - | 78,5 | 35,1 | 30,2 |
| North | - | 47,6 | - | 93,5 | - | 17,1 |

| | | | | | | |
|------------------------|------|------|------|------|------|------|
| Macedonia | | | | | | |
| Albania | - | 35,0 | - | 87,9 | - | 48,5 |
| Serbia | 37,7 | 35,6 | 77,9 | 80,9 | 17,9 | 30,7 |
| Turkey | 12,6 | 8,9 | 82,9 | 54,5 | 14,4 | 16,1 |
| Bosnia and Herzegovina | - | 35,5 | - | 84,0 | - | 10,9 |

Source: Eurostat (2019c, d)

The proportion of the population who say they do not need a second higher education also fluctuates significantly in the EU, averaging 77.5% in 2016. At the same time, there is again a link with the country's economic development: in countries with a higher level of GDP per capita, the proportion of those who do not recognize the need for a second higher education is lower (Ireland, Greece, Spain, Turkey, Finland, Portugal, Italy, Luxembourg). On average, 21.1% of the population of EU countries have difficulty in wanting to get a second higher education.

5. Results and discussion

We conducted a study to determine the structure of the motivational sphere of applicants of the second higher education of the 1st and 2nd year, who receive the second higher education in different specialties in Ukraine on a two-year training program. The total sample of the study consists of 260 respondents (154 women, 106 men) who are receiving a second higher education. The age range of the sample respondents is from 22 to 49 years.

According to the results of the study of motivation levels, the following can be said: basic needs for security and reliability dominate in 20% of 1st-year respondents and 30% of 2nd-year respondents. This may indicate the need for safety of these subjects, which is expressed in the desire to keep a job, having received a higher psychological education of the state standard, or the desire to acquire a profession with more comfortable working conditions, which they are convinced of before the end of the training period. As in the sample of 54 women, this confirms the existing theory of motivation for women in professional development to ensure safety.

The next level of motivation, namely a sense of belonging and the need to be needed, was almost not found in the respondents (7% and 3%), which may indicate a sufficient level of satisfaction with this need in the respondents as a whole and not be associated with the acquisition of a new profession. Since women are predominant in the sample, this again confirms the theory of motivation and gender differences in the motivation for obtaining a second higher education.

Self-esteem as the predominant motivational aspect is found in 33% of 1st-year and 40% of 2nd-year respondents. This may be due to the need for respect,

recognition of others and the desire for personal achievements, which is more inherent in men behind the theory of motivation.

The highest-level motivation in Abraham Maslow's hierarchical system-the need for self-actualization - was manifested in 40% of the 1st and 33% of the 2nd year of study. In other words, this percentage of respondents considers getting a second higher education as an opportunity for self-expression, personal growth and realization of their potential. The decrease in this indicator may be due to the shortened duration of the education program, which is used to study at the second higher education and the inability, in this regard, to realize themselves as a subject of educational and professional activity in full.

There is no need to obtain digital skills for choosing a second profession, professional development programs, or retraining programs in the sample under study. Respondents note that this motive did not dominate the decision to get a second higher education (2% of all the respondents). In particular, respondents noted that they did not take into account the possibility of obtaining ICT skills when choosing a second profession. This indicates significant differences in Ukraine and the EU countries regarding the motives for obtaining a second higher education and lifelong learning in general. Therefore, in the EU countries, companies solve the needs of employees in acquiring digital skills, while in Ukraine this trend has not gained popularity.

The next step we were interested in was the structural peculiarities of the combination of external and internal motives of the applicants who are receiving their second higher education. To this end, we used the methodology of Frederic Herzberg's study of human needs. Hertzberg came to the conclusion that there are two main categories of factors for assessing the degree of satisfaction from the work performed: factors that keep you at work - hygienic factors (working conditions, wages, interpersonal relationships with bosses, colleagues, subordinates), and factors that motivate you to work - motivational factors (achievements, recognition of merit, responsibility, opportunities for career growth).

As a result, it was determined that motivational factors clearly predominate in the 1st year, and already in the 2nd year they are compared with hygienic factors. We see that the indicator of financial motives has more than doubled. Interestingly, Hertzberg made the paradoxical conclusion that wages alone are not a motivating factor. Like other hygiene factors, the financial motive is related to the environment in which the work is performed. According to Herzberg's theory, the absence or lack of hygiene factors leads to a person's dissatisfaction with their work. But, if they are presented in sufficient volume, they do not cause satisfaction in themselves and are not able to motivate a person to the necessary actions.

The absence of motivators, which are related to the nature and essence of the work itself, does not lead to dissatisfaction with people's work, but their presence in due measure causes satisfaction and motivates employees to take the

necessary actions and increase efficiency. It is likely that the decline in motivating factors may be related, again, to the insufficiency (in comparison with full-time education) of hours of study load, within which the student has the opportunity for self-expression and personal growth. Hygiene (external) factors are represented by relation to labor (17% in the 1st year and 40% in the 2nd year), internal motivational factors are needs and career growth and advancement (27% at 1 year and 17% in the 2nd year), achieve success (23% in the 1st year and 10% in the 2nd year), the responsibility of work (17% in the 1st year and 13% in the 2nd year) and the actual content of the work (13% for 1st year and 10% in the 2nd year). Hygiene factors such as social recognition and relationships with management are almost not represented (less than 10%), and relationships with the team as a leading motivational factor are not found in any of the 1st and 2nd year respondents.

Considering the leading needs of the motivational sphere of persons receiving second higher education, it is essential in our opinion to identify the fact that even the prevailing motives of respondents (according to both methods) have, in the majority, an average level of manifestation.

All semantic categories for both the 1st and 2nd courses are within the average values. There were no high indicators of life-sense orientations in persons receiving a second higher education. However, in the second year, we see a decrease in all indicators that go even beyond the average. Thus, having decreased, the indicator of general awareness of life dropped from the upper limit of the average level of manifestation to the upper limit of the low level. This can characterize people who receive a second higher education as searchlights whose plans do not have a real support in the present and are not supported by personal responsibility for their implementation. Also declining, beyond the average values are the sub-scales "Goals in Life", "Productivity of Life" and "Locus of control - I am".

The data evidences that, as a whole, the respondents show a certain dissatisfaction with the process of self-realization, self-deprecation, lack of clear goals for the future, which give life meaningfulness, orientation and time perspective. This can be conditioned by an adaptation period of entry into the new professional field, which is often accompanied by dissatisfaction with this moment of life situation and confusion in both their own abilities and the correctness of the chosen path. This may be due to the fact that the subjects have not yet completed professional identification, they are not happy with the current state of things, they are not sure about the decision to work or not to work in the specialty after completing the course of study.

6. Conclusions

The study allows us to form a number of conclusions about the motivation for obtaining a second higher education in the EU and Ukraine. In EU countries, the trend of adult participation in education is increasing; on average, the proportion of women receiving a second higher education exceeds the proportion of men in this indicator; EU countries differ significantly in the level

of adult participation in education during life; there is a tendency for non-formal education to prevail over formal education; the share of those who receive training and training among the adult population is significantly higher among those who have already received higher education; in countries with a higher level of GDP per capita, there is a smaller share of the population, through the cost of obtaining a second higher education, does not have the opportunity to study; in countries with high incomes and GDP per capita, the proportion of the population that cannot get a second higher education through substantial spending is lower. The proportion of the population who say they do not need a second higher education also fluctuates significantly in EU countries.

It is determined that the main driving forces are, in the majority, secondary needs, namely, the need for respect, recognition of others and the need for self-expression, the realization of their potential capabilities by considering the specific psychological and pedagogical aspects in the process of obtaining the second higher education in Ukraine. Internal motivational factors completely outweigh the external hygienic factors, although the financial aspect is quite high. Even the predominant motives are, for the most part, only an average manifestation level, although there is a fairly high percentage of manifestation of primary needs expressed in the need for security and confidence in the future.

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