



BOOK OF ABSTRACTS

XVI EUROPEAN CONGRESS OF PSYCHOLOGY

EUROPEAN FEDERATION OF PSYCHOLOGISTS' ASSOCIATIONS

**LOMONOSOV MOSCOW STATE UNIVERSITY,
FACULTY OF PSYCHOLOGY**

**2—5 July, 2019,
LOMONOSOV MOSCOW STATE UNIVERSITY, MOSCOW**

**The publication was supported
by the Russian Fund for Basic Research № 19-013-20175**

STUDY OF STUDENTS MOTIVATION AND VALUES ORIENTATION

Natalia Buravleva

Tomsk State Pedagogical University (Tomsk, Russia)

Diana Prokhorenko

Anna Budakova

Tomsk State University (Tomsk, Russia)

Investigation of the motivation and hierarchy of students values is important because they are at the beginning one of the most decisive process in a person's life — professional becoming. The purpose of the study is to evaluate the structure of the leading motivations and values of modern students who receive education in technical specialties. Participants were 113 students (99 males, mean age 19), majored in "Industrial electronics". Motivation was measured by test of motives of the educational activities of A. A. Rean and V.A. Yakunin, The Academic Motivation Scale, test of values R. Inglehart and values survey module G. Hofstede. Also used tests of self-organization activities E.YU. Mandrikovoy and for studying professional identity of L. B. Schneider, and Balanced Measure of Psychological Needs (K. Sheldon and D. Hilpert). Factor analysis revealed 5 factors that explained 71.9% of the total variance. First factor included combined internal and external motivation, "traditional values", "self-expression values". Second included combined

internal and external motivation, "goal-setting" and "self-indulgence". Third had "collectivism" and "masculinity". Fourth included combined cognitive motivation and motivation of achievement, self-development, self-esteem and "planning". The fifth is "short-term orientation" and "collectivism". Results show that respondents tend to live for today, they respect traditional values, but show a preference for their own interests, which are above the interests of the group. Correlation analysis shows that achievement motivation is associated with several of the personal characteristics of students. For example, achievement motivation and self-determination ($r = 0.315$; $p = 0.001$); achievement motivation and need for competence ($r = 0.3567$; $p = 0.0$). This suggests that in young people the need for achievements arises from the desire to be truly professional in their field, about the focus on long-term results. Acknowledgements: The study was funded Russian Foundation for Basic Research, project №18-013-00781

FIVE OR MORE: EXPLORING PERSONALITY STRUCTURE IN SOUTH AFRICA

Justin August

Nelson Mandela Metropolitan University (Summerstrand, South Africa)

James Takalani

University of Venda (Thohoyandou, South Africa)

Laher Sumaya

University of the Witwatersrand (Johannesburg, South Africa)

The universality of the Five-Factor Model (FFM) of personality and the NEO-PI-R as an operationalization of the FFM has been well established in the literature. However research from African and Asian countries suggests that the FFM does not adequately describe

personality in these contexts. It has been argued that the collectivist dimension in particular is not captured in the FFM. This study presents results from the South African context using both literature review as well as empirical evidence based on data collected in the Gauteng and