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# The social behavior formation of master students in the process of their university studies

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## Abstract

The article contains results of the factors analysis that form a social behavior of master students in the learning process and during training period at a higher educational institution. In the research was distinguished: the degree of information of students about the purpose of magistracy, their motivation for studying in the magistracy, the tendency to implement research activities, and the financial situation of students. The object of research is the bachelor's degrees' students of a third and fourth years of study and master students of a first and second year of study from eight regional state universities of Russia. The article also provides comparative data with the results of studies implemented earlier, in 2011, 2014, and 2016 years, by the authors from eight Russian universities. The results of the study enable us to identify problems concerning certain aspects of the functioning of the institute of magistracy in the system of Russian higher education institutions.

**Keywords:** Higher education, Magistracy in Russia, Master students, Social behavior, Purpose of MA

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## 1. Introduction

Nowadays a master degree is the second level in the system of higher education. In most developed countries, a Master's degree is a step to a scientific career. From the other hand, the current labor economics requires graduates with depth knowledge in several areas. Accordingly, the Master degree is one of the criteria that determine the level of professionalism and high qualification of a specialist.

For the Russian educational system, multilevel structure can be considered as an innovation. The Bologna Declaration that provides multilevel higher education was accepted only in 2003. In addition, "The Declaration about the educational program of higher professional education specialized training of masters" was published in 2006. According to this law, the main task of a master's degree is to form competitive employees that specialized in two or more professional spheres. In 2011 was provided with the Level training system of workers preparation [1]. This structure changed the importance of a master degree. Thus, from 2014 more than 85% of all entrants that have Bachelor degree apply their documents to the magistracy [2].

There was an ongoing reform of the institution of higher education in the Russia over the next years. The main task of these reforms was to bring the Russian system of higher education to global standards. Currently, there is a further development of the magistracy institute in Russia. In this regard, in the scientific community, there is much discussion about this. In particular, problems such as:

- the attitude of master's degree graduates to magistracy;
- the perception of magistracy as the second level of higher education;
- attraction and selection of students in the magistracy;
- the quality of training in a magistracy;
- employment of graduates of magistracy and others are discussing.

Therefore, modern Russian magistracy is a particular institution of higher education, to a certain extent, in the period of its active development.

The purpose of the research is to identify the main problems that arise in the process of their preparation for study and during studies at the magistracy in higher education institutions based on analysis of socio-psychological and economic factors that influence and largely determine social behavior of master students.

Since a multi-level system of higher education for Russia is more likely an innovation than a tradition, a deep understanding of the essence of master's studies by subjects of the educational process, and in particular students, is quite contradictory. Consequently, the importance of informational support of students by higher educational institutions and educational authorities, the formation of motivational readiness for continuing studies in the magistracy, the informed choice of the direction of study, and methodological readiness of students for magistracy is growing. The socio-economic factors mainly affect the social behavior of master students in the process of preparing for studies and during their studies at the master's degree institution.

## 2. Methodological approaches to research

The research was carried out in 2018–2019. The object of research was bachelor students of the third and fourth years of study and master students of the first and second years of study at eight state universities in Russia: Ogarev Mordovia State University, Samara State University, Volgograd State Technical University, Saratov State Technical University, Kazan State University of Architecture and Civil Engineering, Volga State University of Technology, Penza State University, Penza State University of Architecture and Construction. A total of 794 students were surveyed, among them: 577 bachelor students, 217 master students.

The socio-demographic portrait of respondents is present in the following way:

- Bachelor students: 62.4% of respondents are girls; 37.6% are young men. The average age was 20.5 years. All surveyed students are single (not married) and have no children;
- Master students: 68.7% of respondents are girls; 31.3% are young men. The average age of the surveyed was 25 years. 96.3% of master students are single (not married) and have no children.

The information was obtained by questionnaire method. A specially designed questionnaire was used to conduct a survey [3]. In addition, students' orientation towards studying in the magistracy, the motivation of students to continue studying in magistracy, informational work with students about the purpose of the magistracy and prospects for obtaining a master's degree, research activities of students, students' financial situation, and methodological readiness of students to learn master's programs was studied.

As comparative data, we used the results of studies carried out earlier (2014–2018) by teams of authors from universities in Yekaterinburg, Rostov-on-Don, Tver, Nizhny Novgorod, Kazan, etc. [4-15].

## 3. Research results

### 3.1. Students' awareness about the purpose of magistracy and their willingness to make the choice

When deciding between studying in the magistracy, students should have information about the purpose, features, forms, terms, cost, and other features of master's studies.

In the research process, the following results were obtained. When students were asked: "How do you imagine the purpose of the magistracy?" approximately one-third surveyed answered that magistracy can provide "the opportunity to earn good money in the future" (27.5%) and can provide "the opportunity to communicate with highly qualified specialists in chosen sphere of activity" (27.3%) (See Table 1).

*Table 1. Comparative opinion assessment of bachelor and master students on the meaning of magistracy*

Answer options	Answers from bachelor students, %	Answers from master students, %
Form of obtaining high professional qualifications	16.5	19.9
The possibility to be admitted to the postgraduate school and obtaining the degree of candidate of sciences	9.6	15.2
Personal development opportunity	11.7	17.0
Way to assert oneself	10.2	9.5
The ability to make good money in the future	27.5	17.7
The ability to communicate with highly qualified specialists in the selected field of activity	27.3	12.6

Opportunity to obtain additional qualifications of “Higher School Teacher”	7.3	7.8
Total	100.0	100.0

Master students, answering the same question also answered that after graduation they can apply for a higher salary (17.7%) because, a master degree is a “form of obtaining high professional qualifications” (19.9%), as well as “the possibility of personal development” (17.0%). “The possibility of entering graduate school and obtaining a scientific degree as a candidate of science” took third place due to answers of master students (15.2%), while for bachelor students; this is one of the last positions (9.6%). The most unpopular among both – bachelor students (7.3%) and master students (7.8%) – was the answer about the possibility of receiving an additional qualification of “Higher School Teacher” after graduation.

In this case, it is possible to noted that:

- the curriculum for the preparation of masters provides passing pedagogical practice aimed at acquiring master student experience in the implementation of a holistic educational process;
- performing a comprehensive analysis of pedagogical and methodological experience in the specific subject area;
- designing individual components of the educational process.

After graduation, individual graduates may be offered to stay at the university, be involved in teaching and research activities.

The results of this study coincide with the results of studies implemented in the period 2011–2016 in the universities of Yekaterinburg. During the studies certain contradictions were revealed in the consciousness of students: “On the one hand, they consciously choose to study a master degree in order to apply for a more prestigious position or a higher salary in the future. On the other hand, master’s education is important for them as a process that has special properties: prestige, the ability to reveal the creative potential in the field of applied and fundamental research, and improve themselves during student life” [4].

Regarding obtained results, it is possible to admit that only 8.1% of respondents are aware of the benefits of a master’s program. A few percent of 82.4% of bachelor students partially realize the objectives and purpose of magistracy. Another 9.5% were not interested in magistracy at all. Generally, the degree of students’ awareness of the magistracy is low: most students have no idea what benefits they can get after graduation.

It needs to point out that the results of this research, which consists in a low level of students’ awareness of all nuances of studies in master’s programs, completely coincide with results of studies carried out earlier (in 2012, 2014):

- “students are poorly informed about the progress of reforming the system of higher professional education in Russia. Therefore, their choice of degree of higher professional education is not associated with an orientation to the global education system” [5];
- “often it is the lack of knowledge about the key principles of master’s programs that make bachelor students doubt and make errors in deciding on further education” [6].

It is possible to increase the level of students’ awareness of the essence of the two-level system of higher education through fact-finding publications and events at universities and with help of active advertising of the second stage of education.

Nevertheless, some students are beginning to prepare themselves to be admitted to the magistracy already from the first year of bachelor studies. Those students are:

- tries to study well to have a high-grade point average in diploma;
- works under the guidance of teachers by an individual plan and carry out research projects;
- participates in Olympiads, contests, and conferences;
- cares about their publishing activity;
- forms their motivational readiness to continue their studies.

The students had asked: “How do you find out information about magistracy?” The answers were as follows:

- 34% of respondents answered that teachers give this information during classes;
- 18% of students receive it from their fellow master students;
- 6% of students received such information from the dean of faculty;
- 2% are not informed at all;

– 40% of students study information independently from different sources about the master's program from the Internet.

Modern youth considers the Internet as the primary source of information and the main communication tool. Hence, students prefer to focus on information that comes from mass sources. Young people are not ready to analyze scientific data and research materials. In this case, a reference role is assigned to the reference group, which becomes for the individual, a source of the formation of social norms and value orientations. Frequently this is a company of friends, classmates, groupmates, and fellow students.

Concerning the readiness of bachelor students to make their choice in favor of magistracy, about half of the surveyed bachelor students (45.6%) expressed their intention to continue their studies in magistracy (Table 2). It can be expected that the number of students from this category will increase by those who "not yet decided" (31.5%). About a fifth of students (22.9%) said clear "no" to continuing their studies, opting for practical professional activities after getting a bachelor's degree.

*Table 2. The intention of bachelor students to continue their studies in the magistracy*

Answer options	% of the total number of bachelor students surveyed
Yes, I will continue studying	45.6
Not yet decided	31.5
No, I will not continue studying	22.9
Total	100.0

It is encouraged that a significant part of students is aware that a master's degree will allow them to look more favorably on the labor market in conditions of high competition. Moreover, the field of knowledge that is covered by the bachelor program is quite extensive. It is the first step the progressing of which is necessary to keep moving, setting a specific direction for the individual educational process.

A master's program is another step for self-development, as well as the opportunity to obtain additional professional competencies. The realities of today's life are such that "it is impossible to be "in touch with a trend" in a particular area if you study process had been "paused" at some stage in your life. The stagnation is rather high" [16].

Table 3 shows how exactly bachelor students carry out their preparation for admission to the master's program.

*Table 3. Preparation process for bachelor students for admission to the magistracy*

Answer options	% of the total number of bachelor students surveyed
I prepare myself, without the help of teachers	34.3
I ask for advice from master students	16.0
I resort to additional help from teachers	23.0
I'm not that zealous, because I will study on a fee-paying basis	8.8
I am not getting prepared for admission to magistracy at all	17.9
Total	100.0

In particular research, the preferable forms are self-studying (34.3%) and resorting to teachers for help (23.0%), who can give useful advice or provide advisory assistance. Some 17.9% of students do not carry out special studying. There are also categories of students (8.8%) that are not diligent in terms of their preparation, since they know that they will study on a fee-paying basis.

Every young person should have the skill of building a strategy for his professional development and self-determination. However, each student in Russia is a child of his parents, whose opinions are advised to be considered. Table 4 shows the attitude of parents to the admission of their children to magistracy who is currently studying at the bachelor program.

Answer options	% of the total number of bachelor students surveyed
Positive	47.8
Neutral	23.9
Negative	-

This has not been discussed yet.	28.3
Total	100.0

Table 4. Attitude of parents of bachelor students to their children who admit to the magistracy

It should be noted that the negative attitude of the parents was not revealed. The vast majority of parents (47.8%) had a positive opinion at the continued education of their children in the magistracy. When making the final decision, a student needs to rely on himself, his goals, and needs. Parents' advice should not become the basis of the decision, as students will be faced with the consequences of this choice but not their parents.

The research team of Rostov State Economic University in 2015–2016 revealed the degree of influence of participants in the educational services market on decision-making on the choice of direction for study in a master's degree [7]. The students made their decisions due to:

- the final decision depends on self-deception (weight coefficient of influence – 0.35);
- in terms of relatives' influence (primarily parents – 0.18);
- teachers/university staff (0.17);
- a real or promising employer (0.12);
- friends who already study in the magistracy (0.09).

The answer to the question: "Have you read any textbooks about magistracy?" was partly visible: in this regard, students mainly pay their attention, not to educational and scientific literature, but to Internet sources related to: websites of different universities, the website of the Ministry of Science and higher education, YouTube channels.

Generally, it should be noted that awareness of students about the purpose of magistracy is insufficient:

- the management team has reduced involvement (deans of faculties, heads of training programs);
- the Internet exerts an excessive influence (sometimes to the detriment of personal communication with competent people);
- a willingness to make one's choice in favor of magistracy is not always determined by sufficiently convincing arguments.

### 3.2. Motives that justify studying at the magistracy

Motivation monitoring of bachelor students to continue their studies plays an important role, as the information obtained allows us to predict the number of future study groups, as well as adjust the curriculum by actual needs of students and requirements of the labor market. At the same time, data should be supplemented by a parallel study of opinions and needs of employers.

Bachelor and master students were asked to rank factors that could have (or had) an impact on the decision to be admitted to magistracy. The results are presented in Table 5.

Table 5. The ranking results of factors that may have (or have had) an impact on the decision of students to be admitted at magistracy (1 rank – the most important, 17 rank – the least important)

Factors	Rank factors (from 1 to 17)	
	Bachelor students	Master students
Improve your professional level	3.4	2.2
Have a more prestigious job	2.3	2.8
Make good money, get high salaries	2.8	3.3
More successful career advancement, career development, success	4.1	4.6
Feeling the need for a master's studying	7.2	4.9
Work in the capital or regional center	8.8	5.8
Desire to work on research of exciting and complex issues	9.6	6.5
Parents' recommendation	5.2	7.8
Recommendation for your university	12.5	8.6
Establish relationships with influential people, be famous	8.3	9.4
Become a university teacher	14.8	10.7
Go live and work abroad	15.4	11.8
Work with highly qualified teachers	6.7	12.6
Getting deferment from military service	11.3	13.1
The way out in the absence of good work	10.2	14.5
Travel abroad to participate in scientific conferences	16.1	15.2

I do not want to be behind other students	13.6	16.2
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As one can see from Table 5, the most significant factors for bachelor and master students, that have an impact on their decision to continue a master degree, are so-called “professional” factors and connected with practical activities, such as: the desire to improve their professional level, have a more prestigious job, make good money, successfully climb a career ladder (make a career, succeed).

It should also be noted the importance of the internal feeling of the need for a master’s study, which was highlighted by respondents. Maybe it is formed among students under the influence of parents because such factors as “parental recommendation” is one of the first essential factors in the list.

Moreover, modern students do not treat bachelor studies as a complete form of education. It is indicated by results of a study in 2016 that are conducted by the research team of Nizhny Novgorod Institute of Management. According them it is possible to admit the following:

- 24% of students of a management university do not perceive bachelor program as complete education;
- 21.2% of students believe that modern specialist is obliged to know his qualifications at the highest level, and that is why they have an intention to be admitted at magistracy;
- 14.4% of students indicated that a master’s degree is more preferable for employers than bachelor’s degree;
- 11.5% of students believe that the master’s program will give them two more additional years to decide on the final choice of their profession.

Other motives of the intention to be admitted at magistracy had been noted as:

- the deferment from military service (3.8%);
- the desire to study (2.9%) [8].

Researchers from Buryat State University have introduced a classification of motives for the cognitive activity of master students, based on external motives (desire to fulfill a duty, sense of responsibility, the necessity for status) and internal motives (orientation to mastering new knowledge and methods of activity). The results of the following research allow to add to the category of internal motives “a feeling of need for master degree program”, which was noted by respondents among essential motives.

Among the reasons that stopping students from going into magistracy are the following:

- “There are good prospects for work without studying in magistracy” (34.7%);
- “I do not like to be engaged in research activities” (11.7%);
- “Housing problems, no place to live” (8.1%);
- “Difficult financial situation” (6.8%).

Out of 36.1% of respondents who indicated “other” reasons for reluctance to go to the magistracy, 14.5% of respondents quite logically explained a need for a work and understanding of which master program they should go to in their studies to identify the actual needs of employers. Among “other” reasons, the following were also noted:

- a high competition for government scholarship or its absence (5.8%);
- a doubt that magistracy is unlikely to give new knowledge and skills useful for work (4.8%).

Thus, an analysis of the motives for admission to the magistracy suggests that for many surveyed students, the two-tier system of higher education is not yet sufficiently clear, and studying in magistracy is connected with possibilities of personal development and getting an excellent well-paid job after graduation. The social significance for the society of the motives for entering magistracy among undergraduates has not yet been traced.

### 3.3. Student research activity

Research work occupies a special place in the educational students’ activities. According to new standards, both – the bachelor and the master – should be able to engage in research activities, but the level of research results will be different. For master students, scientific work is prioritized by going through a master program. The research work of master students is aimed at the formation of scientific thinking and preparing them for productive, creative professional work. According to work of Zaretskiy [9], it is “the presence of some unresolved problem should lead the future master to magistracy for research under the university guidance.

Let us reconsider the results of our research. As one can see from Table 6, both bachelor and master students, first, note the publication of scientific articles among their scientific achievements (49.1% and 73.5%, respectively).

*Table 6. Scientific achievements of bachelor and master students (several possible answers)*

Answer options	Answers from bachelor students, %	Answers from master students, %
Publication of scientific articles	49.1	73.5
Participation in student research competitions	34.6	40.1
Victories in student research competitions	18.7	15.5
Conference presentation	11.1	13.8
Participation in research grant competitions	6.0	6.9
Victories in research grants	0.5	0.8
I am a scholarship holder	0.5	0.9
Total	100.0	100.0

Of course, this value is higher for master students due to writing and publishing their research articles in scientific journals and become relevant only for postgraduate students.

A writing need of scientific articles in magistracy is useful for developing organization skills, structuring, accurate description of research experience and it is a kind of preparation for postgraduate school.

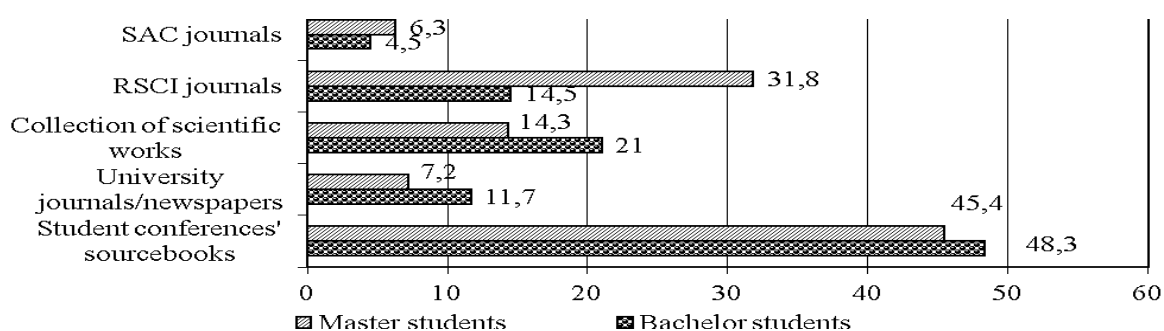
Let us consider the number of student publications (see Table 7). We will start with bachelor students. More than half of students surveyed (51.5%) have one or two publications; one-thirds part of students – from three to five publications. Only 4.8% of students account for over eight publications.

*Table 7. The number of works published by students*

Answer options	Answers from bachelor students, %	Answers from master students, %
1-2	51.5	46.1
3-5	29.9	34.7
5-7	13.8	10.1
8 and more	4.8	9.1
Total	100.0	100.0

As for the number of publications of master students, the picture seems to be a bit different. Compared with bachelor students, the number of published works is increased “from three to five” (up to 34.7%) and is doubled “eight or more” (for up to 9.1% of students). The number of students with “one or two” publications (46.1%) and “five-seven” publications (10.1%) is slightly decreased.

The fact in which particular publications student scientific articles were published is of high importance (see Fig. 1).

*Fig. 1. Publications that have students' works published, %*

The survey revealed that only 6.3% of master students and 4.5% of bachelor students have their works published in the SAC (Supreme Attestation Commission) journals. Of course, in order to have a publication of such a high rank, it is necessary to exert maximum efforts, during both conducting research and presenting its results in the form of articles, which should be novel and original. Moreover, the publication of articles of SAC, unlike the publication of scientific articles in other journals, requires at least 80% uniqueness of the

main text. Sometimes, it can be challenging to prepare a high-quality article that meets all requirements for publication in reputable journals, even for successful scientists. Therefore, the journal included in the RSCI (Russian Science Citation Index) is a sufficient indicator for students involved in the development and, who wish to make the results of their research available to a wide range of intelligent readers.

RISC journals published articles of 31.8% of master students and 14.5% of bachelor students. The most significant number of articles, both for bachelor and master students was published in collections of student conferences (48.3% and 45.4%, respectively).

It should be noted that, unfortunately, not all students understand the importance of publications. However, publications can be instrumental if one indicates them in their resume, when one admits to postgraduate school, when one gets a job or continues studying at foreign university, gets a second education or various grants, etc. Thanks to the published works, one can take advantage of other applicants.

Besides publication activity and scientific achievements, students identified the following (Table 6):

- a participation in research competitions (34.6% – bachelors, 40.1% – master students);
- victories in research competitions (18.7% – bachelors, 15.5% – master students);
- a presentation of works in conferences (11.1% – bachelors, 13.8% – master students).

The participation of young people in conferences and round tables gives invaluable experience in testing research. Another advantage of participating in conferences is the acquisition of public speaking experience. That's skill will never be superfluous in real life. In addition, participation in scientific conferences helps the student to:

- build and correctly express their thoughts;
- learn to use the scientific style in their work;
- learn how to process information and prepare a presentation independently;
- confidently answer questions and learn to insist on your own;
- learn not to be afraid of public speaking;
- enrich your experience and knowledge;
- get new acquaintances and meet like-minded people.

Moreover, no less important active students who are not afraid to discuss topics of interest and have repeatedly “sustained under kicks” at his speeches often come to the attention of future employers.

It should be noted the low percentage of students in grant competitions for research (6.0% – bachelors, 6.9% – master students). Moreover, the grant is one of the forms of sponsorship of the scientific project, the ideas of which are proposed, developed, and implemented by the author of the project.

Our country is rapidly moving towards the Western model of science investment. Moreover, sooner or later, every young scientist applying for independent research will have to deal with grant applications and pass competition for their receipt, and therefore it is necessary to master this system while one is a student [17].

In a question: “How much time do you spend on research on average?” the absolute number of master students (62.3%) answered: “2–3 hours a day”, and bachelor students (51.6%) – “up to 1 hour a day”; 21.3% – “2–3 hours a day.”

None of the students chose the answer “4–5 hours a day or more”. It can be assumed that the time spent by students on their preparation increases in anticipation of the delivery and protection of term papers and graduate qualification works.

Currently, design and research activities are actively being introduced into the school learning process. The organization of project activities is one of the most productive and optimal technologies for making a creative educational environment in the school. Based on this, it can be assumed that, upon entering university, the first-year student should be ready to merge in research activities. Unfortunately, the results of our research do not confirm this (see Table 8).

*Table 8. The beginning of research work of students under the teachers' guidance*

Answer options	Answers from bachelor students, %	Answers from master students, %
First year of bachelor's program	12.8	13.4
Second year of bachelor's program	25.8	24.6
Third year of bachelor's program	45.0	38.2
Fourth year of bachelor's program	16.4	13.4
First year of master's program	-	10.4



Second year of master's program	-	0
Total	100.0	100.0

As one can see from Table 8, only 13.4% of master students and 12.8% of bachelor students began their research activities with the first year of bachelor's program. Active involvement in the research process began only in the third year of bachelor's program (this answer was given by 45.0% of bachelor students and 38.2% of master students).

As for the criteria for choosing research topics, there was a difference found in the respondents' answers (see Fig. 2).

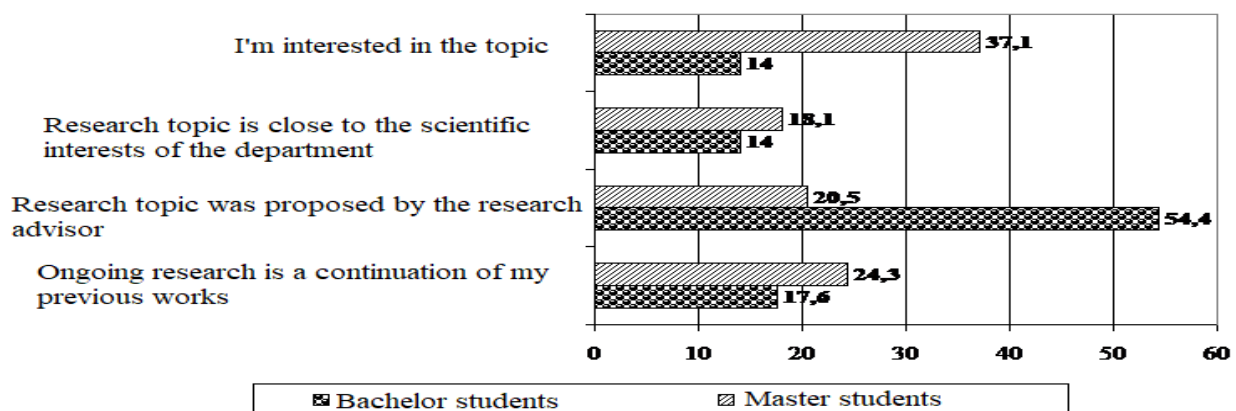


Fig. 2. Criteria for choosing research topics

In particular, 54.4% of bachelor students indicated that the research advisor usually proposes the topics of their research, and only 14.0% of students choose topics based on individual preferences. When choosing a topic, master students mainly rely on personal interest (37.1%) and consider their previous works (24.3%) and the interests of the department (18.1%).

Bachelor students associate the main difficulties in carrying out scientific research with:

- inconsistency of the topic and requirements for research previously acquired knowledge (36.2%);
- the complexity of the experimental part (32.1%);
- lack of personal inclinations to carry out scientific research (18.4%).

Noting difficulties in working on the topic of master's thesis, master students indicated that they were caused by complexity of the experimental part (38.3%) and other reasons, among which they indicated a lack of time (20.5%) ("there is not enough time to fully and qualitatively complete a master's thesis"). These students likely combine a master's program with work, and experience difficulties with the appropriate time distribution (personal organization).

To sum up, it is necessary to point out the fact that Bologna provisions and the latest federal state educational standards dictate the necessity to create a flexible system of higher education that prepares specialists who can quickly, creatively perceive and apply new knowledge and adapt to new labor market conditions. In this regard, it is necessary to develop students' creative thinking and research abilities, activating their participation in research work at each level of studying at university.

### 3.4. Assessing the financial situation of students

The financial situation of a person can be interpreted as a wealth level with his material goods (finances, housing, values, staff, and other property). In terms of their financial situation, young people are significantly inferior to other categories of the populace. This circumstance is aggravated by the fact that from year to year, there is a tendency to reduce the places of government scholarship in universities, increase the cost of fee-paying education, which painfully "strikes" to the family budget. Admission by the government scholarship is the primary goal of most applicants, but many students are admitted on a fee-paying basis. When one has to pay for his studies, the student and his family often faced with financial difficulties.

Assessing their financial situation, our respondents noted the following: approximately one-fifth of bachelor students (21.3%) and a little over a quarter of master students (27.1%) do not experience any significant financial difficulties (Table 9).

*Table 9. Students' assessment of their financial situation*

Answer options	Answers from bachelor students, %	Answers from master students, %
Not experiencing financial difficulties	21.3	27.1
There is enough money for everything I need	71.1	65.9
Difficult financial situation	7.6	7.0
Total	100.0	100.0

71.1% of bachelor students and 70.2% of master students answered that they have enough money for everything they need. A difficult financial situation is noted by 7.6% of bachelor students and 7.0% of master students.

Generally, the financial situation of master students is more favorable. It can be explained by the fact that they are employed (74.6%) (Table 10).

*Table 10. Combining studies with work*

Answer options	Answers from bachelor students, %	Answers from master students, %
Yes, I combine	20.3	74.6
No, I don't combine	79.7	25.4
Total	100.0	100.0

A feature of modern Russia is the growth in the number of students who combine studies and work. From Table 10, one can see that one-fifth of bachelor students (20.3%) combine university studies with labor activity. Often this is facilitated by the oppressed financial situation of the student and his family, unable not only to pay for university studies but also to provide the necessary standard of living. Moreover, a significant motivating factor is the requirement on the part of the employer when hiring the work experience of a recent graduate student. According to Safiullina [10], "often a student consciously searches for the job of the appropriate profile to gain work experience and reinforce theoretical knowledge with practical experience in order to expand his competencies."

Slightly more than  $\frac{1}{3}$  of bachelor students work part-time in their free time. It allows them to gain work experience and practical knowledge, earnings, as well as facilitate family expenses.

As a result, a little more than a quarter of bachelor students (25.8%) and about a fifth of master students (22.3%) receive a scholarship. The rest (74.2% and 77.7%, respectively) do not receive scholarships. Perhaps they are studying on a fee-paying basis, or the scholarship is not paid due to low academic performance. It is no coincidence that parents and relatives' help take the predominant share in the sources of income of Russian youth (this answer was given by 62.2% of bachelor students and 39.3% of master students) (Table 11).

*Table 11. The primary income of students*

Answer options	Answers from bachelor students, %	Answers from master students, %
Parents' help	62.2	39.3
Salary	15.2	35.1
Temporary earnings	6.3	13.4
Scholarship	13.1	4.0
Other	3.2	8.2
Total	100.0	100.0

Table 11 shows that most students do not lose touch with their parents in terms of finances. Moreover, they rely on their help. A strong financial connection with parents is a peculiar Russian cultural and historical tradition not only of student youth but also of the younger generation as a whole.

Own earnings take the second place as a source of primary incomes:

- 21.5% among bachelor students (of which: work salary – 15.2%, temporary earnings – 6.3%);
- 48.5% among master students (of which: work salary – 35.1%, temporary earnings – 13.4%).

The third place in the frequency of mentioning by bachelor students is a scholarship (13.1%). Some 8.2% of master students indicated “other” income sources.

A modern student establishes employment quite early. Moreover, most often, the students’ employment is a source of satisfying financial needs, and only then is identified with the way of forming professional knowledge and skills.

Regarding housing, the majority of students who participated in survey live in dormitory (48.3% of bachelor students and 35.3% of master students) (Fig. 3), and in some cases, a dormitory is a critical factor in choosing university, especially when the applicant chooses big-city universities, planning to move from his native provincial city to Moscow or St. Petersburg, or moves from the countryside to the city.

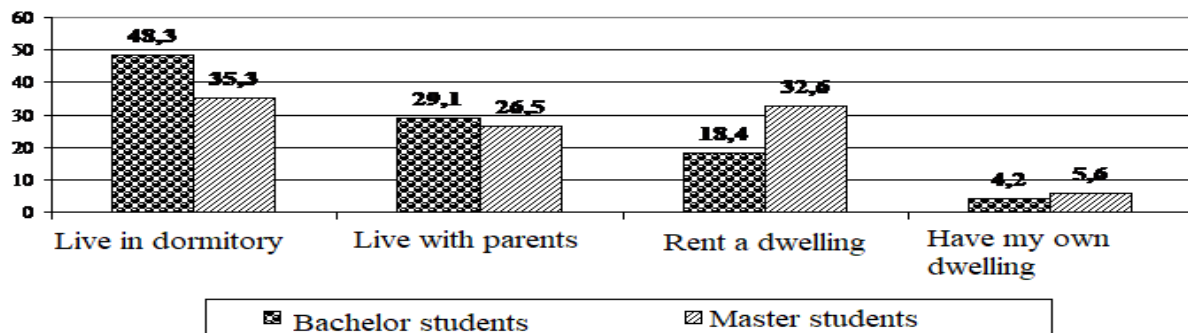


Fig. 3. The housing situation of students

Approximately a third of bachelor students (29.1%) and a little bit more than one-fourth of master students (26.5%) live with their parents during their studies. Another popular way of living while studying is to rent an apartment (18.4% of bachelor students and more than one-third of master students (32.6%)), although it should be borne in mind that financial expenses for rental housing fall on the shoulders of parents. These expenses are quite significant: for example, prices for renting a one-room apartment in Russian regions (Kazan, Saratov, Saransk, Penza) vary on average from 7 to 15 thousand rubles (depending on location and living conditions). Furthermore, if one plans to study at magistracy in the capital, then renting a one-room apartment in Moscow will cost at least 30 thousand rubles plus utilities.

The results of the research indicate a good and satisfactory level of the financial situation of students. Of course, this favorable position of students is mostly ensured by financial support from parents and relatives.

As for the motivational basis for the employment of students, it is primarily determined by financial dissatisfaction, forcing students to look for both temporary additional sources of income and a permanent job while studying at the university, combining the educational process with work. Interest in acquiring professional competencies, work experience, and professional activity skills in a specialty obtained at university is fading into the background. However, one way or another, the acquisition of experience and practical work skills during the studies at the university becomes an integral attribute of the modern educational process in the Russian Federation.

#### 4. Discussion

Active discussions have been conducted in the scientific community on the problems of the master program from the moment it was introduced in the system of local higher education and to the present. Researchers are investigating questions of the continuity of bachelor’s and master’s programs [18], as well as the need to integrate academic programs of master’s and postgraduate programs [19]. It is emphasized that reform of the Russian model of higher education should be associated with the implementation of “incentives and conditions that will ensure the training of highly qualified specialists correlating with market demand” [20]. At the same time, scientists pay attention to the need to study students’ motivational attitudes when entering at magistracy and to choose master’s programs [5, 6, 8, 21, 22].

We would especially like to highlight the problems of the formation of social behavior of students: forecasting the social behavior of the individual [23-24], the formation of positive personality orientation of

students [25], the formation of the professional worldview of students [26-27] and the positioning of the student as an active subject of social reality [28].

Analysis of scientific works shows that the functioning of a master's program in the system of local higher education is a multifaceted problem, including complex aspects such as forecasting and shaping the social behavior of master students.

## 5. Conclusion

Research of factors that shape the social behavior of master students has revealed the following problems. The degree of awareness of the goals and objectives of magistracy is quite low. Most students have no idea what benefits they can get after graduation. Information from the Internet exerts an excessive influence on the formation of students' perceptions about the purpose of magistracy, while the leading staff (deans of faculties, heads of training programs) is poorly involved in propaganda.

The students' orientation towards continuing studies in the master's program is formed through information coming from mass sources (primarily from the Internet). Young people are not ready to analyze scientific data, research materials, etc., devoted to the problems of master's studies. Motives that cause a desire to study in magistracy are not socially significant for society, because they are aimed only at meeting the needs of students themselves. The master's program is a stage that allows personal development and improvement, as well as getting an excellent well-paid job after graduation.

The unwillingness of students to enter the magistracy is due to the presence of job prospects after receiving a bachelor's diploma, the lack of inclination to carry out research activities, as well as a high competition for budget places and financial problems (in case of fee-paying studying).

Unfortunately, students demonstrate active involvement in scientific activity only in the third year of study, and not at the beginning of their studies at the university. Moreover, not all students understand the importance of publishing research results (only half of the bachelor students surveyed and two-thirds of master students), participation in conferences, and round tables. It is also worth noting that there is a low percentage of student participation in grant competitions for research.

As a rule, because of economic dissatisfaction, it becomes the primary motive for the employment of students in the process of studying at university, while interest in acquiring work experience and professional skills in a specialty fades into the background.

To sum up the mentioned above, we would like to note that: degree of students' awareness of the purpose of magistracy; the motives that cause a desire to study at magistracy; the trend to carry out research activities; the financial situation of the student and his family often play a fundamental role in choosing the direction of study and in deciding whether to continue studying in magistracy or not after receiving bachelor's degree.

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