

INFLUENCE OF PROFESSIONAL SELF-DETERMINATION AND PROFESSIONAL ORIENTATION OF YOUNG PEOPLE OF OMSK REGION ON MIGRATION EXPECTATIONS

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Abstract

Now scientists note centripetal migration tendencies of population from Russian`s regions. This research examines causes of migration on the basis of migration expectations, which is focused on forecasting and motivation. The purpose of the research is to identify migration expectations of young people, to predict their impact on the labor market in the region and to identify methods of regulating these processes. The hypothesis of research is that one of the methods of regulation migration processes can be career guidance, which is understood as a continuous process of professional self-determination in the transformation of division and cooperation of labor in industrial revolution context. The first level involves a general assessment of the state of migration processes. At the second stage, the main methods are questionnaires, interviews and focus groups. The objects of the study were students of 11 classes from Omsk schools. The research reveals that the main issues of migration expectations of young people relate to aspects of education, employment, labor market. The article argues that professional identity and occupational choice affect the expectations of young people. In conclusion, the directions of improving the efficiency of professional orientation system are proposed.

Key words: migration expectations, professional orientation, young people

JEL Code: J61, J68, J24

Introduction

At the present, the regions of Russia as independent entities, need to develop strategical development programs, which mostly concentrate on economic and socio-cultural problems of the region, while there is a clear lack of attention to human resources problems. However, quality and quantity of human resources are one of the most significant factors of development of a region. Migration from Western and Eastern Siberia and the Far East of the host population and educational migration as well lead to disproportions in quality of human

force between regions of Russia, stimulate creating large corporations in Moscow and Central Russia. All these processes decrease the quality of human capital in the regions, cause problems in the education systems, decrease the quality of life and stimulate migration expectations among young people, students, and the most qualified professionals.

In recent years, the migration balance of the Omsk region was consistently negative (-9853 in 2017; 5942 in 2016; 1800 in 2015). The preliminary analysis of the key factors of migration among young people demonstrated that migration expectations form in the state of lack and inconsistency of reliable information about career and educational opportunities in the region.

The existing system of professional orientation may be considered as one of the factors of migration from the region. Currently, it does not take into account educational expectations, motivation and interests of the young people and school students; from the other hand, it is also ignoring objective processes and disproportions on the regional labor market.

It is important to examine and describe the migration expectation and motivation of young people in the region in order to create an effective system of professional orientation, which could balance interests of the students, and labor market's subjects as well. It could decrease disproportions and controversies on the regional labor market and positively affect social development of the Omsk region.

In the scope of human resources management, professional orientation was examined from the perspective of labor force mobility, career development, and career management (Carr, 1996; Crompton and Harris, 1998; Felker, 2011; Yakimova, 2011; Dawson, Henley and Latreille, 2014; Li and Lowe, 2016; Luchko and Muhametdinova, 2017. Regional and international aspects of labor migration are addressed in studies conducted by Barnett and Wu (1998), Chen and Barnett (2000), Rybakovsky (2009), Mukomel (2009), Findlay (2002), Piranha and Saraogi (2015).

The aim of this study was to explore and identification of migration expectations of young people and prediction of the influence of these expectations on the regional labor market. Also, we aimed to explore the methods of managing these processes. We hypothesized that professional orientation may be a key method of managing of migration expectations of young people. The term of professional orientation was determined as an ongoing process of professional self-orientation in the context of continuing labor differentiation and specialization.

1 Sample model and method

There were a few levels of study. On the first level, general evaluation of migration processes was performed. On this stage, 2445 respondents from a randomized representative sample were asked to fill up the questionnaire. The method of non-probability three-factor quota sampling was exploited in order to build a sample with respect to gender, age, and place of respondent's permanent residence. Also, statistical data from previous relevant studies were examined.

With respect to results of the research, performed on the first level, we designed the sub-programs of the research at the second, more detail-oriented, stage, which was aimed to examine more detailed problems in the scope of migration of the population of the Omsk region. Questionnaire, interviews and focus group research were the methods of study at this stage. A quota sample (variables: year of study; place of residence) was built in order to collect the data (see table 1). Moreover, cognitive interviews and focus groups of students were used in order to examine student's judgments of existing educational and professional orientation systems.

Tab. 1: Sample model at the second level of the study

	Universe		Sample	
	people	%	people	%
All	36069	100,00%	11691	32,41%
City	19877	55,11%	6760	57,82%
Village	16192	44,89%	4931	42,18%
City				
9 th year students	9796	49,28%	3259	48,21%
10 th year students	5328	26,80%	1845	27,29%
11 th year students	4753	23,91%	1656	24,50%
Village				
9 th year students	8782	54,24%	2717	55,10%
10 th year students	3843	23,73%	1067	21,64%
11 th year students	3567	22,03%	1147	23,26%

Source: authors

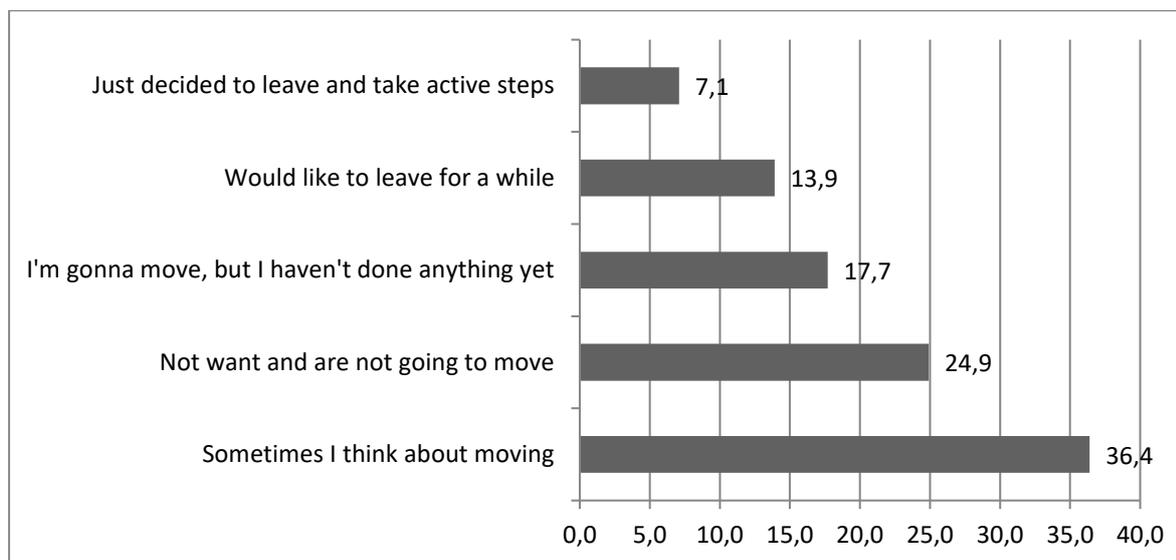
For the analysis of data methods of descriptive statistics as a result of which the set of the indicators characterizing influence of professional orientation actions on forming of migration expectations of youth is received were used. Communication between migration expectations (the choice of the educational organization of this or that region) and level of professional

self-determination of respondents was measured by means of Kramer's coefficient (V) with assessment of probability of a mistake.

2 Results

Data, collected at the first-level study shows that migration expectations of young people in Omsk Region are mostly related to the problems of education, occupation and the regional labor market. Results of analysis of migration attitudes of the respondents show that there is significant variation in the levels of respondent's awareness of these expectations (see Fig. 1).

Fig. 1: Migration expectations of people living in Omsk region (% of respondents)



Source: authors

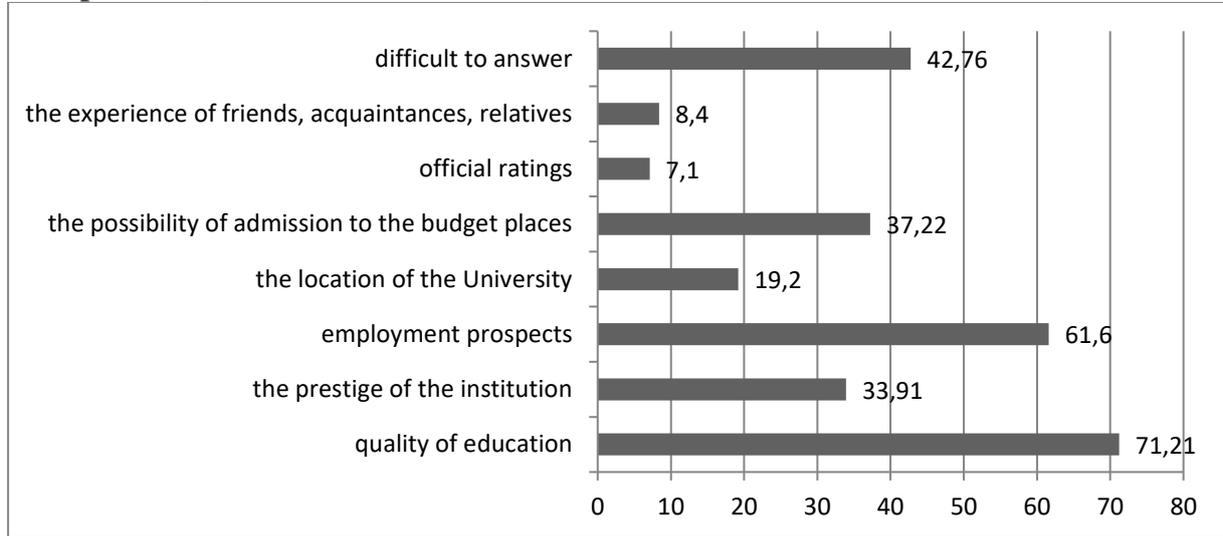
Accordingly to the data above, 7,1% of the respondents reported high level of migration expectations, they have started to collect information about labor market and occupational perspectives in another region they suppose to move from Omsk region; 17,7% of the respondents demonstrate moderate motivation to migrate to another region; 36,4% of the respondents have demonstrated low level of migration expectations by reporting that they think about migration to another place just occasionally. Based on these results, it is possible to conclude that the overall level of migration expectations is quite high since a significant part of the region's population has strong or moderate motivation to migration.

At the second stage of the present study, problems in the scope of the professional orientation of young people were examined with respect to migration expectations.

According to the distribution of the answers to the question " What are you guided by when choosing an educational institution for continuing education?" the most important factors of

this choice were the occupational opportunities and opportunity to be admitted on the state-funded basis (see Fig. 2)

Fig. 2: Factors that guide students when choosing a school for continuing education (% of respondents)



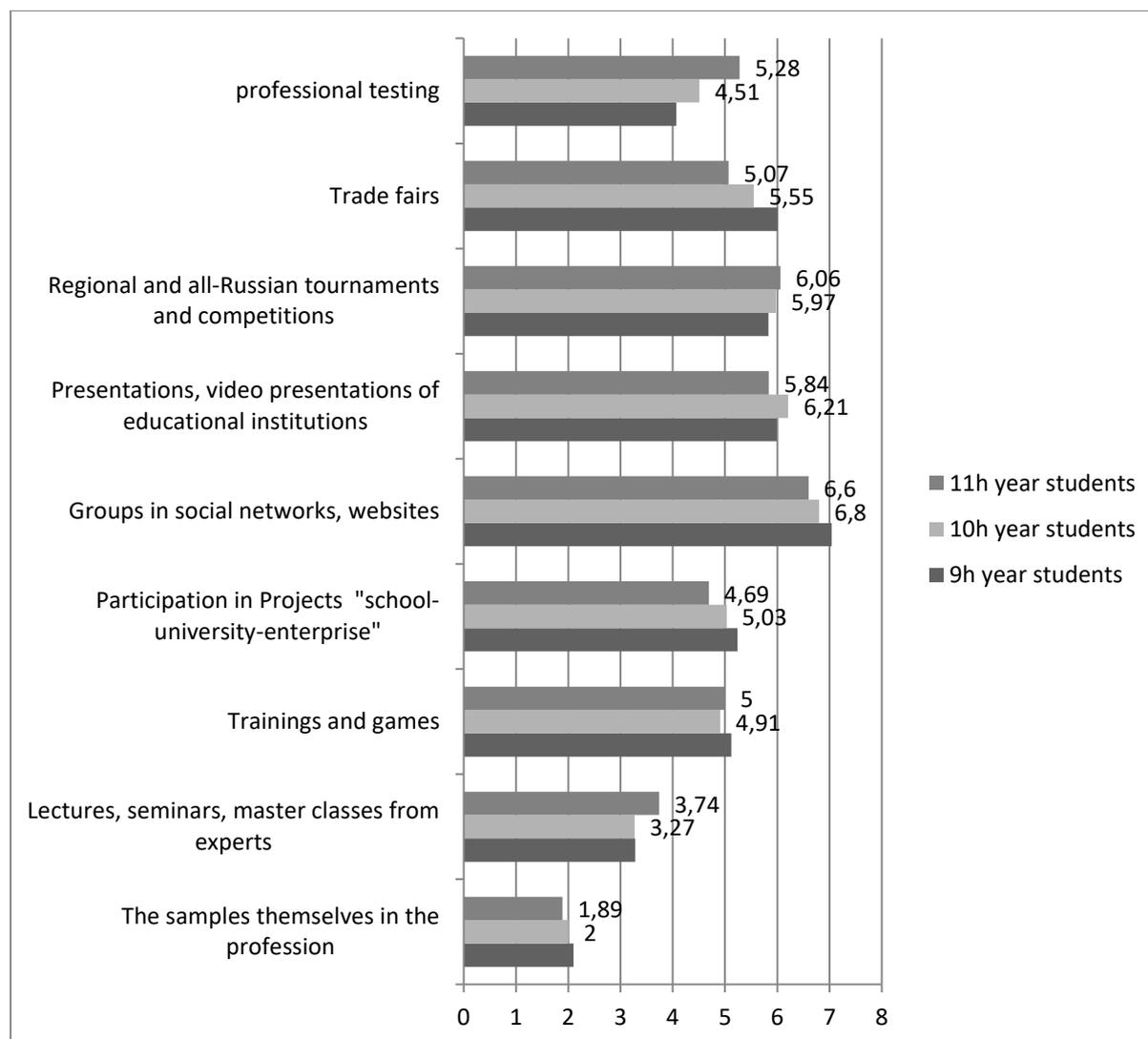
Source: authors

It is important to note, that 42% of the respondents were not able to specify these factors, therefore they do not stable preferences between educational institutions. Also, the data shows that evaluation of the educational system is highly related to the subjective evaluation of the quality of life in a particular region. School students are guided by promotional marketing activities in educational institutions and external parameters of universities, while widely ignore such parameters as the qualification of faculty, quality of university's facilities, indicators of research activity of the institution. Overall, students are not informed enough about existing study programs of regional educational institutions and universities, the possibility to receive funding becomes the key factor of choice. All these findings support the conclusion, that the system of professional orientation is not effective.

The most effective method of professional orientation is to sample yourself in the profession (try on a job). It may be explained by the fact, which students want to assess their ability to perform a particular job in a real work setting. For instance, 9th-year students in average evaluated this method of professional orientation as the most effective (2,1 out of 9, where 1 is the most effective method). Lectures, delivered by professionals were ranked as the second most effective way of professional orientation. These evaluations correspond well with common tendency of students to give high evaluations to visual methods of delivering

information, especially when it includes information from practice and real work settings (see Fig. 3).

Fig. 3: Average evaluation of the effectiveness of career guidance activities in terms of training level (min 9, max 1)



Source: authors

The third effective method is vocational/professional orientation tests; since most of the existing testing instruments are oriented towards average students and, therefore, tend to give averaged and simplified results and recommendations, many students find this results not informative and not specified enough.

The least effective method is social networks and websites. The low scores of this method of professional orientations may be explained by the assumption, that many students have faced with inappropriate, unreliable and controversial information on the Internet.

The distribution of answers of respondents to a question "Would change you the desire to leave Omsk region if were more informed on opportunities of the Omsk enterprises to provide modern and highly paid workplaces?" shows that better information of the population of the Omsk region about processes on the regional labor market and professional and educational opportunities could lead to decrease of migration from the region and positive changes in migration expectations among young people (see table 2).

Tab. 2: Changing attitudes to leaving the Omsk region, subject to greater awareness of the possibilities of Omsk enterprises to provide modern and high-paying jobs (% of respondents)

The probability of rejection from immigration	Age group					Result
	16-20	21-30	31-40	41-50	51-55/60	
yes	48,0	42,0	34,6	38,9	32,1	38,9
no	44,0	35,0	38,2	34,7	32,1	36,3
difficult to answer	8,0	23,0	27,2	26,4	35,8	24,8
result	100,0	100,0	100,0	100,0	100,0	100,0

Source: authors

The research allowed to prove our hypothesis and to draw a conclusion on influence of professional orientation on migration expectations of youth of Omsk. As a result of the analysis, it was found that the higher the indicators of professional self-determination, the less migration expectations of young people, i.e. the smaller number of young people wishes to leave the region (see table 3).

Tab. 3: Influence professional self-determination on migration expectations (% of respondents)

If you were already determined with the choice what institute you plan to enter	Level of professional self-determination			Result
	High	Middle	Low	
Institute of Omsk	65,5	62,0	55,5	61
Institute of Moscow and St. Petersburg	16,1	18,6	21,7	18,8
Foreign institute	3,5	3,6	3,7	3,6
Institute of other region	11,6	12,1	15,6	13,1
I don't plan further education	3,3	3,7	3,5	3,5
	100	100	100	

Source: authors

On the basis of this calculated the coefficient of Kramer (V), which is 0.6, $p < 0.05$.

Conclusion

The results of the present study demonstrate that there are significant problems in the regional system of the professional orientation of young people which may lead to migration expectations among young people in the Omsk region. As a result, migration expectations

increase educational migration from the region. Therefore, professional orientation may be considered as a complex factor of managing migration processes. Lastly, the results of the study have implementations in the following aspects.

1. The population of the region (especially, young people) can receive information about career opportunities within the region. The results show that only 36% of the young people have the stable and reasonable impression of the regional labor market, 76% of the school students were not able to recall the major regional companies while demonstrated motivation to migrate to another region based on "lack of career opportunities in the region".

2. It is possible to affect to student's choice of educational institutions through the system of professional orientation. It is remarkable, that more than 80% of respondents planning to attend to universities from other regions, mistakenly believe that there are no similar programs in regional universities. Based on these findings, we can conclude that there is the problem of awareness of educational and career opportunities in the region.

3. Existing systems of professional orientation are mostly aimed to help students to choose occupation on the basis of abilities and preferences of a given student, while such important factors as major trends on the labor market, recent changes in the character of work and changes in labor law are mostly ignored. Moreover, most of the career planning systems are aimed to decrease personnel turnover but do not stimulate professional mobility of an individual on the labor market. All these factors lead to professional conflicts and negatively affect the development of national and regional human resources.

With regard to results of this study, it is possible to conclude that development of the theory of professional orientation which should include professional self-orientation and activities of external subjects such as universities, state authorities, schools, is necessary.

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