

Integration of Students' and Professors' Interests in the Context of University Corporate Regulations

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Abstract: Students and professors as part of the university environment have to continuously correlate their interests to generally accepted values and regulations stipulated in the Code of Conduct of Plekhanov Russian University of Economics. The study reveals peculiarities of the process of social and academic integration at a modern Russian university. The authors of the research give their own definition of the integration of interests. The study defines the level, peculiarities, dynamics and character of the integration of students' and professors interests. It also reveals personal assessment of the role of a student and a professor in the studying process, academic activity, public recognition by other students and academic staff, administration of the university. Trends in personal assessment of students and professors have been traced and correlation of significant social standards stipulated in the Code of the University to their personal interests has been discovered. Effective integration of interests of Russian students and professors is based on successfully assimilated conduct, social practices and corporate standards.

Key words: Integration of interests, socialization, dynamics of integration, personal interest, code of conduct of Plekhanov Russian University of Economics, Russia

INTRODUCTION

From our point of view, integration of interests at university includes both social and academic integration. According to Vincent (1993), formal and informal social interactions at university, that constitute the process of social integration, shape and develop students' commitment to certain educational aspirations and, as a result, the level of their commitment to the respective higher educational institutions. Academic integration consists in abiding by generally accepted university regulations in the course of academic activity as well as sharing corporate academic values of the university. The notion of interest is defined by us as concentration of social attention and attitude of a social group and an individual, collective or personal pursuance of one's own profit and benefit (Swedberg, 2005). Thus, we interpret the integration of interests at university as a process of establishing most suitable connections between relatively independent personal interests, corporate standards and their following transformation into a single integral system

in which personal interests are consistent with corporate values and standards.

As a rule, many Russian students and academic staff are not even familiar with university corporate regulations and as a result are not completely sure that they interpret and follow generally accepted standards correctly; they also have difficulty in expressing their own interests.

At the same time the improvement of the process of integration of interests and the process of socialization connected with it are among the problems that cannot be solved either by students or by professors on their own, without the support of the university's administration and the relevant legal framework. In order to develop the integration of interests at university effectively, it is necessary to study these processes in detail and then determine the ways of their optimization for the future corporate documents and declarations. However, the main limitation to the creation of really effective university environment and legal framework regulating it is the fact that the level of integration of students' and professors' interests is not always taken into consideration in the

process of drafting corporate regulations as this problem has not been studied enough by Russian scholars. That is why now it is necessary to accumulate objective research material in order to come up with correct and clear recommendations for Russian students and professors as well as authors of corporate regulations at higher educational institutions.

The problem of integration of interests is generally reflected in theoretical works by western researchers. The mechanism of transforming personal interests into collective interests is especially noteworthy in the analysis of strategies of the interested agents. This process is possible only thanks to the official adoption of social behavior regulations (Pierre, 1988). For this reason in this case we have taken the Code of Conduct of Plekhanov Russian University of Economics (hereinafter the Code) as the basis of our research. We also proceeded from the assumption that the main group that adopts corporate values and interests to the fullest extent are professors (Bourdieu, 1998). We were interested by this idea and tried to trace the nature and focus of integration of interests among both young and experienced professors.

Transformation of values and interests, although less visible, also takes place in the group of professors that already have clear ethical values and have socialized to a greater extent under the influence of the university environment. We can conclude that the sense of career that professors have been developing is one of the signs of this process. Integration of interests of professors in this sense is connected with the process of professional socialization with the help of which professors selectively adopt values and interests of the organization and seek to become its members (Merton *et al.*, 1957). Considering that Russian student culture has gaps where generally accepted standards are not valid and personal interests prevail, we can suppose that such gaps exist among professors as well. We can thus be sure that the objective of a higher educational institution is not only the training of experts but also the development of academic freedom, nurturing of an intellectual approach, honesty, capacities and commitment of the university employees to social imperatives (Ward, 2007).

Based on academic studies that constitute the foundation of the research, we have formulated the following scientific hypothesis: an effective process of integration of interests at university results in better implementation of the Code of Conduct of Plekhanov Russian University of Economics by students and professors. As a result, interests of students and professors have to generally comply with the mission and objectives of the University as an organization. It should

lead to a positive impact of the university environment on the process of students' and professors' socialization.

In order to confirm our research hypothesis we have established the goal to reveal the real level of integration of interests of Russian students and professors based on their own assessment of personal interest and its conformity to the university environment.

We have defined the following objectives of the research to achieve this goal:

Characterize special aspects of integration of interests of Russian students and professors in the course of studying and working at a modern Russian university. Determine interests prioritized by students in the first and the fourth years, by professors with <3 years' and >10 years' experience.

- Determine the dynamics of transformation of interests as an indicator of integration of interests at Plekhanov Russian University of Economics, separately for professors and for students in the first and the fourth year
- Study the effectiveness, nature and focus of impact the university environment has on the transformation of students' and professors' interests
- Discover the degree of conformity of students' and professors' interests to the regulations and provisions of the Code of Conduct of Plekhanov Russian University of Economics

MATERIALS AND METHODS

Respondents: The research was carried out among first and fourth year bachelor students in the Faculty of Management at Plekhanov Russian University of Economics with a major in Management and Psychology. Professors of Political science and Sociology academic department and History academic department were also surveyed. In general, the survey was held among 210 young people which makes 50% of the Department and 62 professors which are giving classes to these students. The respondents answered questions assessing the compliance of their interests with basic values of the University, the transformation of their interests in the course of work and studies at University. The survey was held among students aged 17-24, the average age of the respondents being 19,5. The surveyed professors were from 29-63 years old, the average age of the respondents being 42,7. The research was rather diverse and was carried out among representatives of different nations (Russians (80%), Ukrainians, Azerbaijanis, Armenians, Bashkirs, Georgians, Dagestanis, Tajiks, Tatars, Mongols,

Table 1: Personal opinion and familiarity with the Code of Conduct of Plekhanov Russian University of Economics

Code (%)	Students	Professors
Have read the Code,	23	75
Haven't read the Code,	77	25
The Code is important,	65	85
The Code is not important,	35	25

Table 2: General assessment of the impact the university environment has on the interests of students and professors

Years	Percentage	Self-fulfillment	Public recognition	Development of academic activity	Inclusion into university life	Quality of education	General assessment of university environment (%)	Value
1 year	Students who think that it is favorable,	75	62	83	61	74	Positive	79
	Students who think that it partially impedes	17	17	3	35	22		
	Students who think that it impedes considerably	3	3	4	1	1		
	Students who were undecided	5	18	10	3	3	Negative	15
	Students who think that it is favorable	66	60	83	23	54		
4 year	Students who think that it partially impedes,	20	23	8	51	37	Undecided	6
	Students who think that it impedes	6	0	6	26	9		
	Students who were undecided,	8	17	3	0	0		
Professor	Professors who think that it is favorable	89	79	79	93	89	Positive	86
	Professors who think that it partially impedes,	9	5	9	0	7	Negative	9
	Professors who think that it impedes considerably,	0.5	7	5	0		Undecided	5
	Professors who were undecided,	2	11	5	2	4		

Vietnamese) and different religions (majority-Christians (68 %), Muslims (21 %), Buddhists-(1 %)). The gender factor of the research: 63% of the respondents were women and 37%-men).

Method: We have used the survey method to obtain information on students' and professors' consciousness: their opinion-whether their interests comply with the objectives of the University in core activities, how they assess the university's environment in certain spheres. The method consisted in communicating with students and professors by means of a questionnaire in the form of a question-answer dialogue.

Questionnaire: For the purposes of the reach we have made a questionnaire with 37 questions. The questionnaire was structured into 8 sections including academic, social integration and integration in general, familiarity with the Code of Conduct of Plekhanov Russian University of Economics, a section on the rate of transformation of interests as the indicator of the integration process. There were also sections dedicated to students' and professors' interests in every sphere: academic and professional activity, corporate environment and science. In each section students and professors were asked to give their personal opinion on the compliance of their basic interests with values

expressed in the regulatory part of the Code of Conduct of Plekhanov Russian University of Economics. The form in which the questions were stated allowed us to provide the empirical verification of the research hypothesis.

RESULTS AND DISCUSSION

Table 1 shows students' and professors' personal opinion and familiarity with the Code of Conduct of Plekhanov Russian University of Economics. It was discovered that only 23% of students are familiar with the Code and 65% of the surveyed students think that the corporate Code is important for the University. At the same time 75% of professors have read the Code and 85% of the surveyed professors think that it is extremely important for both employees and students. Thus, we have found out that the more familiar students and professor are with the Code, the more they follow it and the more convinced they are in its necessity.

Table 2 demonstrates the transformation of opinion that first and fourth year students and professors have about the University activities expressed in percents and the impact of the university environment on their interests in general. We have found out that the dominant factors that influence the students' attitude towards the activities and objectives of the University are possibilities for personal self-fulfillment and academic activity. At the

Table 3: Students' and professors' assessment of dynamics of the integration of interests in certain sections of the Code of Conduct of Plekhanov Russian University of Economics and in general

Years	Percentage	Importance of the profession / self- fulfillment	Attitude to academic activity	Public recognition	Ethical values	Average dynamics of integration, (%)
1 year	Changed considerably	33	29	42	25	17
	Changed slightly	12	4	1	1	
	Hasn't changed	31	56	33	62	
	Cannot say	24	11	24	11	
	Changed considerably	40	51	62	31	
4 year	Changed slightly	26	14	0	14	9
	Hasn't changed	14	26	34	49	
	Cannot say	20	9	3	6	
	Changed considerably	64	64	68	25	
	Changed slightly	2	2	2	2	
Professors	Hasn't changed	32	30	21	69	
	Cannot say	2	4	9	4	

Table 4: Level of interest students and professors have in professional development

Years	1 year					4 year				
Percentage	Individual work	Meeting the requirements of professors	Attitude to unauthorized absences	Plagiarism	Attitude to education	Individual work	Meeting the requirements of professors	Attitude to unauthorized absences	Plagiarism	Attitude to education
positive	84	52	1	51	29	94	60	0	43	29
neutral	-	-	84	-	63	-	-	91	-	54
negative	8	24	11	24	4	3	29	9	46	14
cannot say	8	24	4	25	4	3	11	0	11	3

same time students are less interested in public recognition and inclusion into the social life of the university.

Judging from the results obtained in this section we can see a negative tendency of integration of students' interests in almost all the categories except for academic activity. Nevertheless, the majority of students (79%) assess the impact of university on their basic interests as positive. The majority of professors (86%) assess the impact as positive as well.

Table 3 demonstrates students' and professors' personal assessment of dynamics of the transformation of interests.

As we can see, in all the categories Russian fourth year students declared that their interests have changed quite quickly. At the same time we can observe considerable differentiation in the assessment as the number of students who think that their interests have changed considerably and the number of students who think that their interests have not changed has grown by the fourth year. The number of undecided students in the first year was also much bigger than in the fourth year. The least undecided respondents were in the group of professors. In every single category the number of students who think that during their studies at University their interests haven't changed is the second biggest.

As for the speed of integration among professors, this group being more socialized, the dynamics is much less pronounced than among students and amounts to

9%. The majority of professors (69%) both young and experienced think that during their work at University their ethical standards and values haven't changed. At the same time the number of respondents saying that their interests haven't changed is the second biggest. The number of undecided respondents is much less among professors.

Table 4 shows the interest Russian students and professors have in self-fulfillment and professional development.

In the course of the research we have discovered that the majority of students are interested in individual work (84% of first year students and 52% of fourth year students) and obligatory meeting of professors' requirements (94% of first year students and 60% of fourth year students). Nevertheless, the number of students who think that high-quality education will have no influence on their success in life has grown by 10% in the fourth year while the positive assessment of the role of education stayed the same (29%).

The majority of students (84% in the first year and 91% in the fourth year) are indifferent to students who miss classes. The number of students who are against plagiarism has reduced considerably in the fourth year as they do not think that correct citation makes them more qualified. It is worth noticing that the number of undecided students is much less in the fourth year than in the first year.

Table 5 illustrates the level of interest students and professors have in public and academic recognition of their personal achievements expressed in percents.

Table 5: Level of interest students and professors have in public recognition

Year	1 year					4 year				
	Percentage	Academic work	Respect of intellectual property	Academic achievements	Interest in university life	Patriotism	Academic work	Respect of intellectual property	Academic achievements	Interest in university life
Positive	25	50	43	25	31	31	63	66	23	40
Neutral	50	-	24	40	-	37	-	20	34	-
Negative	10	22	7	28	39	26	20	8	37	37
Cannot say	15	28	26	7	30	6	17	6	6	23

Table 6: Indicators demonstrating the level of inclusion of students in the corporate environment of the university

Year	1 year				4 year				
	Percentage	Familiarity with organization's traditions	Respect for professors	Tolerance	Helping new students	Familiarity with organization's traditions	Respect for professors	Tolerance	Helping new students
Positive	67	88	67	86	63	86	74	63	
Negative	11	6	14	10	23	8	23	26	
Cannot say	22	6	19	4	14	6	3	11	

Table 7: The level of students' interest in receiving high-quality education

Year	1 year				4 year			
	Percentage	Internships	Academic conferences	Foreign sources of information	Attendance	Internships	Academic conferences	Foreign sources of information
Positive	93	74	54	54	86	63	77	31
Negative	3	10	25	33	8	26	9	51
Cannot say	4	16	21	13	6	11	14	17

In this case we can see positive dynamics of integration of interests and a considerable increase in positive assessment in almost all the categories (except for the interest in social life). At the same time we observe differentiation in such categories as interest in academic work, interest in social life and the development of patriotism. Although the number of undecided respondents in the fourth year reduced considerably, a significant part of students gave negative assessment of these university activities. The number of fourth year students who give neutral assessment of academic work, the impact of academic achievements on public recognition and interest in university life has reduced significantly.

Table 6 demonstrates to which extent students are interested in being included in the university corporate environment.

We have discovered that the absolute majority of Russian students (88% of first year students and 86% of fourth year students) consider it essential to respect professors and their work. Tolerance to other cultures is the indicator that shows the positive tendency of the integration of interests. The number of first year students who positively assess the ability of the university to foster tolerance to different cultures amounted to 67% while the number of fourth year students in the same category grew to 74%. However, the number of students who do not think that the university is able to develop tolerance to other nations went up by 9%.

The majority of first year students (86%) who haven't assimilated completely into the university think that senior students have to help newcomers. In the fourth

year this figure equaled only 63%. While first year students (11%) have generally a more positive attitude towards university, in the fourth year much more students negatively assess the usefulness and relevance of knowing the university historical traditions (23%).

Table 7 demonstrates the importance of high-quality education for students expressed in percents.

According to the survey findings, 93% of first year students and 86% of fourth year students are interested in international internship programs and think that they add value to education. Fourth year students are also much more interested (23%) in foreign sources of information as an integral part of the academic process at a higher educational institution.

At the same time senior students considerably lose interest in regular attendance of classes, 51% of students don't think that attendance of classes is a guarantee of high quality education. The interest in participating in academic conferences and forums has dropped significantly from 74% in the first year to 63% in the fourth year.

Table 8 reveals how important it is for students to assess their knowledge objectively. Judging from the results we can conclude that in all the categories except for revising for the exams (48% of first year students and 39% of fourth year students) students lose interest. In the meantime the number of students who don't see anything wrong in their classmates helping them during the exam is considerably smaller in the fourth year (29%). Fourth year students are also 10% less inclined to use reference materials at the exams.

Table 8: The importance of objective assessment of the received knowledge by students

Year	1 year					4 year				
Percentage	Using reference materials at the exam	Help of classmates at the exam	Personal connections	Evaluation of knowledge monitoring system	Revising for the exam	Using reference materials at the exam	Help of classmates at the exam	Personal connections	Evaluation of knowledge monitoring system	Revising for the exam
Examsyes	59	41	10	29	39	49	29	14	14	48
Partially	29	26	18	44	44	40	31	32	49	35
No	8	26	42	17	13	11	34	34	29	14
Cannot say	4	7	30	10	4	0	6	20	8	3

Table 9: Level of compliance of actual interest of students and professors with those stipulated in the Code of Conduct of Plekhanov Russian University of Economics

Interest	Interests in the Code of Conduct of Plekhanov Russian University of Economics	Actual interest, (%)	Virtual interest, (%)	General compliance, (%)
Students	Public/academic recognition	56	44	63
	Inclusion in the corporate environment	75	25	
	Professional development	70	30	
	High quality of education	68	32	
	Objective assessment of knowledge	47	53	
Professors	Public/academic recognition	92	8	78
	Transfer of ethical standards	96	4	
	Professional development	80	20	
	Improvement of quality of education	70	30	
	Objective assessment of knowledge	54	46	

Table 10: General dynamics of the transformation of students' and professors' interests

Interest	Interests in the Code of Conduct of Plekhanov Russian University of Economics	Dynamics of transformation of interests, %	General dynamics, %
Students	Public/academic recognition	9	9
	Inclusion in the corporate environment	9	
	Professional development	8	
	High quality of education	11	
	Objective assessment of knowledge	7	
Professors	Public/academic recognition	4	7
	Transfer of ethical standards	2	
	Professional development	12	
	Improvement of quality of education	9	
	Objective assessment of knowledge	9	

Table 9 demonstrated actual and virtual (as stipulated in the Code) interests of students and professors. According to the survey, in almost all the categories except for the interest in social recognition (56%) and objective assessment of knowledge (47%) we can observe a high level of compliance of students' actual interests and the values stipulated in the Code of Conduct. As a result the general compliance of students' interests and university values amounted to 63% which is good average performance.

The level of compliance of interests is higher among professors except for the category of objective assessment of knowledge which is slightly above the medium (54%). In all the other categories as reflected by the table interests of professors and interests of the University are almost identical, the general compliance being 78% which is an excellent indicator of the integration of professors' interests. Table 10 depicts the correlation of the dynamics of the transformation of

students' and professor's interests in each of the five sections of the Code and the general dynamics of the transformation of interests.

Judging from the results we can see that the general dynamics of integration of interests among students is 2% higher than among professors. Table 11 demonstrates the change in priority ranking of basic interests of students and professors. Proceeding from the obtained data we can observe a low level of transformation of basic interests and values among students. Financial interests of first and fourth year students remained at the level of 19%. At the same time we can see the drop in value of nonmaterial (by 4%), family (by 3%) and corporate (2%) interests among senior students. Nevertheless, fourth year students give higher priority to academic interests (15%) and prestige of their university (13%).

Professors show significant dynamics of transformation of basic interests. Thus, professors with more than 10 years' experience highly appreciate teamwork and corporate standards (18%).

Table 11: Priority ranking of basic interests among students and professors

Basic interests	1 year	4 year	Professors with <3 years' experience	Professors with >10 years' experience
Financial	19	19	8	9
Nonmaterial	29	25	31	29
Family	27	25	8	4
Corporate	5	3	4	18
Academic	10	15	38	36
Prestige	10	13	11	4

DISCUSSION

The research has been carried out by means of a social survey held among students and professors at Plekhanov Russian University of Economics concerning the dynamics of transformation and general trends in the sphere of their personal interests with a subsequent analysis of the survey results in accordance with the objective of the research to discover the real degree of compliance of actual interests with those stipulated in the Code of Conduct. In the previous chapter (Findings) we have presented statistical data in the form of tables based on the results of the survey held among students and professors. The analysis of the data led to the following findings and general conclusions:

Compliance of actual and virtual interests. When assessing the effectiveness of the university environment students generally consider the impact of the university environment as positive (Table 2, 78%) which doesn't fully correspond to the actual representation of students' interests (Findings, Table 9, 68%). At the same time, senior students think that the impact of the university environment is much less significant and it impedes their activity more than it actually does. Thus, fourth year students are much more adapted to accept corporate standards and are more integrated in the university environment and that is why they cannot assess correctly the positive dynamics of the transformation of their interests. First year students, on the contrary, have just entered the university and see considerable positive changes in their interests in comparison to the previous stage of their life.

Integration of students' interests is mostly efficient in such categories as inclusion in corporate environment, professional development and high quality of education (Table 9, 68%). However, there is a point of view stating that academic standards that are transferred from professors to students are not efficient especially when student-professor relations are limited to the time spent in class. In this case the process of integration of students' interests is characterized by the fact that these spheres are mostly correlated to the interests of professors. Therefore we make a conclusion that academic staff has a big positive impact on students.

According to the findings, both first and fourth year students are least interested in more objective assessment of their knowledge (Table 8). While first year students after passing only one exam session were absolutely sure that the existing knowledge monitoring system corresponds to their interests (Table 8, 29%), the same figure for fourth year students dropped considerably (Table 8, 14%). In this category both students and professors are least interested in such monitoring. Thus, the interest students and professors manifest for objective assessment of their knowledge is the least integrated sphere.

Priority ranking of interests of students at university and in social environment, as has been assumed, (Pelias, 2004) is less dynamic but still susceptible to change (Table 11). On the other hand, the findings of our research go against the assumption that the university environment is free from rigid regulations and that is why it can lack common values which results in degradation of a critical approach and ethical values among students (Bocsi and Botragyi, 2013). Nevertheless, judging from the findings we have come to the conclusion that the university environment is as regulatory as the environment of any other organization.

Regarding significant transformation of students' interests, for example, in terms of academic work and possibilities for self-fulfillment in the course of studies at a prestigious university we observe a considerable amount of positive assessment both in the first and in the fourth year (Table 2, 83-83%, 75-66%). At the same time, it is considered that academic integration at university includes the interests of students and its objective is to maintain academic development and motivate students to carry out research. Motivating students to carry out academic activities facilitates their inclusion in the university environment, makes them more satisfied with the university they have chosen and helps to make their life more balanced.

The research also showed that discrepancy between the interests of professors who have worked <3 years and those who have more than 10 years' experience at university are insignificant. Nevertheless, young professors are more motivated by financial incentives. The only exception is the section connected with academic and expert activity where 23% of professors

with ten year s' experience said that financial incentives are crucial for them. Thus, it is safe to say that the university environment corresponds to professors' interests and brings about positive changes in professors' interests in almost all the spheres (Table 9).

Dynamics of transformation of interests. It was discovered that the dynamics of transformation of interests among Russian students amounts to 9% which is quite high. At the same time the difference in students' assessment in the first and fourth year in some spheres reached 30% (Findings, Table 8) and in other spheres remained unchanged. The dynamics of transformation of interests in different spheres among professors is highly differentiated, in one sphere changes being extremely insignificant (2%) and in others high on the contrary (12%). Nevertheless, the global practice proves that the process of integration is never uniform and unidirectional in all the spheres which constitutes the phenomenon of asymmetrical integration. Consequently, the dynamics of integration of interests both among students and professors is quite high in general, although the process of integration itself is multidirectional.

Despite the fact that the interests were rather steady for both groups of the respondents, the general dynamics of integration among professors amounted to 7%. Considering that the majority of professors said that their interests and values haven't changed in the course of their work, this indicator is extremely high. Thus, despite the high level of dynamics of transformation of professors' interests, professors themselves assess these changes as insignificant as they are much more integrated into the university environment and have assimilated corporate values even better than fourth year students.

During the research we have found out that the dynamics of transformation of interests in most spheres was more or less the same (only 1-3% difference). We can, nevertheless, determine the spheres where integration was the fastest and the slowest. In the category of the objective assessment of knowledge by students negative dynamics of integration is coupled with relatively low dynamics of transformation of interests (Table 10, 7%). Conversely, in the category where we assess the importance student attach to high quality of education where actual and virtual interests are highly correlated (Table 7, 68%), we observe the highest dynamics of integration of interests (Table 10, 11%). As a consequence we come to the conclusion that the dynamics of transformation of interests depends on the level of compliance of personal interests of students and professors with corporate standards. It is worth noticing that after comparing the results (Findings, Table 3), we have found out that personal assessment of both

students and professors considerably differed from the average value of dynamics of integration (Table 10). For example, students' assessment of the general dynamics of integration at university (Findings, Table 3 - 17%) is significantly different from the actually existing dynamics of integration of interests (Findings, Table 10 - 9%). Thus, we can say that students have positive feelings about the university's impact on the dynamics of transformation of their basic interests.

Judging from the obtained results (Findings, Table 9 and 10) we can conclude that the dynamics of integration does not depend much on the level of compliance of students' and professors' interests with the University regulations. However, in terms of high quality of education which is most important for students and professional development which is most important for professors, we can observe the highest dynamics of transformation of personal interests. Consequently, the more important this or that interest is for students and professors, the higher the dynamics of change in their personal assessment of this interest.

Effectiveness of university environment. Effectiveness of university environment in certain spheres corresponds to the following units: the first unit includes spheres where students show positive dynamics of integration. The second unit is made up of spheres that remained unchanged. The third unit comprises spheres of negative integration which is characterized by the increase in students' negative assessment of the impact the university environment. It is supposed that students should measure their real academic prospects at prestigious university that is highly appreciated by the Russian society, as a result, it is estimated that they are highly motivated to receive quality education (Author, Date). The most challenging sphere in terms of the tendency and effectiveness of the integration process is the importance of high quality education at this university for students (Findings, Table 7). It is followed by the importance of objective assessment of knowledge (Findings, Table 8). %). The students find balance in measuring their academic prospects with the status of the university that is highly appreciated by the Russian society. These findings comply with (Findings, Table 10), because these spheres are characterized by the lowest level of compliance of actual interest with the regulations of the Code. Thus, we can make a conclusion that the positive impact the university has on the change in students' interests is directly connected with the level of compliance of interests with the Code regulations.

Spheres of stability. Assessment of general impact of the university environment on the aggregate of students' interests turned out to be the sphere least

susceptible to change (Table 2). Another sphere that is rather stable is the importance of public and academic recognition of their personal achievements (Table 6). In conclusion it is worth noticing that these spheres remain less susceptible to change both among students and professors which is the evidence of the connection of positive and negative personal tendencies of students and professors.

The importance of attending classes and students' attitude towards classmates who regularly miss classes is most concerning (Table 4 and 7). It is considered that students who attend classes less have fewer chances of effective social integration (Rubin, 2012). Thus, poorer attendance among fourth year students due to the fact that they spent more time at university has a less negative impact on the transformation of their interests than among first year students.

A considerable number of researchers attach much importance to "inter-generational" communication among students not only because it encourages the transfer of knowledge but also because it facilitates the integration of new students into the system of higher education. In the course of our research, however, we have found out that senior students are less interested in helping newcomers to assimilate. For example, while 86% of first year students think that senior students should help them, only 66% of fourth year students are ready to actually render such help (Findings, Table 6). Consequently, if this trend continues, in the future we can see a gap in the level of integration of new generation of students into the university environment.

CONCLUSION

As a result of the research we have found out that in the course of integration of students' and professors' interests, apart from notable positive outcomes in certain spheres, there is disequilibrium which has a negative impact on their personal and professional development. Such disequilibrium often develops due to the mistaken opinion that longer time spent at university definitely facilitates assimilation of organization's regulations and accelerates socialization in all the spheres of students' and professors' activity.

The academic novelty of the research is based on the following findings: firstly, we have defined peculiarities and the focus of the process of integration of interests among Russian university students and professors; secondly, we have described the dynamics and focus of integration both in separate spheres and in general;

thirdly, we have revealed the actual correlation between the real interests of students and professors and those stipulated in the Code of Conduct of Plekhanov Russian University of Economics.

In other words, the objective of the research to discover the real level of integration of interests among Russian students and professors has been obtained. We have also confirmed the hypothesis that the effective integration of interests at university encourages students and professors to fully implement the provisions of the Code of Conduct of Plekhanov Russian University of Economics. As a result, interests of students and professors are mostly correlated to the objectives and mission of the University. The university environment, in its turn, has a positive impact on the process of socialization of students and professors. Many of our assumptions are controversial but generally comply with the ideas of foreign researchers working in this sphere (Pascarella and Terenzini, 1991; Bohr *et al.*, 1994; Beil *et al.*, 2000; Colyvas and Jonsson, 2011). This research is not exhaustive and in order to develop successfully the problem of integration of students' and professors' interests we suggest conducting further research in other Russian and international universities.

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