Further study plans of higher education students

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About the theme:
• which social factors and how influence the career of the students
• **Part I:** effects of qualification of the parents, character of the residence, type of secondary school
• **Part II:** gender effects

• Effects on the strategies ... 
  • ... to enter the tertiary education
  • ... to learn during education years
  • ... to get a job, to reach several labour market goals (salary, interesting job, etc.)
  • ... to learn after getting the degree
Part I
study paths of BA Students

Hypothesis:
• Social background influences the study paths within the tertiary education
  (Without a degree / BA–BSc / MA–MSc / PhD–DLA)
METHODS

• Forming study path groups (BA-BSc; HU)
  - recent studies
    ➡ SE ➔ HE; SE ➔ ? ➔ HE; SE ➔ HE₁ ➔ HE₂
  - conceptions about further studies
    ➡ BA-BSc; MA-MSc; PhD

• Comparison of these groups
  - labour market purposes
  - learning activities
  - social background

• Comparison of groups in HU and RO

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TYPICAL STUDY PATH GROUPS

- 3 main paths: to get 3 types of degree
- 6 small branches
  - breaks between secondary education
  - change of tertiary institution and/or department
RESULTS

1. Social background hardly determines main study paths
   • Some differences between middle and low layers

2. It has influence on small branches
   1. Starting higher education not immediately:
      • low educated parents
      • residence: small villages
      • average motivation in studies
      • escape from unemployment situation?
   2. Changing university and/or department
      • high educated families / cities
         a. For PhD: high motivation; carrier building (in universities)
         b. For MA or BA: receive a degree, low motivation, influence of social environment
Methodological problem

Plans = Facts?

How does students (students with different background) realize their goals?

➔ Comparison of BA/BSc and MA/MSc students
Plans and reality

Proportion of students according to qualification of their mothers

- BA/BSc planned at least MA
- MA/MSc

Degree
- GCSE (matura)
- Without GCSE

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Differences between HU and RO

• Study paths in Romania are determined by social background less than in Hungary

• Differences in Romania are between students from high qualified families and middle layers
  – Expansion of education smaller
Conclusions

1. Social background don’t determine the goals, but notably influence the real paths
2. Students from advantageous social background can improve their position:
   1. can realize their ambitious goals or
   2. can prevent early school leaving
3. Many of students from social handicapped families
   1. don’t realize their goals
   2. try to improve their labour market position after negative experiences, but they don’t know what should they do to reach it.
Part II: Hypothesis

- the advantageous attitude of women appears in higher education and in the future plans
• What kind of circumstances were typical of the individual’s starting advanced studies?

• Which factors largely determine a person’s desire for lifelong learning?

• How appears the need for permanent learning?
### Social background according to the genders

<table>
<thead>
<tr>
<th>demographic background variables</th>
<th>significant correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>education of the parents</td>
<td>p=0,005 (m.); 0,002 (f.)</td>
</tr>
<tr>
<td>father’s economic activity</td>
<td>p=0,045</td>
</tr>
<tr>
<td>mother’s economic activity</td>
<td>ns</td>
</tr>
<tr>
<td>type of settlement</td>
<td>ns</td>
</tr>
<tr>
<td>family size</td>
<td>ns</td>
</tr>
<tr>
<td>existential background</td>
<td>ns</td>
</tr>
<tr>
<td>educational continuity</td>
<td>ns</td>
</tr>
<tr>
<td>(HE after graduation)</td>
<td></td>
</tr>
</tbody>
</table>

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Factors of Motivation to Pursue Advanced Studies, in a Breakdown According to the Genders in Percent, N=1350

<table>
<thead>
<tr>
<th>Factor</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving knowledge*</td>
<td>92</td>
<td>89.8</td>
<td>93.8</td>
</tr>
<tr>
<td>It is easier to find a job with a degree</td>
<td>84.2</td>
<td>82.5</td>
<td>84.7</td>
</tr>
<tr>
<td>Well-paid occupation**</td>
<td>78.8</td>
<td>83.3</td>
<td>76.3</td>
</tr>
<tr>
<td>Prestigious job</td>
<td>76.6</td>
<td>75.6</td>
<td>76.6</td>
</tr>
<tr>
<td>Improving social relationships</td>
<td>61.5</td>
<td>60.4</td>
<td>61.3</td>
</tr>
<tr>
<td>There was no tuition fee</td>
<td>60.7</td>
<td>63.3</td>
<td>60.0</td>
</tr>
<tr>
<td>Wanted a leading position***</td>
<td>53.5</td>
<td>63.7</td>
<td>48.7</td>
</tr>
<tr>
<td>Was able to afford financially</td>
<td>44.6</td>
<td>45.6</td>
<td>44.3</td>
</tr>
<tr>
<td>Encouragement from parents, teachers</td>
<td>34.4</td>
<td>34.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Following family traditions</td>
<td>33.2</td>
<td>33.1</td>
<td>32.6</td>
</tr>
<tr>
<td>Did not want to work</td>
<td>30.6</td>
<td>32.0</td>
<td>29.5</td>
</tr>
<tr>
<td>Following the example of friends*</td>
<td>24.1</td>
<td>27.6</td>
<td>22.4</td>
</tr>
<tr>
<td>9.11.2012 Conference of MSZT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1,350</td>
<td>405</td>
<td>945</td>
</tr>
</tbody>
</table>
The Attitude of Students to Advanced Studies in a Breakdown According to the Genders in Percent N=1374

***p= 0,000

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do my best to be able to attend the classes***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My studies will be useful for my professional career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am very determined to complete my studies***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like to perform as well as possible***</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the findings:

• 88% of the women attend the classes under all circumstances, as opposed to 79% of the men (p=0.000);

• 24% of the women spend with learning more than three hours a day, 14% of the men (p=0.000);

• 58% of women, 38% of the men passed their exams at the first attempt (p=0.000);
• more women than men submitted their essays in due time ($p=0.000$);

• women prepared for their exams more regularly than men did ($p=0.000$);

• the women were willing to settle down to learn even when they had some other, more interesting thing to do ($p=0.003$).
# Factors Influencing the Participation of Men and Women in Adult Education, Percent, N=1416 (*p=0.04  **p=0.01  ***p=0.000)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving chances in the labour market***</td>
<td>64.5</td>
<td>56.0</td>
<td>68.4</td>
</tr>
<tr>
<td>Size of financial investment required*</td>
<td>51.2</td>
<td>47.2</td>
<td>53.0</td>
</tr>
<tr>
<td>Professional progress</td>
<td>50.6</td>
<td>49.1</td>
<td>51.3</td>
</tr>
<tr>
<td>Necessary amount of time</td>
<td>32.3</td>
<td>34.6</td>
<td>31.2</td>
</tr>
<tr>
<td>Chances of acquiring new knowledge**</td>
<td>23.2</td>
<td>18.8</td>
<td>25.1</td>
</tr>
<tr>
<td>New professional relations**</td>
<td>21.5</td>
<td>17.4</td>
<td>23.3</td>
</tr>
</tbody>
</table>

N: 1,416  9.11.2012  Conference of MSZT
Conclusions

• There are different learning strategies between men and women.

• The attitude of women to studying is more favourable, but their willingness to be involved in lifelong learning appears to be diminishing with time.
Thank You for your attention!

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