

"Student's Expectations of Study Outcome in Ukraine"

Andrii Gorbachyk
Faculty of Sociology
Taras Shevchenko National University of Kyiv

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Why we need to study student's expectation?

- the student is not the object but the subject of the educational process
- time for work teacher with students in the classroom is reducing and time for individual work is increasing
- The student got the right to choose courses for study (25% of credits)
- Students become active socially; student government (student parliament, trade unions, the scientific society)

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The student chooses a university and faculty (specialty), guided by their knowledge and aptitudes, advises of parents, friends etc.

We assume that the student has some idea of the future specialty, and even on their activities after the end of education (has specific plans for own professional life after graduation). However, this is not entirely true

Then the student is studying at university and relates his own experience with expectations. This is the basis of the satisfaction of education (in the case of conformity between expectations and experience the satisfaction is high).

In this our analysis we consider the satisfaction of the educational process as a measure of expectations on education

What do students think the most important for getting a job?

Most important

Knowledge of foreign language	69%
Experience of real work	63%
Level of knowledge about specialty	57%

Least important

assessment of knowledge acquired at university	17%
informal contacts	9%

UniDos-IX

Kyiv University monitoring survey
of student's and university's life

- Population: students of Kyiv University, 17 of faculties and institutes
- Random sample, 1105 respondents
- Self-completion of the questionnaires
- September 2015

Depended variable: Index of the Satisfaction of Education (StdSasf)

How are you satisfied with ...

- ... the work of your professors*
- ... the attitude of professors towards students*
- ... the quality of the obtained knowledge*
- ... the quality of the obtained practical skills*
- ... the possibility to do scientific researches*
- ... the list of courses at your faculty*

scale from 1 – “completely unsatisfied” to 5 – “completely satisfied”

Additive index (mean value), Cronbach's Alpha = 0.812

Correlation of additive index with one factor solution (PC, 52% variation)

R= 0.998

Two components of motivation

What is your purpose of getting higher education?

Higher education is useful for...

	Motivation for labor market, career (m1)	alpha =0.75
1	<i>... to get an interesting job</i>	
2	<i>... to have a reliable income</i>	
3	<i>... to get a high social status</i>	
	Motivation for self-development (m2)	alpha=0.78
4	<i>... to develop own ideas and thoughts</i>	
5	<i>... to learn more about the chosen specialty</i>	
6	<i>... to get a good academic (classical) education</i>	
7	<i>... to be an educated person in general</i>	
9	<i>... to help other people</i>	
10	<i>... to contribute to the development of society</i>	

Model 1 (regression)

How motivation for getting high education influences satisfaction of education (measure of student's expectations)

$R^2=0.059$

	beta	Sig.
Motivation for labor market, career (m1)	0.011	0.755
Motivation for self-development (m2)	0.237	0.000

Comment: Motivation for labor market and career has no influence on satisfaction of education

Model 2 (regression)

Include as the possible factor the source of financing education ("who pay for education" - private money by contract vs state budget)

$R^2=0.076$

	beta	Sig.
Motivation for labor market, career (m1)	0.010	0.781
Motivation for self-development (m2)	0.246	0.000
Contract	-0.137	0.000

Comment: Students, who pay for education, are less satisfied with education

Model 3 (regression)

Include gender as possible factor

$R^2=0.083$

	beta	Sig.
Motivation for labor market, career (m1)	0.019	0.607
Motivation for self-development (m2)	0.251	0.000
Contract	-0.138	0.000
Woman	-0.080	0.010

Comment: Gender has significant influence

Model 4 (regression)

Include the type of the faculty as possible factor

- Natural = biology, geology, geography, mathematic, physic, IT)
 - Social = economic, sociology, psychology)
 - Humanities = philology, philosophy, journalism, history)
- Law and International relations

$R^2=0.126$

	beta	Sig.
Motivation for labor market, career (m1)	0.008	0.821
Motivation for self-development (m2)	0.255	0.000
Contract	-0.101	0.001
Woman	-0.013	0.681
social faculty	-0.180	0.000
humanities faculty	-0.207	0.000
law and international relations faculty	-0.049	0.145

Comment: Gender has no influence

Social and humanitarian faculties are less satisfied

Model 5 (regression)

Include as possible factor "has plan to work by specialty or continue education in aspirantura"

$R^2=0.130$

	beta	Sig.
Motivation for labor market, career (m1)	0.004	0.910
Motivation for self-development (m2)	0.248	0.000
Contract	-0.092	0.004
Woman	-0.013	0.686
social faculty	-0.176	0.000
humanities faculty	-0.206	0.000
law and international relations faculty	-0.049	0.142
work or continue education by specialty	0.065	0.034

Comment: The plans to work by specialty or study for a degree has positive effect on satisfaction of education

Model 6 (regression)

Include the year of study as possible factor.

Comparison of master's program with bachelor's one

$R^2=0.134$

	beta	Sig.
motivation for labor market, career (m1)	0.002	0.966
motivation for self-development (m2)	0.250	0.000
contract	-0.088	0.006
woman	-0.007	0.816
social faculty	-0.172	0.000
humanities faculty	-0.214	0.000
law and international relations faculty	-0.050	0.133
work or continue education by specialty	0.075	0.016
master's program	-0.054	0.076

Comment: Satisfaction with master's program is less than with bachelor's one

Model 7 (regression)

Include possible factor "both parents has high education"

$R^2=0.135$

	beta	Sig.
motivation for labor market, career (m1)	-0.001	0.974
motivation for self-development (m2)	0.252	0.000
contract	-0.088	0.006
woman	-0.010	0.760
social faculty	-0.170	0.000
humanities faculty	-0.211	0.000
law and international relations faculty	-0.049	0.144
work or continue education by specialty	0.073	0.018
master's program	-0.054	0.078
father and mother with high education	-0.030	0.328

Comment: High education of the parents has no influence on the satisfaction with education

Model 8 (regression)

Include factor "parent's family is in good finance situation"

$R^2=0.139$

	beta	Sig.
motivation for labor market, career (m1)	-0.003	0.922
motivation for self-development (m2)	0.253	0.000
contract	-0.095	0.003
woman	-0.010	0.747
social faculty	-0.175	0.000
humanities faculty	-0.210	0.000
law and international relations faculty	-0.058	0.087
work or continue education by specialty	0.079	0.011
master's program	-0.053	0.083
father and mother with high education	-0.034	0.266
family is in good finance situation	0.065	0.035

Comment: Good finance situation of parent's family has positive influence on the satisfaction with education

Final Model (regression)

Remove all statistically insignificant factors (motivation for labor market, gender and parent's education).

$R^2=0.138$

	beta	Sig.
Motivation for self-development (m2)	0.251	0.000
Contract	-0.096	0.003
social faculty	-0.177	0.000
humanities faculty	-0.215	0.000
law and international relations faculty	-0.058	0.082
work or continue education by specialty	0.082	0.008
Master's program	-0.057	0.060
family is in good finance situation	0.065	0.035

CONCLUSION

- The study of expectation through satisfaction is possible and productive
- Students of natural sciences faculties are more satisfied with education than the students of social and humanitarian faculties
- Students of undergraduate programs are more satisfied with education than students of master's programs (that is, they are getting what they expect)
- It is not clear why the motivation for careers and the labor market does not affect the expectations and satisfaction; we need to study whether this means that the preparation for a career is held not only in university or we need to test nonlinear relations

Thank you for attention!