

Tino Bargel, Andrii Gorbachyk, Monika Schmidt, Werner Georg

Expectations of Students in Kyiv and Munich about the Function of Study

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1 The Relevance of student expectations

The examination about the purposes of studying, the aims and functions, is quite instructive:

- they may show us something about the reasons and the usefulness of going to university,
- they reveal us also, which general values and social claims the students connect with a study at university-level,
- furthermore these expectations allow some insights in the general academic culture and in the different cultures of faculties.

For the empirical research about socialization in Higher Education the expectations of the students about the study functions have always been a central topic. They are important indicators about value-orientations, about pretension concerning status and job and also about academic affiliation and social identity.

2 Question and items

SLIDE 2

Five perspectives of expectations about the study functions

1 - intrinsic-scientific perspective:

,to get a good scientific education' and ,to learn more about my field of subject';

2 - idealistic-educated perspective:

,to realize own prospects and new ideas' and ,to become a general educated personality';

3 - material-utilitarian perspective:

,to ensure a good income' (passive version) and ,to achieve a high social position' (aggressive version);

4 - altruistic-social perspective:

,to be able to help better other people' and ,to contribute to the improvement of society';

5 - moratorial-alternative perspective:

,to delay the time of occupation' and ,to try alternative ways of life '.

The **question** about the generalized benefit and gain of studying was sub-classified in five branches or perspectives. And to every group two items have been assigned - following the principle of replication.

We differentiate between five perspectives of expectations about the study functions, following theoretical considerations about the general functions of universities as adaptation, goal achievement, integration and latent pattern maintenance. Added are in each case the two issues (cf. slide 2):

Furthermore the item ,to get an interesting job' has been included without a specific attribution, because it might be assigned to the perspective of material gratifications as well as to idealism.

3 Sample and faculties

SLIDE 3

Students by field of study at the Universities of Kyiv and Munich

Field of study	Kyiv		Munich	
	1.138	(percent)	390	(percent)
- Cultural Sciences, Philology	231	19 (20)	123	26 (32)
- Social Sciences, Psychology	293	24 (26)	87	19 (22)
- Jurisprudence, law	134	11 (12)	43	9 (11)
- Economic, business Sciences	102	9 (9)	32	7 (8)
- Natural Sciences, Physics, Math.	378	32 (33)	105	23 (27)
- others (medicine or engineering)	56	5 ---	76	16 ---
Altogether (after matching)	1.138	100 (100)	399	100 (100)

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

The **sampling** of the students in Munich and in Kyiv is quite different. The sample in *Munich* encompass all students in the bachelor level, studying there in WS 2012/13. They received the questionnaire by mail – the answering was anonym. The sample of *Kyiv* was gathered in 2014, the students got the questionnaire during a course, to continue former evaluative inquiries of the university.

In order to reach a better comparability, some adaptations have been necessary, in the sense of ‚matching‘, especially concerning the composition of fields of study. For instance in Munich there exists no faculty of engineering, in Kyiv at the other hand we have no Medicine.

After the distraction of 76 physicians in Munich and 56 engineers in Kyiv, a Sample of **1.138 students in Kyiv** and of **399 students in Munich** stayed for the analysis.

And five fields of study remained: In Munich we find the greatest proportion in the Cultural sciences with 32%; in Kyiv in the Natural sciences with 33%, but we cannot speak of a big dominance. The other fields of study have always similar dimensions; and in both cases economic science show the smallest proportion (9% and 8%), followed by the Law with 12% or 11% (cf. slide 3).

4 Social characteristics: gender and social origin

SLIDE 4

Students by gender and by social origin at the universities of Kyiv and Munich

	N	Kyiv	Munich
Total of students		1.138	390
<hr/>			
Gender (in %)			
- female students		64	73
- male students		36	27
<hr/>			
Social Origin (highest educational exam of parents in %)			
- low		4	21
- medium		4	19
- high: academic		92	59

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

Gender and *social origin* are considered as two main factors, meaningful for debates about equal treatment and fairness.

Gender: At both universities, we have a predomination of female students in the sample: at Munich with 73% even more intense than in Kyiv with 64% (cf. slide 4). This disproportion depends on the included fields of study (e.g. without engineers), but also on the higher respondent rate of female students.

Social origin: A great difference exists between the students of both universities, if we consider their social origin: In Kyiv we find almost only students with parents of high, academic status (if we take the professional qualification of their parents): 92%. In Munich they also form the majority, but with 59% the proportion is not so dominating and one-sided. At least 21% of the students of the sample in Munich have a lower social origin, that means parents without any experience with higher education (cf. slide 4).

5 Dimensions of expectations about study functions

SLIDE 5

Dimensions (factors) of the expectancies of students at the university in Kyiv and Munich (Factor-analysis– rotated factor-matrix)

Expectancies of study functions	Munich (LMU)		Kyiv (TSU)	
	factor 1.	factor 2.	factor 1.	factor 2.
Dimension I: Intrinsic-idealistic-altruistic				
- to learn more about my field of study	.65	.00	.56	-.29
- to realize own prospects and new ideas	.62	.00	.52	-.38
- to contribute to the improvement of society	.61	.00	.74	.00
- to become a general educated personality	.51	.00	.45	-.37
- to get a good scientific education	.44	.24	.47	-.36
- to be able to help better other people	.43	.00	.69	.00
- to delay the time of occupation	(0.19)	(0.00)	.30	.00
Dimension II: Extrinsic-material-utilitarian				
- to ensure a good income	.00	.82	.00	-.79
- to achieve a high social position	.00	.75	.24	-.59
- to get an interesting job	.25	.52	.00	-.75

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

To understand or clarify the meaning of the different ten items about the expectations of students, we use a factor-analysis. (cf. slide 5).

The first factor includes seven items, although one item is rather weak (the issue, to delay the time of occupation). In **Kyiv** the social-altruistic aspects come to the fore, insofar the improvement of the society and the help for other people are constitutive. In the case of **Munich** this first dimensions seem more intrinsic-idealistic destined.

The second factor gathers very explicit the items of the **material-utilitarian dimension**, for the students in Kyiv as well as in Munich. For the students in both countries exists a clear and distinct understanding.

This partition in two factors bundles 34,8 per cent of all variance of all items in the case of Munich students, in the case of Kyiv students it is with 42,7 per cent even more. This means, a greater part of the students in Kyiv has a more distinct meaning about the connection of the different aspects.

6 Hierarchy of expectations about study functions

The data about the expectations of the students are instructive, if we ask which hierarchy of relevance we detect in their answers and which differences exist between Kyiv and Munich students?

Most important for the students in Kyiv as in Munich are those aspects, which belong to the **core functions** of a study in higher education: that means (1) the acquirement of subject knowledge, complemented by (2) the general personal education and (3) an interesting occupation in an academic profession. Insofar the students follow rather traditional ascriptions about the outcome and function of visiting higher education.

On the base of this common ground we observe some deviations between the students in both universities. The biggest difference exists concerning the gain of **knowledge in the field of study**. The students in Munich put it in the first place of the ranking, for them it has the greatest estimation. In contrast, in Kyiv it reaches only rank seven; the students there placed it in the lower half of the hierarchy – many other aspects are more important for them. (cf. slide 6).

The greater difference concerning the expectation, to become a general educated person, seems to be quite instructive: in Kyiv it is placed on the first rank, in Munich it appears on the fifth rank.

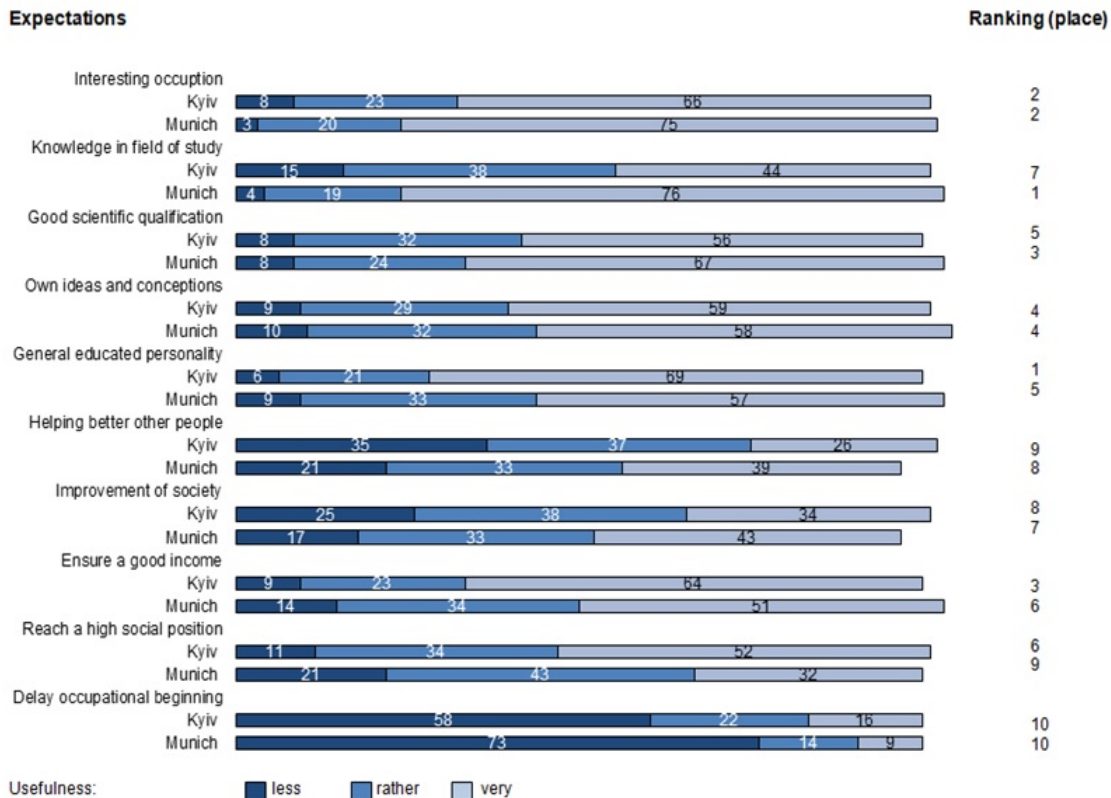
Also the two 'material-utilitarian' issues, *income* and *position*, achieve in Kyiv a better ranking: they are three places in advance compared to the ranking in Munich.

The ranking of the idealistic expectation, to realize own ideas and prospects, is at both universities concordant: in Munich as in Kyiv rank four; and even the proportions of a high usefulness of this idealistic issue are nearly the same: 58% and 59%.

Finally we have to point to the expectation, to get an interesting occupation: At both universities it is a significant value for the students. In Munich as in Kyiv it is placed at the second rank. This perspective related to the future means in both countries a high value for the students – and it might be of big frustration, if it is at risk.

Relevance of expectations about study functions of students in Kyiv and Munich

(Scale from 0 = not useful at all to 6 = very useful; in percent for categories: 0-2=less; 3+4= rather; 5+6 = very useful; difference to 100%: 'cannot evaluate'; Ranking place 1 to 10)



Source: Comparative data file Kiev – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

7 Expectations of students in different fields of study

Every field of study demonstrates an own profile of specific nuances, and confirms, as expected, the different faculty-cultures. These faculty-cultures are much more distinctive in Munich than in Kyiv (cf. slide 7).

The students of the *cultural sciences* emphasize at both universities the expectations to develop own ideas and to get a general educated person.

The students in *social sciences* are quite similar to those of cultural sciences – at both universities; even more often, they stick to the expectation, to delay the time of occupation, to enter the labor market.

Students in *law* in Kyiv and Munich agree mostly in their perspectives: they stress three expectations: to get an interesting job, to ensure a good income and to achieve a high social position.

Students of *economic and business sciences*, similar as those studying law, accentuate the later income, whereas a high social position is not so often expected. In one area, they demonstrate a weak expectance: the altruistic as well as the societal issue are not so often on their agenda.

In the *natural sciences* we find students, for whom the knowledge-learning perspective is of high relevance; additionally a good scientific qualification is of greatest importance for them.

The **patterns of the faculty-cultures** on the base of the student's expectations reveal sometimes more correspondence and agreement than between the students in the two countries. We observe these patterns, when we look at the marked, often shared expectations (in slide 7, in bold letters) and at the relative, much less shared expectations (presented in italic) per field of study.

Clear and intense is the environmental conditioning by field of study concerning the material-utilitarian perspective of values. It is especially distinctive at both universities under the students of law, followed by those studying economic and business sciences – this also indicates a high pretense to income and social status, which students in other field of study do not share.

SLIDE 7

Expectations of students about the study functions in different fields of study at the university in Kyiv and in Munich

(Scale from 0=not useful til 6=very useful; data for categories 5+6=very useful in per cent)

	Field of study					Difference
	Cultural science	Social science	Law	Econo. science	Natural science	
Pattern: Idealistic-qualificatory-altruistic						
- Interesting occupation						
TSU Kyiv	66	<u>62</u>	71	<u>63</u>	67	9
LMU Munich	73	77	84	74	74	11
- Knowledge in field of study						
TSU Kyiv	44	42	44	<u>38</u>	48	10
LMU Munich	81	74	<u>72</u>	<u>71</u>	75	10
- Good scientific qualification						
TSU Kyiv	64	55	56	54	54	10
LMU Munich	69	61	65	<u>58</u>	72	14
- Own ideas and conceptions						
TSU Kyiv	67	55	60	<u>47</u>	60	20
LMU Munich	66	59	<u>40</u>	48	56	26
- General educated personality						
TSU Kyiv	78	67	77	71	<u>62</u>	16
LMU Munich	72	59	47	52	<u>43</u>	25
- Helping better other people						
TSU Kyiv	24	28	30	<u>19</u>	25	11
LMU Munich	31	61	33	<u>19</u>	40	42
- Improvement of society						
TSU Kyiv	40	35	33	<u>24</u>	32	16
LMU Munich	<u>38</u>	56	42	<u>36</u>	42	20
- Delay of occupational beginning						
TSU Kyiv	15	20	10	<u>5</u>	19	15
LMU Munich	8	12	5	<u>0</u>	14	14
Patern: Material-utilitarian						
Ensure a good income						
TSU Kyiv	<u>57</u>	60	85	68	64	28
LMU Munich	<u>29</u>	49	81	81	56	52
Reach a high social position						
TSU Kyiv	53	56	63	49	<u>46</u>	17
LMU Munich	<u>23</u>	<u>24</u>	72	55	<u>26</u>	59

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

8 Typological analysis of expectations: grouping of students

SLIDE 8

Latent class analysis (LCA) of the students expectations about the study functions at the university in Kyiv (TSU)

(NS= not significant; Scale 1=not at all useful until 7=very useful; summarized categories 1-3, 4-5, 6-7)

Kyiv Variable	Class 1	Class 2	Class 3	Class 4
Good income	NS	NS	NS	.32
	NS	.58	.37	.34
	.95	NS	.64	.35
High position	NS	NS	NS	.48
	.11	.56	.58	.34
	.89	.09	.42	.10
Own ideas	NS	.18	NS	.45
	.13	.42	.55	.38
	.86	.40	.48	.17
Subject knowledge	.06	.31	.14	.57
	.32	.45	.62	.33
	.62	.24	.24	.10
Help other people	NS	NS	.52	.89
	.29	.58	.48	.08
	.60	.25	NS	.03
Improve society	NS	NS	.38	.82
	.15	.68	.61	.15
	.82	.31	NS	NS
Magnitude of classes	14,52%	18,97%	28,71%	37,80%

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

The 'typification' of the students is done by latent class analysis (LCA). The most appropriate solution is the 4-classes-solution. For the students in **Kyiv** we find the following result (cf. slide 8):

- Class 1 consists of those students, which evaluate all aspects of study function as positive and useful, often very useful (14,5%).
- In class 2 are those students, who do not expect extrinsic-material advantages, but esteem much the intrinsic and social aspects (19,0%).
- Class 3 gathers those students, who expect a high material advantage, whereas idealistic functions show negative connotations (28.7%).
- In class 4 the respondents deny more or less all possible functions of studying as useful – they utter no specific expectations (37,8%).

SLIDE 9

- Table 3.6: Latent class analysis (LCA) of the students expectations about the study functions at the university in **Munich** (LMU)

(NS= not significant; Scale 1=not at all useful til 7=very useful; summarised categories 1-3, 4-5, 6-7)

Munich Variable	Class 1	Class 2	Class 3	Class 4
Good income	NS	.85	.30	NS
	NS	NS	.61	.69
	.91	NS	NS	.27
High position	NS	.85	.36	.25
	.20	.15	.56	.67
	.79	NS	.09	.09
Own ideas	NS	.28	.09	.38
	.71	.44	.47	.56
	.74	.28	.45	.06
Subject knowledge	NS	NS	.05	.18
	.21	.41	.33	.56
	.77	.54	.62	.26
Help other people	.25	.56	NS	.55
	.30	.38	.35	.37
	.45	NS	.60	.08
Improve society	.10	.48	NS	.50
	.37	.45	.30	.50
	.54	NS	.66	NS
Magnitude of classes	14,52%	18,97%	28,71%	37,80%

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

The four classes in **Munich** might be described as follows: (SLIDE 9):

- It exist also a class (1) with students, who evaluate all aspects positive and see all functions realized – a general academic advantage (14.5%).
- A second class (2) or group connotate with nearly no issue any greater expectancy, only the gain of knowledge shows a greater value (19,0%).
- In the third class (3) are those students, who deny any greater extrinsic-material advantages by studying, but they see greater usefulness of the intrinsic and social perspectives (28,7%).
- In the fourth group (4) exists a positive tendency concerning the material gratifications and at the same time no trust in the social outcome (37,8%).

9 Comparison of the groupings in Kyiv and Munich

SLIDE 10:

Comparing the classes as types of student groups in Kyiv and Munich

(only the value for categorie 6 –7= very useful, and classification between + and -)

Variable	Munich Kyiv		Munich Kyiv		Munich Kyiv		Munich Kyiv	
	Class 1	Class 1	Class 2	Class 4	Class 3	Class 2	Class 4	Class 3
Good income	.91	.95	NS	.35	NS	NS	.27	.64
High position	.79	.89	NS	.10	.09	.09	.09	.42
Own ideas	.74	.86	.28	.17	.45	.40	.06	.48
Subject knowledge	.77	.62	.54	.10	.62	.24	.26	.24
Help other people	.45	.60	NS	.03	.60	.25	.08	NS
Improve society	.54	.82	NS	NS	.66	.31	NS	NS
Type of group	Academic professional 14,5%		Normal qualified 18,9%		Idealistic-social intellectual 28,7%		Higher employee 37,80%	

Source: Comparative data file Kyiv – Munich (studentsurvey), AG Hochschulforschung, Universität Konstanz

These four classes are at the university of Kyiv and of Munich quite similar, although with different likelihood and magnitude. It seems possible to try a 'typing' of groups of students and to try a naming:

Type 1: **academic professionals**: students, who affirm all issues as useful: a generalized positive perspective about all functions.

Type 2: **'normal qualified persons'**: students, who pass studying without any greater expectations about the usefulness or value of studying.

Type 3: **'idealistic-social intellectuals'**: students, who disclaim or reject the material-extrinsic pretensions and support the intrinsic-idealistic-social pattern.

Type 4: **non-social higher employee (administration, management)**: students, who explicitly support the extrinsic perspective without emphasizing idealistic or social functions; the material pattern dominates.

11 Balance: Commonalities and differences

It is not so easy to understand and explain the commonalities and differences, if we look at the data of an international comparison. We gathered some, may be important insights; which we may discuss:

- First about the *dimensions of students expectations*: empirical we find two: the intrinsic-idealistic at the one hand, and the material-utilitarian on the other hand.
- Second about *general preferences of the students*: the ranking of the different issues is altogether not so diverse between the two universities; nevertheless, there are some interesting specifications.
- Third about the *faculty-cultures*: between the students in different field of study at one university occur great differences, often even more than compared to the colleagues at the university in the other country.
- Fourth about the *types of students*: in both cases four types emerge: the traditional professional academic (as described by Parsons with the four functional prerequisites). Nevertheless, there exists also the traditional division between idealistic intellectuals (Philosophers) and the more defensive or more aggressive managers, who study to gain money or an administrative function (Brotgelehrte).

To finish: We find something like a *generalized academic culture*, but it is on this common ground somewhat divided: in the more *idealistic and social branch* (the majority) and the explicitly *interest and material branch* of students.

The commonalities between students of the same field of subject in different countries are often greater than the commonalities of students of different fields of study at the same university. That means: the academic culture, also in its different versions by field of study, shapes the students in their expectations, their values and pretensions, more than national conditions.