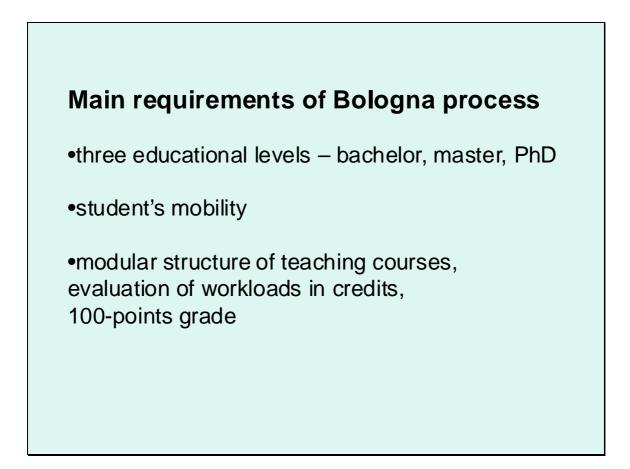
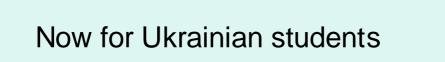
## Bachelor Student's Evaluation of Teaching Quality and chances at the labour market in Ukraine

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## Ukraine has signed Bologna agreement. Draft of new law about high education is prepared

Current sutuation	Draft of new law
bachelor = 4 years specialist = bachelor + 1 year	bachelor = 4 years
master = bachelor + 1 or 2 years postgraduate = master or specialist + 3 years	master = bachelor + 2 years PhD = master + 4 years





"Bologna system" = grading system

## Kyiv University student's survey (Monitoring of Kyiv University life)

First wave

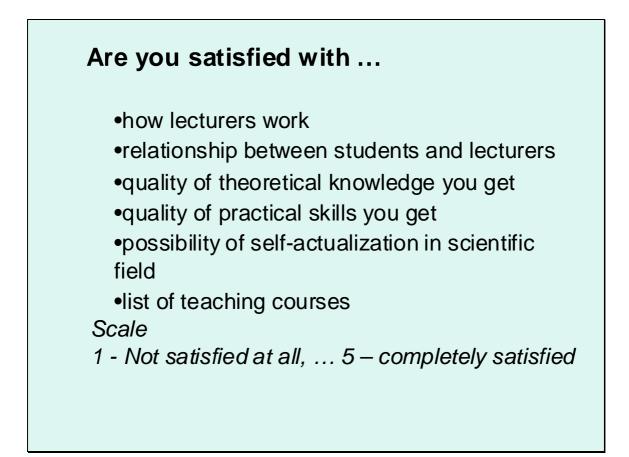
Date: February-March 2009 Self-completion

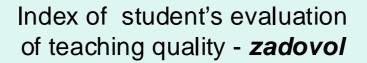
Sample: random, all faculties are included,

604 respondents = 504 bachelor students + 100 master and specialist students Index of student's evaluation of teaching quality

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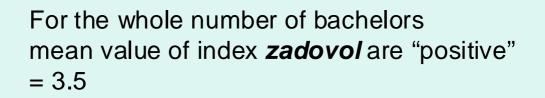
Integral index of student's satisfaction of different aspects of teaching





*zadovol* – mean of 6 variables, scale from 1 to 5, Cronbach's alpha 0.81

FA of 6 variables, single factor solution: 52% of total variance, correlation with index zadovol = 0.998



This is statistically better than 3.0 (center of the scale, "neutral" value) but less than 4

# Evaluation of teaching quality (zadovol) by student's of different year of study

Year of study	Ν	Mean <i>zadovol</i>	Std. Dev.	
first	127	3.66*	0.79	
second	133	3.55	0.68	
third	127	3.42	0.67	
fourth	96	3.31*	0.70	

More "experienced" students have more skeptical evaluation of teaching quality.

First year differs from Fourth year statistically significant (level 0.05)

No statistically significant difference of teaching quality evaluation between natural and socio-humanitarian faculties.

## Evaluation of "Bologna system"

Direct question about impressions of study after "Bologna system"

- 1 completely positive impressions
- 2 mainly positive
- 3 neither positive nor negative
- 4 mainly negative
- 5 completely negative

For the whole number of bachelors evaluation of Bologna system are "negative": mean value = 3.32

This is statistically worse (level 0.000) than 3.0 (center of the scale, "neutral" value)

More senior students have more negative (statistically significant, level 0.000) impressions about "Bologna system"

Year of study	Ν	Mean	Std.Dev.
1-2	213	3.17	1.11
3-4	161	3.52	1.00

No statistically significant difference of "Bologna system" evaluation between natural and socio-humanitarian faculties.

#### Evaluation of own chances at the labour market

 $\dots$  depends of the year of study (statistically significant at the level 0.005, Cramer V=0.172)

	1-2 year of study	3-4 year of study	Total
I will have some minor difficulties when looking for a job	35.8%	23.1%	30.1%
I will have difficulties when looking for a job, which satisfy my requirements	29.9%	41.8%	35.3%
I will have difficulties when looking for a job, which fully satisfy my education	7.7%	9.8%	8.6%
I will have a great difficulties when looking for a job	3.3%	5.8%	4.4%
Don't know	23.4%	19.6%	21.6%

Evaluation of own chances at the labour market doesn't depends of faculty type (natural or socio-humanitarian)

### Some preliminary conclusions

•Senior students in comparison with first or second-year students more critical evaluate quality of teaching, more negatively evaluate own experience of study after "Bologna system" and more sceptical evaluate own chances at the labour market.

•There are no differences in evaluation quality of teaching, "Bologna system" and chances at the labour market between two types of faculties – natural and socio-humanitarian.