

Theses of Doctoral (PhD) Dissertation

Factors influencing university students' interests and objectives in their studies and careers with particular focus on gender stereotypes

Sanaa Taher Saleh

Dissertation supervisors: Dr Ágnes Dusa and Dr Karolina Eszter Kovács



University of Debrecen

Doctoral School of Human Sciences

Debrecen 2024

The aim of the dissertation and the determination of the topic

Education is crucial in promoting fair and long-lasting development, regardless of advancements in social sciences and technology. There seems to be a gender gap in education, with more women than men working in fields such as teaching, language, and social studies, while fewer women than men work in engineering, science, and mathematics. Women have a higher propensity than males to participate in, successfully finish, and get advantages from high-calibre educational programs. The number of women earning degrees in science, technology, engineering, and mathematics (STEM) has steadily increased, which bodes well for future economic development and job prospects. However, women face a lack of opportunities in these areas, leading to a widening gender gap in most countries. Gender stereotypes have a significant impact on human cognition, and societal norms impose demands on individuals to adhere to their designated gender in terms of conduct and decision-making. While the proportion of women interested in pursuing higher education is significant, their representation in science, technology, engineering, and mathematics is inadequate. This educational gap significantly impacts higher education, resulting in a scarcity of proficient people in the job market and reliance on a foreign workforce. Students demonstrate less openness to gradual enhancements in their educational decisions, leading to a diminished probability of pursuing degrees that provide higher financial benefits in the labour market. Providing quality education is essential for fostering the development of productive and beneficial future generations for society. The student's academic decisions are affected by various factors, including their social and economic status, parental education, and the influence of their peers. Personal motivations such as setting academic goals, self-confidence and individual abilities are also essential in shaping educational aspirations. Parental involvement, a form of social capital, is crucial for university enrolment (Garg et al., 2002; Perna & Titus, 2005; Hunt, 2008; Stock & Stock, 2019).

Previous investigation indicates that women often exhibit reluctance to engage in risk-taking behaviour within science and mathematics due to their limited self-assurance in their capabilities. The variations in topic selection between men and females typically stem from divergent tastes and attitudes. Effective role models have the potential to mitigate girls'

adherence to gender stereotypes in their academic and professional decision-making. The family has a substantial influence on children's adoption of gender roles since they imitate the behaviour of role models in their surroundings. Socialisation shapes children's perception of gender roles, reinforced by media, games, textbooks and school climate and environment (Paglin & Ruffolo, 1990; Gneezy & Rustichini, 2004; Kancaniku, 2015; Archer & Lloyd, 2002; Kollmayer et al., 2018; Endendijk et al., 2014).

One of the primary factors that significantly impact students' educational choices is the overall effectiveness of the academic institution; this includes the quality of the teaching staff and the available English language programs, as well as the university's reputation and ranking. Additionally, the ideal location of the institution, which provides amenities and security, plays a crucial role. Hungary has distinctive characteristics and a strategic geographical position in the centre of Europe, contributing to its exceptional language and national identity (Fenyves et al., 2019). According to the OECD (2019a), Hungary had a significant rise in the number of international students, ranking among the nations with the highest increase among OECD member countries. The ease of engaging in social life and the affordability of studying and living are also important considerations, particularly for international students who are considered part of the university community. Being newcomers to this new community, they enhance their happiness by integrating their lifestyle and social connections (Kéri & Révész, 2019; Azzone & Soncin, 2019). This research attempted to gain insights into students' experiences seeking university choices free from stereotypes and gender segregation. It tried to engage students in understanding their self-perception, whether their academic selections have led to decreased academic representation, and whether they are changing their future behaviours based on past experiences with gender stereotypes. The findings will help students choose academic specialisations based on their talents and abilities, helping educators correct educational imbalances and provide strategies for better academic choices.

The research aims to identify differences in students' academic choices, participation in education, and gender stereotypes, as well as the relationship between factors influencing students' academic specialisation choices and gender stereotypes. It also identifies factors influencing education participation, choice of a university to attend and the creation of student groups based on gender stereotyping behaviour and attitudes.

Applied methods

The current research sample consisted of 327 international and Hungarian higher educational students from different universities, students residing inside Hungary, and international students from universities outside Hungary. The participants came from countries in Europe, Asia, Africa, the Middle East, and South America. The investigation used a questionnaire to collect the data. First, the questionnaire was posted online in specialised communities via social media platforms such as Facebook, Hungarian scholarship organisations, and student groups. Later, the administration staff at the University of Debrecen sent the research questionnaire by email to all international students with Neptune accounts.

The research used a quantitative methodology: a questionnaire with five blocks of questions. The first block of questions in the questionnaire was related to sociodemographic background, including the following: gender, age, specialisation of students, academic year, training level, financing form, parents' education, country, place of residence, objective socioeconomic status, subjective family income, type of settlement, and parents' attitudes toward learning. The second block of questions is related to factors influencing academic specialisation: factors influencing taking part in further education (professional orientation, social mobility and communication, family background, and job orientation), people influencing the choice of a university to attend (higher educational environment, high school environment, and family environment), and factors contributing to the choice of a university to attend (institutional climate, financial factors, reputation and ranking of the university, and geographical factors). The third block of questions was related to satisfaction with the current studies, including satisfaction with the University of Debrecen, satisfaction with the HE majors chosen, and the intention of completing graduate studies. The fourth block of questions contained the items of the Bem Sex Role Inventory, including 60 personality characteristics associated with gender, 20 feminine characteristics (like shy, feminine, sympathetic, compassionate, eager to soothe hurt feelings, and soft-spoken), 20 masculine characteristics (like masculine, dominant, athletic, willing to take a stand, acts as a leader), and 20 neutral characteristics (like friendly, competitive, ambitious, likeable, understanding, and self-sufficient). The fifth block of questions included items about the perception of gender stereotyping determining students' academic choices. We used factor analysis to identify the most influential factors that affect students' academic participation and characteristics. The

verification reached three groups of factors: factors influencing the taking part in further education of students, people influencing the academic choice of students, and factors contributing to the university's decision to attend students. In addition, the principal component of eliminating gender stereotyping from society was created. We also developed two indexes from the personality characteristics connected to gender on the BEM inventory scale: the feminine and masculine indexes. The research used between-group comparisons to meet the characteristics of the international students learning at the University of Debrecen and linear regression to investigate the effect of factors contributing to the university choice. We also created student clusters based on the stereotypical attitudes and behaviours of the students to investigate the differences in cluster membership according to sociodemographic variables and differences in attitudes toward higher educational studies according to cluster membership.

Results

We organised respondents' countries by continent. However, the insufficient number of respondents for some continents (America) and the excessive number for others (Asia) made comparisons difficult. Europe and America were placed together due to cultural similarities, while Asian nations were divided into two categories: the Middle East and the Far East.

In our first hypothesis, H1a: Factors taking part in further education, people influencing university choice, factors contributing to university choice, Bem's feminine and masculine types, and opinions about gender stereotypes between the three groups differ significantly.

First, we aimed to investigate the characteristics of international students learning at the University of Debrecen and their differences compared to the control groups. According to the differences in sociodemographic factors, the research found a significant gender difference regarding student groups categorised by area, with most males from Africa and females overrepresented in Europe and America.

Far Eastern Asian students dominated medical and public health majors. Asian families invest in their children's abilities for prestigious university positions, reflecting parental ambition and financial resources. Asian students' success often comes from professional and administrative families, reflecting social class rather than ethnic values. This result is in line with the results of Dobson and Birrell (2005), who found that European

and American students had higher proportions in pedagogy, teacher training, and sports. Most female students come from Europe and America, leading to overrepresentation in teaching and pedagogy programs. This result is due to social and cultural factors, particularly gender stereotyping, which often results in females being overrepresented in the humanities, arts, education, and pedagogy. This result is in line with the results of Shafina (2020) and Saleh (2022).

The research found that students from Europe and America were more represented in undivided training, while African students were represented in PhD studies. Hungary's low living costs, quality education, and internationally recognised certificates attract international students whose academic grades do not allow them to study limited-polarisation fields like medicine, pharmacy, and engineering in their home countries. European nations are their destination for these professions (Zoltán, 2019). Additionally, students from all continents were more represented in state-funded scholarship financial forms. Most students seek public educational institutions without fees or scholarships and prefer institutions with positive impacts, like the University of Debrecen, especially when searching for work, as they believe higher education is essential for their future (Gaspar & Soares, 2021).

Parents with higher educational certificates were overrepresented among students from Far East Asia, while African parents were more represented than parents with primary education attainment. This result proves that family cultural capital significantly influences students' engagement in education and higher education. Universities should consider both family economic conditions and parents' cultural capital. The government should emphasise universal education to improve education years, increase cultural capital acquisition among disadvantaged groups, and narrow generational gaps. This result is consistent with the results of (Wang & Huang, 2021).

The research assumed that there were differences between groups of students according to the factors influencing taking part in education. The results reveal a significant difference in professional orientation among Far Eastern Asians and family background among Middle Eastern Asian students. Community, especially family and social situations, recognition of talents, and preference for special training also impact orientation (Algadheeb, 2015).

The research analysed factors of the people influencing university choices among student groups based on region, revealing significant differences in higher educational environments among Far Eastern Asia students experiencing the most typical environment. Research shows Far Eastern students' adaptability and social contacts contribute to increased satisfaction in European universities, as they are more satisfied with their educational environments. This result is consistent with previous results (Azzone & Soncin, 2019; Kéri & Révész, 2019; Fenyves et al., 2019; Zoltán, 2019; Saleh, 2022).

Regarding the factors contributing to the choice of university to attend, the results revealed significant differences among Asian Far East students, with the most typical institutional factor and European and American students having the most typical geographical factor. These results are consistent with those of Bourdieu and Nice (1977). Societal culture encompasses societal norms, arts, and institutions passed down through generations. Inherited customs and gender roles also shape these beliefs.

Regarding the values of the gender stereotyping factors determining academic choice, Middle Eastern students show more family involvement and tradition. Education is an essential channel for social reproduction, and Eastern families show increased interest and involvement in their children's future, particularly in education (Wang & Huang, 2021; Casas et al., 2022).

The research compared international students to Hungarian students learning at the University of Debrecen and Iraqi students at the Salahaddin University. First, there are differences in factors influencing taking part in further education. Profession orientation is more typical among Hungarian students at the University of Debrecen, while job orientation is more prevalent among Iraqi students. The research compared factors of people influencing university choices among student groups, finding significant differences in a family environment, most common among Iraqi students at Salahuddin University. The research checked the values of contributing to the different student groups' choice of university. There were significant differences in financial factors in favour of Iraqi students at Salahuddin University and geographical factors among Hungarian students at Debrecen University. Iraqi students prioritise financial factors due to privatisation and capitalisation in education, able to access university and speciality opportunities with significant financial expenses (World Bank, 2017). That is why Iraqi students are highly selective about scholarships and universities that offer free or low tuition fees. Hungarian students may

be interested in travelling to other countries for study, exposure to new cultures, or higher-income career opportunities (Marbuah, 2016).

Regarding the values of the gender stereotyping factors determining academic choice, Family involvement and tradition are more typical among Iraqis, with liberal ideas most prevalent among international students. These results are in line with those of Rainsford et al. (2018). Iraqi students prioritise family involvement and traditions due to their cultural and family backgrounds, contributing to gender stereotyping.

Lastly, the values of the Bem indexes were explored. The Bem indexes showed no significant differences, with the masculine index being the most relevant for Iraqi students at Salahaddin University. This result is in line with the results of Yahyaoui and Ali (2018). Iraqi society is patriarchal and traditional, imposing gender stereotypes on men and women. Iraqi students often exhibit masculine traits due to societal norms and traditions.

In our second hypothesis, H2a: Being a woman, younger, learning in fee-paying form and with lower grades, living in larger settlements, having parents with higher education, having higher objective and subjective financial status, and being religious positively affect the student's university choice. We examined the impact of the different variables on the factors created by the variables contributing to the choice of a university to attend. First, we investigated the role of sociodemographic variables. Age and settlement type significantly affect university choice, with older students and larger cities highlighting the importance of institutional climate, while academic years reduce its impact. Institutional factors significantly impact older students' psychological and physical stability, who often balance work and study simultaneously, highlighting the importance of diverse courses and extracurricular activities. These results are consistent with Rudhumbu et al. (2017) and Gaspar & Soares (2021). Being an international student at Debrecen University weakens the relevance of geographical factors. A negative significant impact of the sociodemographic variables was detected in the case of being an international student at Debrecen University, which means being an international student at Debrecen University weakens the relevance of geographical factors. Geographical factors, such as students moving to different countries for education, can also impact career opportunities. These factors, combined with other factors like family, community, environmental, and economic factors, can limit individuals' ability to achieve their career goals (Coetzee et al., 2010). There was a negative

significant impact of sociodemographic variables on reputation and ranking in the form of financing, which means that the role of the financing form weakens reputation and ranking. Elite universities often have high tuition fees, making them unaffordable for most students. Students' environments also influence their academic specialisation and professional choice. After high school, socially disadvantaged kids often choose not to pursue further education. At the same time, scholarships, connections, and financial support from wealthy families increase the chances of joining universities and choosing their desired career path (Fizer, 2013).

H2b: The impact of factors influencing further education, people taking part in education., and gender stereotyping factors and eliminating old ideas about gender stereotypes are significantly positive while Bem's stereotyping indexes. do not significantly affect the choice of the university.

We found a significant impact of the factors of participation in further education regarding professional orientation, family background, and job orientation significantly influence the institutional climate of universities. Students' passion for a stable career and high-paying professional life, supported by families, significantly impacts their university institutional climate. They need psychological, professional, and social fit, self-confidence, financial and moral dignified life, humane conditions, and security. The academic and social climate of higher education institutions can positively impact student outcomes by reflecting current perceptions and expectations (Lee, 2002).

The effect of factors of participation in further education was significantly negative in the case of profession orientation and positive in job orientation. Profession orientation reduces the role of financial factors, unlike job orientation, which strengthens the position of financial factors. Professional orientation helps students make informed decisions about their chosen career, promoting compatibility and success. It prepares students for specialization, focusing on gained experiences rather than material factors. Job orientation through education and career counselling helps students acquire the necessary knowledge and credentials for their chosen path, providing a realistic view of the job market and the need for specific training and credentials. This result is in line with the results of (Khattab et al., 2022).

The impact of factors affecting participation in further education, which was significant in social mobility and communication, and family

background factors are positively affected by geographical factors. Social capital theory posits that a student's educational progress is significantly influenced by their family's socio-economic status, emphasizing the significance of parental investment and involvement (Shahidul et al., 2015; Elster, 1985). High-quality educational opportunities attract students from diverse regions, promoting social mobility and movement to new areas. Privileged students are more mobile, enabling them to access quality education even in distant locations. Geographical mobility is common among marginalized students (Shahidul et al., 2015).

The impact of people influencing academic choice was positive in higher educational and high school environments. Thus, the higher relevance of these environments leads to the higher importance of the institutional climate. The research reveals that media quality, specialisation advertisements, campus promotion, and academic staff influence the ideal climate in higher education institutions, forming social capital crucial for capital owners' reputation and trust (Azzone & Soncin, 2019; Kéri & Révész, 2019).

The impact of people influencing academic choice was significant in all cases (higher educational environment, high school environment, and family environment), which means that people from the family, school, and university environment increase the relevance of geographical factors. Family, school, and university preferences, retention, academic competition, and long-term educational goals significantly influence students' academic choice and transition to convenient, geographically located institutions (Nelson, 1971; Smith et al., 2010; Aylesworth & Bloom, 1976). Investigating the role of gender indexes revealed a significant effect of the masculine index, which means that a higher level of masculine characteristics increases the relevance of the financial factors. Financial factors are linked to the masculine index, with gender differences due to organisational culture and shared values. Hegemonic masculinity in the Academy perpetuates patriarchal structures despite women's independence (Yahyaoui & Ali, 2018). Students' opinions on gender stereotyping liberal ideas significantly positively enhance the university's ranking and reputation. The University of Debrecen offers quality education and services catering to students' scientific needs. Choosing a specialisation includes a passion for studying subjects and future life goals. Students are against gender stereotyping in society and choose their specialisation based on their gender. They hope for the disappearance of gender stereotyping and break free from stereotypes. This result revealed

students' enlightened mentality and advanced thinking, opposing old and retro ideas about gender stereotyping (Saleh, 2022).

Lastly, student groups were created into clusters to test our **third hypothesis**. The research suggests three groups based on stereotypical attitudes and behaviours: experienced coping, inexperienced optimism, and inexperienced denying. Experienced students have more experience with gender stereotyping, while inexperienced, optimistic students have less experience but are optimistic about its elimination. Unexperienced, denying students have no or less experience with gender stereotyping.

H3a: Cluster membership differs by gender, major (including STEM), academic year, training level, funding type, parents' education type of settlement, objective financial situation, and religiosity. We investigated the differences in the clusters regarding the sociodemographic variables (gender, major, academic year, training level, financing form, parents' education, type of settlement, objective financial form, and religiosity). There was a significant difference between the clusters regarding gender since female students were overrepresented in the experienced copying clusters due to their increased experience. Female students' exposure to gender stereotypes in various environments, such as family, school, and society, can enhance boys' self-confidence and discourage girls' confidence in different phases of life. This result is in line with the results of Olsson and Martiny (2018) and Kancaniku (2015). This result validates H3a regarding the gender differences.

Significant differences could have been seen between the clusters regarding majors. Experienced coping students are underrepresented among students learning in the agricultural field. Meanwhile, experienced coping students are overrepresented among students learning in the social sciences. Since the majority of females belonged to the group of experienced coping students, we also noticed that the majority of this group belongs to social specialisations that are far from scientific specialisations. This finding is in line with Gneezy and Rustichini (2004) and Olsson and Martiny (2018). This result validates H3a regarding the differences in majors, including STEM and non-STEM. Also, significant differences could have been seen in the clusters regarding the mothers' education.

We can see that experienced coping students are overrepresented among those with a mother with a tertiary-level certificate, while inexperienced denying students are underrepresented at this educational level. Therefore, encountering and dealing with gender stereotypes is more frequent when a

student's mother has a higher educational degree, and the mother is likely to experience this phenomenon. Parents' beliefs about education are likely to be expressed through behaviours that communicate children's perceptions and expectations, which may influence children's academic beliefs and motivations. All tasks assigned to women require particular types of activity, which can only be obtained through education (Shaheen & Awan, 2020). This result validates H3a regarding the differences in the students' clusters in their parents' education.

The results revealed significant differences in student cluster membership groups based on nationality and university, with international students at the University of Debrecen most represented in the inexperienced optimistic group. However, they do not encourage gender stereotyping in academic selection, offer diverse ideas to eliminate outdated ideas, and believe in freedom of educational choice. The fact that international students belong to an inexperienced and optimistic group comes from the diversity of students and their nationalities. These findings are consistent with findings by (Bhatia & Bhatia, 2021; Eagly et al., 2020; Lopez-Zafra & Garcia-Retamero, 2021).

H3b: According to the clusters, significant differences can be detected in the factors influencing the choice of a university to attend, people taking part in education, factors contributing to the academic choice of a university to attend and gender stereotyping factors. Differences in attitudes toward higher educational studies according to cluster membership showed that the different clusters concerning the factors influencing taking part in further education were significant only in the case of profession orientation, with the inexperienced optimistic group showing the highest value in these areas. Since inexperienced students with gender stereotypes are simultaneously optimistic about and rejecting gender stereotypes in choosing academic majors and careers, they seek to develop behaviours that lead to greater freedom in decision-making regarding career choices. This finding is consistent with findings by (Algadheeb, 2015). This result validates H3b regarding the differences in the students' clusters in the factors influencing taking part in further education.

The clusters reveal differences in factors contributing to the choice of university to attend, with geographical factors among inexperienced denying students and reputation and ranking among inexperienced optimistic students. Students with no experience with gender stereotypes

but who have a positive outlook and seek to improve the university's reputation and ranking are more likely to accept and reduce gender stereotypes, regardless of geographical location, as they can obtain internationally recognised degrees and secure employment opportunities after graduation. This finding is consistent with findings by Fenyves et al. (2019), Zoltán (2019), and Saleh (2022). This result validates H3b regarding the differences in the students' clusters in the factors contributing to the academic choice of a university to attend.

The present research combines educational and psychological factors. While the study successfully addressed the research questions and confirmed its hypotheses, it does have flaws that need further improvement. Given that the research topic is broad, complex, and intertwined, there were some difficulties in formulating the objectives and hypotheses that the research strived to solve and present optimally. It is necessary to have a comprehensive and integrated overview first, then gradually narrow the aspects of the research to increase the focus on the desired objectives and avoid ambiguity. Researchers agree that data collection is crucial for the thesis since it is the most crucial aspect. Social media platforms were used to gather data online, which presented a dilemma for the study. The research was done at Debrecen University. For this reason, data and replies from students outside the University of Debrecen must be ignored. Thus, it is crucial to scrutinise and gather data before transcribing it to ensure it fits the study. The literature related to the research is considered an essential part of the theoretical side, which defines the research and presents it understandably and smoothly. Here, the reference is to the need for sources related to the history of female entry into higher education in English, which affected the research. It was possible not to address the history of Hungarian feminism, as this would have saved the research effort and time. The major limitation of the current research is its need for more experience in producing research on the approach and method used in European countries, not to mention the difference between the approaches followed and how the theoretical framework and the applied aspect of the research are presented.

Overall, this research examines gender stereotypes in academic choice, highlighting the interconnectedness of sociodemographic, geographic, and institutional factors. It advocates for societal attitudes and policies to promote diverse career opportunities and understand students' experiences, ultimately improving educational outcomes. Gender stereotypes and discrimination in STEM fields lead to the underrepresentation of women,

affecting their ability to compete and secure employment opportunities. Early education is crucial for economic and social development, but gender equality remains challenging due to socialisation and cultural differences in education systems.

This research is a foundation for future studies on academic choice and the factors influencing diversity and difference. It is crucial to conduct similar studies to provide educational systems with knowledge of more factors influencing academic choice, which are influenced by new developments and societal changes. The University of Debrecen's academic environment challenges the reality of gender patterns influencing students' academic choices, making this research a model for addressing this challenge and significantly impacting educational research.

References

- Algadheeb, N. A. (2015). Professional/career orientation, awareness, and their relationship to locus of Control. *Journal of College Teaching & Learning (TLC)*, 12(1), 13–38. <https://doi.org/10.19030/tlc.v12i1.9067>
- Archer, J., & Lloyd, B. (2002). *Sex and Gender*. Cambridge University Press <https://doi.org/10.1017/cbo9781139051910>
- Aylesworth, L. S., & Bloom, B. L. (1976). College Experiences and Problems of Rural and Small-Town Students. *Journal of College Student Personnel*. <https://eric.ed.gov/?id=EJ142642>
- Azzone, G. & Soncin, M. (2019). Factors driving university choice: A principal component analysis on Italian institutions. *Studies in Higher Education*, 45(12), 2426–2438. <https://doi.org/10.1080/03075079.2019.1612354>
- Bhatia, N., & Bhatia, S. (2020). Changes in Gender Stereotypes Over Time: A Computational Analysis. *Psychology of Women*

Quarterly, 45(1),

036168432097717.

<https://doi.org/10.1177/0361684320977178>

Bourdieu, P., & Nice, R. (1977). *Outline of a Theory of Practice*.

<https://doi.org/10.1017/cbo9780511812507>

Casas Trujillo, J. P., Mohammed, P. J., & Saleh, S. T. (2020). Students' Motivations to Study Abroad: The Case of International Students at the University of Debrecen. *Central European Journal of Educational Research*, 2(1), 76–81.

<https://doi.org/10.37441/cejr/2020/2/1/5760>

Coetzee, M., Bergh, Z., & Schreuder, D. (2010). The influence of career orientations on subjective work experiences. *SA Journal of Human Resource Management*, 8(1).

<https://doi.org/10.4102/sajhrm.v8i1.279>

Dobson, I. R., & Birrell, B. (2005). ARE ASIANS OVER-REPRESENTED IN TRAINING IN THE HEALTH PROFESSIONS? *People and Place*, 13(4), 60–66.

<https://doi.org/10.4225/03/590bf19f04db9>

Eagly, A. H., Nater, C., Miller, D. I., Kaufmann, M., & Sczesny, S. (2020). Gender stereotypes have changed: A cross-temporal meta-analysis of U.S. public opinion polls from 1946 to 2018. *American Psychologist*, 75(3), 301–315. <https://doi.org/10.1037/amp0000494>

Elster, J. (1985). *Making Sense of Marx*. Cambridge University Press. <https://philpapers.org/rec/ELSMSO-2>

Endendijk, J. J., Groeneveld, M. G., van der Pol, L. D., van Berkel, S. R., Hallers-Haalboom, E. T., Mesman, J., & Bakermans-Kranenburg, M. J. (2014). Boys Don't Play with Dolls: Mothers' and Fathers' Gender

Talk during Picture Book Reading. *Parenting*, 14(3-4), 141–161.
<https://doi.org/10.1080/15295192.2014.972753>

Fenyves, V., Bács, Z., Kovács, B., Tarnóczi, T., Nemeslaki, A., & Böcskei, E. (2019). Analysis of Factors Influencing Studies-Strategic Decisions-Results of a Hungarian Survey. *Journal of Entrepreneurship Education*, 22(5).
<https://www.abacademies.org/articles/analysis-of-factors-influencing-foreign-studies45strategic-decisions45results-of-a-hungarian-survey-8609.html>

Fizer, D. (2013). Factors Affecting Career Choices of College Students Enrolled in Agriculture. MSc. Thesis, University of Tennessee.
https://www.academia.edu/29898403/Factors_Affecting_Career_Choices_of_College_Students_Enrolled_in_Agriculture

Garg, R., Kauppi, C., Lewko, J., & Urajnik, D. (2002). A structural model of educational aspirations. *Journal of Career Development*, 29(2), 87–108. <https://doi.org/10.1023/A:1019964119690>

Gaspar, A. M. C. S., & Soares, J. M. A. C. (2021). Factors influencing the choice of higher education institutions in Angola. *International Journal of Educational Administration and Policy Studies*, 13(1), 23–39. <https://doi.org/10.5897/ijeaps2020.0680>

Gneezy, U., & Rustichini, A. (2004). Gender and Competition at a Young Age. *American Economic Review*, 94(2), 377–381.
<https://doi.org/10.1257/0002828041301821>

Hunt, J. (2008). Make room for daddy ... and mommy: Helicopter parents are here! *The Journal of Academic Administration in Higher Education*, 4(1), 9–11

- Kancaniku, F. (2015). Gender and Selection of Undergraduate Programs: Factors Affecting Career Aspirations of Females in Prishtina District. *Theses*. Rochester Institute of Technology. <https://scholarworks.rit.edu/theses/8863>
- Kéri, Anita & Revesz, Balazs. (2019). What do international students think after they finished their education in Hungary? Post-studies research with students from the field of economics
- Khattab, N., Madeeha, M., Modood, T., Samara, M., & Barham, A. (2022). Fragmented career orientation: the formation of career importance, decidedness and aspirations among students. *International Journal of Adolescence and Youth*, 27(1), 45–59. <https://doi.org/10.1080/02673843.2021.2025114>
- Kollmayer, M., Schober, B., & Spiel, C. (2018). Gender stereotypes in education: Development, consequences, and interventions. *European Journal of Developmental Psychology*, 15(4), 361–377. <https://doi.org/10.1080/17405629.2016.1193483>
- Lee, W.Y. (2002). Culture and Institutional Climate: Influences on Diversity in Higher Education. *The Review of Higher Education*, 25(3), 359– 368. <https://doi.org/10.1353/rhe.2002.0014>
- Lopez-Zafra, E., & Garcia-Retamero, R. (2021). Are gender stereotypes changing over time? A cross-temporal analysis of perceptions about gender stereotypes in Spain (¿Están cambiando los estereotipos de género con el tiempo? Un análisis transtemporal de las percepciones sobre los estereotipos de género en España). *International Journal of Social Psychology*, 1–25. <https://doi.org/10.1080/02134748.2021.1882227>

- Marbuah, D.A. (2016). Influence of Parental Income and Educational Attainment on Children's Years of Schooling: Case of Ghana (Dissertation). Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-32139>
- Nelson, Joel I. (1971). Educational Aspirations in Minnesota: Rural-Urban Comparisons. Minnesota Agricultural Experiment Station. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/139387>
- OECD (2019a). "Hungary", in Education at a Glance 2019: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/bf9d4a08-en>
- Olsson, M., & Martiny, S. E. (2018). Does Exposure to Counter stereotypical Role Models Influence Girls' and Women's Gender Stereotypes and Career Choices? A Review of Social Psychological Research. *Frontiers in Psychology*, 9, 2264. <https://doi.org/10.3389/fpsyg.2018.02264>
- Paglin, M., & Rufolo, A. M. (1990). Heterogeneous Human Capital, Occupational Choice, and Male-Female Earnings Differences. *Journal of Labor Economics*, 8(1), 123–144. <http://www.jstor.org/stable/2535301>
- Perna, L. W., & Titus, M. A. (2005). The Relationship between Parental Involvement as Social Capital and College Enrolment: An Examination of Racial/Ethnic Group Differences. *The Journal of Higher Education*, 76(5), 485–518. <https://doi.org/10.1353/jhe.2005.0036>
- Rainsford, E., Rawlings, L., & Mistry, L. (2018). The Role of Family in Social Mobility. Impact of Family Resources on Young People's

Progression <https://www.youthemployment.org.uk/dev/wp-content/uploads/2018/03/family-Social-Mobility-Final3.pdf>

Rudhumbu, N., Tirumalai, A., & Kumari, B. (2017). Factors that Influence Undergraduate Students' Choice of a University: A Case of Botho University in Botswana. *International Journal of Learning and Development*, 7(2), 27. <https://doi.org/10.5296/ijld.v7i2.10577>

Saleh, Sanaa Taher (2022). The influence of gender stereotyping and demographic factors on academic choice: The case of the University of Debrecen, *Hungarian Educational Research Journal*, 12(2), 145-163. Retrieved Oct 26, 2022, from <https://akjournals.com/view/journals/063/12/2/article-p145.xml>

Shafina, A. (2020). Exploring gender differences in selection of subjects at higher education levels in the Maldives. *The International Education Journal: Comparative Perspectives*, 19(2), 2020. <https://files.eric.ed.gov/fulltext/EJ1293116.pdf> 13

Shaheen, N & Awan, A. G. (2020). The impacts of mother's education on the academic achievements of her child. *Global Journal of Management, Social Sciences and Humanities*, 6(4), 735-756. DOI: <https://orcid.org/0000-0001-5767-6229735>

Shahidul, S. M., Karim, A. H. M. Z., & Mustari, S. (2015). Social Capital and Educational Aspiration of Students: Does Family Social Capital Affect More Compared to School Social Capital? *International Education Studies*, 8(12), 255–260. <https://doi.org/10.5539/ies.v8n12p255>

Smith, M. H., Beaulieu, L. J., & Seraphine, A. (2010). Social Capital, Place of Residence, and College Attendance¹. *Rural Sociology*, 60(3), 363–380. <https://doi.org/10.1111/j.1549-0831.1995.tb00578.x>

- Stock, Paul & Stock, Eileen. (2019). Factors that Influence a College Student's Choice of an Academic Major and Minor. *Journal of Scholastic Inquiry: Business* 9(1) 56-78
- Wang, S., & Huang, C. (2021). Family Capital, Learning Engagement, and Students' Higher Education Gains: An Empirical Study in Mainland China. *International Journal of Environmental Research and Public Health*, 18(21), 11571. <https://doi.org/10.3390/ijerph182111571>
- World Bank (2017). *Iraq - Systematic Country Diagnostic (English)*. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/542811487277729890/Iraq-Systematic-Country-Diagnostic>
- Yahyaoui, Yassine & Ali, Marwan. (2018). Gender Representations among Arab Youth: Between Social and Academic/ 108-90
- Zoltán, V. (2019). *How To Make Hungarian Universities' Branding Compelling for The Purpose Of Recruiting American Students*. Tempus Public Foundation, Budapest. <https://tka.hu/docs/palyazatok/hungarian-universities-branding-for-recruiting.pdf>



Registry number:

DEENK//2024.PL

Subject: PhD Publication List

Candidate: Sanaa Taher Saleh

Doctoral School: Doctoral School of Human Sciences

MTMT ID: 10087792

List of publications related to the dissertation

Foreign language scientific articles in Hungarian journals (6)

1. **Saleh, S. T.:** The influence of gender stereotyping and demographic factors on academic choice: The case of the University of Debrecen.
Hung. educ. res. j. 12 (2), 145-163, 2022. ISSN:
2062-9605. DOI:
<https://doi.org/10.1556/063.2021.00056>
2. **Mohammed, P. J., Casas, T. J. P., Saleh, S. T., Kovács, K. E.:** An International Comparison of Educational Systems: the Columbian, Iraqi and Kurdish cases.
Cent. Eur. j. educ. res. 3 (2), 110-120, 2021. EISSN:
2677-0326. DOI:
<http://dx.doi.org/10.37441/cejert/2021/3/2/9803>
3. **Saleh, S. T.:** Karen, Starr. (2019): Education policy, neoliberalism, and leadership practice a critical analysis. London: Routledge.
Hung. educ. res. j. 10 (1), 101-103, 2020. ISSN:
2062-9605. DOI:
<https://doi.org/10.1556/063.2020.00010>
4. **Casas, T. J. P., Mohammed, P. J., Saleh, S. T.:** Students' Motivations to Study Abroad: The Case of International Students at the University of Debrecen.
Cent. Eur. j. educ. res. 2 (1), 76-81, 2020. EISSN:
2677-0326. DOI:
<http://dx.doi.org/10.37441/CEJER/2020/2/1/5760>



5. **Saleh, S. T.:** Bowl, M. (2017). Adult education in neoliberal times: Policies, philosophies and professionalism.

Hung. educ. res. j. 9 (2), 360-363, 2019. ISSN:

2062-9605. DOI:

<https://doi.org/10.1556/063.9.2019.1.32>

6. **Saleh, S. T.:** Meliscin, F. (2017). Gender, justice and equality: Creating capabilities for girls and women's development.

Hung. educ. res. j. 9 (4), 749-753, 2019. ISSN: 2062-9605.

DOI: <https://doi.org/10.1556/063.9.2019.4.64>

Foreign language scientific articles in international journals (1)

7. **Saleh, S. T., Yusuf, H. S.:** Psychological weaning, optimism and pessimism among university students.

Zanco Journal of Humanity Sciences. 22 (5), 300-308, 2018. ISSN:

2218-0222. DOI: <https://doi.org/10.21271/zjhs.22.5.20>

The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

27 February, 2024

