

Theses for Doctoral (PhD) Dissertation

A bridging role in higher education?

Examining aspirations for further study among students
in short-cycle higher education

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I. Aim of the thesis, outline of the topic

The cooling-out hypothesis put forward by Burton R. Clark (Clark, 1980), which has been examined in relation to the function of short-cycle higher education (Kantor & Lowe 1992), is still under discussion today (Tang & Dang 2023). Some argue that such programmes have a warming-up effect on students (stimulating student mobility), while others argue for a cooling-out effect (dampening ambitions). Of course, education policy and institutional context are decisive. Our research aims to contribute to this international debate by examining short-cycle higher education (SCHE) in Hungary, given that structural changes in Hungarian higher education brought about a significant transformation in post-secondary vocational training, mainly affecting its profile and institutional attachment. Comparing results on short-cycle higher education with previous Hungarian research on prior forms of such training offers a unique opportunity to connect our research findings to the international academic discourse.

Over the past two decades, the issue of expansion and diversification in higher education has been a dominant theme in the academic discourse on the structure and institutional network of higher education (Birnbaum, 1983; Clark, 1983; Huisman, 1995; Hrubos, 2002, Neave, 1998, Smith, 2013; Van Vught, 2008; Veroszta, 2009), with short-cycle training regularly at the forefront of this debate (Santiago, 2008; Teichler, 1998, 2008).

The reasons for the introduction of short-cycle training undoubtedly include the social and economic restructuring that took place from the mid-20th century onwards, which brought with it an expansion of educational levels (Green, 1980; Archer, 1988;

Kozma, 2004). In addition to social transformation, the reform of secondary education, the need to prevent dropouts in lower social classes, the demand for higher education degrees in the public and private sectors, and the strengthening of the industrial sector (Gibbson, 1998; Scofer & Meyer, 2005) have also played a role in the expansion process.

Internationally, three models of short-cycle higher education can be distinguished (Furth, 1973). Community colleges in the US and junior colleges in Japan and Canada, which belong to the multifunctional model, are decentralised, have variety in curricula, and are linked to universities in terms of administrative and inter-institutional mobility (Cohen & Brawer 2008; Kisker et al, 2023). In countries with another specific model (Belgium, France, Germany, the Netherlands, Portugal, Spain, and Turkey), such training has little or no link to the university sector, providing vocational qualifications and limited to various engineering, teacher training, and social fields (Cremonini, 2010; Kyvik, 2004; Slantcheva-Durst, 2014). Furth (1973) also isolated a binary model characterised by training diversity (UK), whereby institutions are highly diversified, with a strong emphasis on professional training.

Aspirations of further education have been examined from economic (Mincer 1958; Becker 1964; Schultz, 1983 - investment decision), psychological (perceptions of the university climate), and sociological (status acquisition process) perspectives (Coleman 1988; Connor & Britain, 2004; Bergerson, 2009; Thompson & Subich, 2006). Investigating the motivations for entering higher education, which is common in international studies, adds to this line of research (Aittola & Ursin, 2019; Baird et al, 2012; Davies, 2013; Jackson, 2012; Simm et al., 2012). The

results of these studies may be indicative of the situation in Hungary.

In addition to international comparative studies (Kirsch & Yves, 2011; Crosier et al., 2020) and European research on short-cycle higher education (Davies, 2013; Baird et al., 2012), Hungarian research (Hrubos, 2002; Fehérvári & Kocsis, 2009, Szemerszki, 2012) has also shown that this form of training provides the opportunity of advancement for disadvantaged, non-traditional students. The risk of attrition (Hrubos, 2002; Round et al., 2012; Lardy et al., 2022) is demonstrably higher among those from unfavourable socio-cultural backgrounds and those who work while studying (Davies, 2013; Nzekwe-Excel, 2012).

International experience shows that short-cycle higher education can attract new student groups into higher education (Kirsch & Yves, 2011; Grm & Bjørnåvold, 2014; Crosier et al., 2018, 2020). Is this also true in the Hungarian context?

In addition to the history of the development and evolution of the social and education policy processes, we also set out to examine SCHE students' strategies for further education as well as their individual, socio-cultural, and academic characteristics and aspirations. In addition to their reasons for enrolment and their background, students' views on the courses, their learning strategies, their chances of finding employment, and their plans for further education and employment were also part of our research.

We aimed to assess the relevance of the results of international and Hungarian studies, and the changes to the training in Hungary brought about by the complete integration into higher education in 2013.

In addition to the above reasons, we believe that it is also necessary to examine this segment of higher education because it

is the type of training with the highest proportion of disadvantaged students, offering an opportunity for advancement (Hegedűs, 2016).

1.2. Aims and research questions

As a starting point for this dissertation, we focused on social and education policy changes in higher education. We set out to interpret these processes and trace the historical changes in the emergence and development of semi-tertiary education in Hungary. We focused primarily on the changes in international and Hungarian higher education and vocational training in terms of the processes which led to the emergence of a new form of training in the Hungarian education system in 1998, which was termed accredited vocational higher education organised within the school system.

The theoretical framework is based on major changes in education and society, including higher education, over the last 50 years. Particular attention was paid to tracing structural, mainly institutional, changes, with a distinct focus on the student population, one of the most important participants in higher education. In addition to international and Hungarian research on historical and legal changes, a particular emphasis was placed on comparing findings from student surveys in relation to short-cycle higher education.

In addition to highlighting the historical stages of the training in Europe and Hungary, we focus on the background and composition of SCHE students. Our aim is to provide a comprehensive picture of the background and composition of the students who apply for short-cycle higher education, and to

specifically consider the education policy background to changes and fluctuations in the number of students.

Overall, the dissertation examines the effects (expansion, diversification) which led to the structural and institutional transformation of higher education, including how these effects materialised internationally and in some European countries, how they appeared in Hungary, and how they led to the realisation in the early 1990s that there was a need for semi-tertiary education in the Hungarian education system. A historical study of such training in Hungary and corresponding student surveys clearly showed that, similarly to international examples, post-secondary vocational training opened up opportunities in higher education for a new group of students.

The question arises as to whether this opportunity is a dead end or a possible alternative for students? How is the situation in Hungary? Which European model is similar to the development of such training in Hungary? In our research, the answers to these questions allow us to establish the connection with similar topics which are in focus internationally.

In addition, we were interested in the application strategies and characteristics which can be observed when applicants choose short-cycle higher education. What individual, family, and social characteristics are common? What influence do previous studies and achievements have on the decision to apply?

Our results also highlight the composition of students, the environment from which they enter short-cycle higher education, and recent preferences in programmes and fields of study in Hungarian higher education. How do students learn, what learning strategies do they have? Furthermore, to what extent has students' composition, learning motivations, and labour market needs

changed over the past 25 years? The question on students' subsequent plans is important for further education. Does short-cycle education fulfil its bridging role or do students consider it as a stepping stone?

II. Outline of the methodology

After the literature review and the formulation of the research questions and hypotheses, we first conducted a secondary analysis of the Education Office's admissions database on the 2016 and 2017 general admission process. We analysed data on students admitted to short-cycle higher education and parallel bachelor's programmes in terms of gender, field of study, socio-cultural variables, and prior educational outcomes. For the 2016 general admission process, our analysis included 18,563 students enrolled in bachelor's programmes and 7,654 students enrolled in short-cycle higher education. For the 2017 general admission process, our analysis included 16,037 students enrolled in a bachelor's programmes, 5,957 students enrolled in a short-cycle higher education degree programme, and 6 students enrolled in undivided training offering a master's degree.

In addition to the secondary analysis, we also conducted a survey to better examine students in short-cycle higher education.

In the methodological and sampling preparation of the survey, we relied on the sampling characteristics of other large-sample surveys in Hungary (Hrubos, 2002; Fehérvári - Kocsis, 2009; Szemerszki, 2012). Our research included a quantitative, large-sample survey. We conducted the survey between April and July 2018 among full-time and part-time SCHE students in their first or second year. Based on the data from the Education Office,

the group of students enrolled in short-cycle higher education in the academic year 2017/2018 was well defined, so we used a group-based random sampling procedure.

In the examined period, 28 higher education institutions offered full-time and part-time SCHE programmes. We contacted the heads of all such institutions with the questionnaire, giving students an equal chance of being included in the sample. We also surveyed groups of students during courses and at final examinations. Students were also able to complete the questionnaire online, as requested by several institutions.

We aimed to reach 10% of SCHE students with our questionnaire. In terms of programmes, we reached 24 out of 27 full-time programmes and 23 out of 28 part-time programmes. According to data from the Education Office, 12,138 students started the 2017/2018 academic year in full-time and part-time short-cycle higher education. Of these, we were able to analyse the responses of 1,628 students after completion. Overall, we reached 13.41% of students.

One in seven full-time students and one in ten part-time students responded to our questionnaire. Our sample included 1,256 full-time students and 372 part-time students. We reached 701 first-year students and 751 second-year students.

For the survey, we used a self-administered questionnaire in EvaSys. In addition to our own questions, we adapted questions from the measurement tools of previous Hungarian surveys (Fehérvári-Kocsis, 2009; IESA-TESSCEE II. 2014 research - Pusztai - Ceglédi, 2015). Before finalising the questionnaire, we conducted a pilot survey among SCHE students at the University of Debrecen in order to eliminate possible errors and improve the questionnaire's interpretability.

The questionnaire contained 73 questions in 6 question blocks (information on the studies; social background variables; previous studies and higher education experiences; learning techniques, style and methods used; motivation to learn; further education goals, vision for the future). Data from the completed questionnaires were analysed using SPSS 22.

To test our hypotheses, we used several statistical methods with the ambition of methodological diversity. We applied univariate and multivariate methods. In addition to cross tabulation (Crosstabs) analysis, we also carried out analysis of variance (Compare Means). Factor analysis (Maximum likelihood method, Varimax rotation) was used to combine variables in order to address the question of learning strategies and motivation to learn. For the clustering of learning aspirations and learning strategies, we created student clusters (K-means cluster). In this dissertation, we also used logistic regression to investigate the influence of social and educational background and fields of study on the plans to study further.

III. List of results as theses

Our first research question asked about SCHE students' socio-cultural background and corresponding differences by field of study.

Related to this, in our first hypothesis we assume that those from disadvantaged socio-economic backgrounds are more likely to choose short-cycle higher education compared to bachelor's programmes (H1a), SCHE students are predominantly first-generation students, SCHE students come from small and medium sized settlements, and their parents have low educational

attainment (H1b). Regarding the field of study, students in economics and business exhibit better socio-cultural indicators compared to students in other fields (H1c).

In short-cycle higher education, a higher share of women was observed. In terms of the place of residence, a higher proportion of SCHE students came from small and medium sized settlements (large town, small town, village) compared to bachelor's students. Those from villages were overrepresented in agriculture and law, while those from small towns were more likely to choose economics and business, computer sciences, arts, teacher education, and social sciences. The place of education is usually in SCHE students' immediate vicinity, within the same county, because they are not willing to travel long distances. As for disadvantages, it was also found that a higher share of SCHE students than bachelor's students received the 40 additional points awarded in the admissions process for a disadvantaged situation.

Bachelor's students had more favourable socio-cultural indicators than students in short-cycle higher education. This confirms our hypothesis that those from disadvantaged socio-economic backgrounds are more likely to choose short-cycle higher education compared to bachelor's programmes (H1a).

Our first hypothesis also assumes that SCHE students are first-generation students, who come from small and medium sized settlements and whose parents have low educational attainment (H1b). This was supported by the findings as more than half of SCHE students were first-generation students, typically from small and medium sized settlements.

Our hypothesis on economics and business students' more favourable socio-cultural indicators compared to students in other fields of study (H1c) was not confirmed, as students in engineering

and arts exhibited better socio-cultural indicators compared to their peers studying economics and business.

Our second research question asked about differences in the educational background of SCHE students and bachelor's students and about differences between fields of study in this respect.

We assume that students from lower socio-cultural backgrounds apply to SCHE programmes with poorer academic results than those who apply to bachelor's programmes (H2a). Students in short-cycle higher education mainly come from vocational secondary schools, have average academic results in secondary school, are not likely to possess language certificates, and have negative academic results and experiences (H2b). It is also assumed that students in economics and business enter the two-year programme with better prior educational outcomes compared to students in other fields of study (H2c).

When examining educational background, the data on students' prior education revealed that those who had attended secondary grammar schools were in the majority for both bachelor's and SCHE programmes, with a higher share of bachelor's students coming from a secondary grammar school background. In addition, more bachelor's students than SCHE students in the same field of study had advanced school leaving certificates and language certificates at the time of admission, so it is not surprising that bachelor's admission scores are on average 30-40 points higher than those for SCHE students. Our hypothesis that students from lower socio-cultural backgrounds apply to SCHE programmes with poorer academic performance compared with those who apply to bachelor's programmes (H2a) is confirmed.

An increasingly larger share of students applies to short-cycle higher education from secondary grammar schools, unlike prior forms of post-secondary vocational training such as vocational higher education and accredited vocational higher education organised within the school system, to which the majority of students applied from vocational schools. The exceptions were computer science, medicine, and health sciences, where applicants were more likely to have attended secondary vocational schools. Slightly more than 30% of responding students possessed a language certificate, which also reflects an improvement. One third of students in short-cycle higher education had a language certificate. In the field of teacher education, a basic-level language certificate was more common, in agriculture and arts intermediate language certificates were overrepresented, while advanced language certificates were the most common among students in engineering, computer sciences, arts, economics and business. In terms of academic performance, those with a GPA (measured on a 1–5 scale) of 3.51–4.00 were in the overwhelming majority. When asked about their experiences and successes in secondary school, students reported both positive and negative experiences, with only 8% having more negative experiences. Thus, our hypothesis that students in short-cycle higher education mainly come from vocational secondary schools, that their academic achievements in secondary school are average, that a low percentage of them have a language proficiency exam, and that their school achievements and experiences are negative (H2b) is only partially confirmed.

In terms of fields of study, students in arts, medicine, health sciences, economics, and business had on average better secondary school results. In economics and business, a third of students had

a GPA of 4.01 or above, while a fifth had a GPA above 4.51. Our hypothesis assumes that students in economics and business enter the two-year programme with better prior academic results (H2c) compared to students in other fields of study, which is not confirmed. While the high academic performance of students in economics and business was observed, they were closely followed by art students, who also achieved better results compared to the other seven fields of study.

In our third research question, we investigated the motivations of SCHE students. Our main question was to identify target groups in terms of learning aspirations in short-cycle higher education.

In our third hypothesis, we assume that students are uncertain before applying, that they apply to short-cycle higher education as a secondary option, that the primary goal is not a short-cycle higher education qualification, and that parental influence plays a role in the application (H3a). In terms of learning aspirations, we assume the identification of three target groups: those who prefer professional qualifications, dropouts, and qualification collectors (H3b). When examining learning aspirations and motivation to study, we assume stronger motivation and plans for further study among students in economics, business, and law compared to other fields of study (H3c).

In relation to our third hypothesis (H3a), the findings indeed showed a sense of uncertainty in students' applications, with short-cycle higher education perceived as not the primary goal but only a means to an end. In addition, parents' and friends' influences were also discernible in students' application decisions.

In terms of learning aspirations, our hypothesis assumes the identification of three target groups (H3b): those who prefer professional qualifications, dropouts, and qualification collectors. This hypothesis is partially confirmed. Our research identified the clusters of *Conscious Builders*, *Stepping Stone Jumpers*, and *Qualification-focused* students. The cluster of qualification-focused students is equivalent to the hypothesised group of qualification collectors. Our study did not allow us to identify potential dropouts because they were mostly absent from our survey. The cluster of students we termed *Stepping Stone Jumpers* were primarily motivated by the qualification and the opportunity for advancement, and were relatively uncertain of their choice.

In relation to learning aspirations across fields of study, our hypothesis assumes that students in economics, business, and law are more likely to have conscious planning and plans for further study (H3c). Cluster analysis revealed that students in these fields of study were more likely to belong to the cluster of *Conscious Builders*. The hypothesis is partially confirmed by logistic regression analysis. Students in law were twice as likely as students in economics and business to continue their studies after short-cycle higher education. Compared with economics and business, students in computer science were less likely to pursue further education after short-cycle higher education, with engineering and teacher education students more likely to do so and law students twice as likely.

Our fourth research question concerned motivating and hindering factors in students' learning and explored students' different learning strategies.

We assume that students in short-cycle higher education place emphasis on independent learning, preferring e-learning

tools over traditional tools in their learning (H4a). They study primarily to prove themselves to their families, with the main obstacles to their learning process related to the organisation and administration of training (H4b). Significant differences in learning strategies can be observed between fields of study. We assume that among the learning strategies (Kozéki – Entwistle, 1986), the reproductive strategy is observed for the vast majority of students (H4c).

Our fourth hypothesis, which assumes that students prefer independent learning and e-learning tools, is confirmed (H4a). The hypothesis that SCHE students study to prove themselves to their families and that their learning is hindered by obstacles related to training organisation and administration (H4b) is not confirmed. Students' motivation to learn was most strongly driven by career motivations, while the most important barriers to learning comprised motivational factors and external factors. The categorisation of learning strategies put forward by Kozéki and Entwistle (1986) (*Organised strategy, Reproductive strategy, Deep approach strategy*) was fully consistent with the learning strategies of SCHE students, with the reproductive (mechanical) learning strategy as the most prevalent among students (H4c), which confirms our hypothesis.

Our fifth research question asked about students' plans and employment opportunities after completing the programme.

In the fifth hypothesis, we assume that the majority of students envisage their future to involve further education and that only students in certain fields of education feel that their qualification is immediately useful (H5a). Such fields include economics, business, agriculture, and teacher education, where we

also assume that students' motivation is higher (Hrubos, 2002) (H5b).

Our fifth hypothesis is partially confirmed. The majority of students indeed envisaged their future to involve further education (H5a). We were able to identify fields of study with a stronger tendency for students to feel that their SCHE qualification was relatively useful (H5b). Among the hypothesised fields of economics, business, agriculture, and teacher education, only students in agriculture did not share this view. Contrary to the hypothesis, students in medicine, health sciences, and computer science had a disproportionately positive view of their employment prospects.

Overall, the findings indicate that, both internationally and in Hungary, short-cycle higher education can be seen as a special area of the higher education system. In the mid-1990s, French and English examples provided inspiration to the creators of Hungarian post-secondary vocational training, which led to the launch of this form of training in 1998, on the borderline between secondary vocational training and higher education.

Our research confirms international findings and shows the bridging role of short-cycle higher education. Students from disadvantaged and unfavourable socio-cultural backgrounds with relatively poor academic performance are overrepresented in short-cycle higher education. For them, training provides an opportunity for advancement, preparation, and catching up as well as the possibility to acquire practical knowledge applicable in the labour market.

When examining the student recruitment base in Hungary, it is clear that short-cycle higher education has opened up opportunities for new target groups of students. The most notable

finding in terms of target groups is that we identified a group of students among the applicants (*Conscious Builders*) who are goal-oriented in their choices, are aware how the training can help them achieve their further education and employment objectives, and want to take advantage of this opportunity.

Our results on learning motivations and learning strategies also contributed to a better understanding of the examined target group of short-cycle higher education students, an approach which has not been in the focus of international and Hungarian research. Among the student population, different learning strategies (*Conscious Organisers, Reproducers, Deep Learners*) were observed, characterising students' learning habits and strategies based on different variables.

We believe that our dissertation can contribute to the international discourse on the warming-up (stimulating student mobility) or cooling-out (dampening ambitions) impact of training. Our results are mostly indicative of the warming-up effect as a stimulus to student mobility, which became stronger as the profile of the training changed to be more closely linked with higher education institutions.

One of the most important results of our research is that the transition of post-secondary vocational training from secondary institutions to higher education, which led to the current form of short-cycle higher education, brought about significant changes, including in the composition of students.

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Registry number: DEENK/371/2023.PL
Subject: PhD Publication List

Candidate: Barbara Éva Máté-Szabó
Doctoral School: Doctoral School of Human Sciences
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List of publications related to the dissertation

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1. Tóth, D. A., **Máté-Szabó, B. É.**: A felsőoktatás szerepe a társadalmi felzárkózásban: Fókuszban a rövid idejű képzések és a közösségi központok.
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2. **Máté-Szabó, B. É.**: A felsőoktatási szakképzés hallgatói a felvételi adatok tükrében.
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