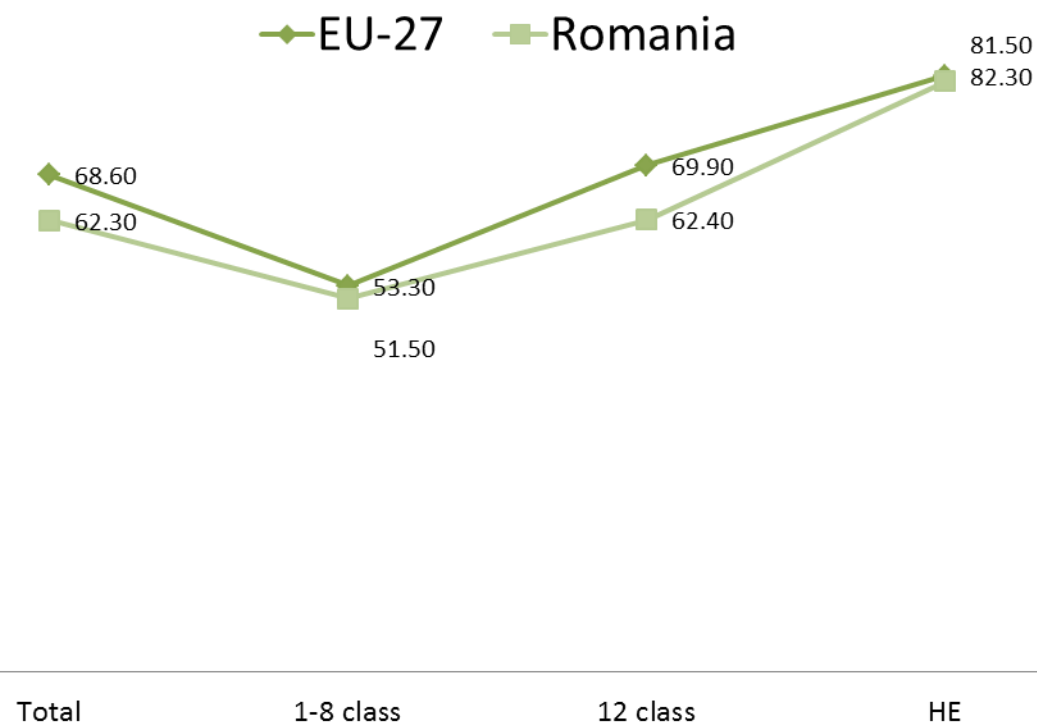# Motivation Factors of Pursuing Higher Education in the Hungary-Romania Cross-Border Area

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Employment rates
# by level of educational attainment

[20-64 years]/2010, EU27

	Total	Lower Secondary	Upper Secondary	Higher education
Sweden	79.1	63.3	79.5	88
Netherlands	77.1	62.2	79.6	87.1
Germany	75.3	56.7	75.4	86.7
Lithuania	65.9	31.2	59.9	86
Slovenia	69.9	50.8	69	85.9
Denmark	75.6	61.5	77.6	85.8
Austria	75.3	57.6	77.4	85.1
Finland	72.8	53.8	71	84.6
UK	73.7	55.4	75.3	84.2
Malta	60.4	51	77.3	83.9
Cyprus	75.8	67.7	74.1	83.2
Poland	64.8	39.7	62.8	82.9
Bulgaria	64.7	38.7	66.6	82.8
Belgium	68.3	47.1	70.8	82.6
Latvia	65.8	45.5	63.3	82.4
EU-27	68.6	53.3	69.9	82.3
Romania	62.3	51.5	62.4	81.5
Portugal	70.2	67.3	70.6	81.5
Czech Republic	70.8	42.3	71.4	81.5
Luxemburg	70.7	62	67.6	81.3
France	69	54.6	70.6	80.4
Ireland	64.2	45	62.4	79.8
Estonia	69.5	45.5	67.9	79.6
Hungary	60.7	37	62.4	77.7
Greece	62.7	56.7	59.4	77.5
Spain	62.5	52.5	63.2	77.1
Slovakia	65.1	28.7	66.4	77.0

Source: Eurostat, EU Labour Force Survey

Tertiary education attainment, EU 2000-2012

	2000	2009	2010	2011	2012
EU28	:	32.1	33.5	34.6	35.7
EU 27	22.4	32.2	33.5	34.6	35.8
Austria	:	23.5	23.5	23.8	26.3
Belgium	35.2	42.0	44.4	42.6	43.9
Bulgaria	19.5	27.9	27.7	27.3	26.9
Croatia	:	20.6	24.3	24.5	23.7
Cyprus	31.1	45.0	45.3	46.2	49.9
Czech Republic	13.7	17.5	20.4	23.8	25.6
Denmark	32.1	40.7	41.2	41.2	43.0
Estonia	30.8	35.9	40.0	40.3	39.1
Finland	40.3	45.9	45.7	46.0	45.8
France	27.4	43.2	43.5	43.3	43.6
Germany	25.7	29.4	29.8	30.7	31.9
Greece	25.4	26.5	28.4	28.9	30.9
Hungary	14.8	23.9	25.7	28.1	29.9
Ireland	27.5	48.9	50.1	49.7	51.1
Italy	11.6	19.0	19.8	20.3	21.7
Latvia	18.6	30.1	32.3	35.9b	37.0
Lithuania	42.6	40.6	43.8	45.8	48.7
Luxembourg	21.2	46.6b	46.1	48.2	49.6
Malta	7.4u	21.0p	21.5b	21.4	22.4
Netherlands	26.5	40.5	41.4b	41.1	42.3p
Poland	12.5	32.8	35.3p	36.9p	39.1p
Portugal	11.3	21.1	23.5	26.1	27.2
Romania	8.9	16.8	18.1	20.4	21.8
Slovakia	10.6	17.6	22.1	23.4	23.7
Slovenia	18.5	31.6	34.8	37.9	39.2
Spain	29.2	39.4	40.6	40.6	40.1
Sweden	31.8	43.9	45.3	46.8	47.9
United Kingdom	29.0	41.5	43.0	45.8	47.1

Source: Eurostat (LFS). Notes: b= break; u= unreliable; p= provisional. Further notes: Tertiary education includes both ISCED

Population with HE - age group 30-34 (%)
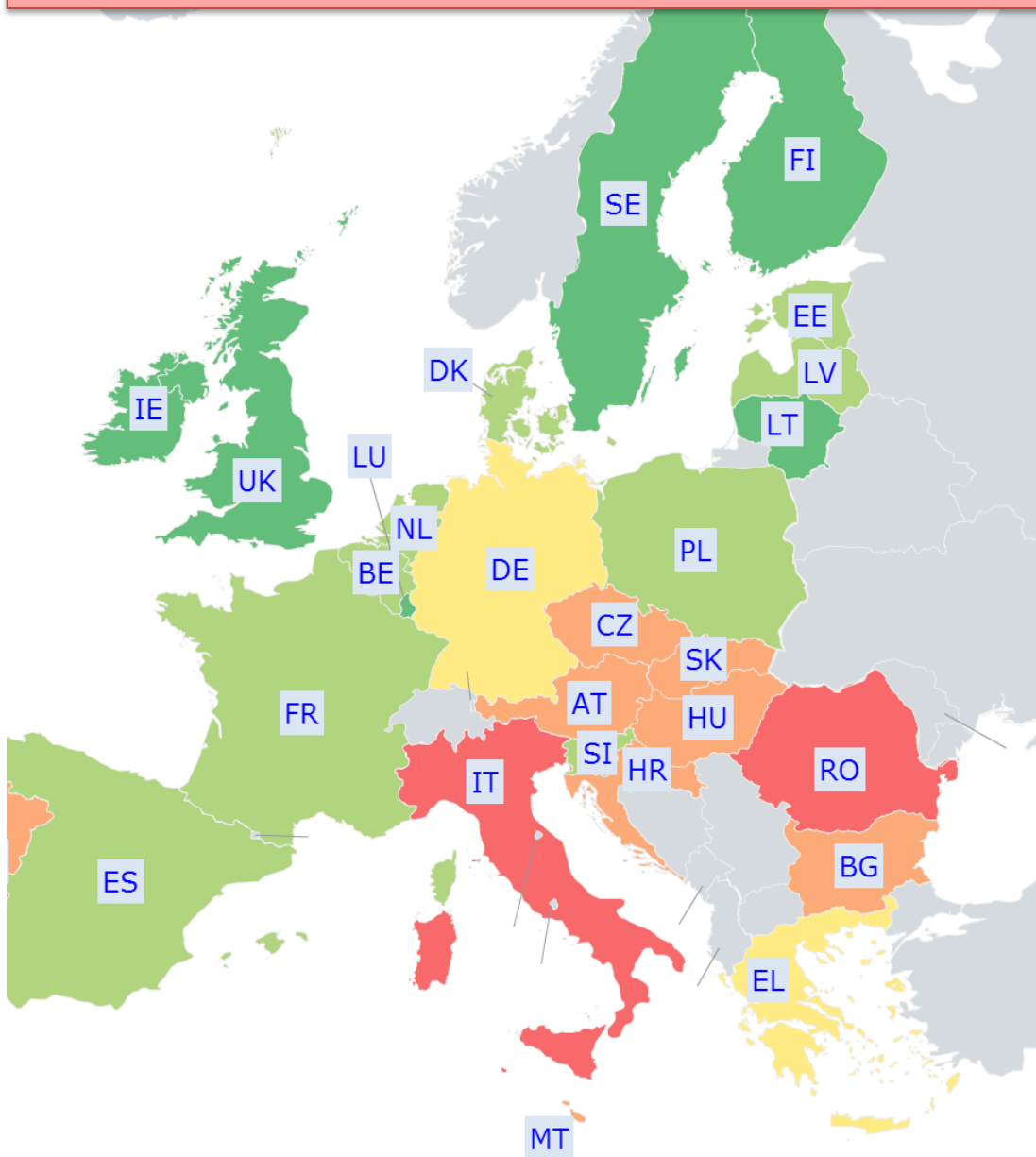
Legend: below 25% | 25-32% | 32-39% | 40-45% | over

NEET youth EU 2008, 2010, 2011
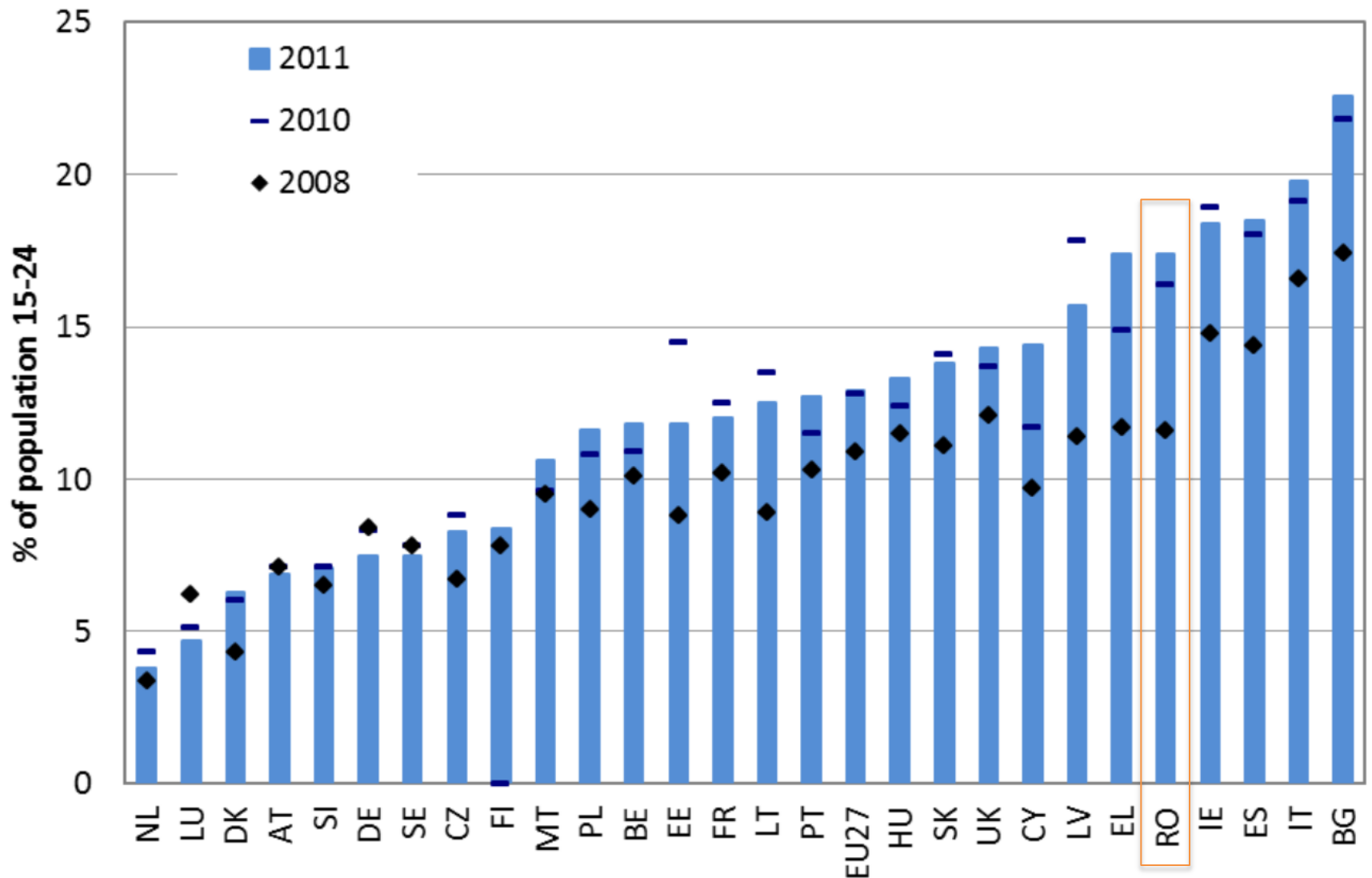
Motives for entering Higher Education

Motivational orientations: - Houle (1961)
- learning orientation
- goal orientation
- activity orientation

Motives for entering HE- Clark and Trow (1966)
- scholastic
- vocational
- collegiate

Motivational orientation framework: Kember, Ho, and Hong (2010)
- compliance
- individual goal
- university lifestyle
- sense of belonging
- career
- interest

Motives for entering Higher Education 2

Motives towards learning:

Pintrich, Marx, & Boyle, 1993; Stage & Williams, 1990

- **intrinsic:** achieving intellectual development and their personal goals (Lepper, 1988; Paulsen & Gentry, 1995)
- **extrinsic:** congruent with both the vocational/career and collegiate /lifestyle reasons for entering higher education (Dev, 1997; Donald, 1999)

Motives, expectations and preparedness: impact on learning engagement and approach which, in turn, affects their academic performance and achievement of learning outcomes (Biggs, 1996; Entwistle & Ramsden, 1983; Prosser & Trigwell, 1999).

Motives for entering Higher Education 3

Motives for entering are indicative of the **motivation** they will have towards their learning within higher education - Kember et al. (2010)
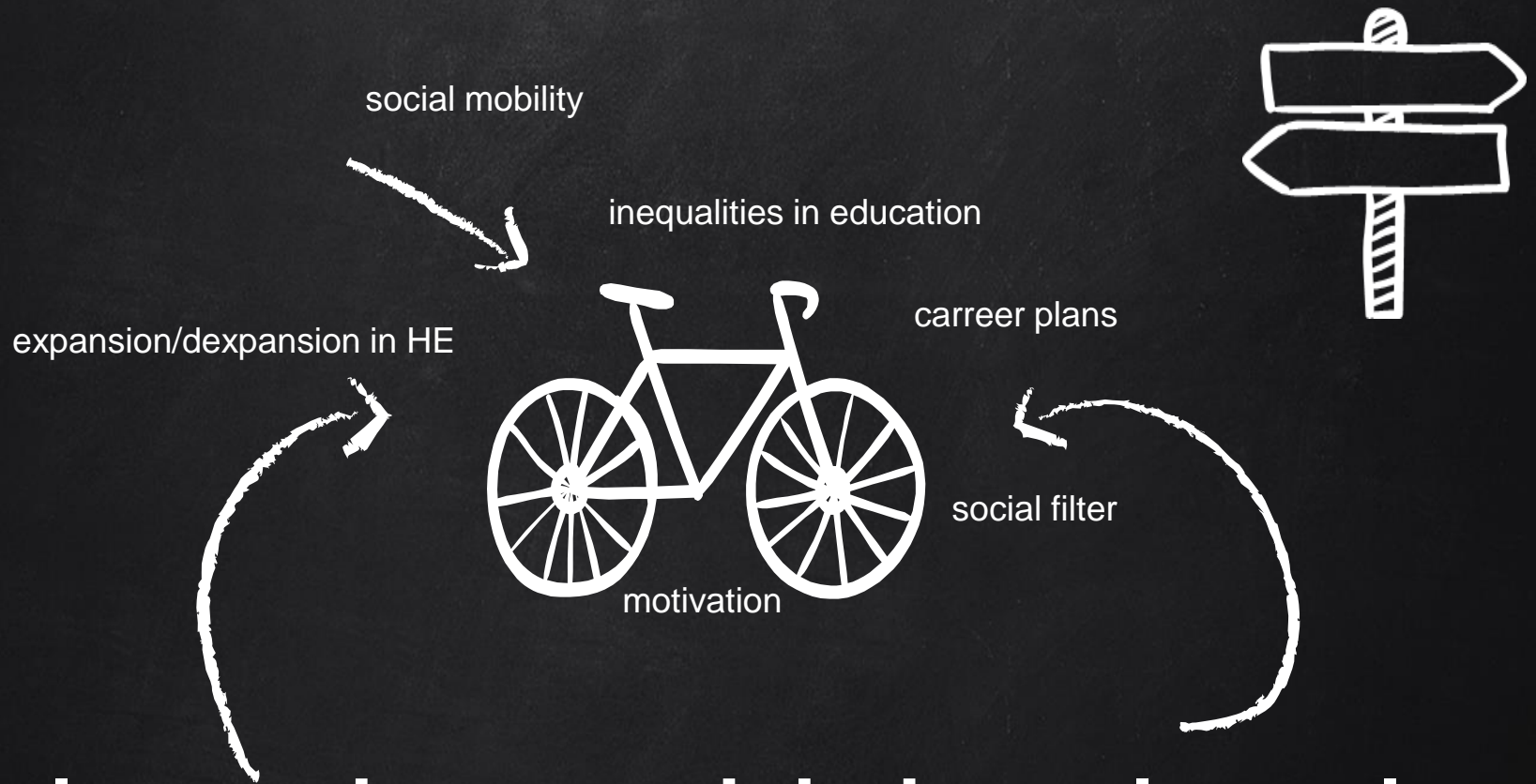

Re-entering school/adult learning: Tsz Man Kwong, Yan Fung Mok & Mui Ling Kwong (1997) **-** family role and social position have significant impact in affecting some of the motivations for re-entering school

Data & Results

- HERD survey conducted among university students from Hungary and Romania
- Subsamples from
  - University of Debrecen
  - Nyíregyháza College
  - University of Oradea
  - Partium Christian University
  - Emanuel University Oradea
- Analysis of motivation and value scales
- N=2120, BA students

Keywords:

- motivation for enrollment, higher education

social mobility

inequalities in education

carreer plans

expansion/dexpansion in HE

social filter

motivation

learning at higher level

MOTIVATIONS IN CHOOSING THE SPECIALIZATION/FIELD OF STUDY

Rotated Component Matrix[a,b]

	choosing the specialization ...		
	1	2	3
... opportunity to get a well-paid job	,758		
... opportunity to obtain a respectable position	,722		,128
... a better chance of getting a leadership position	,688	,159	professional
... it is easier to find a job with a diploma	,500		,411
... wanted to make many relationships	,345	,340	,289
... followed the example of friends		,731	
... followed the example of the family	,111	,677	-,118
... parents' and teachers' influence		,577	,164
... parents' and teachers' influence	,146	,444	,260
... it was tax-free			,747
... to develop my knowledge	,257		,586
... could afford it financially		,347	,536

professional

context/models

carrier/opportunity

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.
b. Only cases for which data basis was created by... = UD are used in the analysis phase.

KMO = ,771

Rotated Component Matrix[a,b]

	choosing the …	
	1	2
I … followed the example of friends	,721	
J … parents' and teachers' influence	,706	
H … followed the example of the family	,673	
K … could afford it financially	,603	,208
L … it was tax-free	,539	
F … did not want to work yet	,537	,217
G … wanted to make many relationships	,531	,387
B … opportunity to obtain a respectable position		,724
C … a better chance of getting a leadership position	,234	,663
D … to develop my knowledge		,660
A … opportunity to get a well-paid job		,659
E … it is easier to find a job with a diploma		,637

context/parking

professional/carrier

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.
b. Only cases for which data basis was created by... = UO are used in the analysis phase.

KMO = ,836

Rotated Component Matrix[a,b]

	choosing the specialization			
	1	2	3	4
B … opportunity to obtain a respectable position	,811			
A … opportunity to get a well-paid job	,782			
C … a better chance of getting a leadership position	,674		,209	,267
E … it is easier to find a job with a diploma	,568		,412	
F … did not want to work yet		,755		
K … could afford it financially		,616	,236	
L … it was tax-free		,582	,431	
D … to develop my knowledge			,644	
G … wanted to make many relationships	,262		,642	,208
I … followed the example of friends			,239	,775
H … followed the example of the family				,690
J … parents' and teachers' influence		,349	-,370	,478

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.
b. Only cases for which data basis was created by… = PKE are used in th

KMO = ,730

professional

parking/opportunity

model/context

Rotated Component Matrix[a,b]

	choosing the specialization		
	1	2	3
B … opportunity to obtain a respectable position	,782		
A … opportunity to get a well-paid job	,763		
C … a better chance of getting a leadership position	,715		,222
E … it is easier to find a job with a diploma	,638	,273	
L … it was tax-free		,733	
K … could afford it financially		,623	
F … did not want to work yet		,527	
D … to develop my knowledge	,280	,491	
G … wanted to make many relationships	,398	,436	
I … followed the example of friends		,202	,692
H … followed the example of the family			,678
J … parents' and teachers' influence			,604

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Rotated Component Matrix[a],[b]

	choosing the specialization			
	1	2	3	4
A… opportunity to get a well-paid job	,799			
C … a better chance of getting a leadership position	,780			
B … opportunity to obtain a respectable position	,733	,214		
E … it is easier to find a job with a diploma	,617		,238	
G … wanted to make many relationships	,272	,739		
I … followed the example of friends		,723	,264	
F … did not want to work yet		,482		,480
H … followed the example of the family			,785	
J … parents' and teachers' influence		,304	,725	
K … could afford it financially	,210	,427	,492	
L … it was tax-free				,736
D … to develop my knowledge	,385			,582

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.
b. Only cases for which data basis was created by... = UEO are used in the analysis phase.

carrier/professional

context/parking

opportunity

KMO = ,739

Rotated Component Matrix[a],[b]

	choosing the specialization		
	1	2	3
A … opportunity to get a well-paid job	,797		
C … a better chance of getting a leadership position	,783		
B … opportunity to obtain a respectable position	,736	,255	
E … it is easier to find a job with a diploma	,606		
J … parents' and teachers' influence		,721	
I … followed the example of friends		,693	-,337
K … could afford it financially	,207	,659	
F … did not want to work yet		,515	,342
G … wanted to make many relationships	,299	,504	
H … followed the example of the family		,449	
L … it was tax-free		,207	,712
D … to develop my knowledge	,388		,561

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.
b. Only cases for which data basis was created by... = UEO are used in the analysis phase.

Factors of choosing bigger HE institutions (*)			Factors of choosing smaller HE institutions (*)		
Variabiles	Sig.	Exp(B)	Variabiles	Sig.	Exp(B)
Economic status	0,009	0,932	Nr. of diplomas in 9-12th grade	0,007	1,144
Nr. of supporting friends	0,002	0,936	Supporting parents	0,054	1,046
Education level of the father	0,002	0,927	-		
Nr. of foreign languages	0,000	0,495			
Factors of accessing HE					
Mobility	0,000	0,798	Contextual factors	0,568	1,030
modell-followers	0,000	0,808	Relationship factors	0,001	1,196
Factors of choosing the university					
Mobility	0,000	0,678	College life-style	0,000	1,264
modell-followers	0,052	0,897	Contextual factors	0,000	1,221
Factors of choosing the specialization					
Mobility	0,000	0,811	Contextual factors	0,004	1,167
modell-followers	0,004	0,853	Youth trasnsition	0,003	1,172
Value factors					
Material values	0,000	0,816	Postmaterial factors	0,001	1,180

Reference cathegory: bigger HE, LR=162,82 (df=13) p<0.001, Nagelkerke R^2=0.158, Classification = 70.4%

Human	B	S.E.	Wald	df	Sig.	Exp(B)
female	**0,47**	**0,12**	**14,39**	**1**	**0,00**	**1,60**
Trust	0,01	0,02	0,42	1	0,52	1,01
Etical	0,00	0,01	0,01	1	0,92	1,00
Education l. Father	**-0,11**	**0,02**	**18,65**	**1**	**0,00**	**0,90**
Rural	**0,38**	**0,13**	**8,64**	**1**	**0,00**	**1,46**
Mobility factor	**-0,15**	**0,06**	**6,80**	**1**	**0,01**	**0,86**
Postmaterial factors	**0,16**	**0,06**	**7,03**	**1**	**0,01**	**1,17**
Diplomas in 1-8.	0,05	0,05	1,05	1	0,31	1,05
Friends	-0,01	0,02	0,36	1	0,55	0,99
Supporting parents	0,00	0,02	0,00	1	0,95	1,00
Nr. of foreign languages	**-0,20**	**0,08**	**6,17**	**1**	**0,01**	**0,82**
Disadvantaged	-0,05	0,06	0,79	1	0,38	0,95
Constant	0,99	0,43	5,22	1	0,02	2,70

Choosing a specialization - multinomial logistic regression

Reference cathegory: real
LR=64,18(df=12) $p<0.001$, Nagelkerke R^2=0.063, Method: enter, step 1

Main selection criteria

Objective factors
- gender
- socio-economic factors

Subjective factors
- social capital
- attitude tw learning
- motivational factors
- values

Discussions

- Decision is made at the Upper Secondary level
- A diploma is no longer important as a knowledge certification, but rather a kind of a guarantee for the really motivated
- NEET youth vs parking strategy
- More clear factors behind the motivations on choosing the specializations
- Differences among types of universities
- Need for qualitative data

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THANK YOU FOR YOUR ATTENTION!