TYPOLOGY OF STUDENTS' ECONOMIC BEHAVIOR IN THE CONTEXT OF EDUCATIONAL SUCCESS OR FAILURE PROBLEM

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Abstract

The article is devoted to the typology of the economic behaviour of students at different tracks of educational behaviour. The aim of the study is to correlate these educational strategies of students' behaviour with their economic behaviour.

The author identifies this dependence based on an analysis of the empirical base of a massive online survey of students. The survey was conducted in January – February 2021. Geography of the survey is Sverdlovsk region of Russia. The general population included students of secondary vocational education and university students. The total sample size was 921 people. For the survey of university students, a quota sample was used (the error in quota characteristics did not exceed 2%). The sample was formed based on open statistical data on the number of students in the Sverdlovsk region.

As a result of the analysis, the author shows which educational strategy is more characteristic of this or that model of economic behaviour.

The article can be useful to researchers of higher education, issues of success and failure of educational communities, as well as the university professional community in assessing the success of students.

Key words: academic achievement, educational success, educational failure, economic factors

JEL Code: I23, I25

Introduction

Educational failure is an urgent problem in many countries of the world. For various reasons, the number of unsuccessful schoolchildren and students in Russia has been growing in recent years. However, this problem is not usually discussed in public discourse. Schools and universities are trying to carefully mask the manifestations and signs of educational failure of students, so as not to be labeled as ineffective educational organizations. Meanwhile, world

experience shows not only the need for an open discussion of this problem, but also the possibility of constructive approaches to its solution (Ambarova, 2020). There are a number of academic and social reasons for the phenomenon of educational failure. Their identification and the search for ways to overcome student educational failure is an important task of interdisciplinary research. In a study (Zborovsky, 2020), it was determined that the educational failure of students is characterized by several characteristics. The first among them is the absence or weak level of proper educational motivation and professional self-determination. The second sign is a lack of interest in scientific activity. The third sign acts as a tendency to academic deviations. The fourth feature is characterized by a low level of readiness for university studies.

In modern foreign interdisciplinary studies, educational failure is considered in a broad social, economic, political and cultural context. Altbach (2016), Collini (2012) connect the problem of student failure with the general crisis of education, the transformation of the world economy and the global community. Werder and Skogsberg (2013) described how the development of a culture of dialogue at the University ensures the involvement of students in research and processes to improve the quality of higher education. Heffernan, Wilkins and Butt (2018) identified the relationship of students' trust in the University with its reputation and showed this relationship as a factor of students' educational success. In their opinion, success is achieved by increasing students' satisfaction with the education received and in the process of their identification with the University. Other researchers have focused on the role of knowledge management in practices of overcoming with student educational failure (Yasir et al., 2017). The theory of students' involvement in educational and scientific activities has great cognitive and explanatory potential (Kuh, 2007).

In study of Zietz and Joshi (2005) examines the determinants of US students' choice of alternative programs of study in high school. The authors suggest that academic aptitude, pre-high school academic performance, and lifetime consumption goals as driven by peer pressure and family background are by far the most important determinants of program choice.

At the previous stage of the study (Kulpin, 2020), the author obtained the following results:

1. The concept of educational success can be viewed from different perspectives: from the point of view of assessing the results of educational activities of students; in terms of preparing a student for the labor market and for the requirements of employers; from the point of view of the students themselves and their social perception of their own “successful” future; in terms of the economic success of the future student.

2. The success of students may have economic reasons. One of them is the quality of the environment in which the applicant prepares to become a student.

3. The author showed that the general level of the Unified State Examination entering the university affects the demand for contractual places at this university. At the same time, it was proved that the average USE score received at budget places has a greater impact on the number of contracting applicants than the average USE score entering contract places.

4. The study also proved the fact that the educational level of applicants to universities does not affect their further educational success as students. This suggests that educational success at the university has a different set of factors than educational success at school.

This study aims to identify any economically justified or economically motivated student behavior patterns combined with academic success or failure.

Methods

To collect empirical materials, a massive online survey of students of secondary higher education was conducted in January – February 2021. The general population included representatives of student youth in the Sverdlovsk region: schoolchildren (students in grades 9-11), students of secondary vocational education and university students. The total sample size was 921 people. The sample is stratified with proportional placement. For the survey of university students, a quota sample was used (the error in quota characteristics did not exceed 2%). The sample was formed on the basis of open statistical data on the number of students in the Sverdlovsk region.

Since the vast majority of students of the Sverdlovsk region study in Yekaterinburg, the selection of university students was carried out in one stage. A quota selection was used, it was carried out according to two independent criteria: 1) the direction of training (engineering and technical, natural science, humanitarian, socio-economic) and 2) the level of training (bachelor's, specialty, master's degree). The distribution of students by areas and levels of training in accordance with quotas is presented in Tables 1 and 2, respectively.

Tab. 1: Distribution of students by direction of training

Direction of training	General population		Sample population	
	number of people	%	number of people	%
Engineering sciences	45359	38.0	350	38.0
Natural science	26260	22.0	203	22.0
Humanitarian sciences	17905	15.0	138	15.0
Socio-economic sciences	29842	25.0	230	25.0
Total	119366	100.0	921	100.0

Source: authors own elaboration.

Tab. 2: Distribution of students by level of training

Level of preparation	General population		Sample population	
	number of people	%	number of people	%
Undergraduate	83631	70.0	645	70.0
Specialty	22597	19.0	175	19.0
Master's degree	13138	11.0	101	11.0
Total	119366	100.0	921	100.0

Source: authors own elaboration.

Results

There were several questions in the questionnaire that, according to the author, could reveal economically justified patterns of behavior. The opening question was "What is currently significant for your success in life?" The leaders of the answers were good health (11.8%), financial well-being (9.6%), family (9.2%). At the same time, good studying was in third place from the bottom (3.2%). The importance of a good job was noted by 7.6%.

The question "Why did you choose the educational program according to which you study?" was aimed at revealing whether there is any influence of economic factors on the choice of the program when entering the university. The third most popular factor after the reputation of the university (28.1%), the reputation of educational programs (21.8%) was the factor of a large number of budget places (11.8%). For clarification, it should be noted that in Russia there are two ways to enter a university: for a state-paid place (budgetary, a student studies for free) and on a contract basis (either the student pays for tuition himself (27.7% of all such students), or someone then for him: parents (65.5%), some company (5.0%), etc.). That is, for many students the factor of free education at the university influences the choice of their future profession. Often this circumstance leads the student to wrong self-determination, which can lead to academic failure.

During the study, it became obvious that if we talk about the additional education of students (additional courses, tutor services, refresher courses), then in this case the economic factor plays an even greater role. 29.4% of students who do not use the services of additional education answered the question “If you are not engaged in any kind of additional education, then why?” That this service is too expensive for them. It should be noted that these additional educational services are much cheaper than the cost of higher education. 51.2% of those who do not use additional education services answered that they simply do not have enough time.

The most important for the research were issues related to the work of students, parallel to their studies at the university (Tab. 3).

Tab. 3: Distribution of students' answers to the question "Are you currently employed?"

Values	Frequency	% of those who answered
Yes, and work is my priority	169	20.0
No, studying is my priority	319	37.7
Yes, but studying is my priority	191	22.6
No, because I didn't find a job	167	19.7
Total respondents:	846	100.0

Source: authors own elaboration.

As can be seen from the table, 42.6% of the surveyed students are currently working in parallel with their studies at the university. At the same time, 20.0% openly declare that work is a priority for them.

Tab. 4: Distribution of students' answers to the question "If you are currently working, then this work ..."

Values	Frequency	% of respondents	% of those who answered
Not related to anything	189	22.3	52.5
Associated with the profile of the educational program in which you are studying	100	11.8	27.8
Associated with the proposed field of employment after graduation	71	8.4	19.7
Total respondents:	360	42.6	100.0

Source: authors own elaboration.

Table 4 shows the relationship between the profile of the educational program and the student's work. As you can see, more than half of working students do not work in their specialty. This is due to the fact that, in general, students are employed in a low-paid type of work related to a greater extent to physical labor: waiters, couriers, freelancers, etc. desire to receive additional income.

Let's look at the pairwise distribution of two questions: "Are you currently employed?" and "What is currently relevant to your success in life?" (Tab. 5).

An interesting point in Table 4 is that students who prioritize work, in contrast to other students, have a much worse attitude towards the value of education. At the same time, good work is more valuable for these students in life than education or good work in comparison with other students.

Tab. 5: Pairwise distribution "Are you currently employed?"* and "What is currently relevant to your success in life?"

What is currently relevant to your success in life?	Are you currently employed?					
	empty cells	Yes, and work is my priority	No, studying is my priority	Yes, but studying is my priority	No, because I didn't find a job	TOTAL:
good health	*0.0*	70.4	70.5	69.6	71.3	70.4
good education	*0.0*	**23.3**	42.8	37.8	34.8	36.2
good friends	*0.0*	29.1	38.5	37.4	35.4	35.8
implementation of their plans, achievement of their goals	*0.0*	40.7	45.9	49.6	43.6	45.3
recognition, respect in society, demand	*0.0*	24.9	17.8	17.0	21.0	19.6
opportunity to engage in a hobby, favorite pastime	*0.0*	34.4	40.2	40.4	45.3	40.1
harmony, balance in life	*0.0*	39.2	42.8	32.2	40.9	39.1
self-realization	*0.0*	50.3	48.4	51.7	46.4	49.2
family	*0.0*	58.2	52.4	52.6	58.0	54.7
the opportunity to relax, travel	*0.0*	42.3	28.0	31.7	39.2	33.9
availability of free time	*0.0*	22.2	26.6	24.3	26.5	25.2
financial well-being	*0.0*	69.8	53.0	57.0	61.9	59.0
successful career opportunities	*0.0*	27.0	26.6	24.8	26.0	26.1
good job	*0.0*	**60.8**	41.4	**48.7**	41.4	47.0
successful study	*0.0*	**11.1**	26.1	**14.3**	16.6	18.5
popularity, fame	*0.0*	2.1	5.7	2.6	8.8	4.8
TOTAL:	*0.0*	605.8	606.8	591.7	617.1	604.9

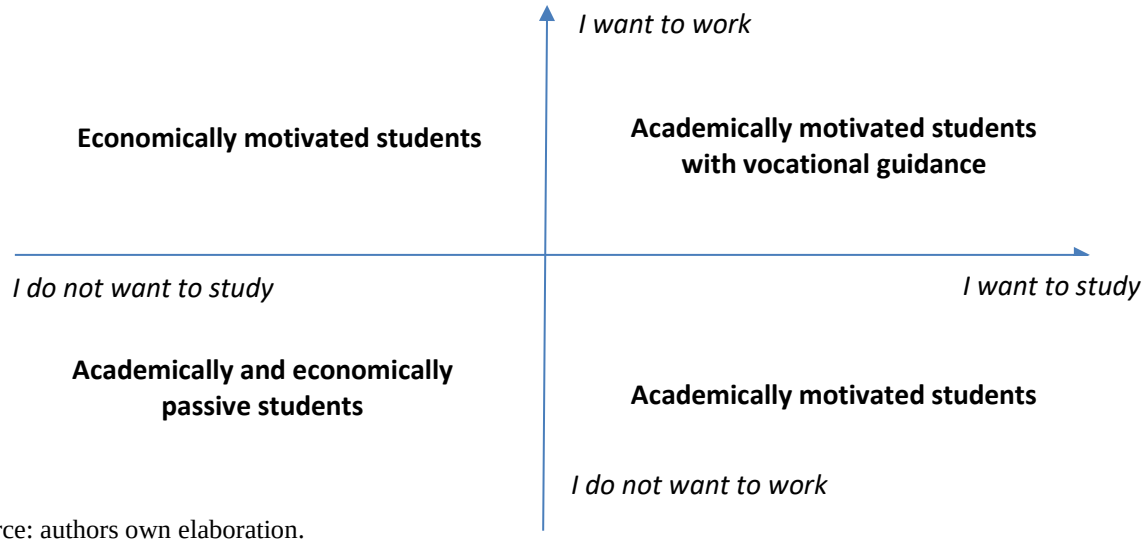
* Since each respondent could give several answers at the same time, the sum of% in the TOTAL can be more than 100%.
** Cramer V coefficient [0..1]: 0.072, Probability of error (significance): 0.000
Source: authors own elaboration.

Discussion and conclusion

During the study, the author identified several types of student behavior, identified based on economic factors (Figure 1).

1. Academically motivated students. This type of student is characterized by the fact that they devote themselves completely to their studies. In the resulting sample of such students, 37.7%. For them, important factors of success in life are mostly a good education and, unlike other students, successful study. Financial well-being is important for them, but not as much as for other types of students. As a rule, these are students who receive high marks from teachers, i.e. are the benchmark for the academically successful student.

Fig. 1: Typology of students' economic behavior



Source: authors own elaboration.

2. Academically motivated students with professional orientation (22.6%). This type of student also wants to study, but at the same time has a desire to earn extra money. At the same time, the educational process remains a priority for them.

3. Economically motivated students (20.0%). These are usually working students. For them, the value of education, academic success (high marks) is the smallest in comparison with other types of students. For them, financial well-being is practically the same as the value of their health (69.8% versus 70.4%). These students also have a greater desire to relax and travel.

4. Academically and economically passive students (19.7%). This type includes students who receive average or low grades in their studies. They are not motivated enough to find a job, i.e. they have no explicit desire to make money.

The article can be useful to researchers of higher education, issues of success and failure of educational communities, as well as the university professional community in assessing the success of students.

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