

FACTORS DETERMINING TERMINATION OF STUDIES IN KAUNO KOLEGIJA/UNIVERSITY OF APPLIED SCIENCES FACULTY OF TECHNOLOGIES AND LANDSCAPING (LITHUANIA) AND THE COLLEGE OF DUNAÚJVÁROS (HUNGARY)

Anetta Basca-Bán¹, Viktorija Marcinkevičienė², Janina Morkūnienė²

¹College of Dunajváros, Hungary, ²Kauno kolegija / University of Applied Sciences, Lithuania

Abstract. Various aspects of students' study termination are analysed in all institutions of higher education. This article presents the analysis of the termination of studies of the students of the Faculty of Technologies and Landscaping, Kauno kolegija/University of Applied Sciences (Lithuania), and the College of Dunajváros (Hungary). Comparison of respondents' gender, age, marital status, mode of studies and their impact on the study termination is performed. The results of the questionnaire survey of the students' who terminated their studies are discussed; including the reasons for termination of studies, study obstacles, work experience and its influence on studies and future plans.

Keywords: termination of studies ("drop out"), reasons for study termination, students, higher education institution.

Introduction

Termination of studies is not only a student's personal problem, not just a problem of higher education institution, but a problem of the whole society related to the economic wellbeing of the state. This analysis of the problem helps to understand the successes and failures of pursuing higher education as a goal; provides information about the positive and negative phenomena related to the preparation of highly qualified specialists; creates preconditions for prompt elimination of occurring drawbacks. The growing economic level, application of new technologies in various manufacturing, agricultural, commercial areas require skilled, educated members of society; therefore, young people's desire to obtain a higher education diploma is natural. Flexible conditions of accession allow young people to choose the desired higher education institution as well as the desired study programme. However, the desire of young people to acquire the higher education is not an easy path. There is a conflict between the desire to become qualified practitioners and the possibility to achieve this. According to V. Leonavičius, some students are able to study successfully and go from course to course every year, complete their studies and get a diploma on time, while others are unable to do this for various reasons and they lose the student's status, i.e. by the order of the Director of the higher education institution their names are removed from the list of students and they have to look for other opportunities to change their social situation (Leonavičius, 2004).

Relevance of the topic

In the strategy "Europe 2020", the EU claims the aim to increase the ratio of graduates among

30-34-year old people, which means the expansion of the number of students in higher education as well as the decrease of dropouts. This double purpose is considered to be a big challenge for both, countries and higher education institutions. It could be stated that the parallel of the increase of higher education enrolment and supporting students who have already been admitted to higher education should be emphasized so that they could absolve their subject and take their degree (Szabó, Bacsa-Bán, 2015).

Although higher education drop-out could be detected in all countries, its rate is different. In Hungary, the risk of drop-out is an up-to-date problem, typical to the whole higher education, which may have various approaches, i.e. pedagogical, social, or that of education policy. This topic, regardless its weight and significance, has not received enough attention in the recent higher education policy (Molnár, 2011).

'The prerequisite of taking any institutional measures should be for higher education institutions to have the correct and exact data indicating students' drop-out, academic overrun and interruption of studies as well as for colleges and universities to know the reasons behind. However, higher educational institutes do not own these data' (Molnár, 2011).

Recently, study termination (wastage) by students is becoming an acute problem for higher education institutions. Following the data of Lithuanian Department of Education (Lietuvos švietimas skaičiaus 2014, 2014), the number of students is decreasing annually in Lithuania. In the years 2008-2009, the total number of students in all higher education institutions was 61,383, while in the years 2013-2014 it was only 43,550. The number of students in the colle-

gial sector is decreasing as well. In 2010-2011, 7,941 students studied in colleges, while in 2013-2014, 7,256 students. Following the statistical data, only 62 per cent of the enrolled young people complete undergraduate studies. As a result, this affects the state, which gives money for improving country's competitiveness, but does not achieve that objective, as well as the family and the young person (Vengris, 2005). A lot of students (almost half) do not complete scientific studies. Half of all full-time students are enrolled in the state-funded places; hence, their tuition is paid by taxpayers (Vengris, 2005). Others pay about 150 Euros for their studies, although the actual cost of studies is considerably higher. This way, the study termination becomes not only a student's personal problem, not just a problem of higher education institution, but a problem of the whole society and the state, and its solution should be a complex one.

Too many students in the EU drop out before the end of their higher education course. This is a problem across the EU, as the success in higher education is vital for jobs, social justice and economic growth. The most successful EU countries in terms of completion are Denmark, the UK and Germany. However, even in Denmark as most successful the completion constitutes only around 80 per cent. The least successful countries are Italy, Hungary and Poland (they have the lowest proportion of students completing their degrees). Only 46 per cent of students finish studies in Italy (NESET, 2013).

The study of the factors contributing to drop-out reveals several elements that may be identified on the basis of other surveys (Molnár, 2011; Why Students Drop Out, 11 Facts About Dropping Out, 2013):

- background variables: parental support, income, secondary school results, friends, intercultural relationships;
- system variables: financial support, providing information, rules, regulations, staff's attitude;
- academic factors: teacher-student relationship, counselling, study skills, resources of higher education institution (sport facilities, library);
- social factors: friends, professional culture, social integration;
- environmental variables: continuous parental support, financial resources;
- attitudes, intentions, psychological processes: student's efficiency, self-development, self-confidence, motivation, stress, alienation, stamina.

It is impossible to avoid the termination of studies completely as students take academic leave due to illness, family reasons, to earn money,

etc. The problematic is another group, which is removed from the list of students due to academic failure, lecture absenteeism, lack of motivation, etc. All higher education institutions in some way analyse the reasons of the termination of studies by students and provide guidance to both their administration and state institutions.

The aim of the article is to compare the reasons of the termination of studies and assess the opinion of the respondents about studies in the Faculty of Technologies and Landscaping of Kauno kolegija / University of Applied Sciences and the College of Dunaújváros.

The objectives of the article are to analyse the results of the questionnaire survey of the students who terminated their studies as well as the reasons for termination of studies; analyse work experience and its influence on studies and future plans; assess the dependence of the study termination on the students' mode of studies, learning outcomes, gender, age, marital status and economic situation.

The research subject is the survey responses of the students of the College of Dunaújváros and the Faculty of Technologies and Landscaping of Kauno kolegija / University of Applied Sciences, who terminated their studies on personal request in 2014-2015.

The research sample is 171 responses surveyed in the College of Dunaújváros and 134 in the Faculty of Technologies and Landscaping of Kauno kolegija / University of Applied Sciences.

Research methods

In the academic year 2014-2015, the research to determine the reasons for termination of studies was carried out. Students who wanted to terminate their studies were given anonymous questionnaires. The questionnaire included 2 groups of questions. The *socio demographic* part provided the questions related to the mode of studies, academic achievements, results, study duration, gender, age, marital and economic status; the *diagnostic* part contained questions related to the reasons for study termination, occupational activities during studies, plans for the future. In the diagnostic part, the respondents chose answers from the possible 5: I completely agree, agree, neither agree nor disagree, disagree, strongly disagree. For the sake of convenience, in the process of the analysis, the responses have been grouped, i.e. completely agree and agree as *agree*, and strongly disagree and disagree as *disagree*. SPSS software was used for the statistical analysis.

Basic data

The number of students in the College of Dunaújváros (henceforth the CD) and the Faculty of Technologies and Landscaping of Kauno kolegija / University of Applied Sciences (henceforth FTL) is similar. In 2014-2015, 2,273 students studied in FTL, and 2,509 in CD; therefore the research of study termination was conducted in the biggest faculty of Kauno kolegija / University of Applied Sciences.

Although both the College of Dunaújváros and Kauno kolegija / University of Applied Sciences are higher education institutions, they have considerable differences. Kauno kolegija / University of Applied Sciences implements only Professional Bachelor degree studies, whereas the College of Dunaújváros offers Master degree studies as well. Both higher education institutions provide full and part time studies. In the College of Dunaújváros, a foreign language examination is compulsory in addition to the final thesis / qualifying examination. Meanwhile Kauno kolegija / University of Applied Sciences requires only defence of the final thesis and, in some study programme, a qualifying examination. Foreign language examinations are usually taken during the first or second semester as a course examination; therefore they have no direct influence on the diploma. While preparing the questionnaire for the FTL students, questions were adapted to the specifics. Common demographic questions were considered when comparing both institutions, and the demographic part compared respondents' opinion about termination of studies, work experience and its influence on studies and future plans.

In 2014-2015, 352 the FTL students terminated their studies. The survey involved 134 respondents who terminated their studies on personal request. Students whose names were automatically removed from the list of students due to academic failure (122), who did not return after academic leave (52), did not sign the study

agreement (12) or failed to defend the final paper (2) were not surveyed. 30 students who terminated their studies on personal request did not fill in the questionnaire (18 per cent). In the CD, 497 students terminated their studies. 171 respondents filled in the questionnaire, 34 per cent did not.

The research covered all study programmes of the CD and the FTL. The biggest percentage of all FTL students who terminated their studies and filled in the questionnaire accounted for the respondents from the study programmes of Multimedia Technologies (12 per cent), Computer Network Administration (11 per cent) and Geodesy (10 per cent). However, these study programmes have the largest number of students in the faculty. The biggest percentage of all students who terminated their studies and filled in the questionnaire in the CD accounted for the study programmes of Engineering Information Technology (24 per cent), Andragogy (23 per cent) and Mechanical Engineering (17 per cent).

According to the level of education, nearly two thirds of the CD students who filled in the questionnaire study for BA/BSc degree (63 per cent), around one fifth of the courses of higher professional training (in Hungarian FSZ, FOSZK), a greater number of the courses are related to specialization further training, while the courses for MA/MSc or traditional collegial training form a small proportion of the sample.

Kauno kolegija / University of Applied Sciences does not implement Master degree studies; therefore all respondents were Professional Bachelor degree students. The same proportion of students in both the CD, and the FTL attended full time studies (60 per cent). Similar numbers of respondents attended part time studies, 38 per cent in the FTL (Fig. 1) and 40 per cent in the CD (Fig. 2). However, in the FTL 2 per cent of respondents stated that they studied in both forms of studies depending on their semester results.

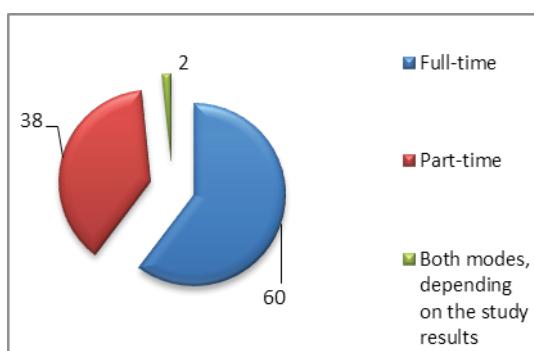


Fig. 1. Study mode in the FTL (percentage)

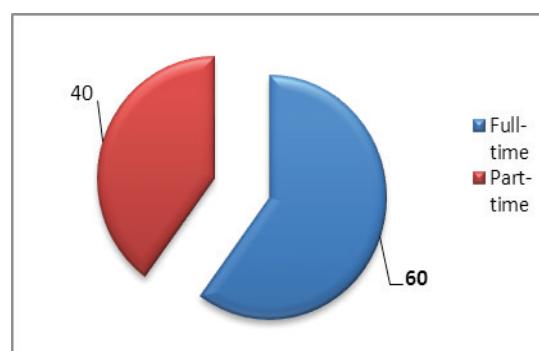


Fig. 2. Study mode in the CD (percentage)

There are two types of studies in the FTL, i.e. state funded and self-funded. In addition, during the rotation students of senior academic year may lose state funding due to poor learning outcomes. Such students have to cover study expenses on their own.

The respondents of the research were mainly state funded (Fig. 3).

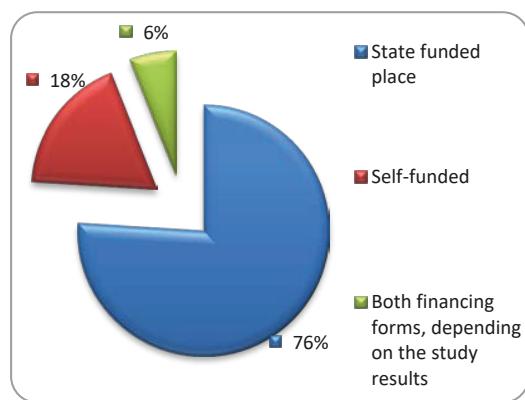


Fig. 3. Funding form in the FTL (percentage)

Although the distribution of the respondents by form of studies in both colleges is almost the same, the distribution of funding sources is significantly different; two thirds of the FTL students (76 per cent) are state funded, and in the CD, only one third of students are state funded. Even 36 per cent of those terminating studies are self-funded students, and it is twice as much as in FTL. In the CD, significantly more students were funded in both study forms. This may be explained partly by longer study duration in the CD because in addition to Bachelor degree there are Master degree studies; and partly by the purposefulness of study programmes.

According to the form of funding, the biggest proportion of the CD respondents (43 per cent) have to pay the tuition fee themselves, a bit more than one third's (36 per cent) studies are financed by the state, while one fifth of the students (21 per cent) studied under both forms of financing at different periods (Fig. 4).

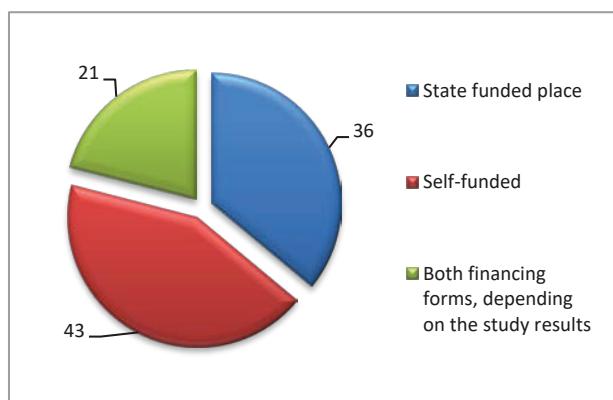


Fig. 4. Funding form in the CD (percentage)

In FTL, engineering and technology study programmes prevail and the government funds them more.

The comparison of the respondents by gender also revealed a slight difference. 32 per cent of respondents in the FTL were female and 68 per cent were male (Fig. 5). Meanwhile in the CD, a greater proportion (57 per cent) were male and 43 per cent of the sample were female (Fig.6). Thus it can be stated that in FTL, where there are more male students, more male students terminated their studies. In the CD, student distribution by gender is more even.

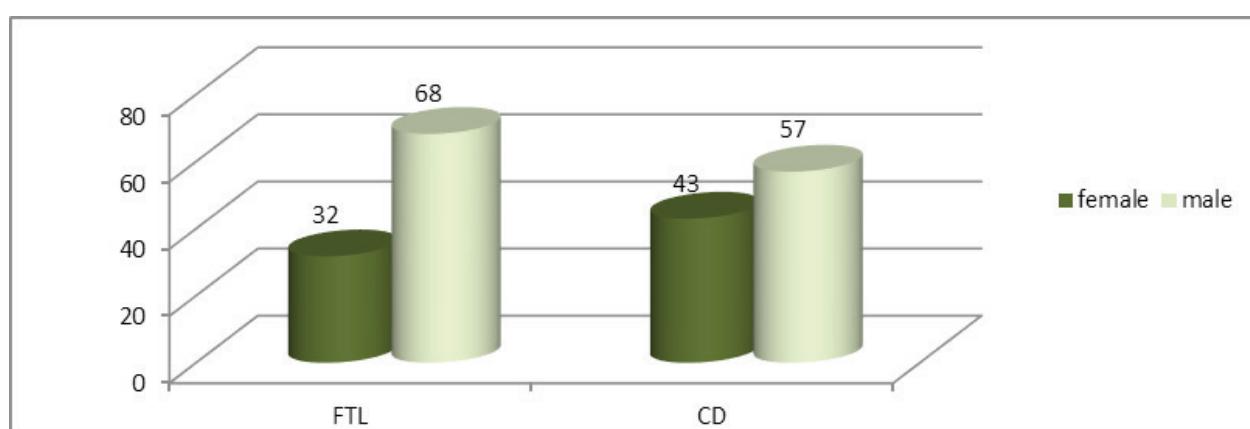


Fig. 5. Distribution of respondents by gender (percentage)

The age of the respondents who terminated their studies in the CD and in the FTL also differs. In FTL, the majority of the respondents were 19 years old (27 per cent), 18 years old (17 per cent) and 20 years old (17 per cent). The percentage of those who terminate studies in older age decreases and increases again in the group of respondents aged 24 and over.

According to their age, the respondents in the CD are in between 20 and 54 years; nearly one third of them are 20-25 years old, while only a small proportion of the sample are over 40. The average age (mean) is exactly 30 years, and modulus is 24 years.

It may be stated that in this aspect both colleges differ. In FTL, studies are mostly terminated in

the second semester of the first year. This is confirmed by the number of semesters spent for studies. 86 per cent of respondents studied one semester, 11 per cent studied three semesters, 2 per cent studied two semesters and 2 per cent studied five semesters. This reveals the specifics of the issues of the termination of studies in both colleges. In the CD the issue of those terminating studies in later courses is more relevant, while in the FTL first year students' study termination prevails.

The comparison of the respondents from both colleges according to their marital status revealed that married respondents prevail in the CD (52 per cent) and single ones prevail in the FTL (75 per cent) (Fig. 6). The FTL has more divorced respondents (5 per cent) than the CD (2 per cent).

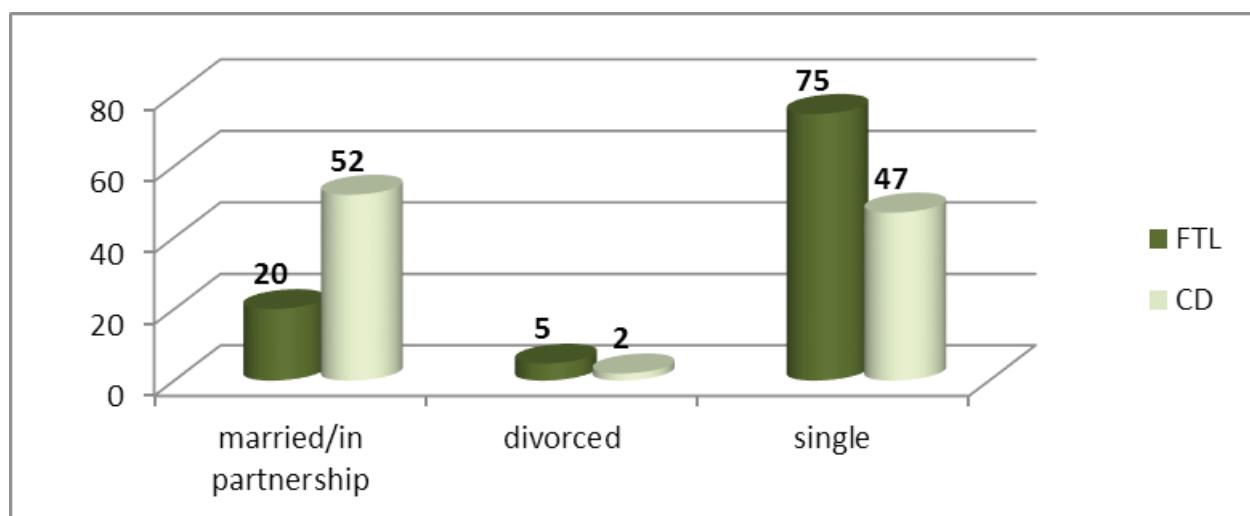


Fig. 6 Marital status of respondents (percentage)

In FTL, a very weak correlation between the marital status and study form has been observed ($r=0.240$; $p=0.000$). 16 per cent of full time students who terminated their studies were married and 82 per cent were single. Meanwhile, 29 per cent of part-time students were married and 63 per cent were single. It is obvious that in the FTL married part-time students terminate their studies almost twice as often.

Taking into account the respondents' marital status, more than half of the CD respondents (52 per cent) live in marriage or partnership, while nearly half of them (47 per cent) are single; only very few respondents are divorced. The diversity of the respondents according to their marital status can be explained by the fact that there is a great number of them in the sample. There is a significant but not too strong correlation between the study form and the marital status: $r=0.374$; $p=0.000$. However, a significant difference can be

found between full-time and part-time students regarding their marital status: $\chi^2=19.779$; $p<0.001$. Over twice more part-time students in the CD are married or live in partnership than full-time students.

Since the CD respondents, compared with those of the FTL, are married and have children, the reasons of their study termination differ. It can be assumed that the financial situation is the main reason for the termination of the studies of the CD respondents. Therefore, it is important to compare the opinion of the respondents of both institutions to their financial situation.

The FTL respondents found their financial situation mainly as average (54 per cent) and slightly better than the average (21 per cent). 15 per cent indicated that their financial situation is worse than average, and 11 per cent consider their financial situation to be very good (Fig. 7).

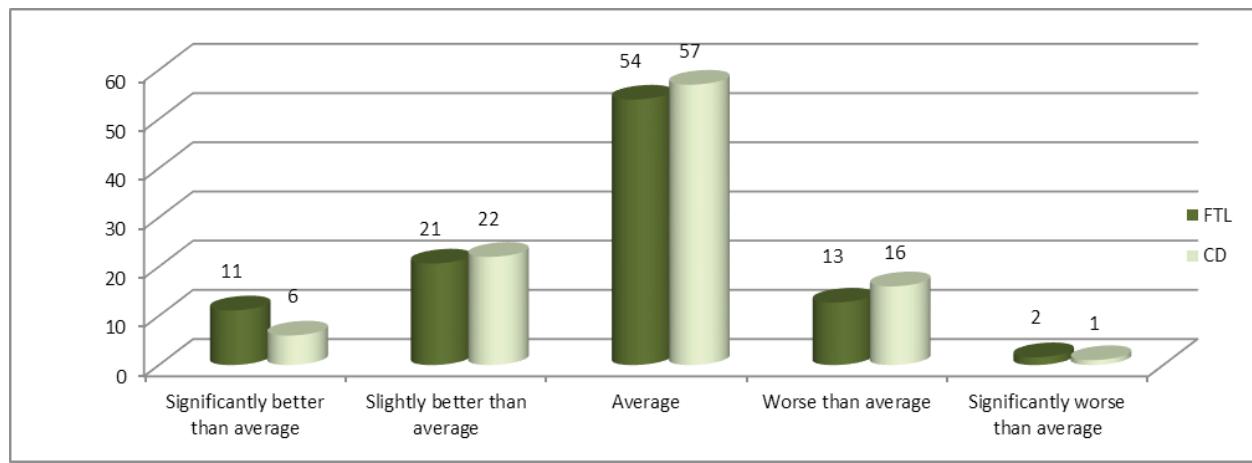


Fig. 7 Distribution of the respondents by financial situation (percentage)

Meanwhile, according to the students' answer, more than half of the CD respondents (57 per cent) consider their financial state average, 17 per cent think they live under the average, while 28 per cent think they live over the average level. Summarizing the data based on their considerations, the students of the CD regard their financial status a bit better than the average.

The comparison of both institutions reveals no great difference in the financial situation of the respondents. In the FTL slightly more students consider their material situation to be better than average (11 per cent).

Information on studies

In the CD, a group of questions, which are absolutely significant while investigating drop-out and thesis writing, were related to students' studies. First, the respondents' learning outcomes and their opinions regarding the average results in a particular study programme are discussed. Approximately one third of the students in the CD consider their learning outcomes to be medium or worse, while one fourth of them claimed they are eminent or excellent (Fig. 8).

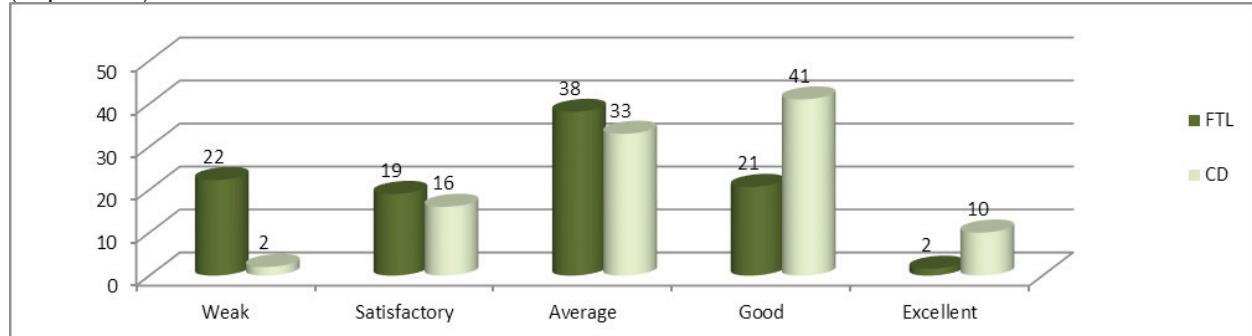


Fig. 8 Respondents' distribution by learning outcomes (percentage)

Although in the FTL the questionnaires were filled in by the respondents whose names were not removed from the students' list for underachievement, they evaluated their results as worse than the CD respondents. 22 per cent thought their learning outcomes were poor, 19 per cent considered them to be satisfactory (Fig. 8). Twice as many respondents in the CD, compared with the FTL, evaluated their results as good and very good. It suggests that in the CD more talented students terminate their studies.

Since the FTL implements only Professional Bachelor degree studies, there is no point in comparing the institutions in this regard. In the College of Dunaújváros, it has been investigated whether there is a connection between students' learning

outcomes and the variables regarding the level of education, the mode of studies and the form of funding. As far as the groups of full-time and part-time students are concerned, the learning outcomes of full-time students are worse than those of part-time students ($r=0.167$; $p=0.032$), which is an unexpected finding of the research. On the other hand, there is a significant difference among the groups of students based on the level of education as well as on the form of funding. State-funded students' learning outcomes are better ($r=0.180$; $p=0.021$), they probably want to maintain their scholarship and work harder not to pay tuition fee. The ones who study for their second degree (MA/MSc and specialisation courses) have much better results than the

ones who strive for their first degree or certificate ($\chi^2=29.908$; $p=0.018$) (Table 3).

The comparison of the learning outcomes with

the results of other students reveals that the respondents of both institutions evaluated their learning outcomes as similar to other students' (Fig. 9).

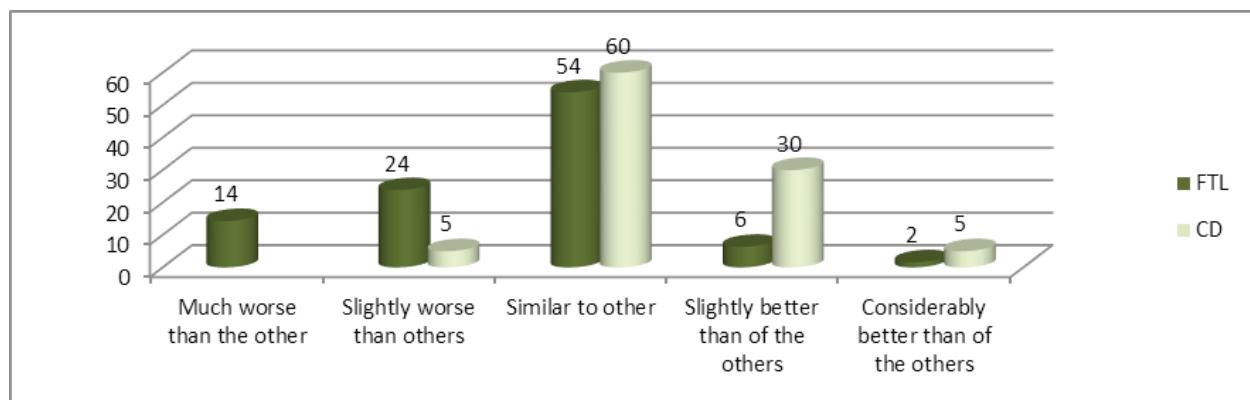


Fig. 9. The learning outcomes with reference to the others' (percentage)

As it was expected, the CD respondents assessed their learning outcomes better than the FTL respondents. It can be stated that only part of the students with poor and average learning outcomes terminate their studies on personal request. 60 per cent of the FTL students and 82 per cent of the CD respondents with poor and average learning outcomes terminate studies (Fig. 8). This suggests that the termination of studies is determined not so much by academic failures as by other factors.

The questionnaire of the FTL included 18 reasons of the termination of studies. The study of the opinion of the FTL students about the reasons that prevented to fulfil the requirements of the study programme revealed that in the FTL studies are most often terminated when students fail to combine work and studies (52 per cent), when family problems emerge (40 per cent), and quite large percentage terminate their studies because of improper choice of the profession (37 per cent). Slightly less important reasons for termination of studies identified by the research participants are financial problems (28 per cent), inadequate approach to the studies (25 per cent), change of the living place (22 per cent) and work abroad (22 per cent).

The statistical analysis revealed that there is no statistically relevant dependence between termination of studies and gender, age or marital status. However, there exists a strong statistical dependence among the reasons for the termination of studies. For instance, *termination of studies due to family*

reasons directly correlates with inability to combine work and studies ($r=0.403^{**}$, $P=0.000$, $p\leq 0.01$), poor living conditions ($r=0.507^{**}$, $P=0.000$, $p\leq 0.01$), financial problems ($r=0.508^{**}$, $P=0.000$, $p\leq 0.01$) and change of the place of living ($r=0.386^{**}$, $P=0.000$, $p\leq 0.01$). *Inadequate attitude to studies* directly correlates with too few hours spent for course studies ($r=0.439^{**}$, $P=0.000$, $p\leq 0.01$), poor learning conditions ($r=0.419^{**}$, $P=0.000$, $p\leq 0.01$), biased knowledge assessment ($r=0.385^{**}$, $P=0.000$, $p\leq 0.01$), poor preparation from the secondary school ($r=0.340^{**}$, $P=0.000$, $p\leq 0.01$), poor living conditions ($r=0.384^{**}$, $P=0.000$, $p\leq 0.01$), geographic location of the faculty ($r=0.327^{**}$, $P=0.000$, $p\leq 0.01$) and financial problems ($r=0.426^{**}$, $P=0.000$, $p\leq 0.01$).

According to the opinion of the CD respondents (Szabó – Bacsa-Bán, 2015), as far as the date of the final state examination is concerned, more than two thirds of them (70 per cent) take their final examinations in the term of getting the college leaving certificate, while the rest 30 per cent take it later: 20 per cent within one, and 10 per cent within two academic years.

It is considered to be worthwhile to investigate the factors regarded by students as causes of postponing the final state examination. Among the pre-given factors, most students claimed that they could not take their final examination on time due to failed course examinations during their studies and failure to finish their thesis (Table 1).

Table 1 Factors leading to postponing the final examination

Factors	Number	Percentage
They did not pass one or more course examinations	18	41 per cent
The thesis is not finished	16	36 per cent
They did not meet seminar requirements	10	23 per cent
They cannot prepare for the theses of the final examination	9	20 per cent

Some significant correlations can be found between variables. Senior students often mentioned workload, so there is a positive correlation between work problems and age ($r=0.425$; $p=0.007$). Personal bad attitude and laziness were provided as reasons for postponing the final examination by self-funded students ($r=0.382$; $p=0.011$) and by those who failed at one or more course examinations ($r=0.402$; $p=0.007$).

As far as taking the degree is concerned, only one important question is going to be analysed (however, the survey examined this topic in details), which is related to whether students can take their degree after the successful final examination or not.

Part of the study programmes and further professional training courses have no language requirements. Nearly 40 per cent of the students can take the degree because they either have a language certificate or they are over 40 years old, which exempts them from the language examination. However, 15 per cent of students cannot take the degree even though they have passed the final examination, because they do not have a language certificate, which is the prerequisite of taking over the degree.

Due to the specificity of the institutions, only 6 drop out reasons, which were comparable, were identified (Table 2).

Table 2. For what reasons you could not fulfil the study programme requirements and pass examinations? (percentage)

	FTL			CD		
	agree	neither agree nor disagree	disagree	agree	neither agree nor disagree	disagree
Family reasons and problems	40	11	49	23	7	70
Inability to combine work and studies	52	11	37	25	16	59
Health problems	13	11	76	7	2	91
Inconvenient lecture schedule	17	27	56	18	14	68
Inadequate attitude to studies / negligence	25	19	56	11	9	80
Lack of information	11	19	70	14	7	79

The analysis of the reasons of the termination of studies among the institutions reflects the general trend that despite cultural, national and other differences, the students assess them very similarly. Considering clarity, only the chart of positive results (the respondents completely agree with the statement and agree) is presented (Fig. 10). In both institutions, the most important reason of the termination of studies indicated is the inability to combine study and work (25 per cent in the CD, and 52 per cent in the FTL), then come family related reasons (23 per cent in the CD, and 40 per cent in the FTL). Moreover, in the FTL this percentage is twice higher than in the CD. The impact of health pro-

blems on the termination of studies is more important in the FTL (13 per cent) than in the CD (7 per cent). This suggests that health problems in the CD are the least reason to terminate studies. Exactly the same evaluation of both the CD and the FTL respondents is given to the study timetable as the reason to terminate studies (18 per cent in the CD, and 17 per cent in the FTL). Lack of information about the studies is assessed very similarly (11 per cent in the FTL, and 14 per cent in the CD). Inadequate approach to studying / neglect is a significantly more common reason for termination of studies in the FTL (25 per cent) than in the CD (11 per cent).

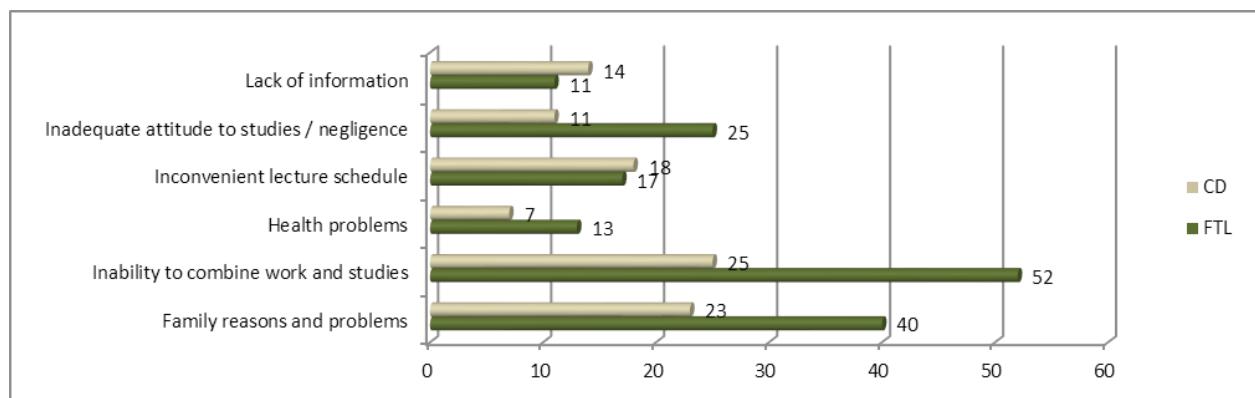


Fig. 10. The most important reasons that prevented students from meeting the study programme requirements (percentage)

Work experience

Since the research in both institutions revealed the inability to combine work and studies to be a very important reason of terminating studies, it was worthwhile to investigate respondents' work experience and its impact on studies. The last group of questions asked whether students had work experience and whether that experience had any connection with their studies; when they had that experience, and what advantages and disadvantages they gained from their work experience.

The work experience that was gained before students' studies reveals a great difference depending on the fact whether it had a connection with

the studies or not. The chart shows (Fig. 11) that in both institutions a large part of students had work experience. As many as 72 per cent of the CD and 68 per cent of the FTL respondents had the work experience that was not related to studies. As many as 48 per cent of the CD respondents had a job related to their future studies before starting their studies (only 25 per cent in the FTL).

Another part of respondents claimed that they worked along with studying. 51 per cent in the FTL, and 64 per cent in CD had a job unrelated to studies. While studying, the CD respondents significantly more often indicated that they had a study related job (70 per cent) than the FTL respondents (22 per cent).

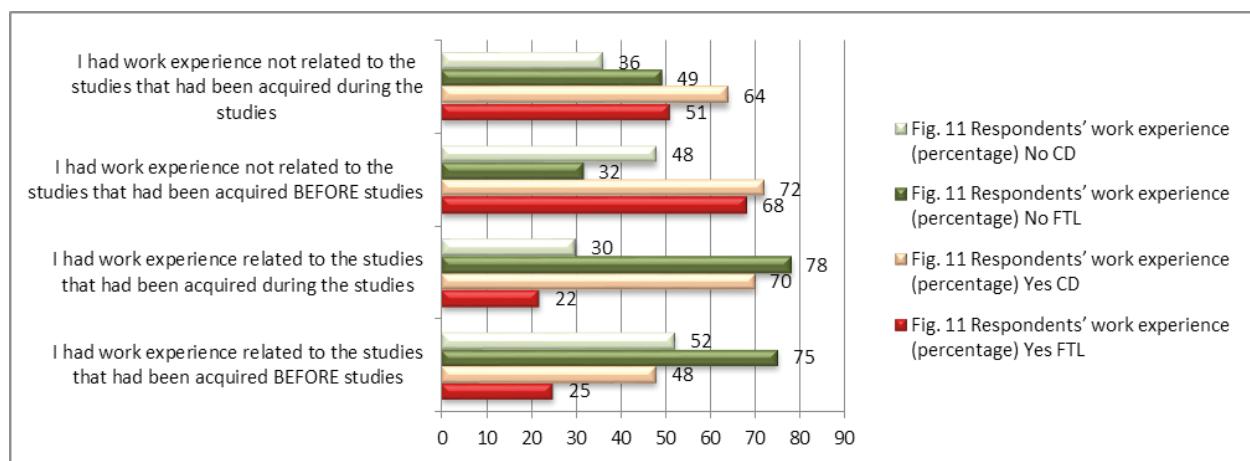


Fig. 11 Respondents' work experience (percentage)

Working along with studying has both advantages and disadvantages. The respondents pointed out the negative factors of combining work and studies

Table 3. The negative factors due to the fact that the student had to work and study (percent)

	FTL			CD		
	agree	neither agree nor disagree	disagree	agree	neither agree nor disagree	disagree
I gave up studies because I was unable to combine work and study	47	21	32	23	19	58
Bad grades	20	35	45	18	28	54
I could not write final thesis during the session period	6	30	64	12	28	60
Salary was lower than I expected according to job profile	5	33	62	31	23	46
Excessive work load and requirements	22	22	56	24	28	48
My work was valued less as compared with those who had the required education	5	29	66	14	31	55
I was not entrusted with more responsibilities	7	29	64	15	26	59

47 per cent of the FTL respondents indicated that they terminated their studies because of the inability to combine work and studies. 22 per cent indicated that working and learning was a huge overload, and 20 per cent indicated that the learning outcomes were worth. Other factors such as not being given promotion, lower salary, etc. were not significant. It should be noted that a large proportion of the respondents chose the “middle position”, i.e. neither agreed nor disagreed with the statements. It is likely that when terminating studies in the first year neither academic nor working experience is great, so the respondents preferred neutral answers.

The disadvantages emphasised by the CD respondents included the low pay and the difficulty to perform well in both places (at college and at workplace). Moreover, they could not take the language

examination because of their workload; they had to postpone some study courses; they had to work longer hours due to the time spent at college.

For the sake of clarity, we present the comparison of positive evaluations (Fig. 12). It is obvious that although the most important factor for the termination of studies in both institutions is the inability to combine work and study, in the FTL it is twice higher than in the CD. In both institutions, the equally evaluated factors are too high demands and requirements (24 per cent in the CD, 22 per cent in the FTL) and the fact that work results in poor learning outcomes (20 per cent in the FTL, 18 per cent in the CD). For the CD respondents, the most important negative factor indicated was the fact that the salary was less than expected according to the type of work (31 per cent).

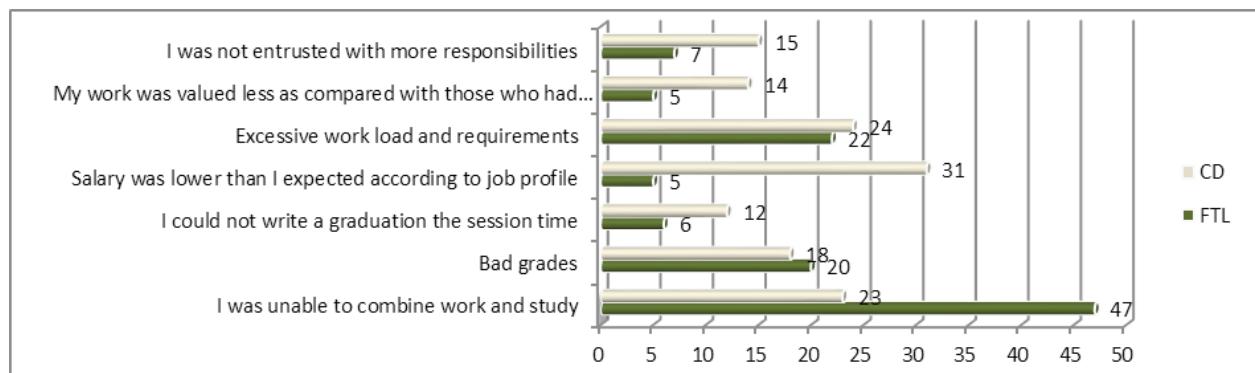


Fig. 12. The most important negative factors of combining work and studies (percentage)

Therefore, the students of both institutions consider inability to combine their work and studies to be the main reason of terminating their studies.

Meanwhile, the positive factors related to occupational activities during studies were significantly better rated by the respondents. The most important positive factor for the respondents of the two institutions was work experience. 59 per cent of the FTL and 66 per cent of the CD respondents indicated that they gained work experience. 38 per cent of the FTL and 62 per cent of the CD respondents positively assessed the fact that they established new professional contacts. 32 per cent of the FTL and 49 per cent of the CD value their financial security and independence. The professional success is less appreciated (20 per cent) and the working students have least hopes for a secured workplaces after the graduation (15 per cent) in the FTL. As far as advantages are concerned, the CD students indicated that it was worth working because they gained work experience, built professional links and built social capital, and achieved professional success.

However, while assessing these factors, almost

a third of the FTL respondents were undecided and chose the answer “neither agree nor disagree”; the CD respondents were more resolved, they often chose the positive or negative statements.

It should be emphasized that focusing on the means of advantages and disadvantages, the means of advantages in the CD are much higher than those of disadvantages, which implies that students prefer doing a job during their collegial studies, however hard it is to perform well in both places, because the advantages exceed the disadvantages, i.e. students gain more than lose. Such an attitude of the CD respondents differs from that of the FTL students, because the indicators show significantly more pessimistic approach of the FTL respondents to the positive factors of combining studies and work than that of the CD respondents.

As for the future plans, the institutions were presented different questions. The CD respondents were asked only whether they were going to continue their studies in the future.

While talking about their future plans, the FTL respondents who terminated their studies still associate them with studies. 25 per cent of the respondents plan to choose a new study program-

me at a university or a college, 16 per cent of the respondents plan to study in another study programme, another faculty of Kauno kolegija, and 10 per cent of the respondents are planning to try to recommence the same study programme. However, almost half of the respondents are inclined to terminate all their education and engage in occupational activities in Lithuania (24 per cent) or abroad (22 per cent).

Conclusions

The comparison of the data of the surveys of the students of the College of Dunaújváros and the Faculty of Technology and Landscaping of Kauno kolegija / University of Applied Sciences who have terminated their studies reveals that:

1. According to the data of the questionnaire survey, the main reasons of study termination in both institutions are the same: *inability to combine work and study and family problems*. However, in the FTL these factors are more expressed than in the CD.
2. In both institutions, a large part of students had work experience. The CD respondents more often had a job related to their future studies before starting their studies than the FTL respondents. Half of the respondents claimed that they worked along with studying. While studying, the CD respondents significantly more often indicated that they had a study related job than the FTL respondents. Half of those who terminated studies had plans to continue their education in the future in both institutions.
3. The statistical analysis revealed that in the FTL there is no statistically relevant dependence between termination of studies and gender, age or marital status.

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STUDIJŲ NUTRAUKIMO PRIEŽASČIŲ KAUNO KOLEGIOS TECHNOLOGIJŲ IR KRAŠTOTVARKOS FAKULTETE (LITUVA) IR DUNAÚJVÁROS KOLEGIJOJE (VENGRIJA) PALYGINIMAS

Santrauka

Studentų studijų nutraukimas įvairiais aspektais analizuojamas visose aukštosiose mokyklose. Tai ne vien studentų ar aukščiaujų mokyklų problema. Tai visos visuomenės problema, susijusi su ekonominiais valstybės faktoriais, juk pusė visų nuolatinį studijų studentų išstoja į valstybės finansuojamas vietas, vadinas, už jų mokslą moka mokesčių mokėtojai. Daugiausia studentų nebaigia tiksliuosius mokslus. Straipsnyje pateikiama Kauno kolegijos Technologijų ir kraštotvarkos fakulteto (Lietuva) ir Dunaújváros kolegijos (Vengrija) studentų studijų nutraukimo analizė, aptariami studentų, nutraukusių studijas, bendros anketinės apklausos rezultatai – studijų nutraukimo priežastys, studijų trikdžiai, darbo patirtis, jo įtaka studijoms, planai ateicių.

Išanalizavus ir palyginus TKF ir DK studentų, nutraukusių studijas, atsakymus, galima teigti, kad:

Pagrindinės studijų nutraukimo priežastys abiejose kolegijose yra tos pačios: nesugebėjimas suderinti studijų ir darbo bei šeimyninės problemos, tik TKF šie faktoriai labiau išreikštū, negu DK.

Abiejose kolegijose didelė studentų dalis turi darbinės patirties, tik DK respondentai dažniau turi darbinės patirties, susijusios su būsimu darbu. Pusė respondentų teigia, kad jie dirba studijų metu. Pusė TKF ir DK nutraukusių studijas respondentų planuoja täesti studijas ateityje.

Statistinė analizė parodė, kad nutraukiant studijas statistinės priklausomybės nei nuo lyties, nei nuo amžiaus ar šeiminės padėties nėra.

Informacija apie autorius

PhD Anetta Bacsa-Bán, Dunaújváros kolegijos (Vengrija) Socialinių mokslų katedros vedėja, dozentė. Moksliinių tyrimų laukas: studentų požiūris į studijų kokybę, studijų nutraukimo problemos, studijų kokybė.

El. pašto adresas: anetta75@gmail.com

Viktorija Marcinkevičienė. Kauno kolegijos Technologijų fakulteto Medijų technologijų katedros lektorė. Moksliinių tyrimų laukas: studentų požiūris į studijų kokybę, studijų nutraukimo problemos. El. pašto adresas: viktorija.marcinkeviciene@go.kauko.lt

Janina Morkūnienė. Kauno kolegijos Technologijų fakulteto studijų vedėja. Moksliinių tyrimų laukas: studentų požiūris į studijų kokybę, studijų nutraukimo problemos.

El. pašto adresas: janina.morkuniene@go.kauko.lt