

Part-time study sector in Russian HE: wider participation or driver of segmentation?

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Outline

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Statement of the problem

Over the last 30 years alongside with HE massification process there has been a global increase in the proportion of students studying part-time (Kember, 1999; O'Toole, Stratton, & Wetzel, 2003; Williams & Kane, 2010,).

To increase overall participation

- In many countries, the pathway of part-time study is recognized by the governments as one of the key ways in which to widen participation in higher education (Bennion, A., Scesa, A. and Williams, R., 2011).

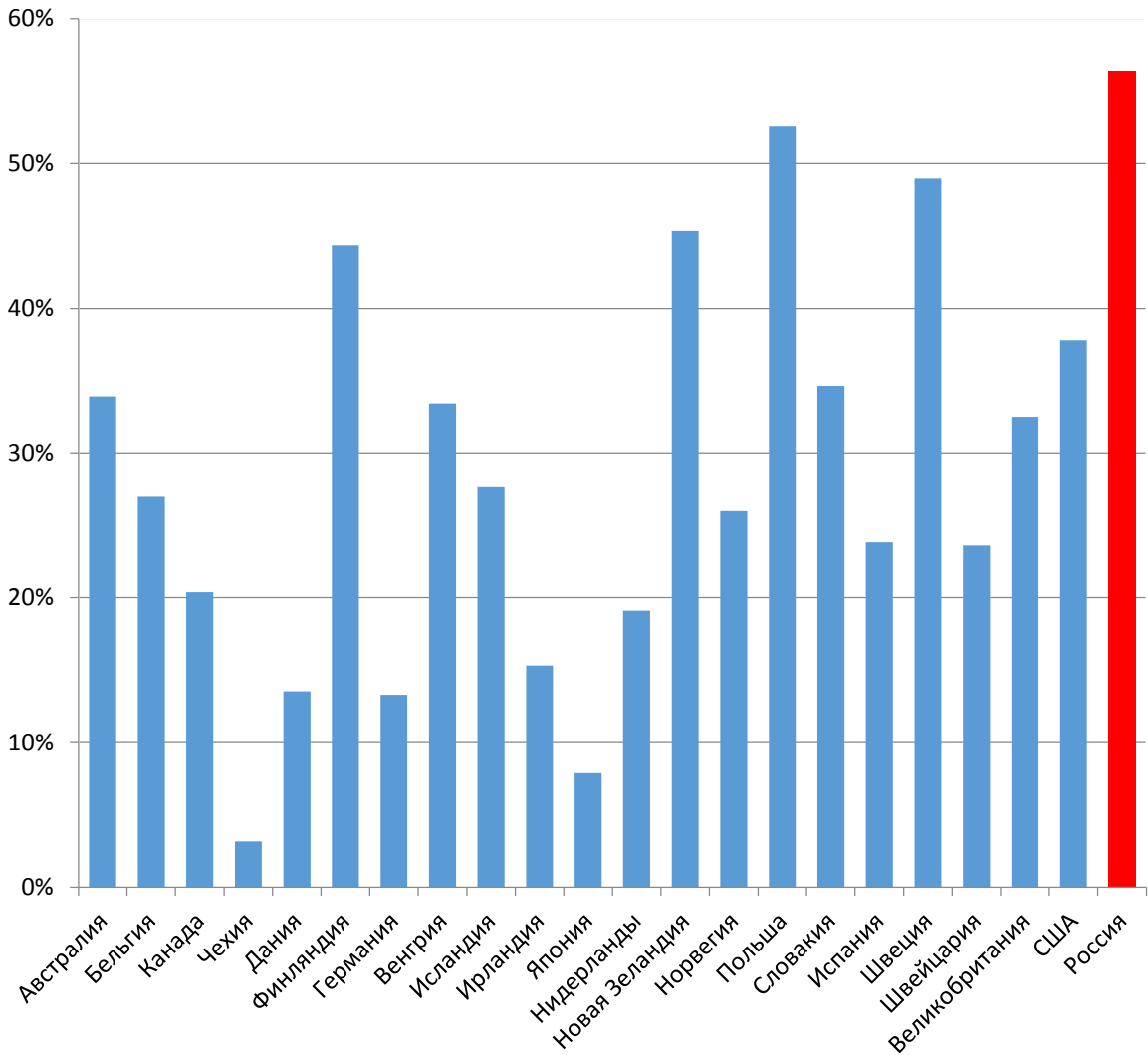
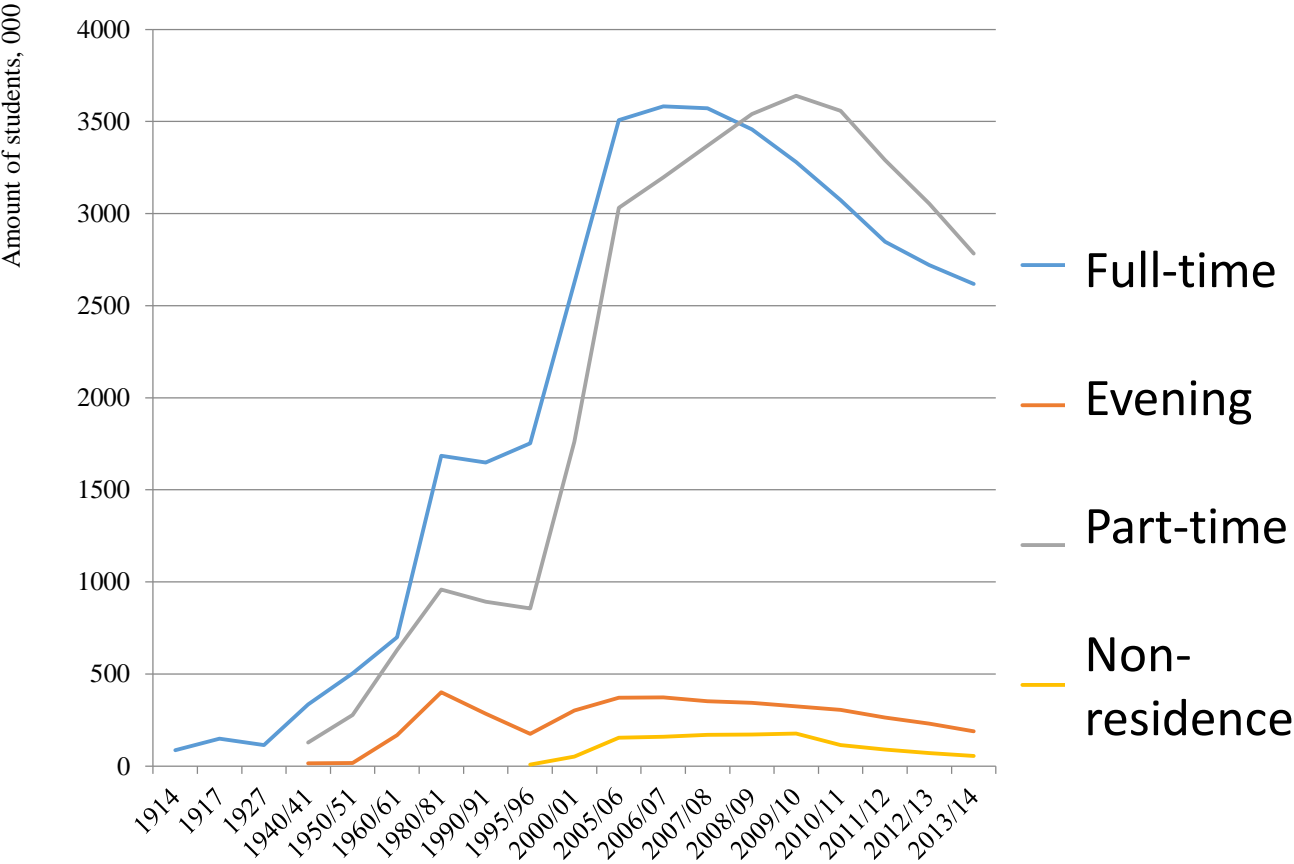
To increase participation for under-represented groups: equity issues

- Adapting higher education to the needs of those who cannot follow traditional full-time studies is to offer a possibility for students to register with an alternative status, which offers more flexibility (Allen, J., van der Velden, R., 2011).

To contribute to life-long learning

- Growing public support for lifelong learning and for the economic and social contribution it is claimed to make: cheaper, enables students to combine study with work and family commitments, allows learning to be related to prior concurrent experience (Flora Macleod & Paul Lambe (2007))

Part-time HE sector in Russia



Share of part-timers across OECD countries, %

Research questions

The main goal is to evaluate the role and the effects of part-time sector expansion in the context of widening participation?

Questions:

- 1) Does part-time sector promote wider participation and what the structure of this process? (overall participation, equity of access and elder person involvement).
- 2) What are the factors driving expansion of part-time sector and it's differentiation on regional and institutional levels?
- 3) Who are part-time students, how they can be segmented and what are their trajectories?

LEVEL	RATIONALE	Explanatory approaches
STATE	Equal access; Wider participation; Long-live learning	State as a driver for wider participation and equal access Broadening access to HE and creating greater social mobility both of which enhance social justice (Callendar, 2011).
REGION	Stable local labor market; Eliminating disproportions of population dissemination.	Access across territories Geographical proximity increases the probability of high school leavers continuing their education at a university or professional college in Netherlands (Sa <i>et al.</i> , 2006). Distance to the nearest university at the time of completing secondary school affects the decision to enrol in a university in Germany (Gibbons and Vignoles, 2012). Rural/urban territories differences (James, 2001).
INSTITUTION	Financial diversification	Market forces affect institutions Institutions, coping with the effects of expansion and of a declining unit of resource, see part-time provision as a means to increase student numbers at marginal cost (David Raffe , Tom Schuller & Brenda Morgan-Klein, 2006).
INDIVIDUAL	Return to education Evidence of implementation of social norm	Individual investment in human capital Knowledge and skills an individual gains through education in order to enhance their productivity in the labour market, but also to function better in various other aspects of their lives (Becker 1975; Grossman 2005). Empirical justification: career development as a main factor for part-time study (Blaxter et al. 1996; Tight, 1992; Clark&Anderson, 1992). Brennan <i>et al. (1999): data from 2,160 part-timers</i> at 6 universities. Increasing income after completion. Woodley and Simpson (2001) - changes in the earnings of 2,051 Open University students who graduated between 1990 and 1995. Average salaries of 103% of the national average on entry, 108% on graduation, and 117% at the time of the survey. Credential inflation. Education as social norm in high participation systems.

Multilevel focuses

Regional level

- Distance factors: student and population dissemination concordance.
- Part-time mode and competition within the territory.

Institutional level

- Supply side market forces: underfunding to promote part-time.
- Lowering internal diversity.
- Forming segment of market for underperforming.

Individual level

- Differences with full-timers.
- Factors of motivation.
- Trajectories.

Data and method

- Survey of 1575 part-time learners in Russian higher education institutions by federal Monitoring of the Economics of Education, 2011. Stratified sample.
- Data of federal state statistics and annual performance monitoring of higher education institutions (2 133 HEI, including 821 private), 2015.
- Federal statistics on regional development indicators, 2015.

Regional level

Correlation analyses

Institutional level

Regression analyses (linear regression, stepwise).

Individual level

Cluster analyses.

What is part-time mode? Approaches.

1) Less study load

- Less credits (Lithuania, Ireland)
- Less study time (Britain – not less than 24 weeks per year)
- Less credits and less study hours (Latvia, Sweden – 40 weeks of study, 60 credits, Portugal – 75%+ study load finished for full-timers and 75%- for part-timers).

2) Less face-to-face contact time

- Less auditorium study (Hungary – 30%-50% of auditorium classes, Bulgaria, Poland, Romania).

3) No government regulation, university defines part-time mode

(Spain, Italy, Slovenia, Belgium).

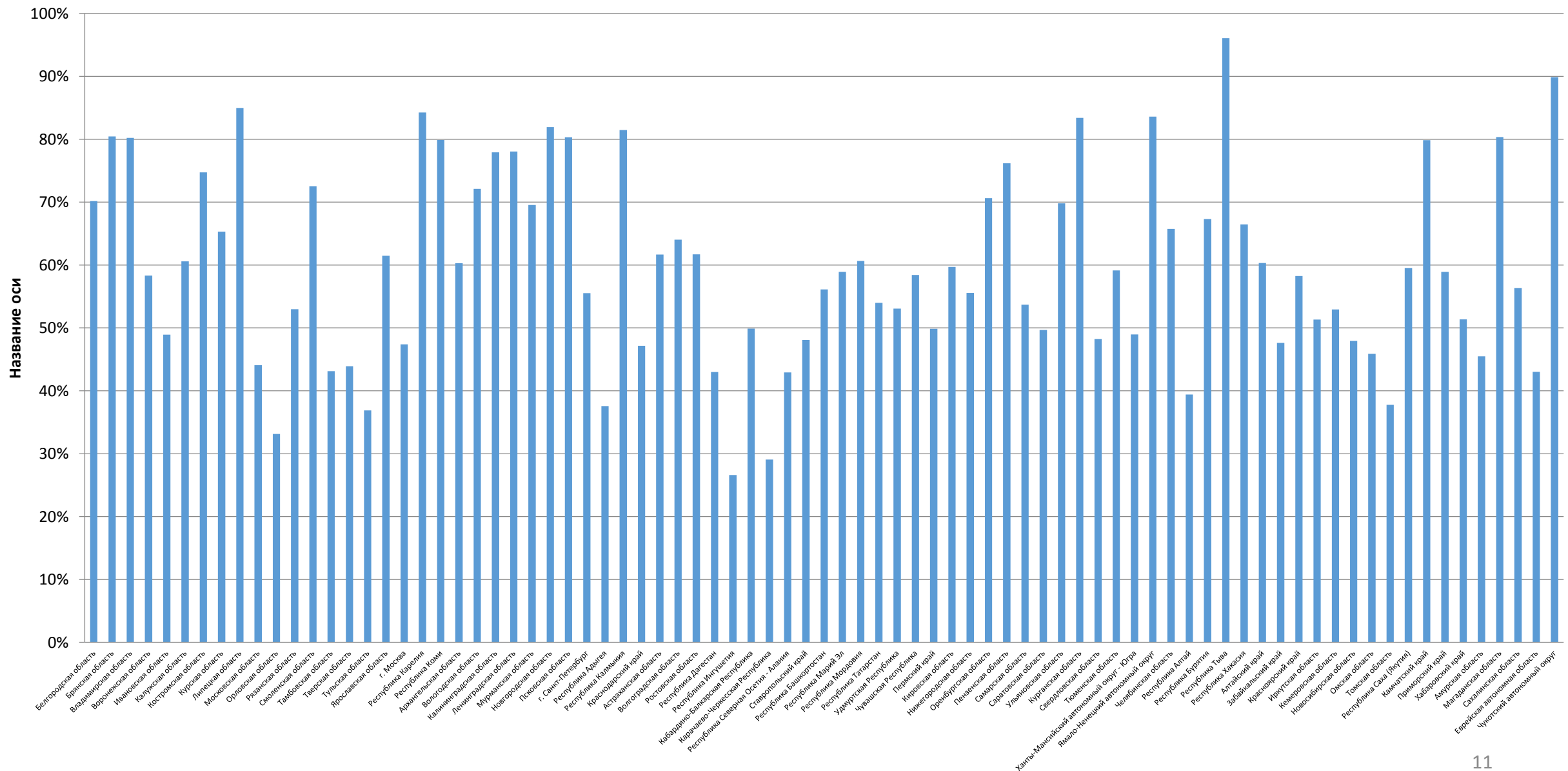
What is Russian part-time mode?

- Out of government focus. Underinvestigated.
- Loose normative definition. Minimum of auditorium hours per year and orientation session

BUT: «classical» = rigid according to path-dependence.

- Not necessary a distance learning (only 10% part-time programs with distance education technologies). Not necessary e-learning.
- Reduced financial normative and management account unit (formerly 1=full-timer; 0,25=evening student; 0,1 – part-timer).
- Life-learning, wider participation and equity in access discourse (e.g. federal state program on education development).
- At the same time part-time education sector has attracted attention of the state authorities, aimed to reduce it by recalling educational license of HE institutions, especially branches (185 HE institutions in 2014 expelled).

Share of part-timers: distribution across the regions



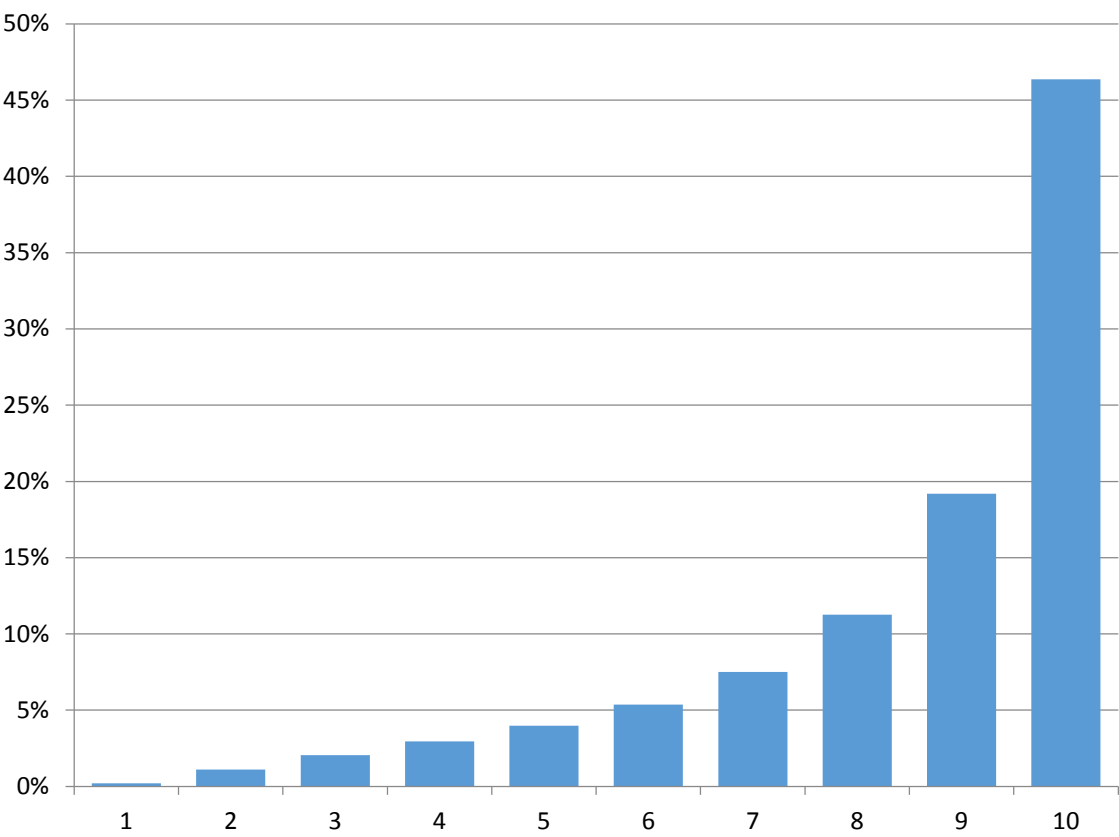
Regional level

		Share of HEI's budget in regional gross product	Average USE score normalized	Share of rural population	H student - H population *
Share of part-timers	Pearson Correlation	-,537**	-,286*	-,240*	,265*
	Sig. (2- tailed)	,000	,012	,38	,49
	N	76	76	76	56

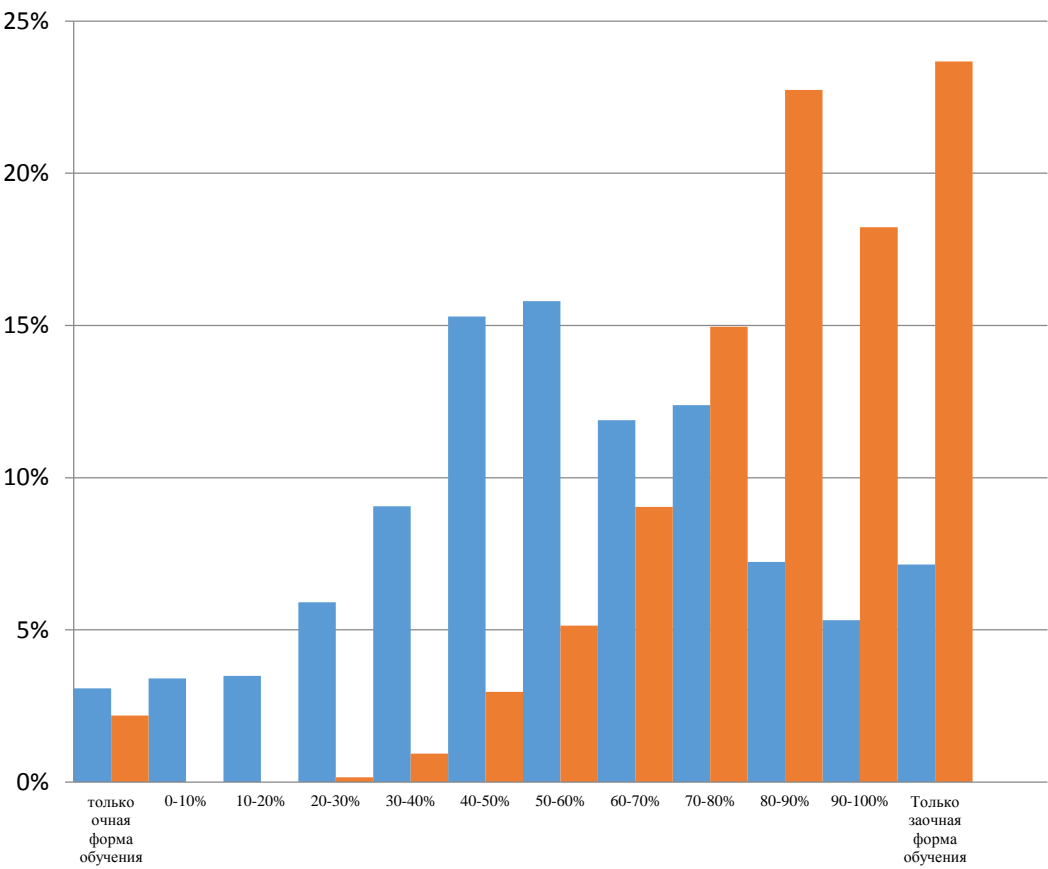
* $H_{\text{population}} = \sum P^2$, where P – share of the city population in overall cities population (> 100 000 people)

$H_{\text{student}} = \sum S^2$, where S – share of students in the city in overall contingent (only cities that have HE institutions is taken into account)

Distribution across the HE institutions

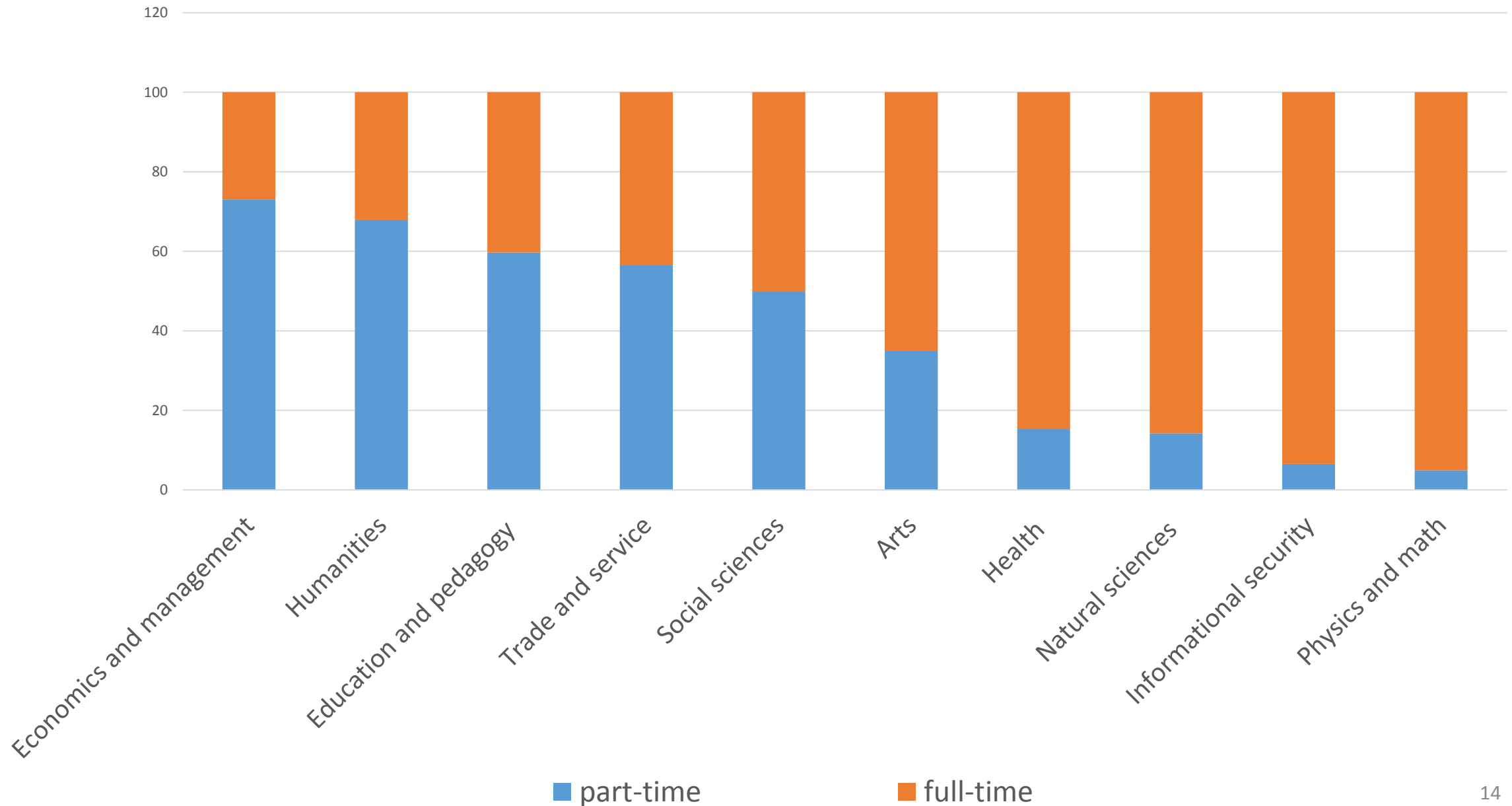


Percentile distribution of the part-timers in HE institutions.



Percentile distribution of share of part-timers in public and private institutions (2014, federal statistics)

Subjects of studies by part-time and full-time programs graduates (2014, federal statistics)



Share of part-time in public and private institutions

	All institutions	Public institutions	Private institutions
	Coefficient (Std. error)	Coefficient (Std. error)	Coefficient (Std. error)
Scale of institution			
Overall amount of students	- 2,75	- 2,36	- 2,15
Selectivity			
Average USE score	- 0,5 (,05)**	- 0,34 (,05)**	- 0,46 (0,05)*
Internal diversity			
HH on the subjects of study	0,072 (0,21)**	0,945 (,244**)	0,098 (0,025)*
Federal funding			
Federal funding per students	- 28,5 (13,4)	- 18,35 (9,4)**	-
Academic profile			
Staff with PHd per 100 students	- 0,25 (,02)**	- 0,21 (,03)**	- 0,23 (,02)**
Amount of publications	- 9,1 (3)*	- 3,4 (,9)*	- 2,36

Part-timers VS full-timers

- Grew up in families with lower income. Live in small and medium cities.
- Worse educational performance either at primary school or at higher school. High percentage of the most underperformed.
- Part-time mode as a main factor of HE institution choice. Sole choice.
- Low entrance barrier and option to combine with work as basic motivation.
- Work during study but for half of them not relating to fields they study.
- 90% pays tuition for education with comfortable price for them.

(Monitoring of the Economics of Education, 2014).

TRAJECTORY 1.	vocational education -> HE
Share	50%
Age (average)	23
Field of study	public management, medicine, law, economics, industry-oriented fields of study.
Choice mode	sole, initial
Competitiveness (application/enrolled)	low (1,2)
Motivation and requests	Delayed choice (way to avoid USE). Option to combine work and study. Return to education.
Tuition	pay average price
Education performance (self-estimated)	medium
Working experience	85% works full-time

TRAJECTORY 2.	secondary school -> HE
Share	38%
Age (average)	19
Field of study	«trendy» fields: 70% - economics, law and management.
Choice mode	1/5 failed to be enrolled on full-time
Competitiveness (application/enrolled)	high (2)
Motivation and requests	Part-time mode as cost-reducing alternative to full-time. Easy to enter easy to study. Diploma as a inherent value and social norm. Quality of education is less important.
Tuition	pay higher price and ready to pay even more
Education performance (self-estimated)	the lowest USE score poor performance as studying in HE
Working experience	less involved in job activity, part-time workers

TRAJECTORY 3.	HE -> HE [LIFE-LONG LEARNERS]
Share	12%
Age (average)	28
Field of study	different disciplines studying (but still prevailing economics, management, law)
Choice mode	part-time as sole choice
Competitiveness (application/enrolled)	the lowest (1)
Motivation and requests	Change specialty or improve qualification. Combine study with job. Oriented on high qualification of faculty and HE institution reputation.
Tuition	pay average price and ready to pay more
Education performance (self-estimated)	differentiated education performance but in average better
Working experience	70% works on qualification they initially got

Findings

- Institutional level factors to promote part-time expansion prevail over regional context factors. Although at regional level, student/population dissemination disproportions and factor of rural areas matter for institutional strategies.
- Part-time mode at institutional level has been becoming a driver for marketization and formation of specific market segment for underperforming students as a response to funding reduction and student's demand on getting formal evidence of minimum qualification imposed by social norms and employer's requirements.
- Part-time mode favors lowering internal diversity as HE institutions tend to reduce marginal costs and concentrate on in-demand fields of study.
- PT in Russian is still leading option to increase participation but hardly to ensure equal access to higher education of high quality.
- Part-time study in Russia influences access:
 - Important channel for access for students with poor academic performance, forming a corridor for pending educational opportunities.
 - Involving lower social status groups as cost reducing alternative to full-time education.
 - Rather limited provision for elder person participation.

Discussion: changing role of the state. In crossroads of participation, equity of access and competition

- The key factor for increasing part-time sector - the retreat from direct economic responsibility for social duties causes, liberal attitude of the state and its agencies towards the emergent private sector (liberal license and accreditation policy).
- Formation of 2 parallel markets:

PT-market: out of USE competition/ competition by lower entrance barriers/ not price-elastic/ supply-driven.

Quasi-market of FT: quality demanded/competition driven by demand side/price-elastic/government managed (through control figures).

- Market failure: market of diplomas (not education) beyond effective government control, devaluing competition for higher education quality and weakening signal function on the labor market, hurting quasi-market of FT programs.
- Dilemma of quantitate expansion and quality standard: policy of non-policy is to be replaced by strong intervention.
- State are to intervene on PT-market to improve: to level up education quality, to relocate private money (tuition) to paid FT-sector, to enhance signaling function and to enhance relevance to labor market. How to combine with tasks for wider participation and access?

Thank you!