Deutschland Land der Ideen
Ausgewählter Ort 2008

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Studying under time-pressure: a time-budget-survey of Bachelor-students of social work and comments on the accelerated production of resource education

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University Strikes 2009/10:
Dissatisfaction with Bologna-Reform: time-pressure, regimentation of studying, university fees

The Focus of my Paper: Timing of Education Phases in Life

- Bachelor-reform in the context of bringing forward and compressing in general the educational phase in one´s life cycle
- Pre-school education should assume the responsibility of initial school education (neuropsychology: „optimal time frames of child development“)
- School enrolment should take place earlier (6.7 years → 6.0 → 5 years)
- Secondary school (Gymnasium) should take only 8 years (no longer 9)
- Transition to study should be immediate (no gap year)
- The primary degree should only take 6 semesters („Diplom“: 8-12)
- Life-long learning after graduation is defined as a private responsibility
- This corresponds with shortening and compressing institutional education

Transition Ages 1953-2003

Birth cohort 1953			School enrollment 6.7 years				Graduation age: 27.75
4.5 years parental education at home	1.5 Kindergarten		4 years primary school	G9: 9 years secondary education		1.3 Civil Service	6.25 years Diplom (university)

Co-hort 2003			School enrollment: 6.0 years			Graduation age: 21.5
2 years parental education	Crèche	3 years Kinder garten	4 years primary school	G8: 8 years secondary education		3.25 years Bachelor

Typical Transition Ages within the Education System UK – Germany 2007/08

	School enrolment	Graduation age upper secondary	Graduation age tertiary 5-6 years („Diplom“)	Graduation age Bachelor 2008
Germany	6-7	19-20	28.1 (2008)	25.8
UK	4-5	16	22-24	22

OECD 2010: Education at a Glance, p. 303, 446, Statistisches Bundesamt 2009

Tertiary Education in the OECD 2007

	Graduation rates in tertiary education all programmes	Proportion of 3 to less than 5 years programmes
Iceland	63,1	83
Australia	49,8	95
Poland	49,0	28
Finland	48,5	56
United Kingdom	38,7	97
OECD average	38,7	64
EU19 average	36,7	56
United States	36,5	55
Germany	23,4	41
Austria	22,1	35

OECD 2009: Education at a Glance
http:/dx.doi.org/10.1787/664042306054

Enrolment rates by age (%)

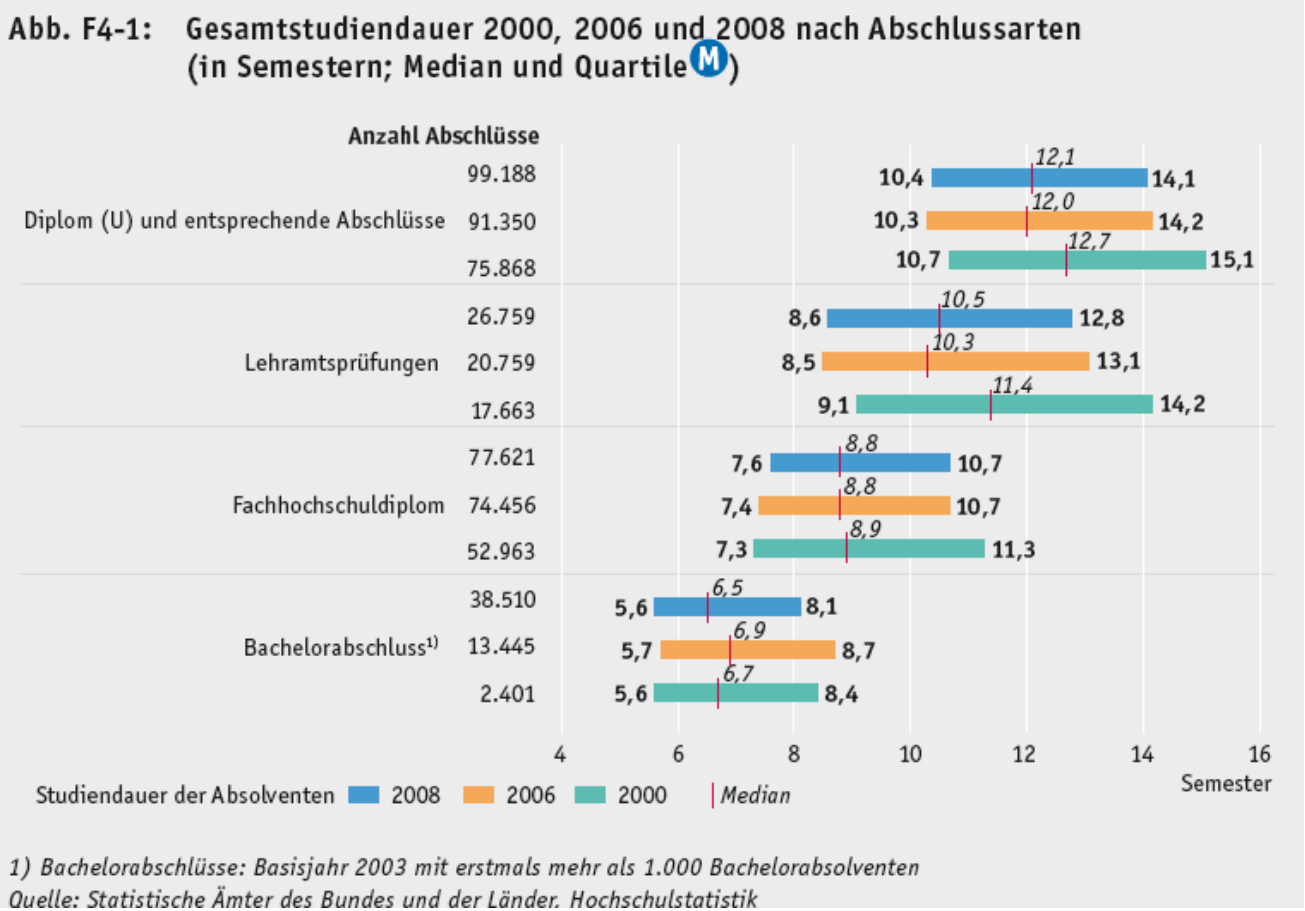
	5-year-old in primary school	18-year-old in tertiary education	30-39-year-old students as % of the population aged 30-39
United States	.	39	6
Ireland	103	14	6
UK	100	24	6
France	1	28	3
Spain	0	28	4
OECD average	**.**	**18**	**6**
EU 19 average	**.**	**15**	**6**
Germany	1	3	3
Austria	0	5	4
Finland	0	1	14
Sweden	0	1	13
Hungary	0	12	6

Tab. Source: OECD 2009, Online Education Database

Bologna-Reform

- Proclaimed goal of the reform process initiated by 29 European countries in Bologna in 1999:
- European-wide standardization of studies to foster mobility of students and graduates
- In 2008 74% of first-semester-students in their primary studies were studying for a Bachelor-degree
- 8% a teaching-degree (central exam set by state) and 18% a „classic“ German degree (Diplom)(8-10 semester)
- 2000-2008: average number of semesters reduced from 12.7 („University Diplom“) resp. 8.9 (Universities of Applied Sciences Diplom) to 6.5 (Bachelor)

Total number of semesters 2000 - 2008



Time-Budgets of Bachelor-Students of Social Work 2008 compared to national representative data

- Quota sample: N = 109
  (65 second semester, 42 fourth semester, 1 third semester, 1 not specified)
- Instrument: standardized diary in 15-minute-divisions
- Typical semester week in the first week of June in 2008
- To compare:
- National representative data from the 19th Social-Survey among Students in 2009: N = 16,370
- National representative data from the On-Line-Survey 2009: N = 9,009
- Own re-analysis of the data from GSOEP 2008: N = 635

Empirical Questions Posed

- Time invested in studying, working, in other obligations?
- How much time is left over for leisure and personal needs?
- To what extent are the requirements of each module fulfilled with regard to presence and study outside the classroom?
- How do the students perceive their studies and their lack of time subjectively?
- Is it possible to pursue one´s own academic interest?

Weekly Time-Budgets of Students
Average Hours in Semester

	N	Lectures	Study time outside the classroom	Total time invested without breaks or travelling to university	Total time invested with breaks and travelling to university	Paid work Average for all
SOEP 2008	635 all students			33.4		2.6
19th Social Survey 2009	„Diplom“ Univ. of Applied Sciences Sem 5-8	17	17	34		12
19th Social Survey 2009	Bachelor Univ. of Applied Sciences	23	14	37		8
Our diaries 2008	109 Bachelor Univ. of Applied Sciences	17.2	19.2	36.4	42.8	6.0

Daily Time-Budgets of 109 BA-Students 2008 and of Full-Time (>35 hours) Gainfully Employed 2001/02 Mean Hours Mon-Sun

Survey	Personal Needs	Leisure	Studying	Paid work	Unpaid housework	Sum
109 BA-Students	9.8	5.3	6.1	0.9	1.6	23.7
Full-time Gainfully Employed 2001/02 Statistisches Bundesamt	10.5	5.2	0	5.8	2.6	24.1

Leisure Time of the 109 BA-Students

- 35% of the sample don´t read anything (not related to their studies) in their free time
- On average reading time is 0.2 hours – less than the time that full-time gainfully employed persons invest (0.3 hrs.) (1991/92)
- 96% read a maximum of one hour per day
- Only 0.3 hours remain for eating in the cafeteria, restaurants etc. (not including meals at home)

→ unhealthy nutrition: 40% do not take time to sit down and eat properly, 25% often eat standing up or on their way to classes

Time Stress among 109 Bachelor-Students 2008

This happens to me often or constantly during the semester … in %:

- Carry out various tasks simultaneously 86
- Am under time pressure 64
- Feeling that I can only deal superficially with important matters 46
- Have difficulty falling asleep or sleeping through the night 27
- Do not take time to recover from illnesses 21
- Am under so much time pressure that health suffers 13

What would you like to have more time for?

open question N = … (total N = 109)

- To work further on interesting study topics 42
- Exam preparation 19
- To pursue one´s own interests in study material 11

- Private life after studying and work 40
- Family and friends 32
- Paid work 5
- Voluntary work 5
- More internships 5

Paid work and Quality of Life and Studies (N = 109)

- Those who are engaged in paid work (57%) invest 10.9 hours weekly.
- 10% work 20 hours and more per week, they are part-time-students.
- No significant relationship between
  time spent on paid work and profesional status of parents
- The more time spent on paid work, …
- the less time left over for leisure (r = .2), for personal needs (.3) and for studying outside the classroom (.3)
- the more often the feeling of being under time pressure (.3) so much so, that one´s health suffers (.2)
- Whoever works more than 14 hours per week, loses significantly in terms of free time (1.5 hours) and sleep (0.7 hours).

Workload per Semester in Hours

	Credit Points	Workload	Lectures	Studying Time outside the Classroom
Official module-requirements	30	900 hours per semester = 1,800 hours per year	353	547
According to diaries fulfilled up to …	.	77-90%	63%	85%

Conclusions from the Data

- Workload for modules fulfilled between 77% (diaries) and 90% (according to module diaries)
- Exam preparation (on average five weeks) and studying during the semester breaks taken into account

➢ Time requirements for studies unrealistically high

- Aim of the Bachelor-Reform: Students should enter the labour market and exploit their human capital earlier

➢ Demand of 1,800 hours workload per year

1. assessed normatively students lose in terms of the value „time prosperity“
2. and in terms of the value of „Bildung“ according to A. von Humboldt: hinders pursuing own theoretical questions and personal development
3. not realistic due to the need to earn money and to parental responsibilities

Aim of the Reform: Research and Education as the Key to Creating German resp. European Leaders

- How and to what end do political actors re-organize national resource "education" in global competition?
- What consequences does that have for education and life-cycles?
- Lisbon-strategy of the EU March 2000:
- Aim to make Europe by 2010 "the most competitive and und dynamic knowledge-based economic area of the world"
- German Minister for Education and Research 2002:
- Science and Education of "strategic importance for the future of our country"
- "highly qualified workers and excellent scientists … are the most important prerequisite for … high competitiveness"
- Bologna-reform since 1999

The Approach of the University Reform: Increasing Competition as Leverage

- In contrast to the Education Reform from 1965: no expansion, little money this time round
- Dissatisfaction is aimed at the organization of research and education
- Efficiency by implementing “more competition “ as in the U.S. and in the UK
- Reduced basic state finance and more freedom of the universities to act as a firm, also in attracting “third-party-funds”
- Separating excellence from mediocrity – in research and education …
- Short Bachelors as the standard qualification as opposed to the Master for the elite
- Student fees to leverage the customer-orientation of students
- Competition amongst universities to acquire students
- Distinguishing through specialized master-programmes to conquer the ever growing market for further education

Results of the University Reform on Science and „Bildung“

- Implementing financial uncertainties along with financial incentives to leverage economic competitiveness
- Studying loses elements of leisure and “luxury” - however:
- Processes of research and education (cultivation) require economic security and plenty of time and leisure
- Education needs a “maturing time” and room for reflection and posing own questions
- Students behave as consumers of a service, carried out on their human capital, and as protagonists of their own professional qualification
- Wilhelm von Humboldt defines “Bildung”: “stimulation of all virtues, so that these virtues develop by appropriating the outside world which lead to an autonomous individuality and personality“