

Questionnaire on the European Psychologist Diploma



International Survey, EFPSA 2003

(Presentation at the 17th EFPSA Congress, 23-29 April 2003, Porto)

About the European Psychologist Diploma

- Bologna declaration, 1999
- Leonardo da Vinci programme:
EuroPsyt project
- 3 levels of university training
- www.europsych.org

What does it mean for us?
Where are the psychology students
in this whole process?

Motivations for a joint research – what we were curious of...

- What do we know about the EDP?
- How important are the goals of the EDP for us?
- How do the different countries relate to the EDP?
- What questions and doubts do students have concerning the EDP?
- Are we able to conduct a joint survey?

We created a questionnaire,
translated it into our mother tongue,
collected data from as many
universities of our countries
as possible,
and conducted...

The largest EFPSA research ever:

- 21 participating countries
- 95 universities
- 2983 psychology student respondents



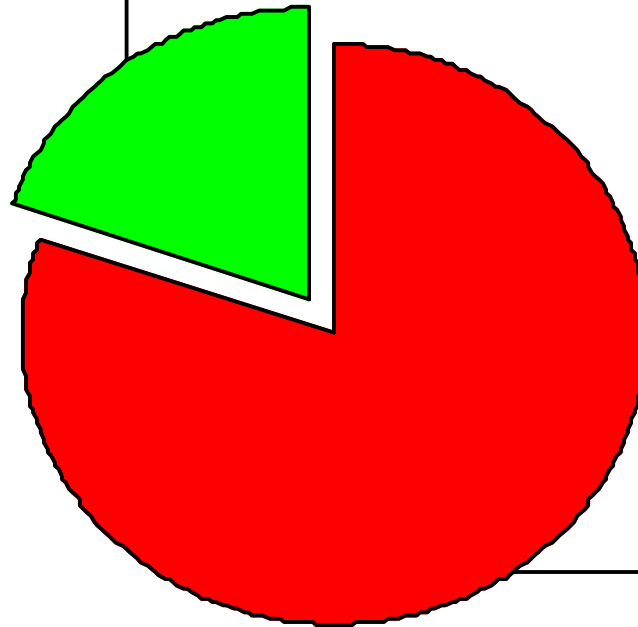
Participating countries

COUNTRY	N	%
Armenia	100	3,4
Bosnia and Herzegovina	200	6,7
Switzerland	143	4,8
Czech Republic	137	4,6
Germany	90	3,0
Estonia	103	3,5
Spain	192	6,4
Finland	120	4,0
Croatia	200	6,7
Hungary	214	7,2
Kosova (UN Administration)	153	5,1
Luxembourg	75	2,5
Netherlands	148	5,0
Norway	57	1,9
Poland	291	9,8
Portugal	179	6,0
Russia	136	4,6
Slovenia	157	5,3
Serbia and Montenegro	131	4,4
Turkey	150	5,0
United Kingdom	7	0,2
Total	2983	100,0

Gender

Male

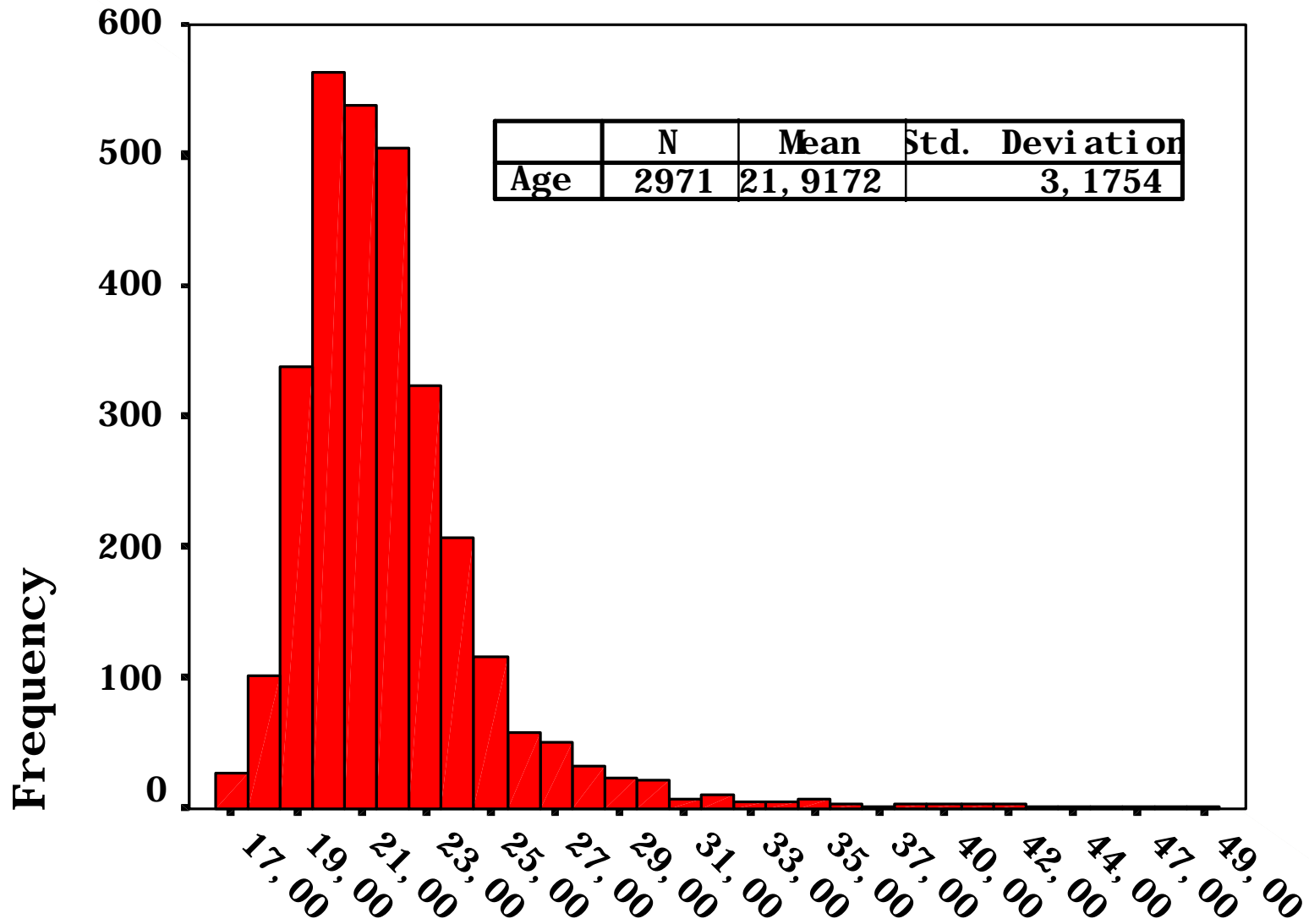
19, 7%



Female

80, 3%

Age



Year of study

gr/postgr/PhD (14)

6th (29)

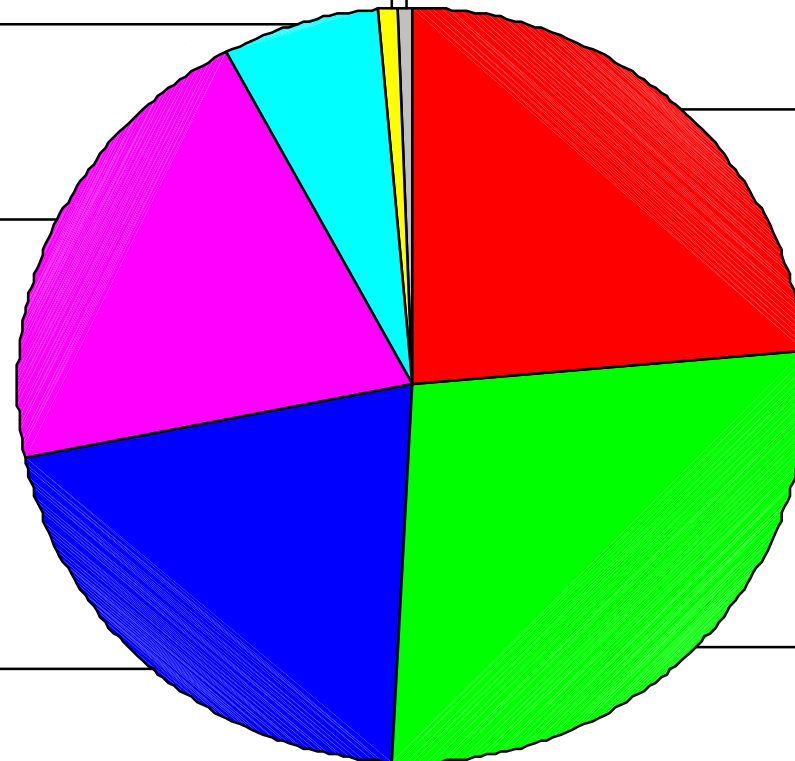
5th (186)

4th (600)

3rd (625)

1st (698)

2nd (804)



Main dimensions of the questionnaire

- Awareness of EDP
- Knowledge about the education systems
- Demand for standardisation
- Study/work abroad
- Value of diploma
- Chances for work: hopes and fears
- Preferred education system

Other variables used for categorising countries in the evaluation of the results

- Participation in the Bologna process
- EU membership (member*, becoming member in 2004, non-member)

(*member: EU members, Norway, Switzerland)

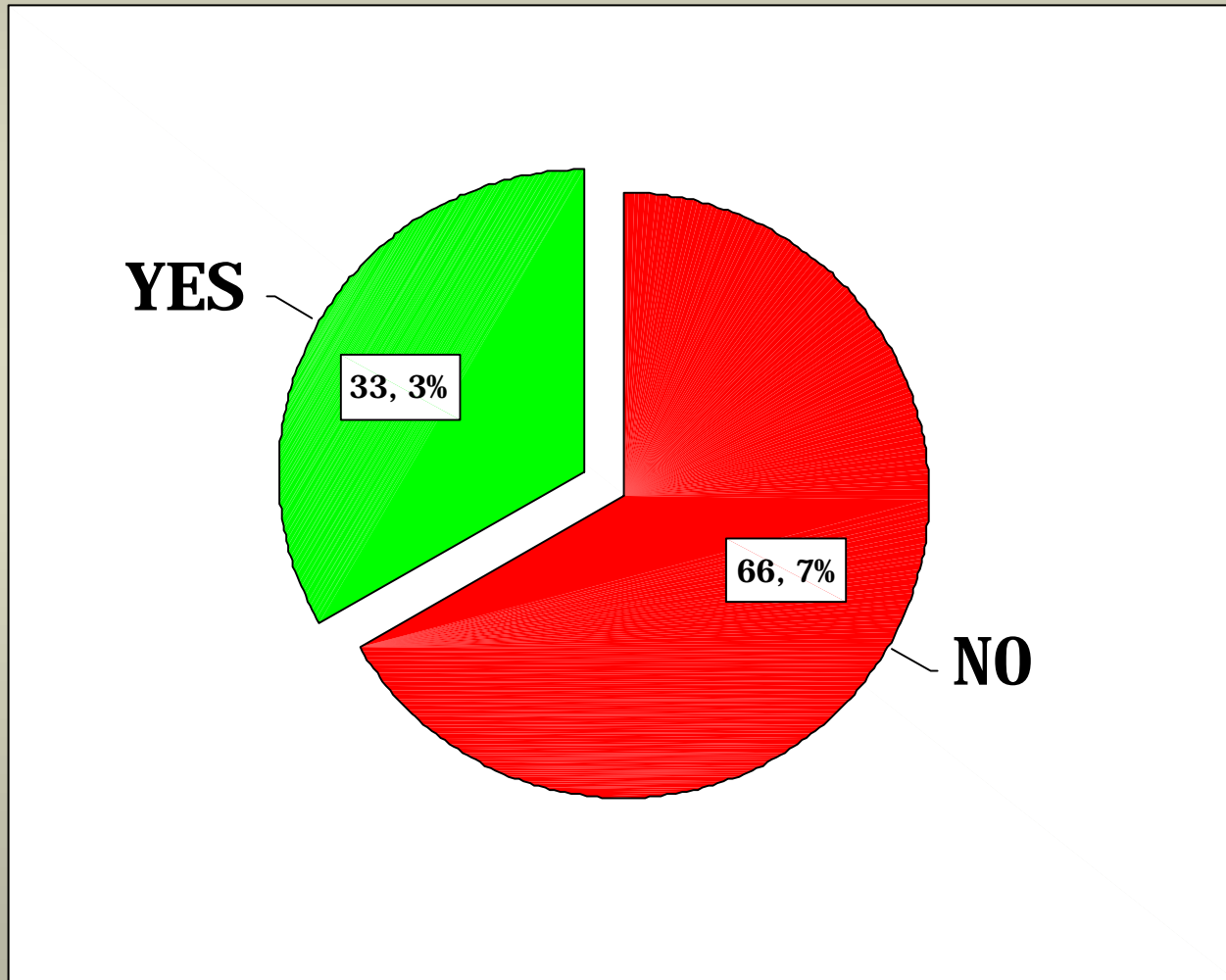
- Average annual income of the country (GDP)

Awareness of EDP

- 1. Are you aware about the plans for a European Psychologist Diploma?

- 2. If so, where did you hear about it?
 - student organisation
 - university
 - Internet
 - other media
 - friends, colleagues
 - career advisor
 - other

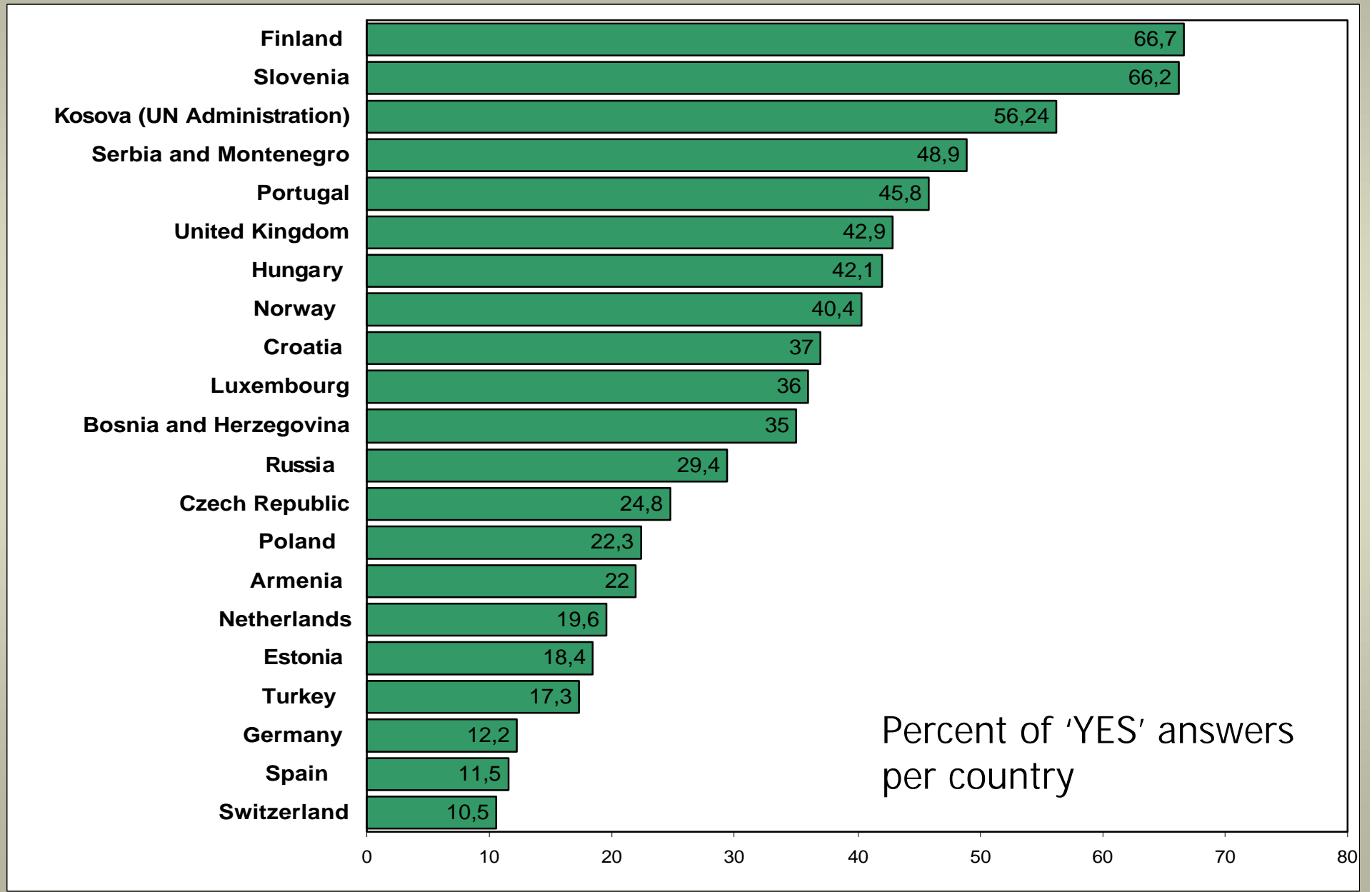
1. Are you aware about the plans for a European Psychologist Diploma?



Good news:
there are about 2000
psychology students
in Europe,
who were informed about
the plans of EDP
by this questionnaire...

(„Always look on the bright side of life“ method)

1.Are you aware about the plans for a European Psychologist Diploma? (2)

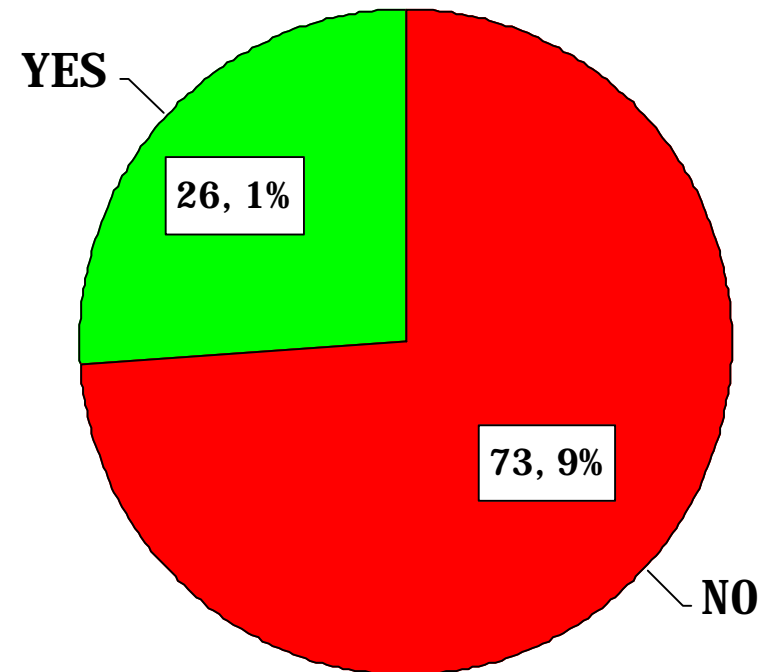
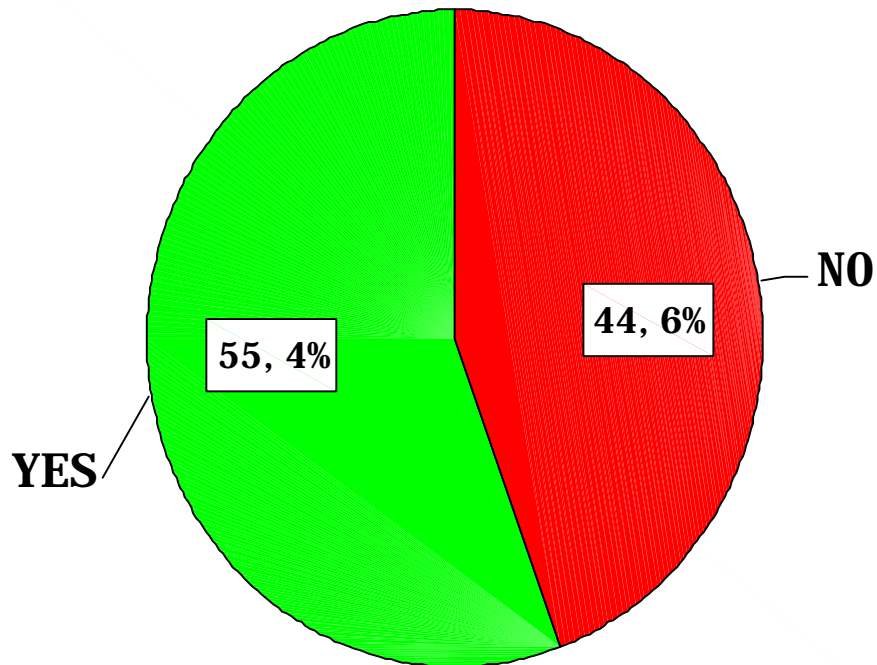


1. Are you aware about the plans for a European Psychologist Diploma? (3)

Are you a member of any student organisation/s?

Awareness if stud. org. member

Awareness if not stud. org. member



1. Are you aware about the plans for a European Psychologist Diploma? (4)

Universities with high percent of awareness:

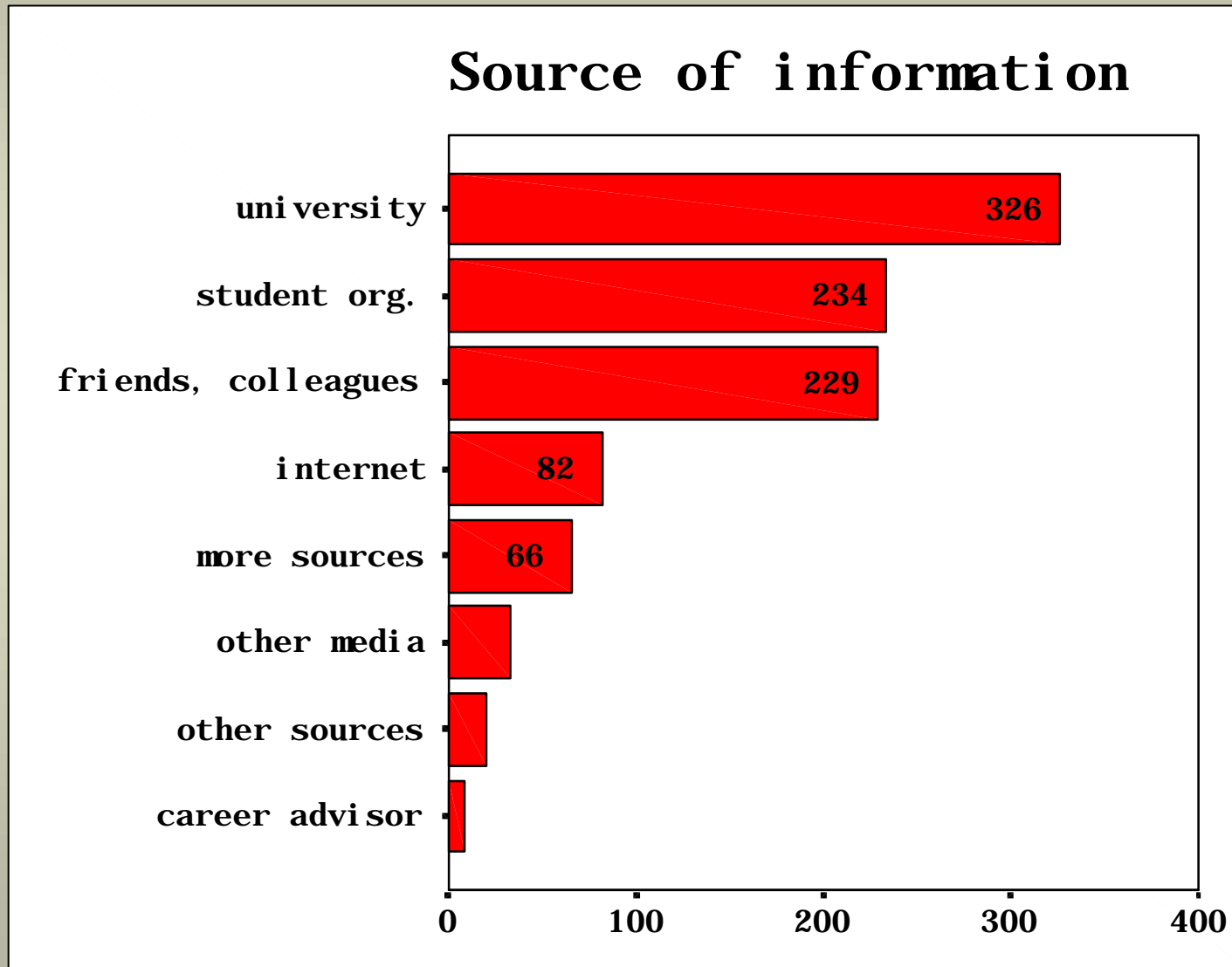
■ University of Jyväskylä	72,4 %
■ University of Turku	71,4 %
■ University of Tampere	69,2 %
■ University of Ljubljana	66,7 %
■ University of Helsinki	65,5 %
■ University of Trondheim	64,5 %
■ University of Evora	60,0 %
■ University of Debrecen	58,6 %
■ University of Prishtina	56,2 %
■ Faculty of Philosophy, Sarajevo	50,4 %
■ Faculty of Psychology, Coimbra	48,1 %
■ Masarik University, Brno	45,2 %
■ University of Belgrade	44,4 %
■ University of Lisbon	43,0 %

2. Where did you hear about it?

Source of information

	Frequency	Percent	Cum. Percent
uni versi ty	326	32, 7	32, 7
student org.	234	23, 4	56, 1
fri ends, col leagues	229	22, 9	79, 1
i nternet	82	8, 2	87, 3
more sources	66	6, 6	93, 9
other medi a	33	3, 3	97, 2
other sources	20	2, 0	99, 2
career advi sor	8	, 8	100, 0
Total	998	100, 0	

2. Where did you hear about it? (2)

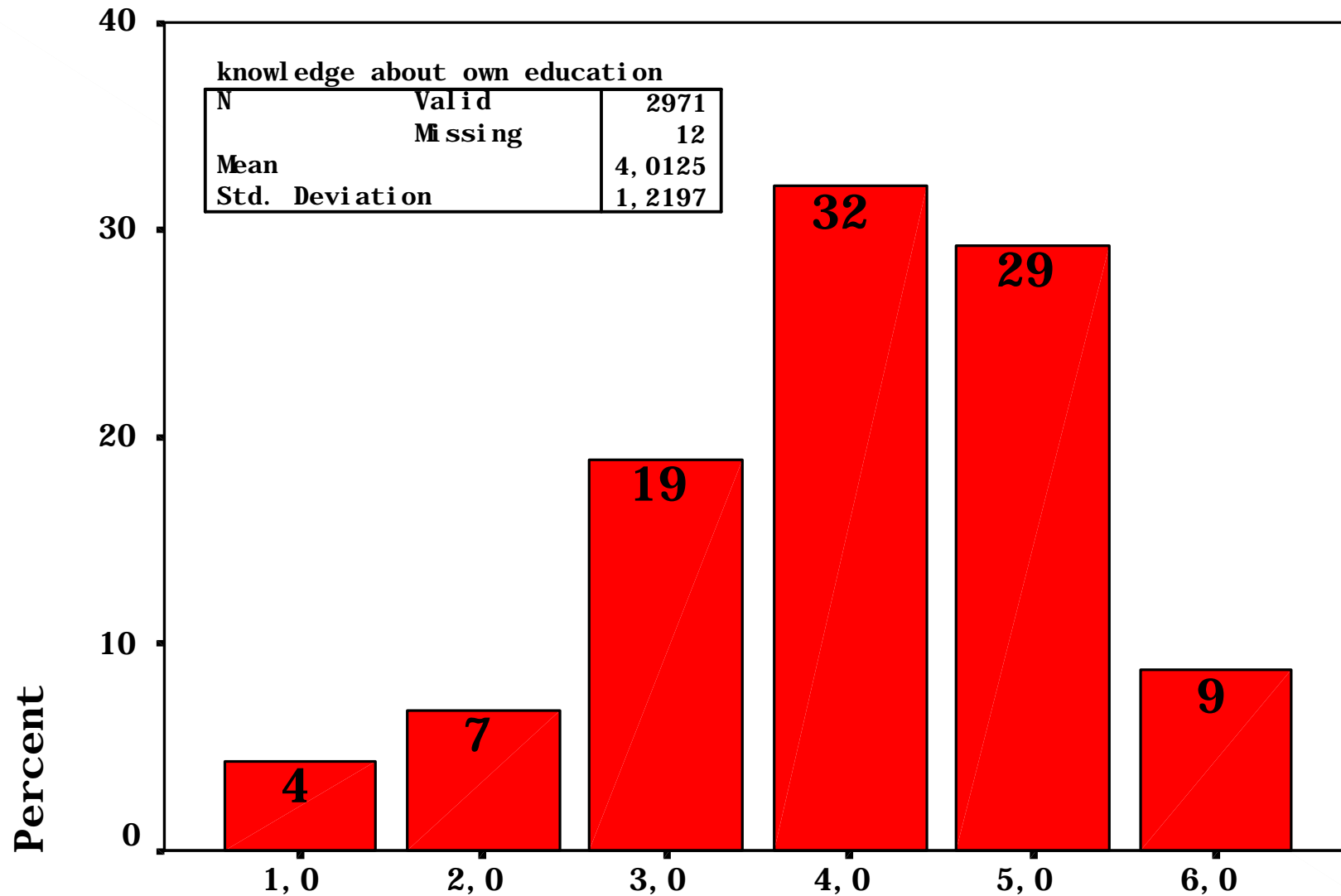


Student organisations have
a great role,
and there is what to do...

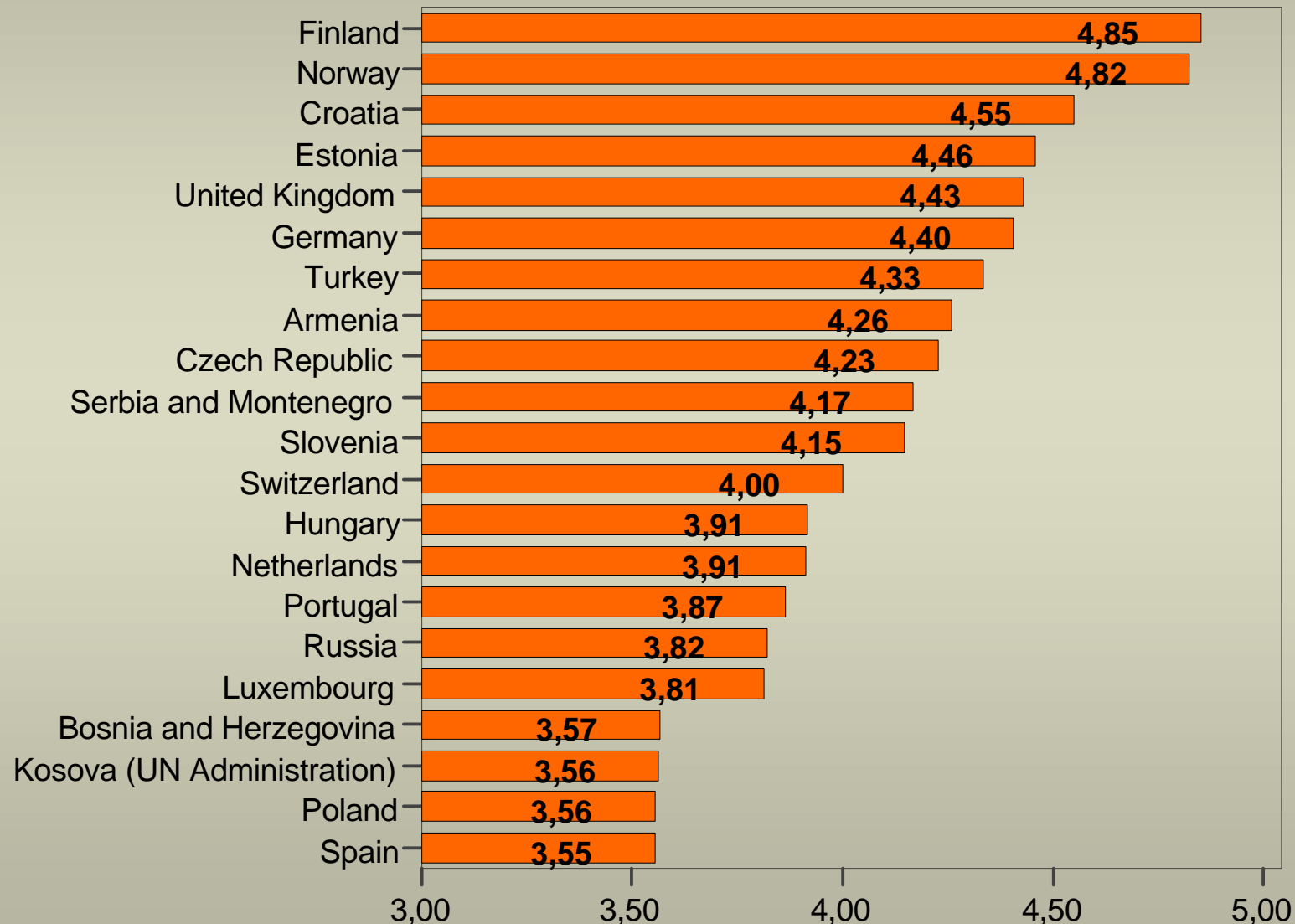
Knowledge about the education systems

- 3. How much do you know about the psychology education system of your own university?
- 4. In general, how much do you know about the psychology education system in Europe?

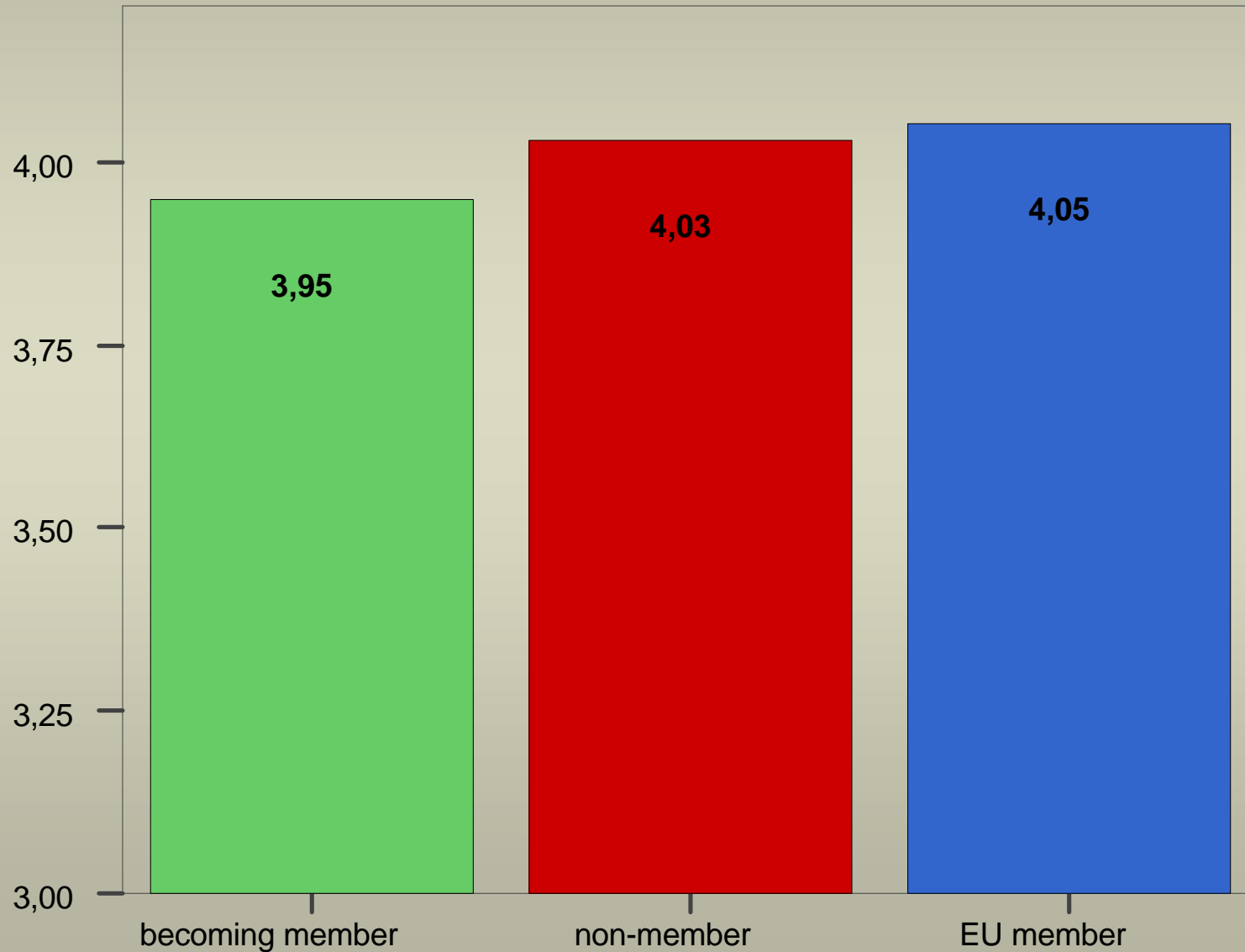
3. How much do you know about the psychology education system of your own university?



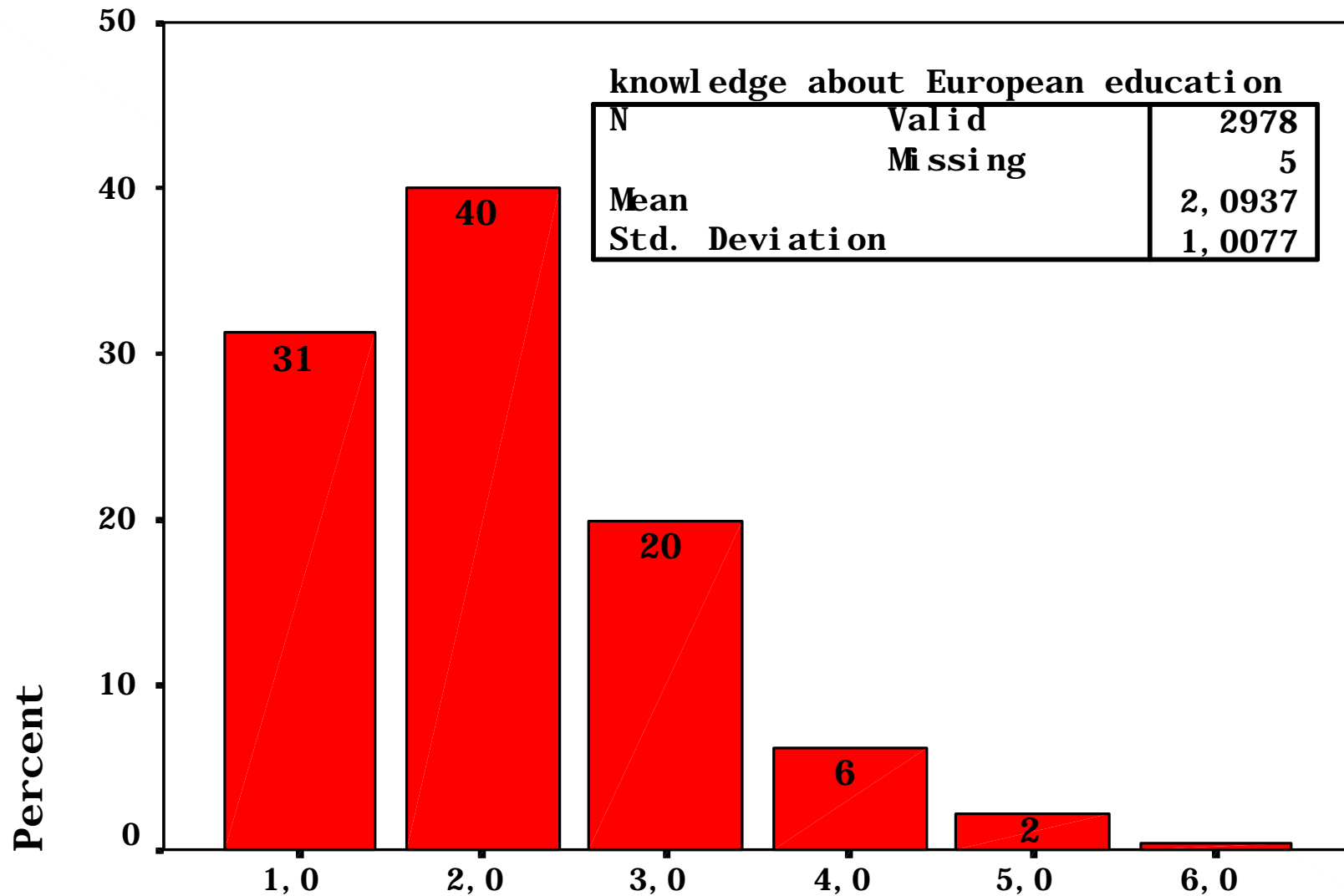
3. How much do you know about the psychology education system of your own university? (2)



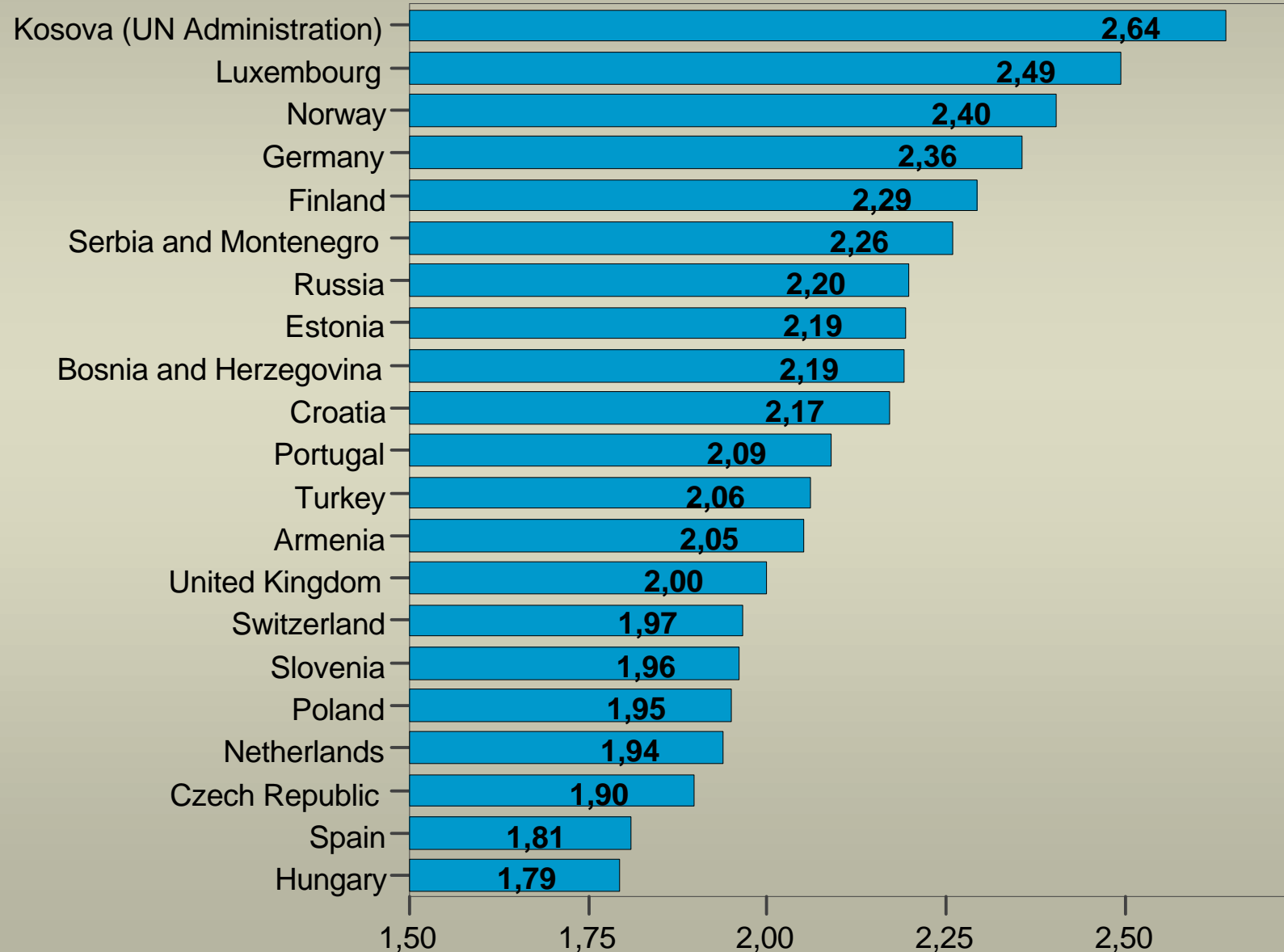
3. How much do you know about the psychology education system of your own university? (3)



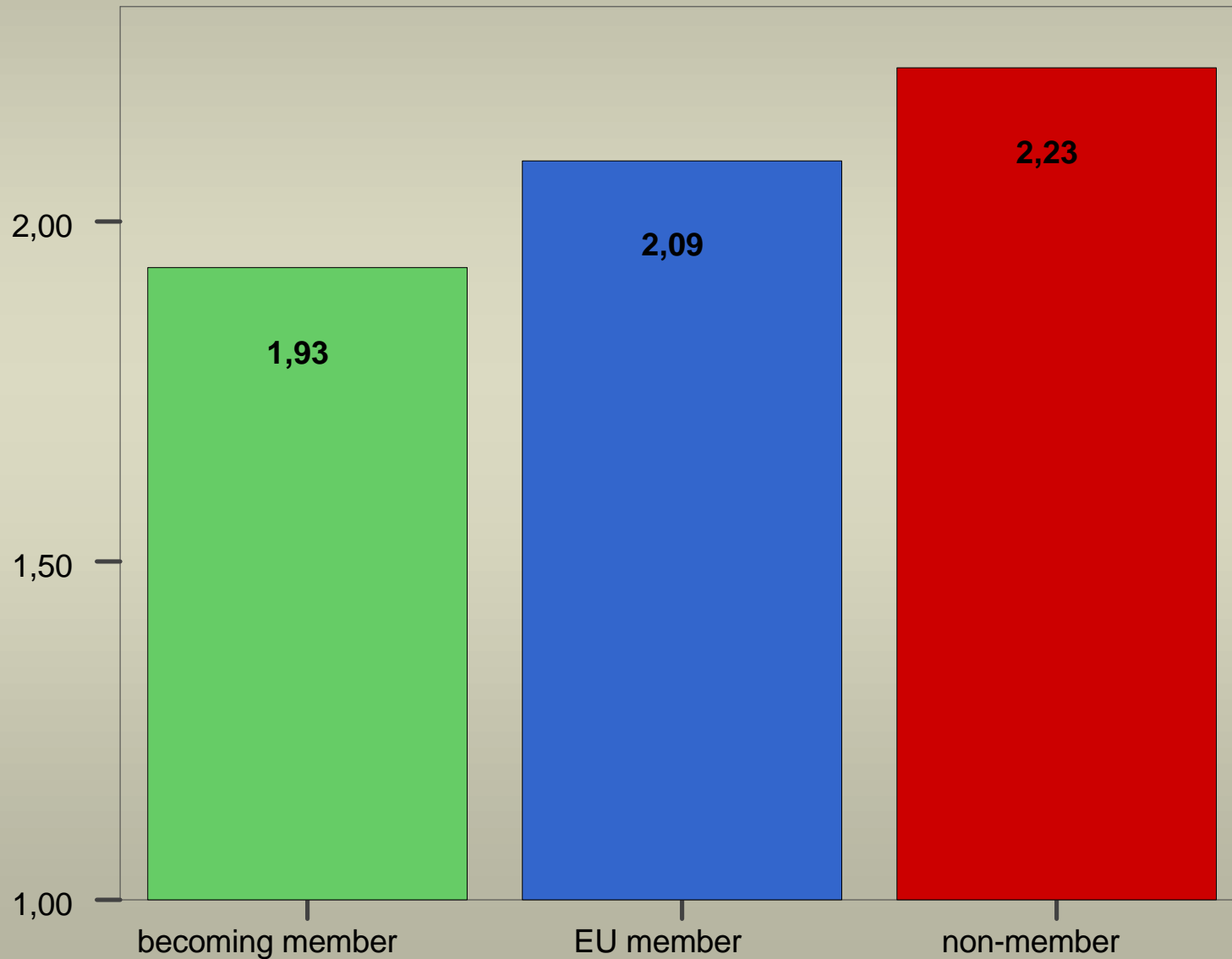
4. In general, how much do you know about the psychology education system in Europe?



4. In general, how much do you know about the psychology education system in Europe? (3)



4. In general, how much do you know about the psychology education system in Europe? (2)



Correlation

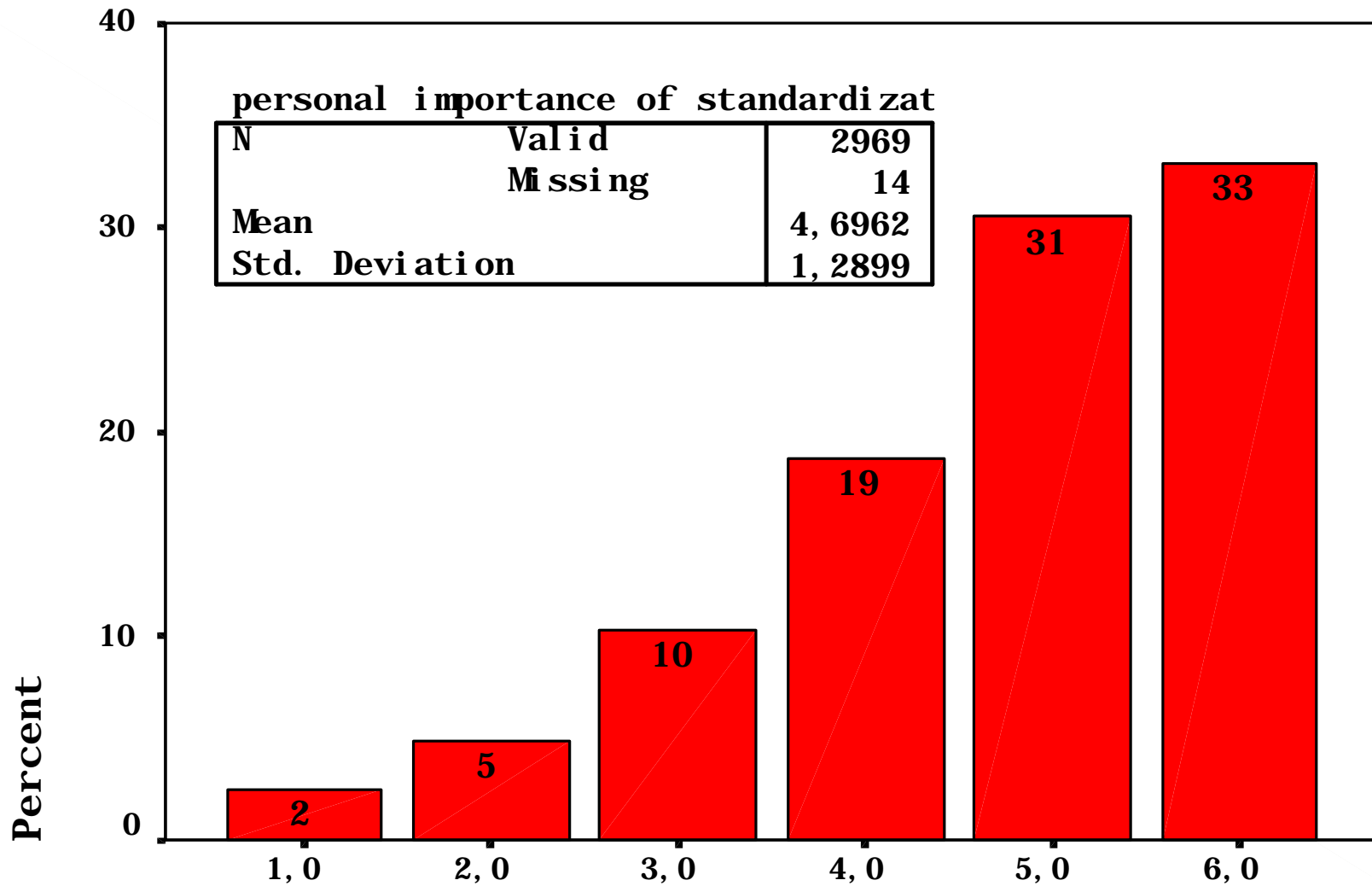
(knowledge about own education,
knowledge about European education) =
0,298**

Pearson correlation, $p < 0,01$

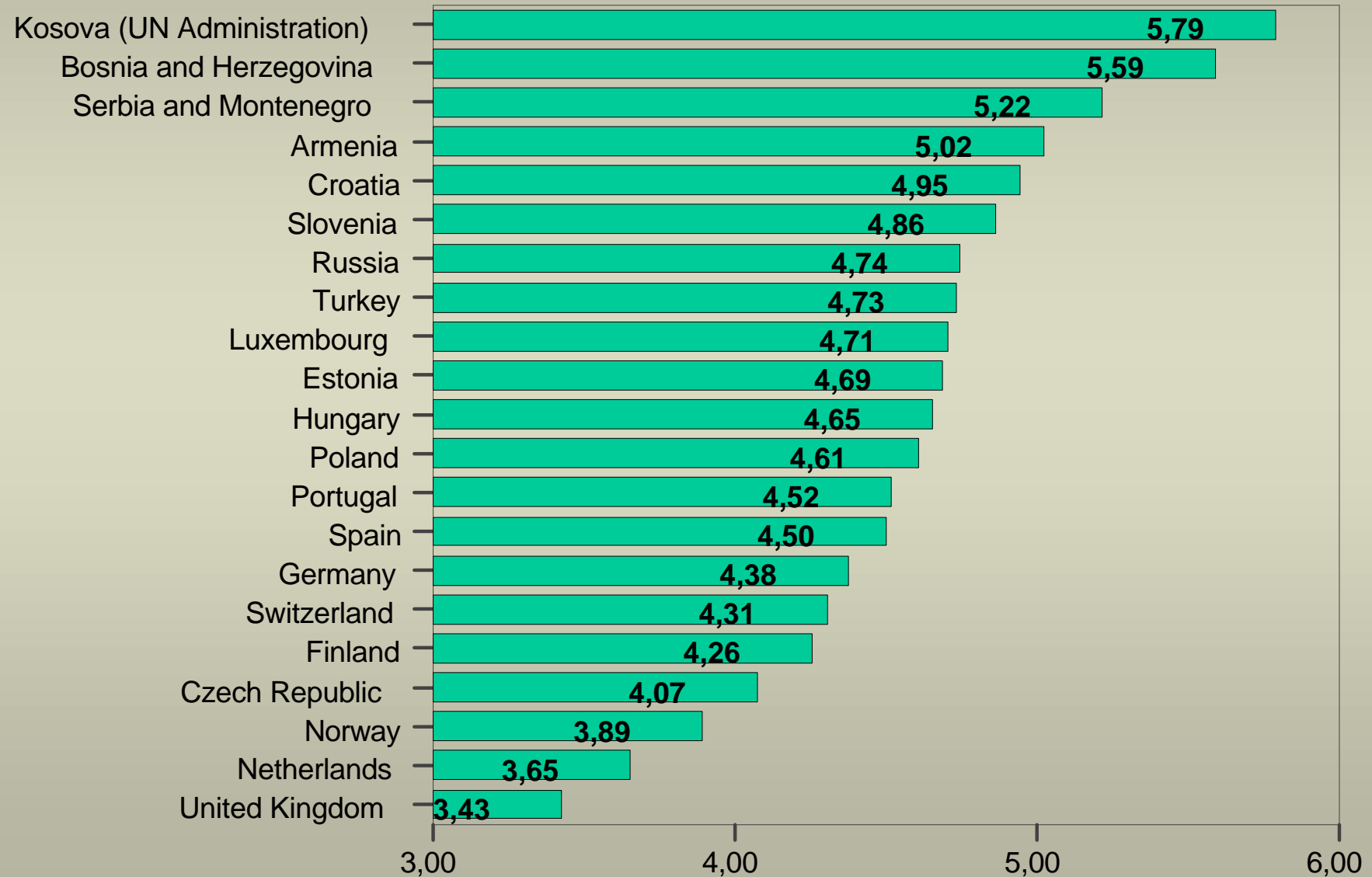
Demand for standardisation

- 5. How important is it to you to have a standardised European psychology education system?

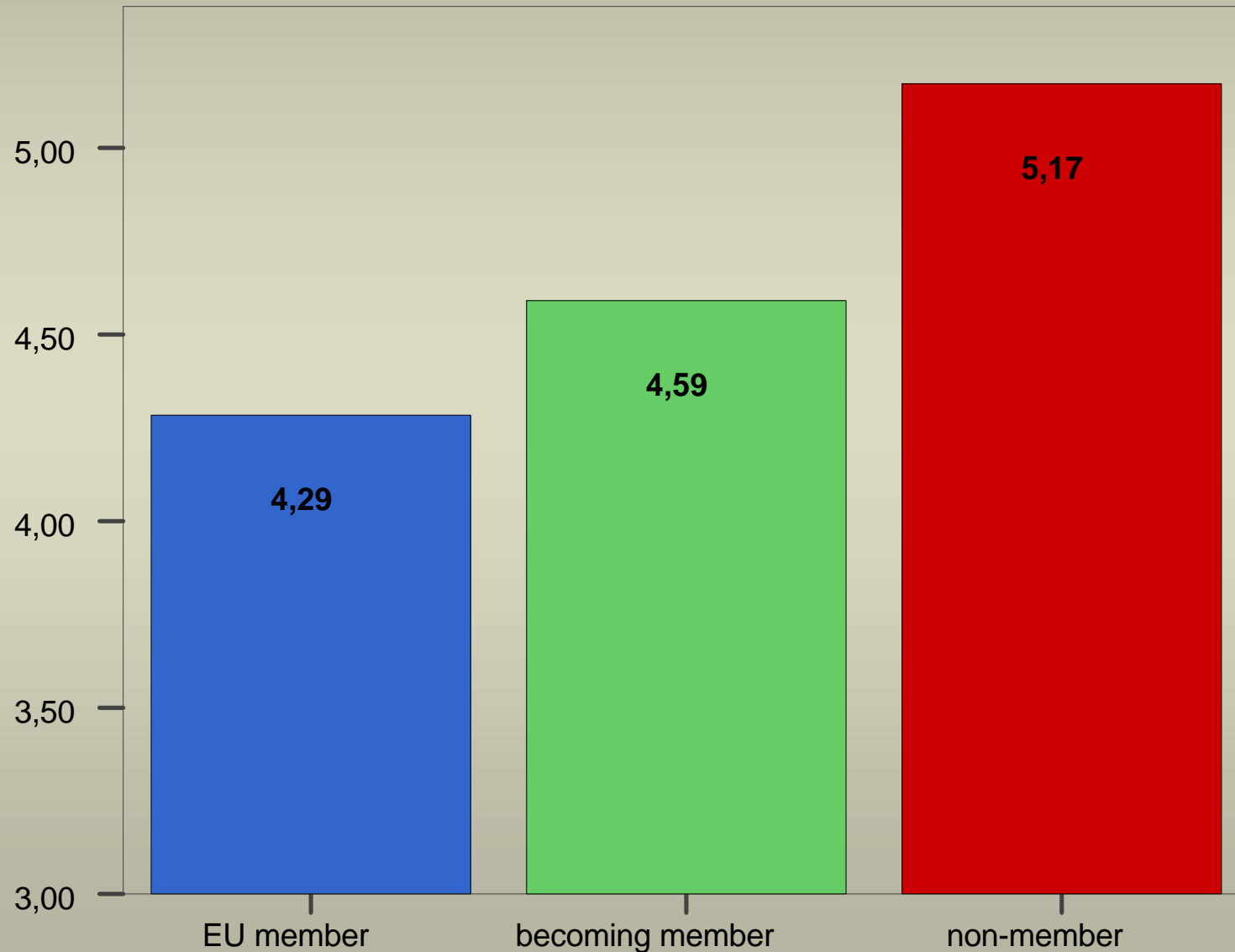
5. How important is it to you to have a standardised European psychology education system?



5. How important is it to you to have a standardised European psychology education system? (2)



5. How important is it to you to have a standardised European psychology education system? (3)



Correlation

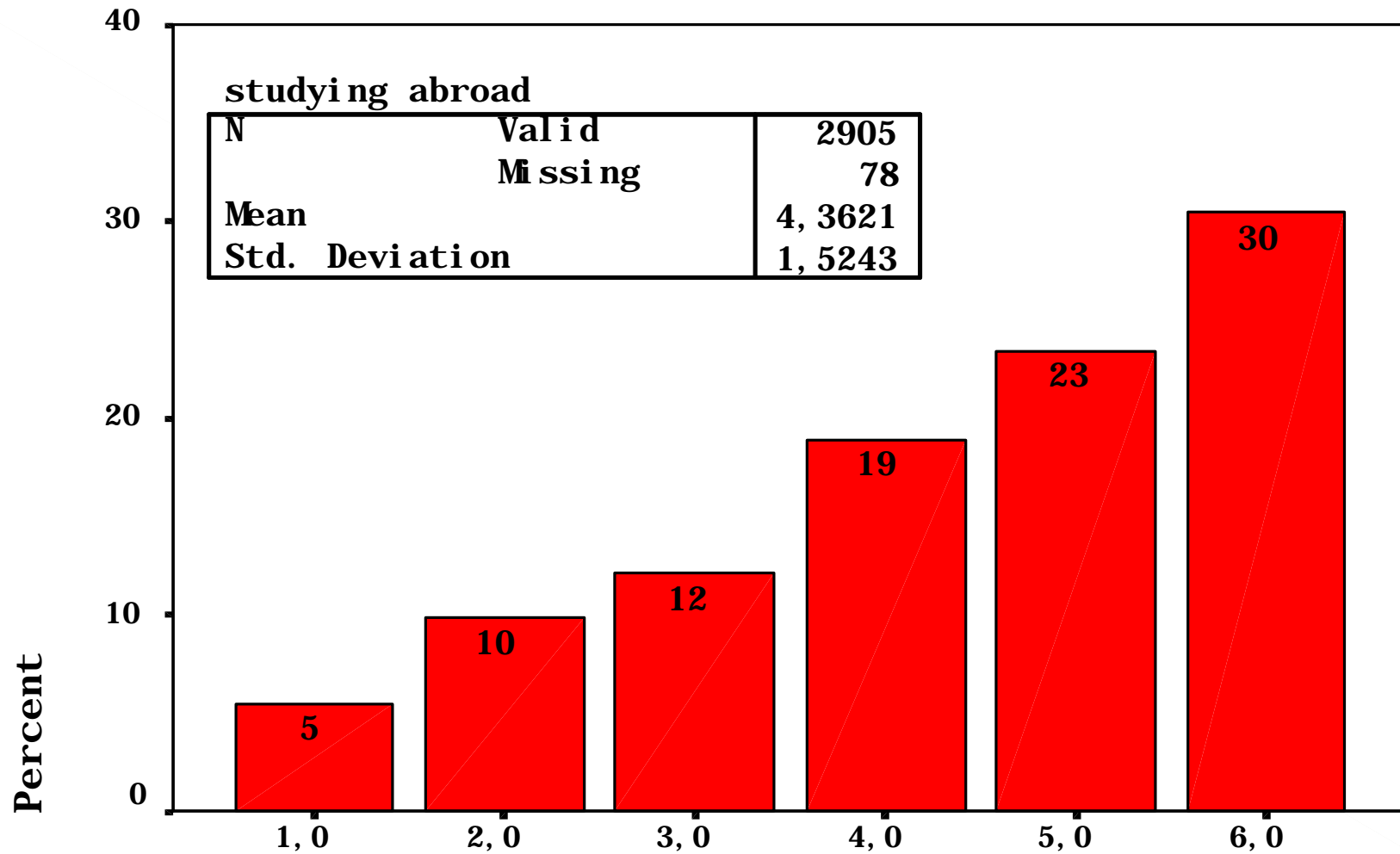
(personal importance of standardisation, GDP) =
- 0,224**

Pearson correlation, $p < 0,01$

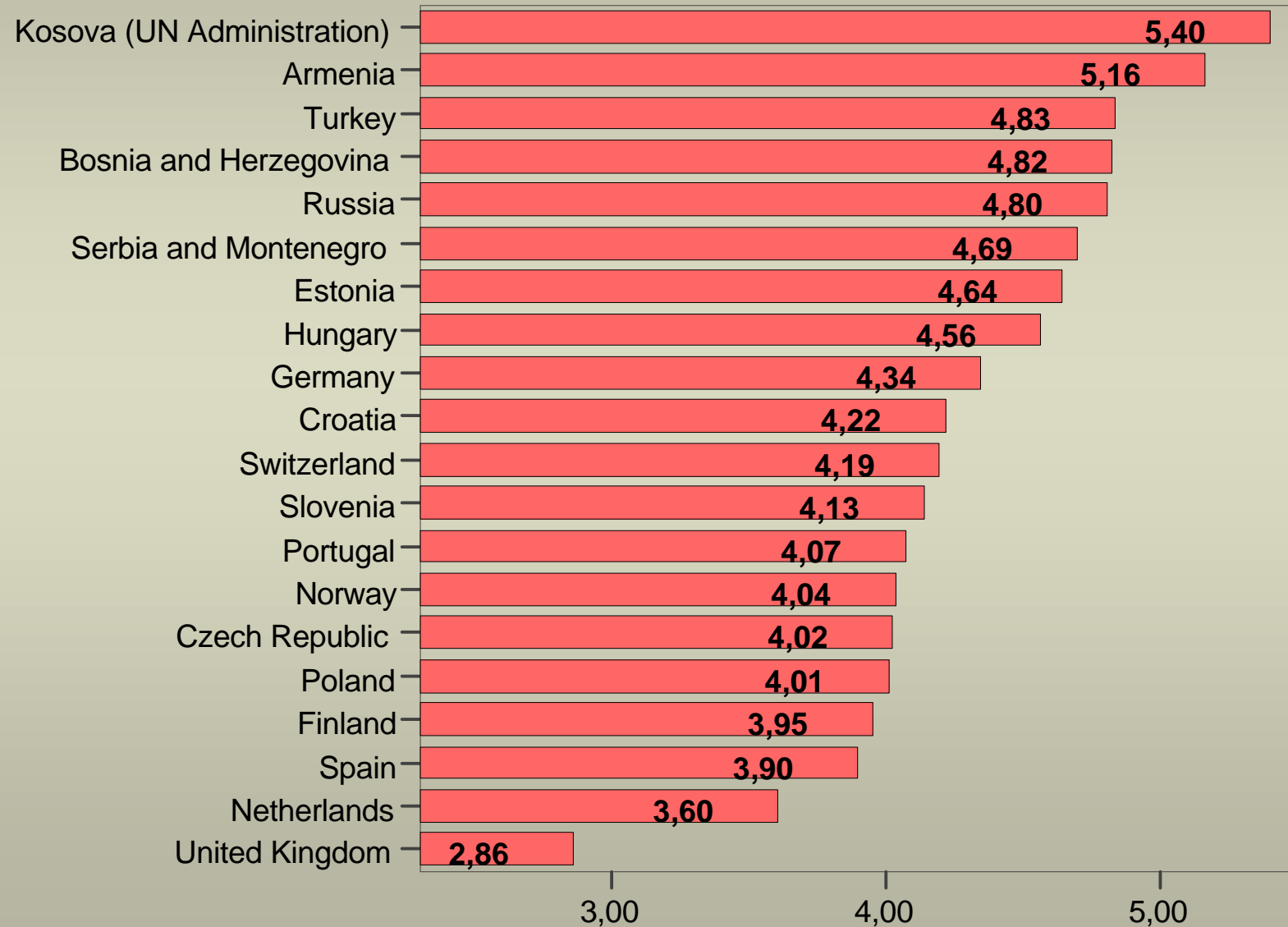
Interest in studying and working abroad

- 6. How high is your interest in studying abroad in the future?
- 7. How high is your interest in working abroad in the future?

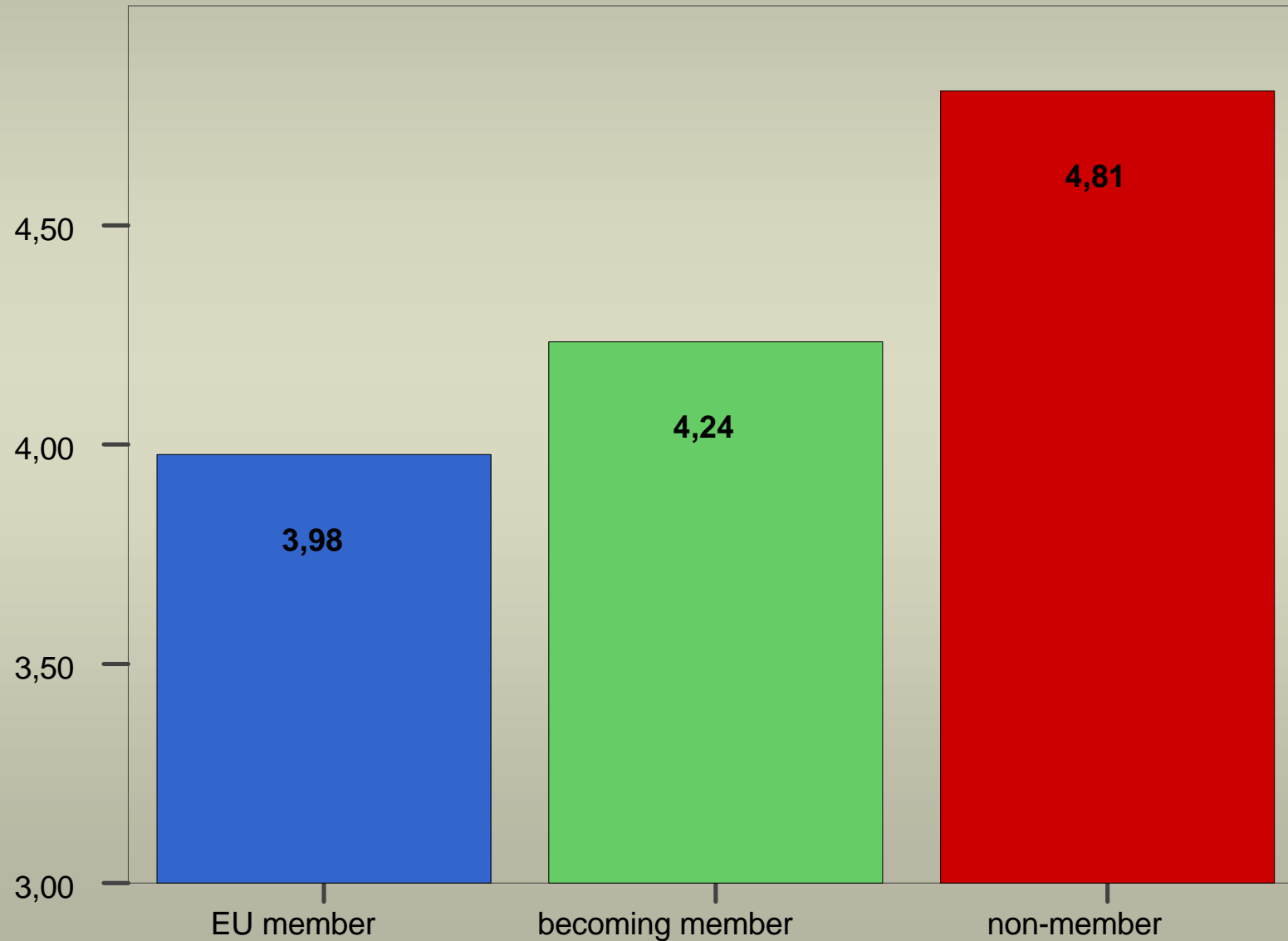
6. How high is your interest in studying abroad in the future?



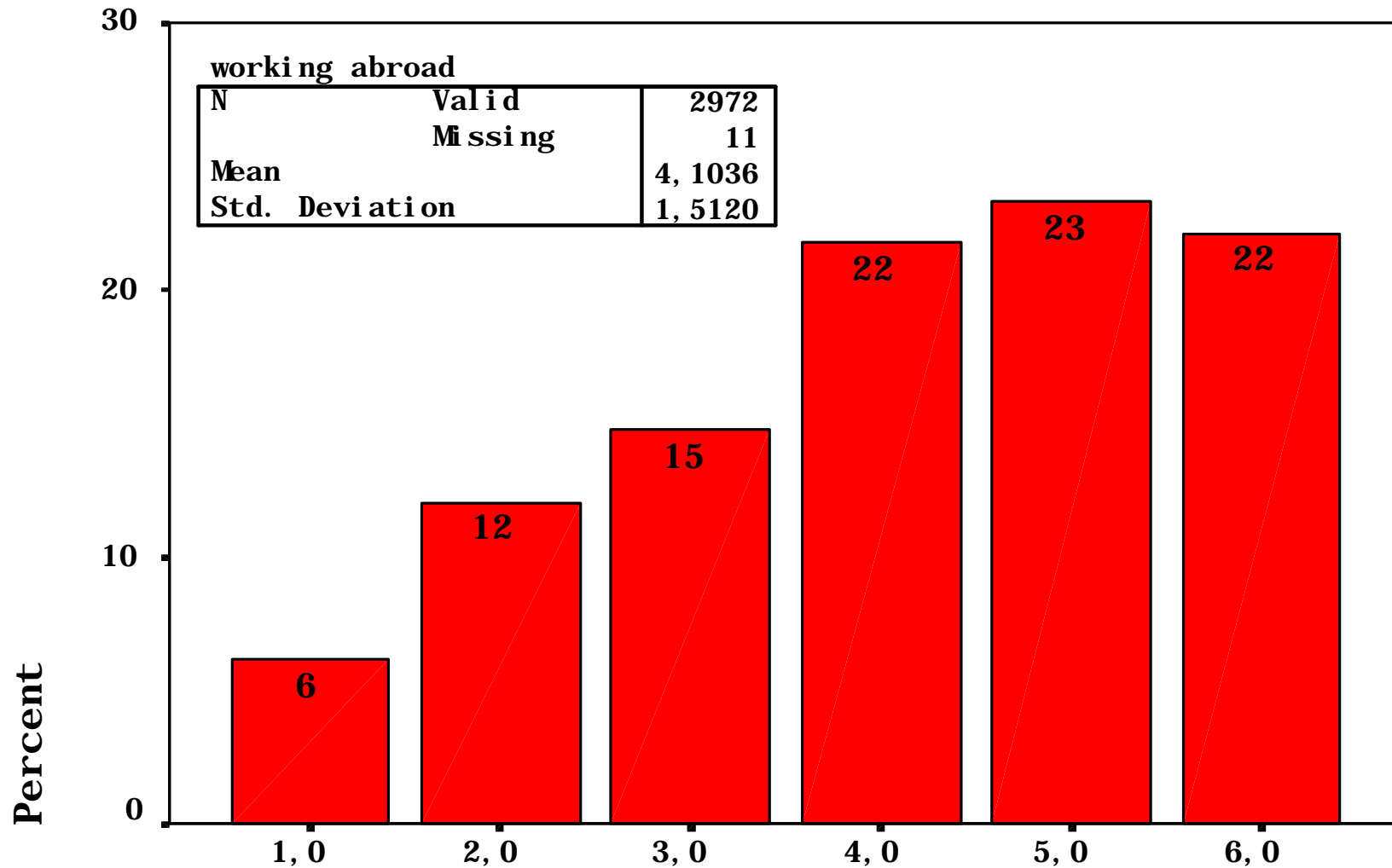
6. How high is your interest in studying abroad in the future? (2)



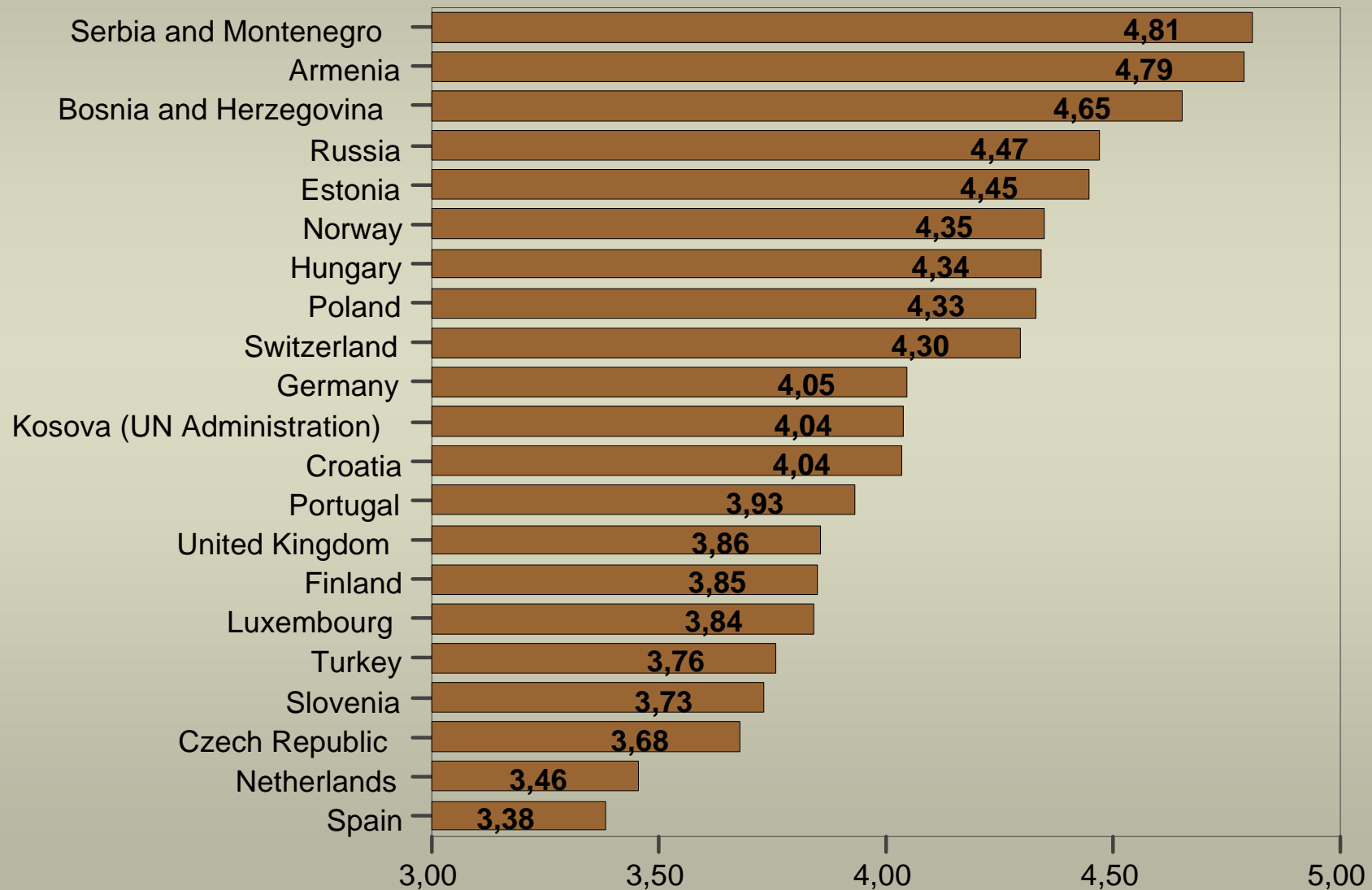
6. How high is your interest in studying abroad in the future? (3)



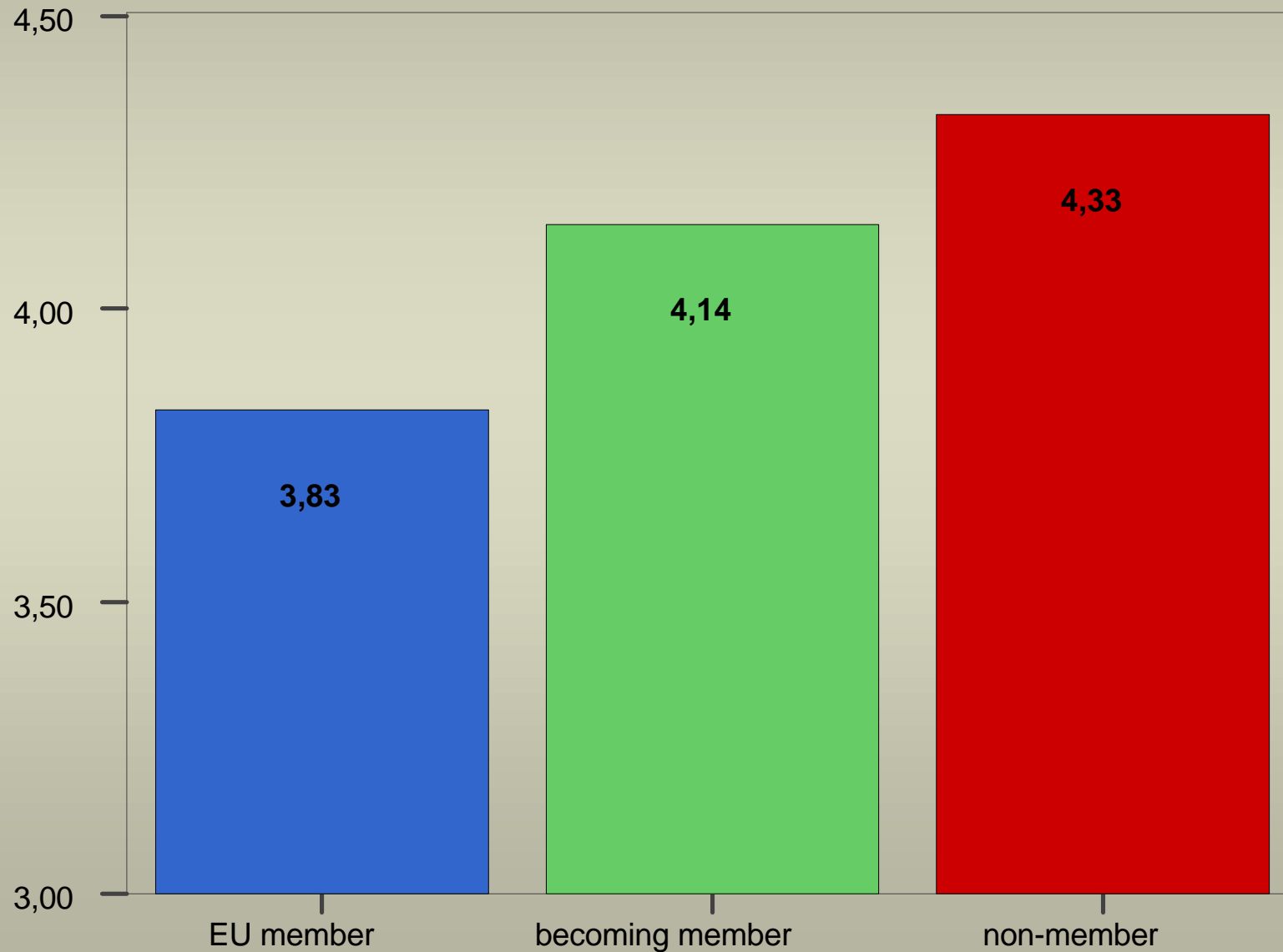
7. How high is your interest in working abroad in the future?



7. How high is your interest in working abroad in the future? (2)



7. How high is your interest in working abroad in the future? (3)



Correlations

(personal importance of standardisation,
studying abroad) = **0,390****

(personal importance of standardisation,
working abroad) = **0,328****

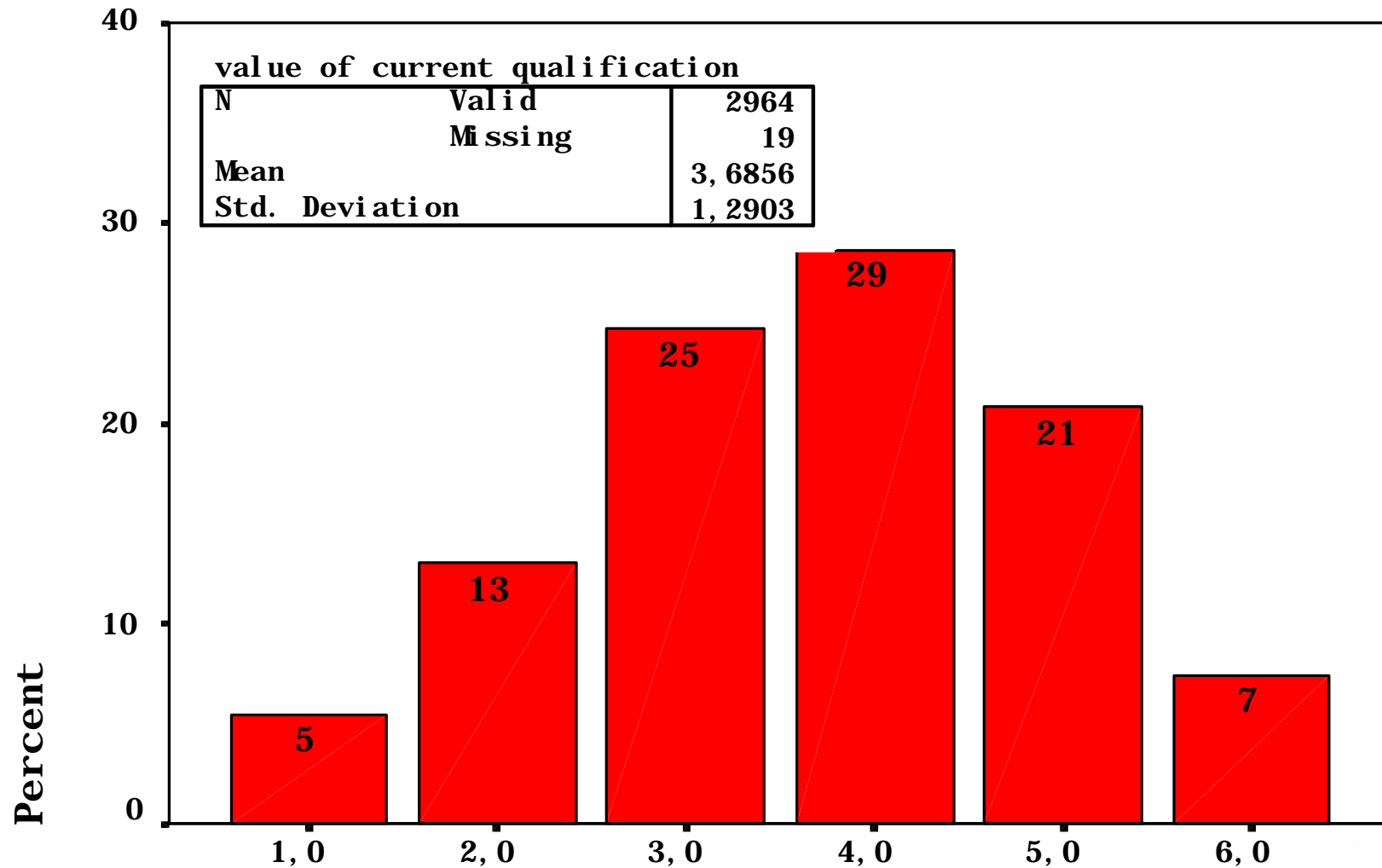
(studying abroad, working abroad) = **0,605****

Pearson correlation, $p < 0,01$

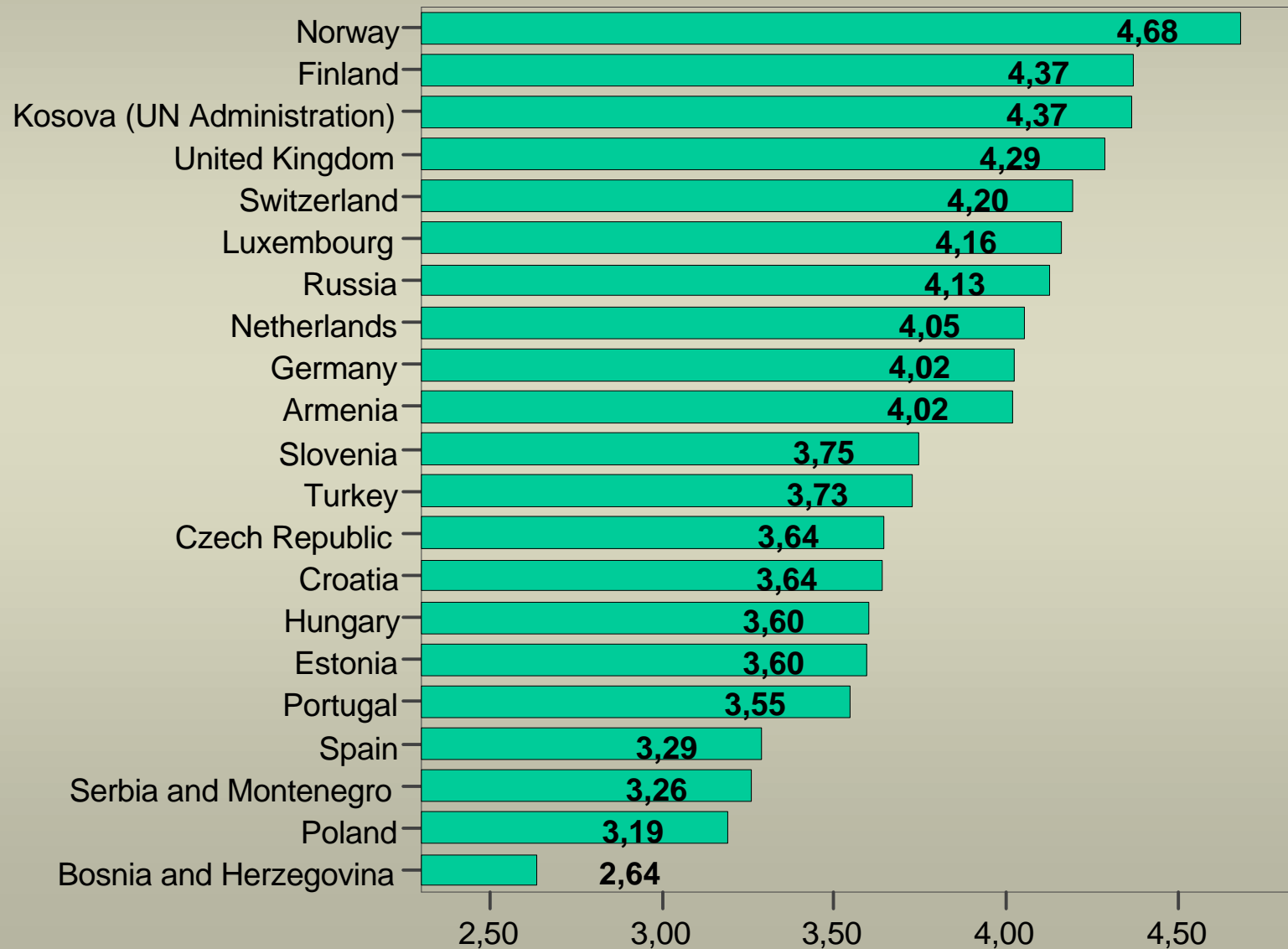
Value of diploma

- 8. In your opinion how high is the value of your current psychology qualification in Europe?
- 9. In your opinion how high would the value of a European Diploma in Europe be?

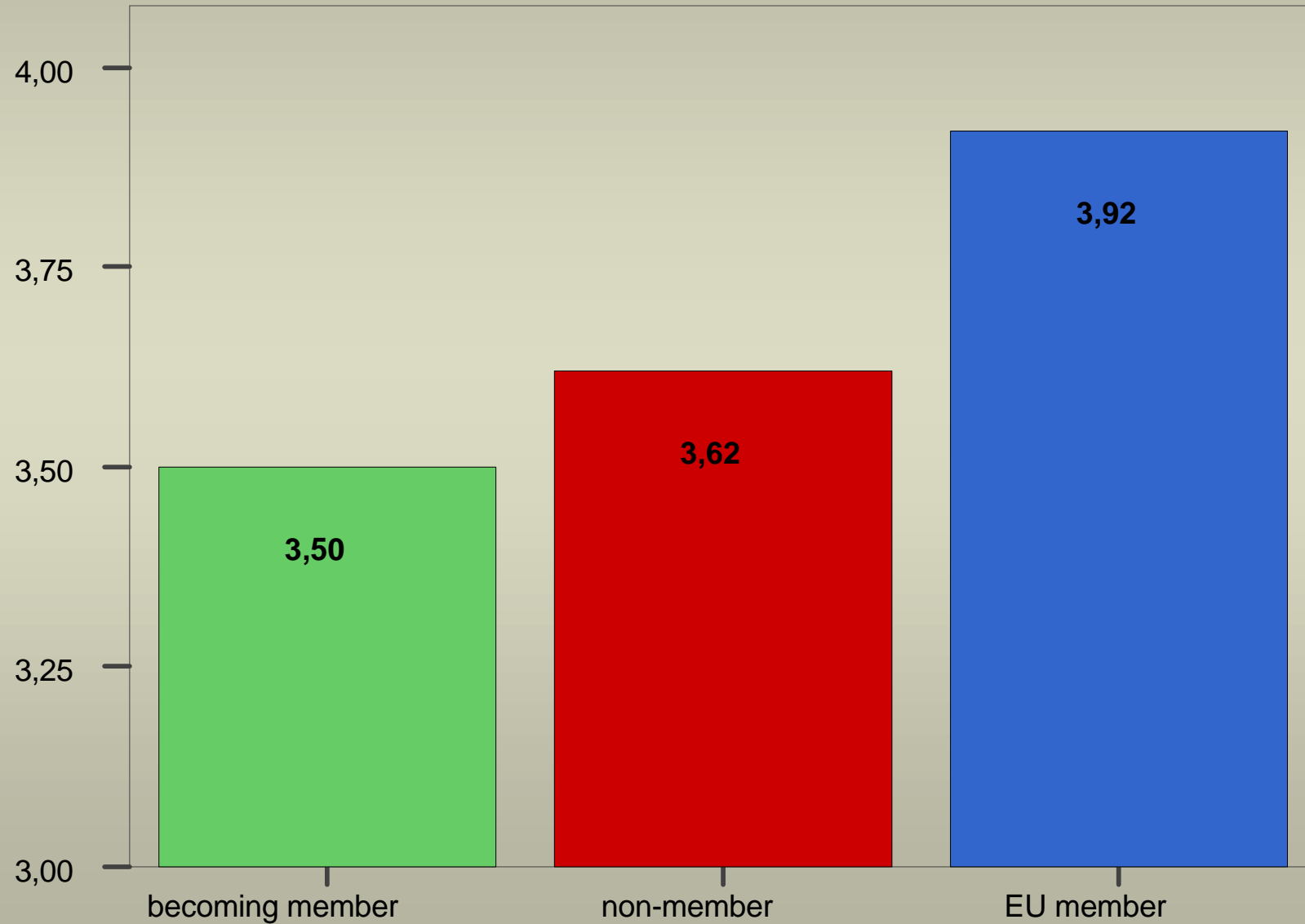
8. In your opinion how high is the value of your current psychology qualification in Europe?



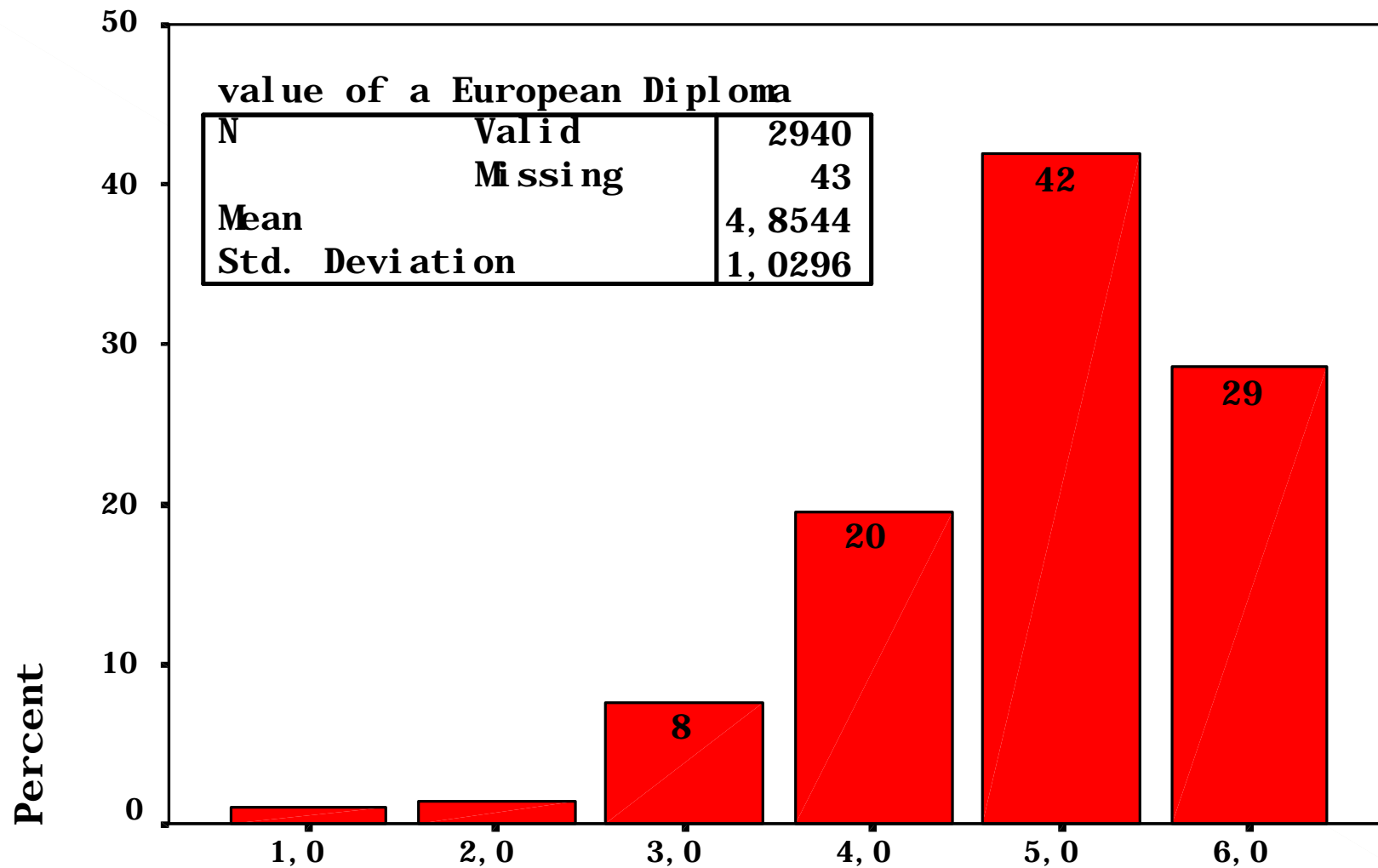
8. In your opinion how high is the value of your current psychology qualification in Europe? (2)



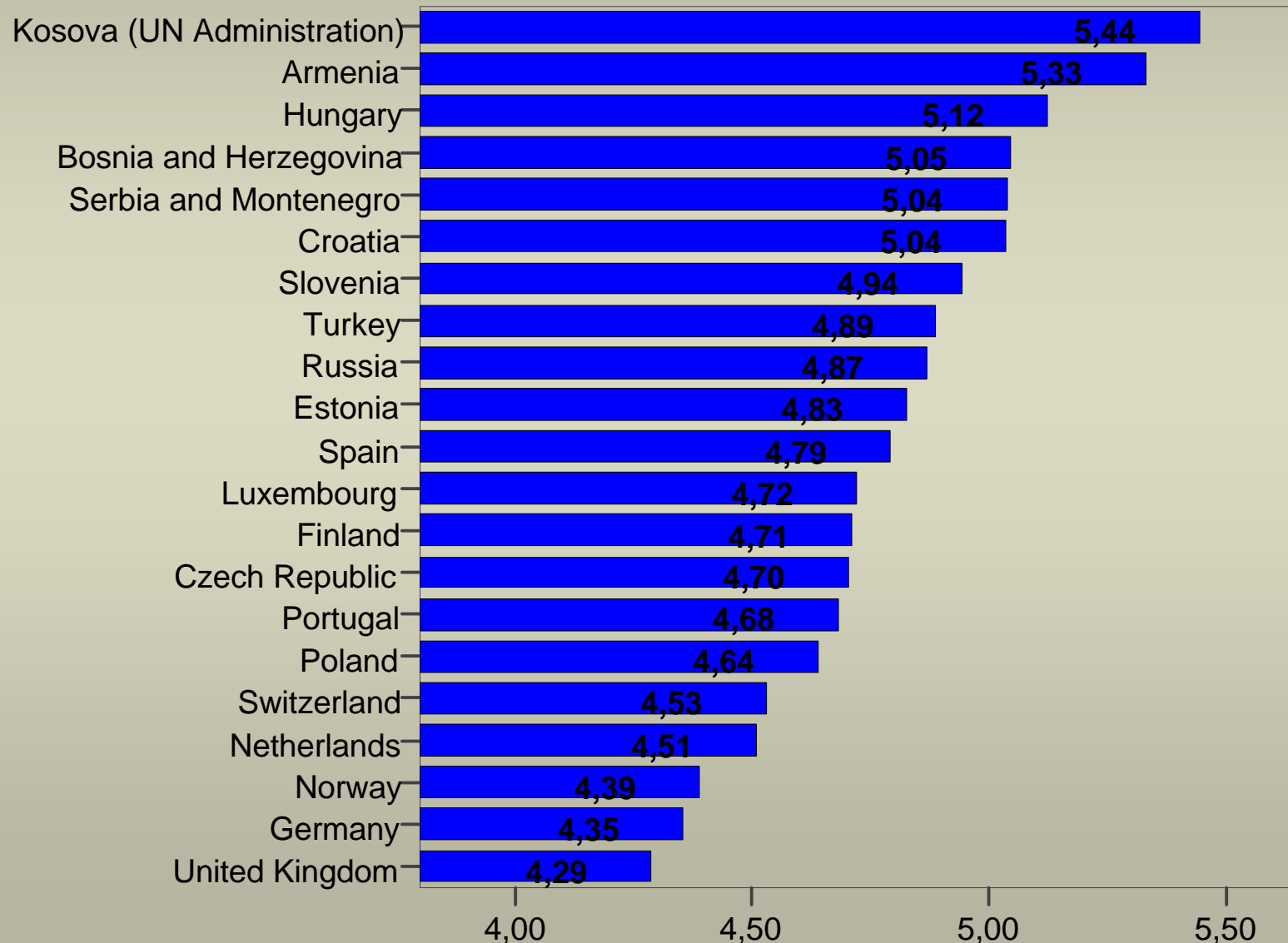
8. In your opinion how high is the value of your current psychology qualification in Europe? (3)



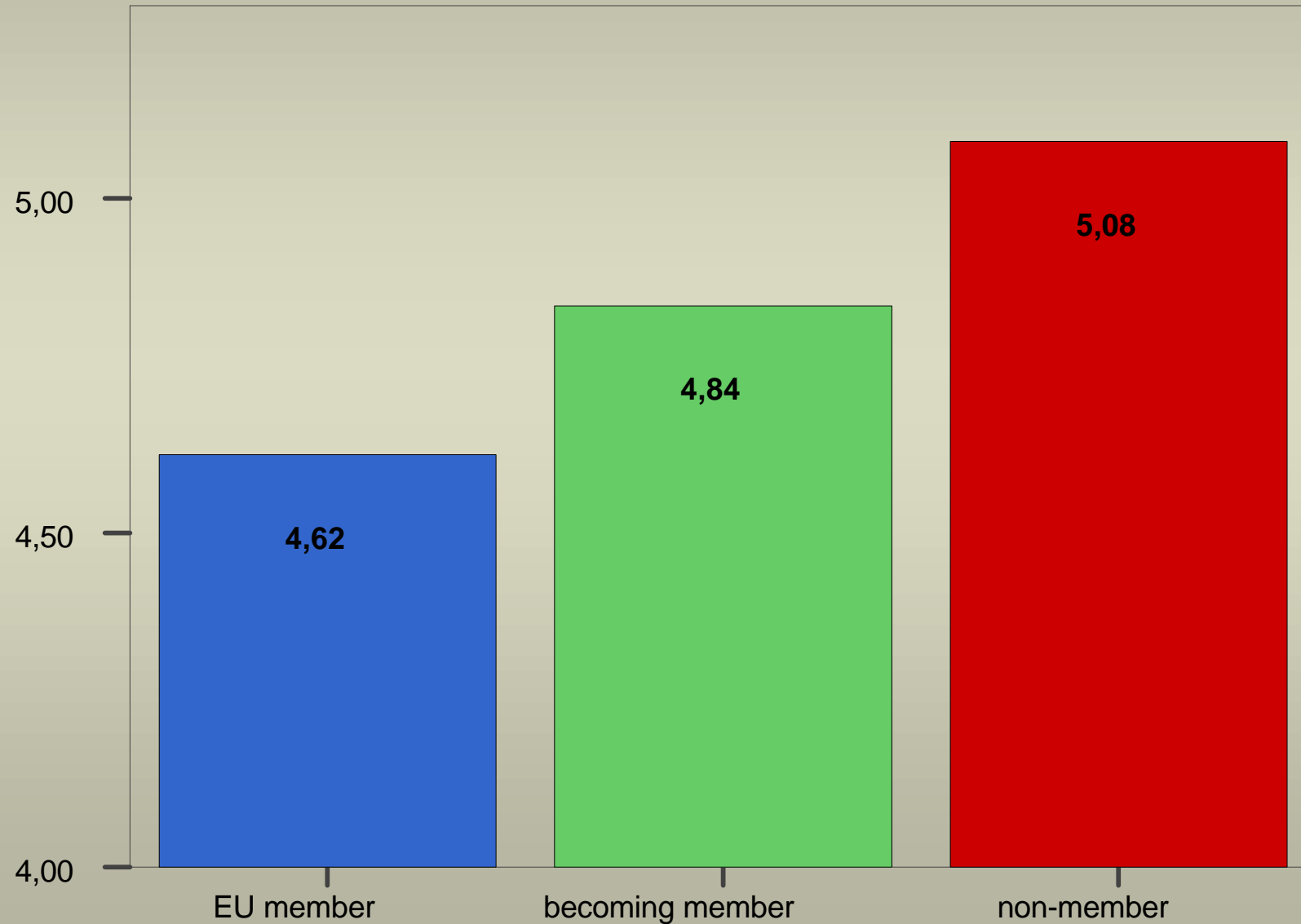
9. In your opinion how high would the value of a European Diploma in Europe be?



9. In your opinion how high would the value of a European Diploma in Europe be? (2)



9. In your opinion how high would the value of a European Diploma in Europe be? (3)



Correlations

(studying abroad, value of current qualification) =
0,221**

(personal importance of standardisation,
value of a ED) = **0,363****

(value of current qualification, GDP) = **0,185****

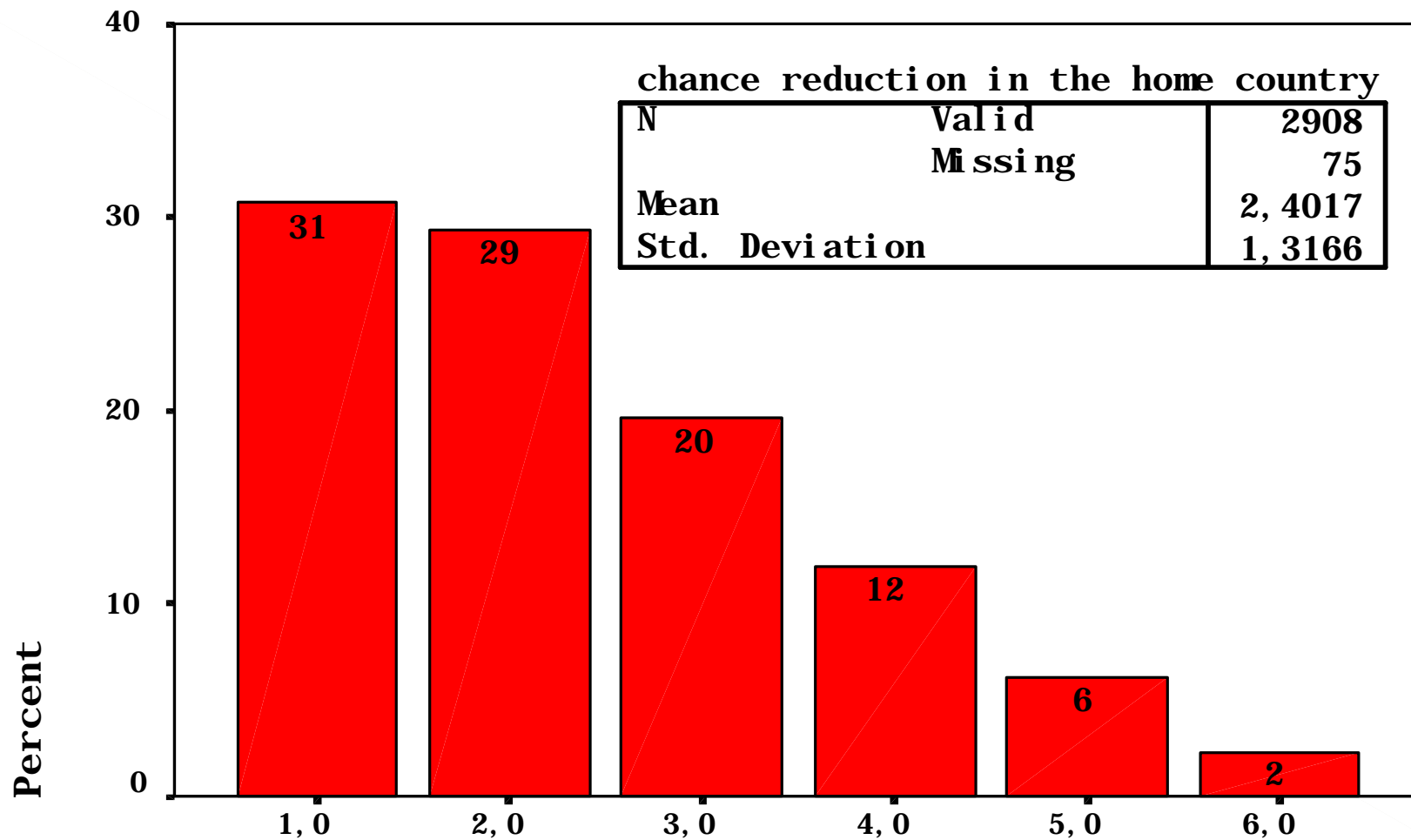
(value of a ED, GDP) = **- 0,164****

Pearson correlation, $p < 0,01$

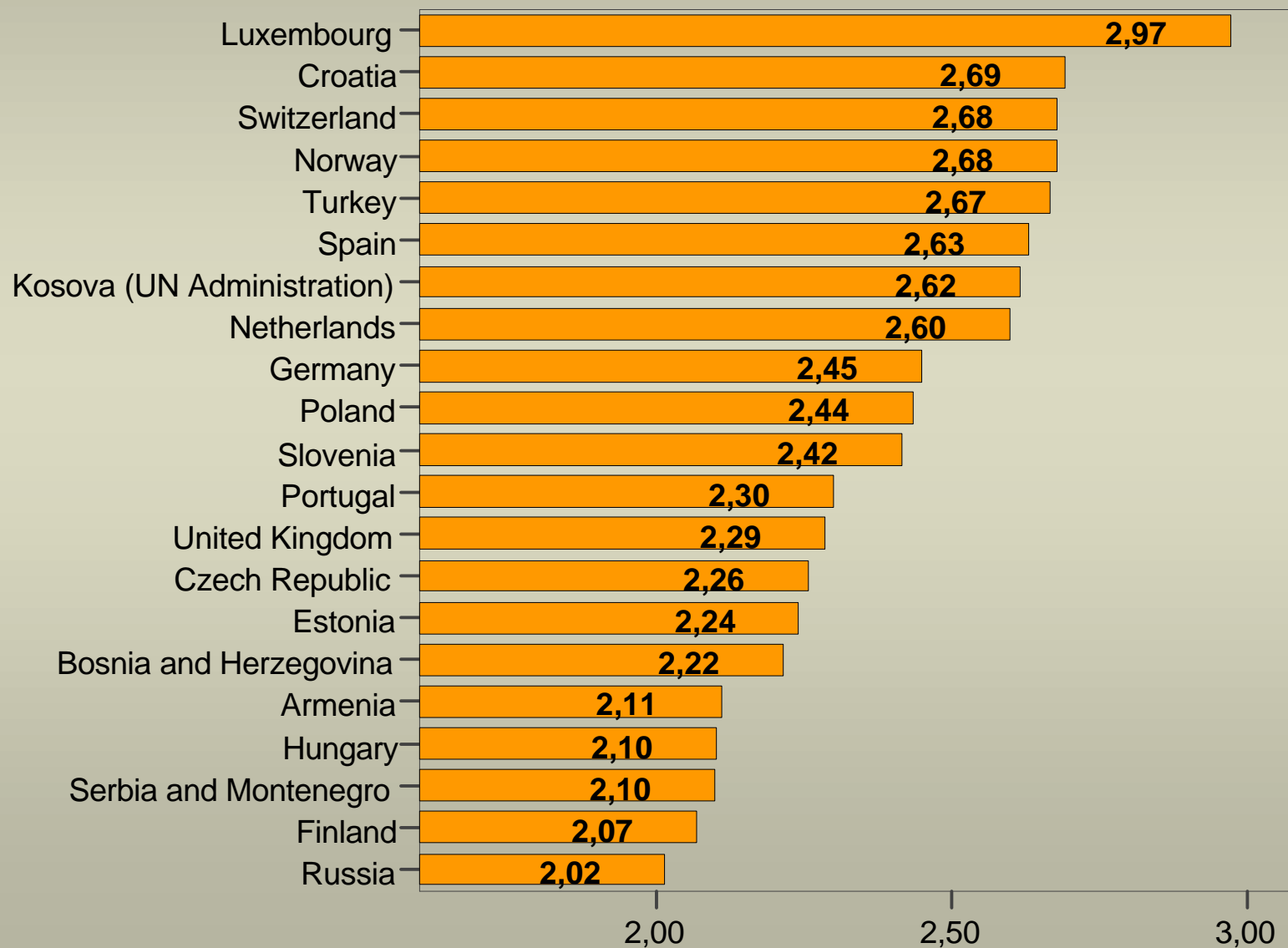
Chances for work: hopes and fears

- 10. To what extent do you think that the widespread adoption of a European Diploma would reduce the chances of you working as a psychologist in your home country?
- 12. To what extent do you think that the widespread adoption of a European Diploma would increase the chances of you working as a psychologist in other European countries?

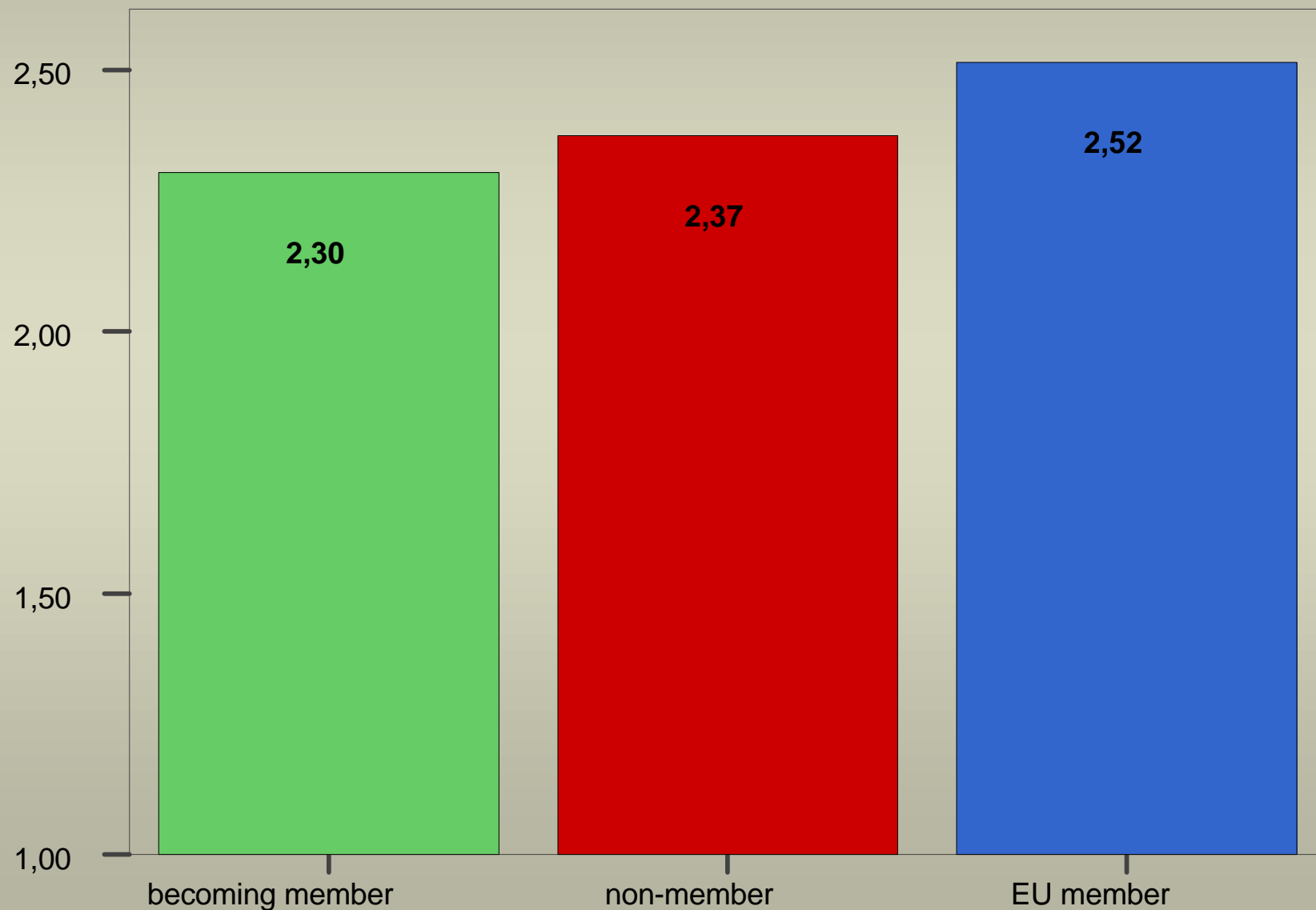
10. To what extent do you think that the widespread adoption of a European Diploma would reduce the chances of you working as a psychologist in your home country?



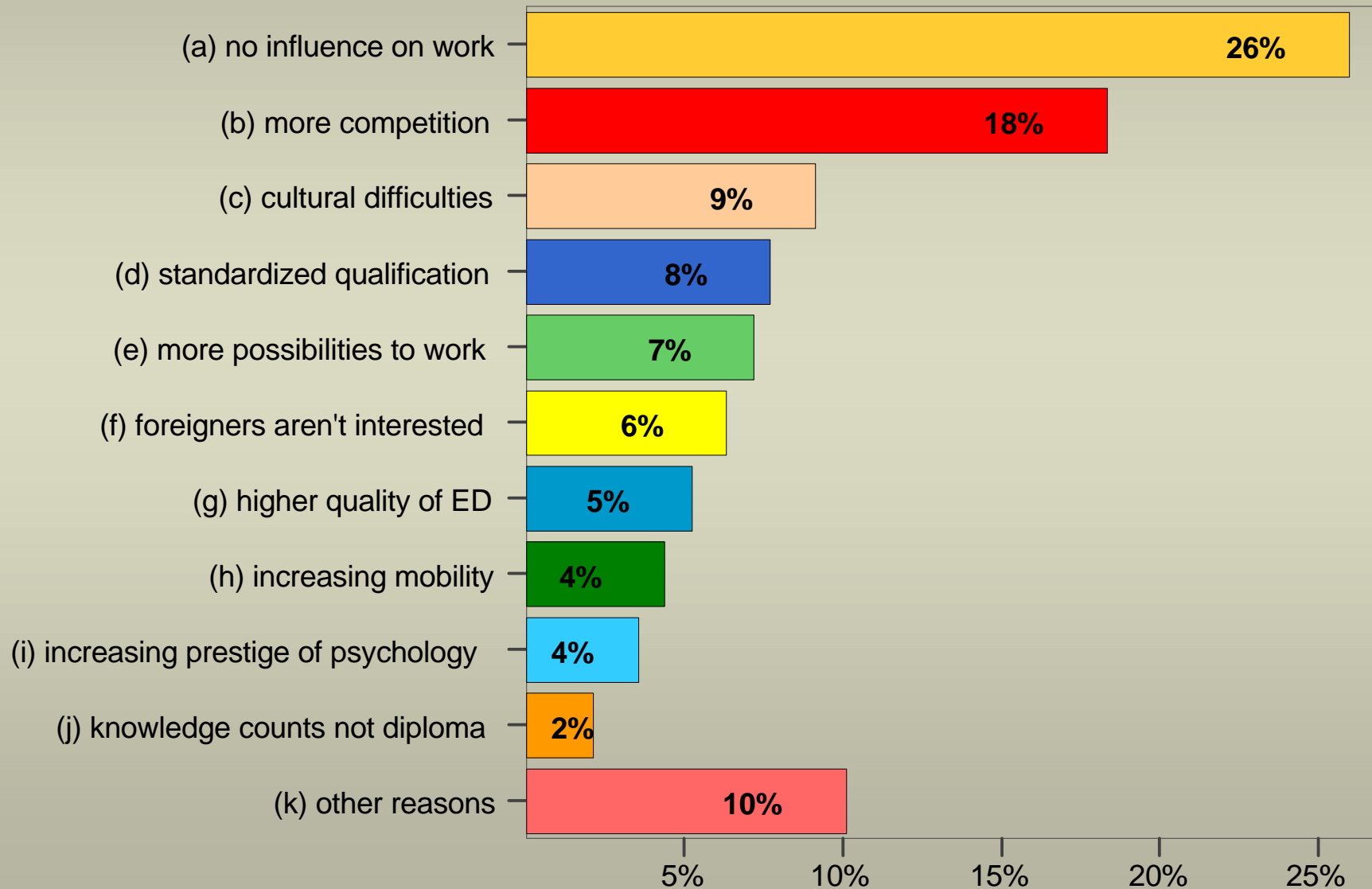
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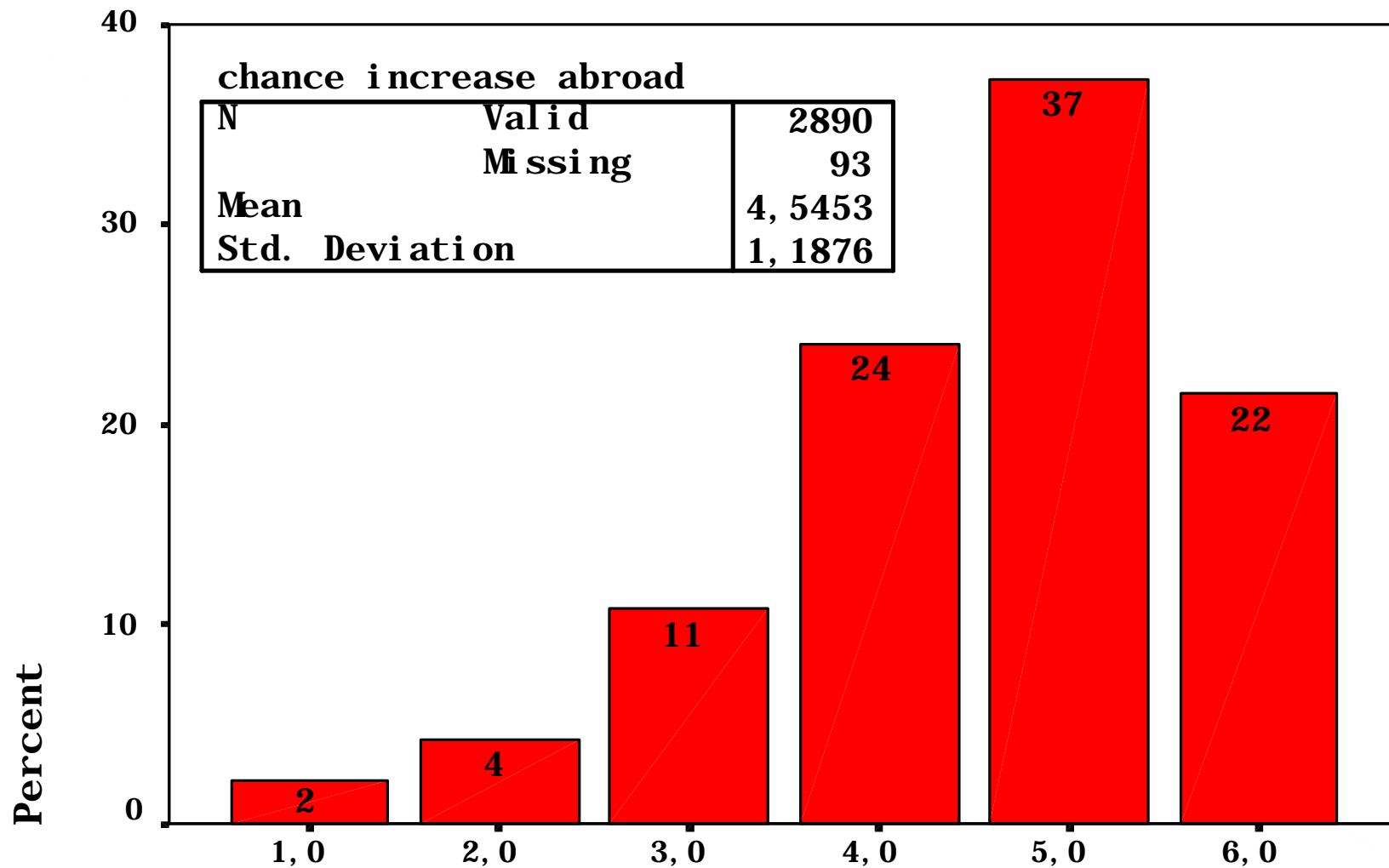
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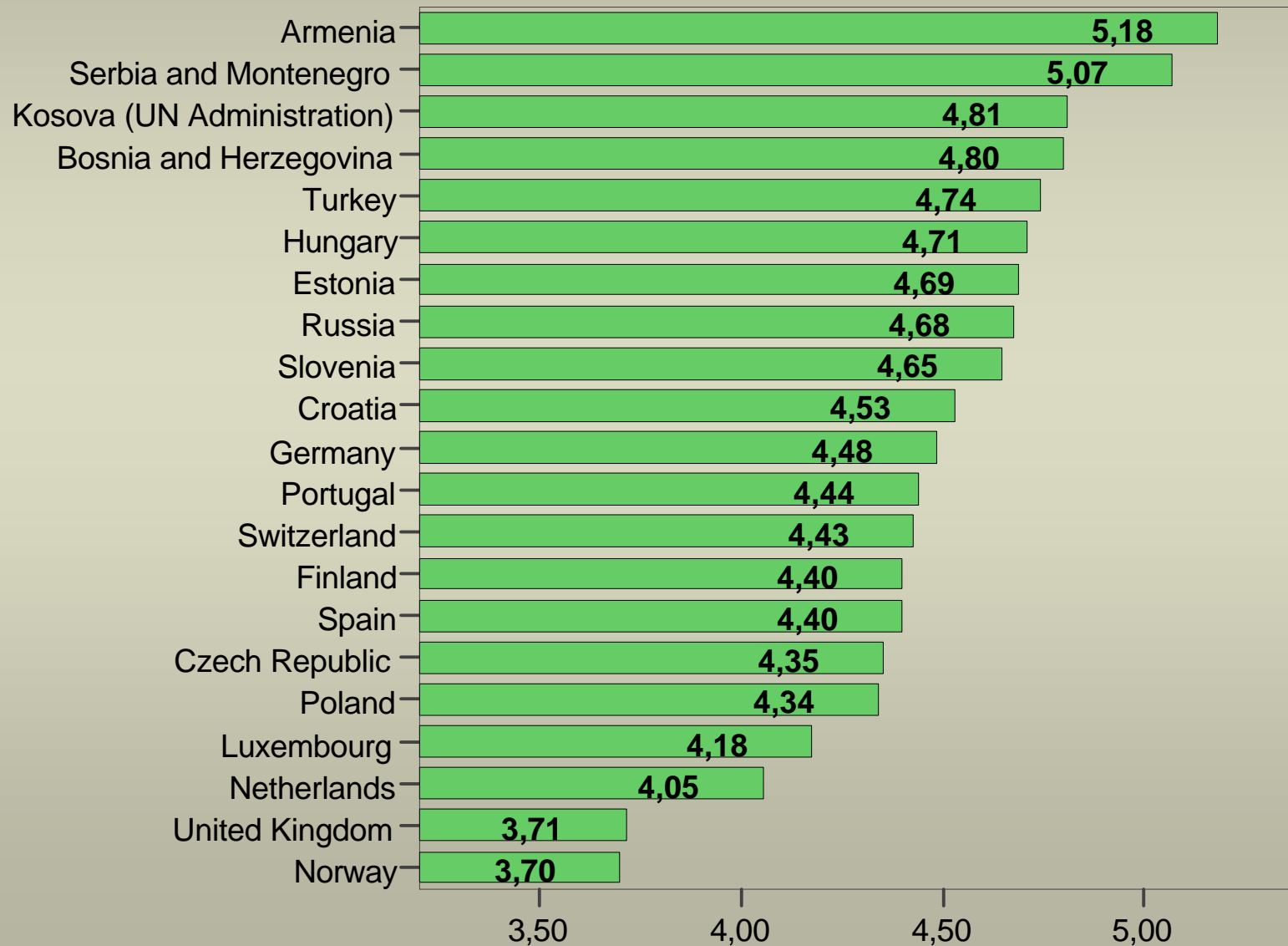
11. Explain why... (categorised answers)



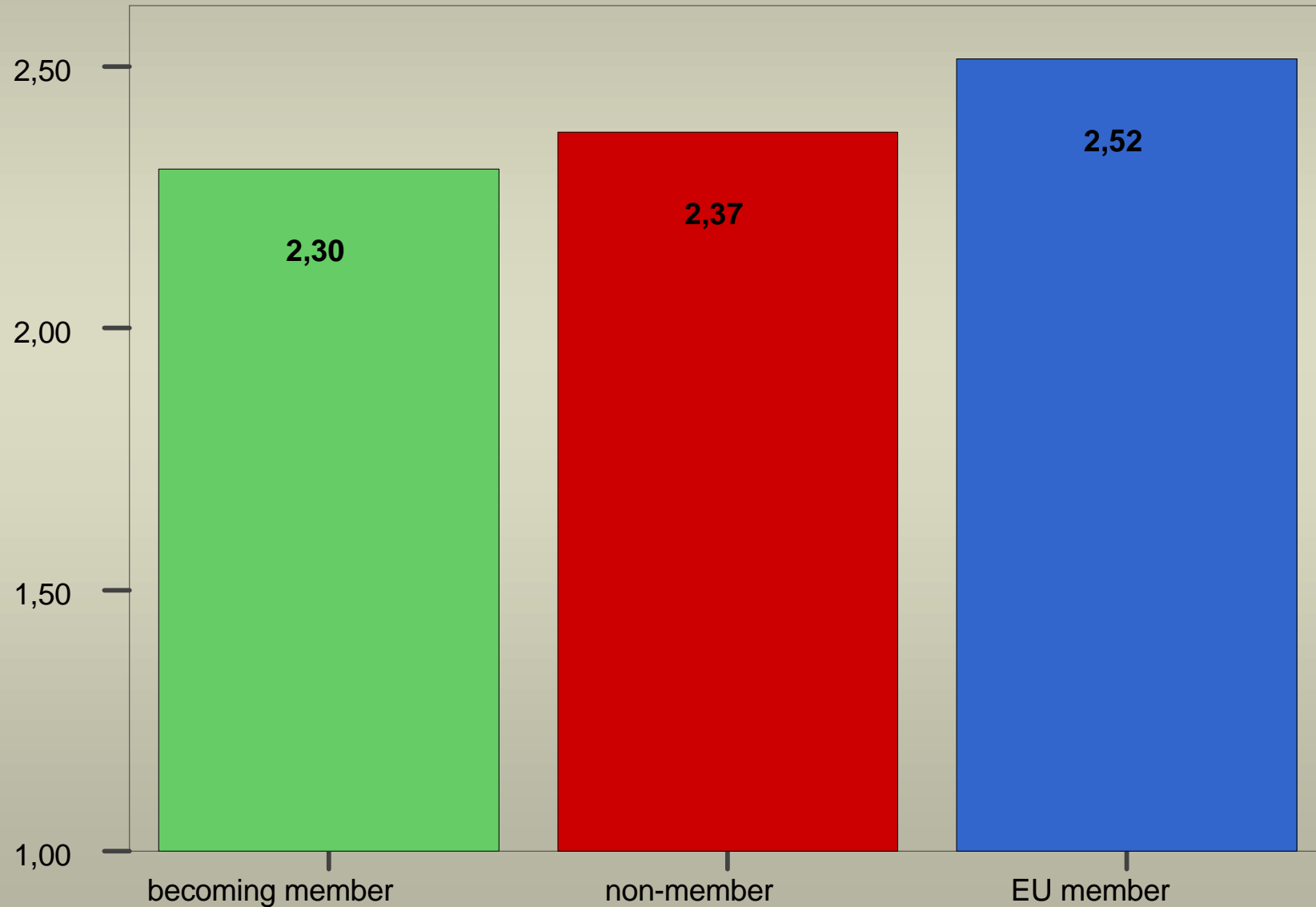
12. To what extent do you think that the widespread adoption of a European Diploma would increase the chances of you working as a psychologist in other European countries?



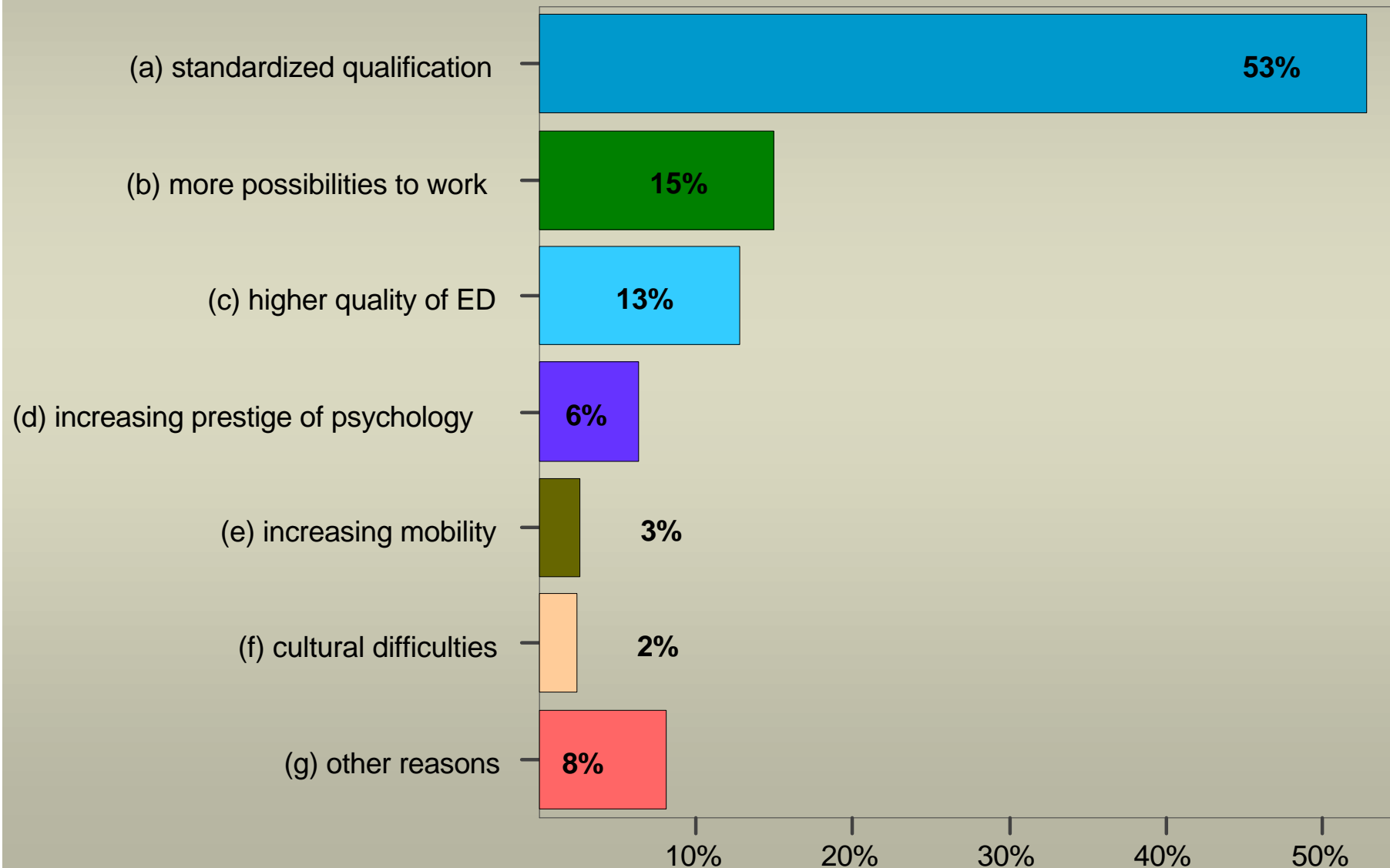
12. To what extent do you think that the widespread adoption of a European Diploma would increase the chances of you working as a psychologist in other European countries? (2)



12. To what extent do you think that the widespread adoption of a European Diploma would increase the chances of you working as a psychologist in other European countries? (3)



13. Explain why... (categorised explanations)



A question to think about:

What would be the ways to consider the hopes and fears of students in the process of developing the EDP?

Correlations

(value of a ED, chance increase abroad) = **0,324****

(studying abroad, chance increase abroad) = **0,231****

(working abroad, chance increase abroad) = **0,205****

(personal importance of standardisation, chance
increase abroad) = **0,283****

Pearson correlation, $p < 0,01$

Some deeper statistics...

Factor analysis

Rotated Factor Matrix ^a

	Factor			
	1	2	3	4
studying abroad	, 770	, 218	, 125	- 4, E- 02
working abroad	, 712	, 161	8, 5E- 02	- 2, E- 02
value of a European Diploma	6, 4E- 02	, 715	5, 2E- 02	- 5, E- 03
personal importance of standardization	, 352	, 473	6, 7E- 02	8, 7E- 03
chance increase abroad	, 160	, 425	9, 2E- 02	- 9, E- 02
knowledge about own education	- 2, E- 02	8, 0E- 02	, 620	- , 140
knowledge about European education	, 145	1, 2E- 02	, 489	4, 3E- 02
value of current qualification	4, 2E- 02	6, 8E- 02	, 330	, 102
chance reduction in the home country	- 3, E- 02	- 5, E- 02	3, 7E- 02	, 530

Extraction Method: Maximum Likelihood.

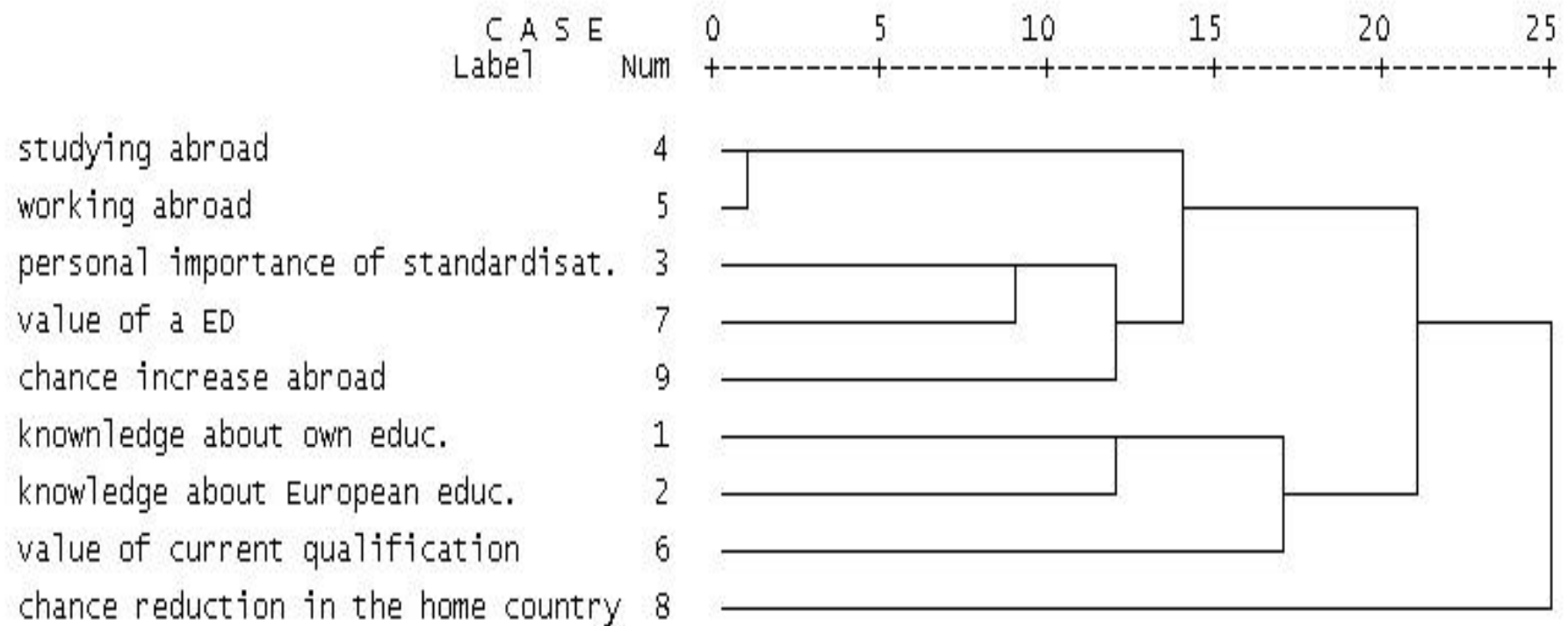
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

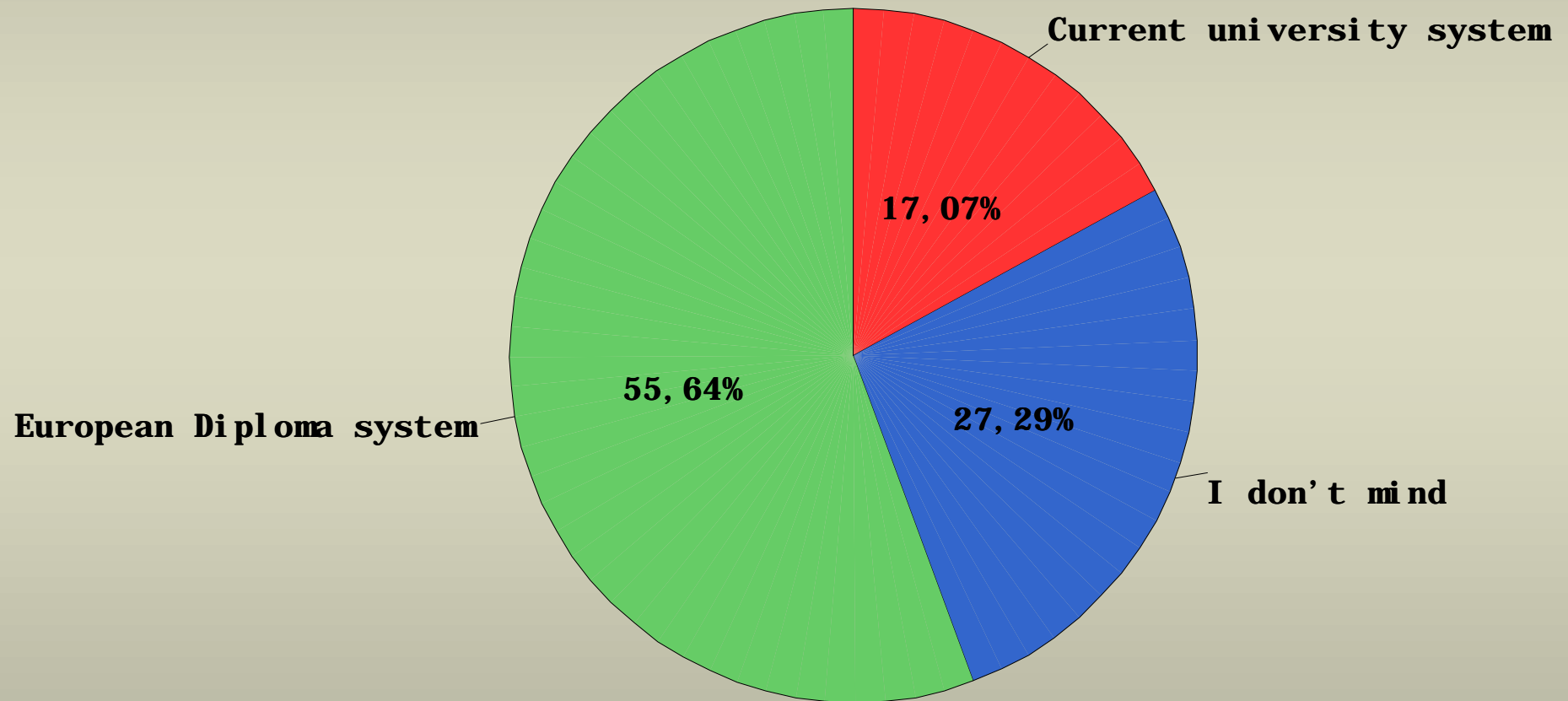
Cluster analysis

Dendrogram using Average Linkage (Between Groups)

Rescaled Distance Cluster Combine



14. Which system would you prefer to study?



Some conclusions...

- Although there is a general positive attitude in the students towards EDP, they are not well informed about the process.
 - The standardisation of the education system is important for most countries, but it often seems that for those who are not yet involved in the Bologna process, the EDP is of an even larger importance.
- Value of a future ED may be considered to be high, because it could be the answer for the desire of young people to study and work abroad.

This research also showed that:

- (1) EFPSA indeed has the ability and capacity to undertake the task of representing European psychology students,
- (2) there is the potential in the participating countries to realise major joint projects, and
- (3) there is a plenty of strongly motivated people who are ready to take part in this work.

Student organisations and EFPSA
could play an important role
not only
in the communication process,
but also
in representing the interests
of psychology students
in the development of EDP.

Let's undertake
the responsibility!

The following students
contributed their work to this
project,

conducting the largest joint
survey in the history of
EFPSA...

Agnes Feher, Eotvos Lorand University, Budapest
Anahit Arzumanyan, Yerevan State Pedagogic University
Angel Barrasa, Complutense University of Madrid
Anna Markosyan, Yerevan State University, Yerevan
Anna Poghosyan, Urartu Univ. of Pract., Yerevan
Anna Sircova, Moscow City Psychological-Pedagogic University
Anna Zsador, Eotvos Lorand University, Budapest
Annika Nassar, Academia Nord, Tallinn
Anu Lokasaari, University of Abo Akademi, Turku
Attila Andics, Eotvos Lorand University, Budapest
Ayca Berfu Unal, Middle East Technical University, Ankara
Bengi Baran, Bosphorous University, Istanbul
Blanka Simsic, University of Ljubljana
Boris Pilepic, University of Rijeka

Caglar Akcay, Middle East Technical University, Ankara
Davit Hayrapetyan, Yerevan State University
Ebru Burcu Dogan, Middle East Technical University, Ankara
Edona Maloku, University of Prishtina, Kosova
Emmi Nousiainen, University of Jyvaskyla
Gemma Maters, University of Groningen
Hanne Netland Simonsen, University of Trondheim, NTNU
Iva Solcova, Charles University Prague
Jenni Christiansen, University of Tampere
Johanna Noronen, University of Jyvaskyla
Kasia Masiak, University of Gdansk
Kristina Potocnik, University of Ljubljana
Kristjan Indus, University of Tartu
Mairi H  udma, Tallinn Pedagogical University

Maja Hadziosmanovic, University of Sarajevo
Manuel J. Febles Afonso, University of Valencia
Marianne Wouda, University of Groningen
Marija Sulajkovski, University of Belgrade
Mario Casarano, University of Saarbrcken
Margarida Martins, University of Coimbra
Markus Hausammann, University of Berne
Martina Mladic, University of Zagreb
Matus Sucha, Palacky University Olomouc
Monika Petrusova, Masaryk University, Brno
Pawel Jurek, University of Gdansk
Per Jakob Haugaa, University of Trondheim, NTNU
Rachael Morris, Durham University
Sabina Cehajic, University of Sarajevo
Sami Hiltunen, University of Helsinki

Sanda Stankovic, University of Belgrade
Sinisa Lakic, University of Banja Luka
Sirko Thormann, University of Jena
Slavica Tutnjevic, University of Banja Luka
Sven Gross, University of Berne, Berne
Synne Wollen, University of Trondheim, NTNU
Tuuli Piirsalu, Tallinn Pedagogical University, Tallinn
Vera Leo, University of Turku
Vera Tanczos, Eotvos Lorand University, Budapest
Vigan Behluli, University of Prishtina, Kosova
Vitor Coelho, University of Minho
Vladimir Lelicanin, University of Belgrade
Yan Huberty, University of Trier
Zana Istrefi, University of Prishtina, Kosova
Zsofia Anna Gaal, Eotvos Lorand University, Budapest

