

# GENDER AND COUNTRY DIFFERENCES OF STUDENTS' EXPECTATIONS IN THE CONTEXT OF QUALITY ASSURANCE OF CAREER SERVICES IN HIGHER EDUCATION

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This paper presents the results obtained in a research made across several countries (most participant students are enrolled in **Italy, Poland, Romania** and **Spain**) about expectations from career services offered in universities. The main study represented the Intellectual Outcome O1, „QUALITY OF CAREER SERVICES. Toward a European Reference Framework” (available at: <http://qareer.ro/project-results>) of the Project Erasmus + **2015-1-RO01-KA203-014972** **"QUALITY ASSURANCE OF CAREER SERVICES IN HIGHER EDUCATION - QAREER"**.

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# Purpose and scope of the report

This document summarizes the result of QAREER Intellectual Output 1.

The overall aim of intellectual output 1 is to identify perceptions, values and present practices regarding quality of career services by stakeholders and players in the field, and using them to develop the Guidelines for Quality Assurance in Career Services in higher education (Intellectual Output 2).

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# Methodology

- The methodology adopted combines desk and field methods of data collection and analysis, including literature review and practices collection;
  - A set of interviews to key informants, representing the main targets addressed by the project;
  - A survey addressed to students.
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# KEY INFORMANTS INTERVIEWS

## Approach and profile of interviewees (1)

The interviews have been administered using a semi-structured interview schedule. These have been administered face-to-face with the interviewee when possible, by telephone/Skype or by e-mail according to the interviewed availability.

50 professionals and students were interviewed, having the following profiles:

- Career counsellors and practitioners (14 interviews)
- Higher Education students (11 interviews)
- Human Resources managers in small and large companies (13 interviews)
- Quality Assurance managers (12 interviews)

The respondents cover 7 countries in Europe.

There are no remarkable differences within the target groups as regards the issues pointed out, even if respondents work in different countries and settings, while differences in points of view can be observed between different profiles.

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# KEY INFORMANTS INTERVIEWS

## Approach and profile of interviewees (2)

In general:

- All target groups point out the need of professionalizing staff and ensure career development of those working in guidance, counselling and work placement;
  - Students tend to focus more on employment (finding a job), while counsellors and others focus on employability;
  - Concerns about the sustainability of an additional quality frame to be applied to career service and in general to support services come from quality managers;
  - Almost all interviewees stress the need of a closer cooperation with enterprises and in general with the world of work;
  - There is no consensus on how the quality implementation should be managed, neither in involved profiles nor in internal/external bodies appointed to the task. This is the most varied response among profiles and within the target groups.
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## KEY INFORMANTS INTERVIEWS

### Meaning of quality according to the interviewed

The respondents showed a high degree of consensus in terms of quality areas of a career service. These are:

- The need of focussing on employability of students as a first quality outcome, from which all other aspects depend;
  - Processes applied to students' services are important as outcomes: in particular, the capability to personalise the service, then customising activities on the need of individuals, is considered as a key quality element;
  - Staff competence and staff career development are a key driver of quality;
  - Relations with the world of work, therefore with players from the world of work and the civil society are crucial to ensure quality of services;
  - A good information and communication system (on services) is part of the process.
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# KEY INFORMANTS INTERVIEWS

## Perceived needs with regard to quality of students services

Although slightly depending from the profile, the respondents identified similar needs, as follows:

- To professionalize and keep updated guidance/counselling/coaching staff;
- To anticipate intervention, therefore to support students in their transition early on, and not a few months before graduation;
- To strengthen links with the labor market, at all levels (networking with enterprises and other stakeholders, e.g. employment services);
- To pursue cooperation with enterprises, in different ways (learning programmes, common activities, etc.), in particular in anticipation of skills.

The most stressed point relates to relations with enterprises: among these, respondents point out the need of working to anticipate skills needed in the future labor market, considering that today graduates are employed in jobs that didn't even existed only ten years ago.

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# STUDENT SURVEY

## Purpose and approach used (1)

### Aims and objectives of the survey

As noted above, the student survey was mainly intended to understand expectations of the core beneficiaries of services and to extract from the data the expected quality elements.

### Survey instrument

The survey was implemented through a self-administered questionnaire: the design and development of the questionnaire was carried out by reviewing the draft among partners (peer review process) and by including suggestions coming from literature review.

Principles guiding the questionnaire drafting were discussed during the kick off meeting, and were agreed among partners in order to provide a tool:

- Easy and quick to fill in, to enhance completion; to this respect, also profiling has been reduced to minimum of items necessary to understand the sample composition;
- Mostly based on closed questions, to avoid the risk of bias in interpreting translations;
- Contain questions in terms of expectation and not in terms of quality, to make easier the collection.

"Quality of services" comprised 11 questions on expectations from the service, and 12 on services delivery preferences: items should be scored on a Likert scale 1-5 (1 = non important at all; 5 = very relevant).

Validation of the questionnaire have been carried out by means of cognitive interviews with 5 higher education students.

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# STUDENT SURVEY

## Purpose and approach used (2)

### Delivery of the survey

The survey was delivered online through the Google Forms tool, and made available in the languages of the consortium (Italian, Polish, Romanian, Spanish) and English. The survey opened on April 11th and closed on May 11th, and promoted online through partners' networks.

### Results: The student needs and preferences

The results of the survey allows to identify some key element useful for the design of the QAREER quality framework, which can be summarized as in the following paragraphs.

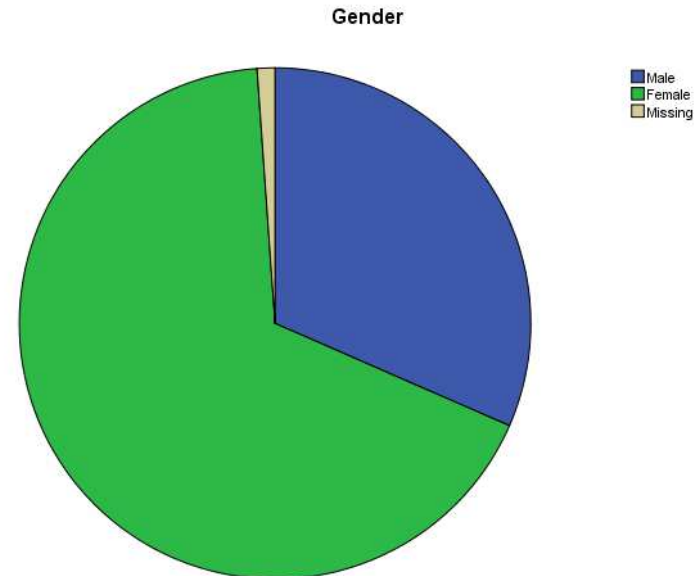
In general, we can summarize the preferences and expectations from students as follows:

- The most relevant service the student expect from a career service is placement, not only as a part of the study pathway, but also as job placement after graduation (as job posts and matching, contacts with enterprises, etc.);
  - Support for developing tools, such as the CV, or information about the labour market and recruiting channels are considered relevant as well;
  - Students' preferences are individual services, group services are considered less important; this is confirmed both with relation to online and face to face meetings;
  - Face to face meetings are considered more important than online meetings in general, where the online university data highlight obviously a different result;
  - Training, both face to face or online, as a part of the regular study or carried out for the purpose, is considered relevant, but not fundamental;
  - Premises of guidance sessions, or training, are not significant;
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# STUDENT SAMPLE DESCRIPTION

## Frequencies

Statistics			
		Gender	Country of study
N	Valid	351	355
	Missing	4	0



## Frequency Table

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	112	31.5	31.9	31.9
	Female	239	67.3	68.1	100.0
	Total	351	98.9	100.0	
Missing	System	4	1.1		
	Total	355	100.0		

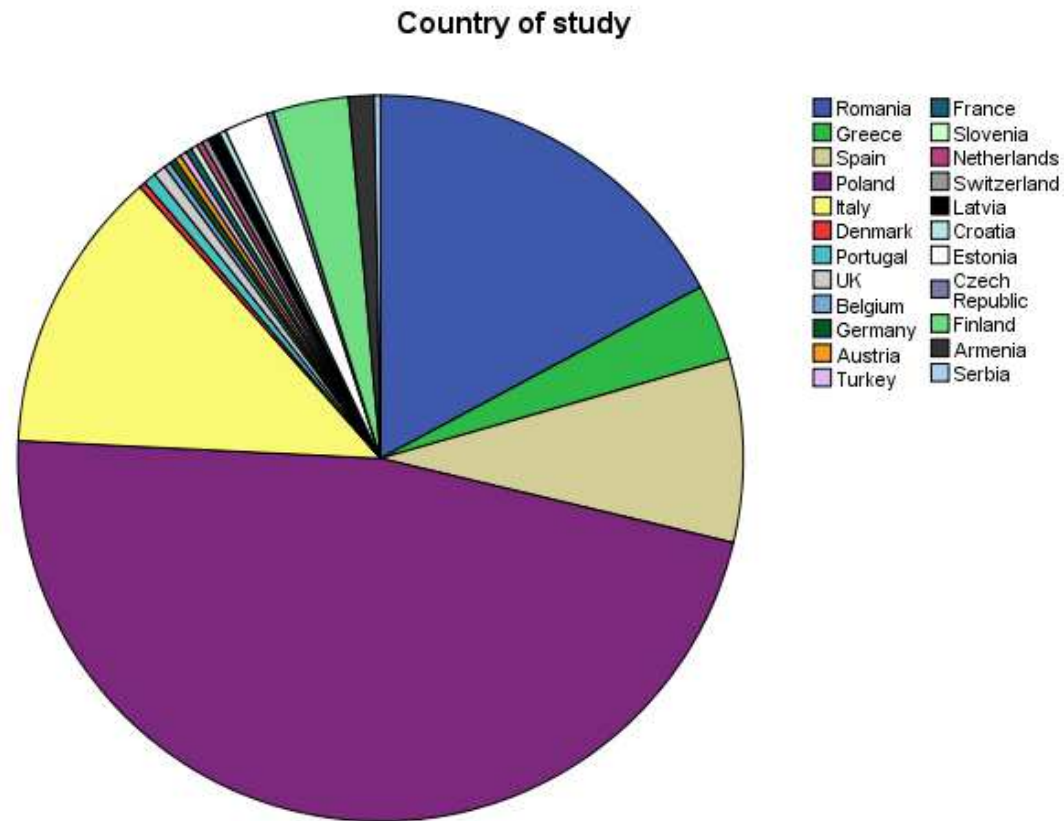
## Country of study (1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Romania	61	17.2	17.2	17.2
Greece	12	3.4	3.4	20.6
Spain	29	8.2	8.2	28.7
Poland	167	47.0	47.0	75.8
Italy	45	12.7	12.7	88.5
Denmark	1	.3	.3	88.7
Portugal	2	.6	.6	89.3
UK	2	.6	.6	89.9
Belgium	1	.3	.3	90.1
Germany	1	.3	.3	90.4
Austria	1	.3	.3	90.7
Turkey	1	.3	.3	91.0

## Country of study (2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	France	1	.3	.3	91.3
	Slovenia	1	.3	.3	91.5
	Netherlands	1	.3	.3	91.8
	Switzerland	1	.3	.3	92.1
	Latvia	2	.6	.6	92.7
	Croatia	1	.3	.3	93.0
	Estonia	7	2.0	2.0	94.9
	Czech Republic	1	.3	.3	95.2
	Finland	12	3.4	3.4	98.6
	Armenia	4	1.1	1.1	99.7
	Serbia	1	.3	.3	100.0
	Total	355	100.0	100.0	

## Country of study (3)



# STUDENTS' NEEDS AND PREFERENCES – ENTIRE SAMPLE (1)

EXPECTATIONS / PREFERENCES	Students' evaluations (%)				
	Not relevant at all	Neither relevant nor irrelevant	Partially relevant	Relevant	Very relevant
Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars	5	8	16	32	39
Support for CV drafting	5	8	16	32	39
Individual career guidance	3	3	16	35	43
Group career guidance sessions	5	13	29	32	21
Support to find work placement opportunities	2	3	10	32	53
Support to get a job	3	4	14	28	51
Job boards management	3	5	16	30	46
Contacts with enterprises	3	3	12	29	53
Information about the labour market	4	1	14	32	49



# STUDENTS' NEEDS AND PREFERENCES – ENTIRE SAMPLE (2)

EXPECTATIONS / PREFERENCES	Students' evaluations (%)				
	Not relevant at all	Neither relevant nor irrelevant	Partially relevant	Relevant	Very relevant
Information on recruiting channels (how to search for job offers)	4	5	15	30	46
Support for mobility (abroad)	2	5	21	35	37
Individual sessions on career development (all topics) at the career office	2	5	21	35	37
Groups sessions on career development (all topics) at the career office	6	11	35	30	18
Individual sessions on career development (all topics) at the faculty	2	3	19	37	39
Groups sessions on career development (all topics) at the faculty	6	9	27	35	23
Online individual sessions	7	12	24	27	30

# STUDENTS' NEEDS AND PREFERENCES – ENTIRE SAMPLE (3)

EXPECTATIONS / PREFERENCES	Students' evaluations (%)				
	Not relevant at all	Neither relevant nor irrelevant	Partially relevant	Relevant	Very relevant
Online group sessions	13	25	26	19	17
ICT-based learning materials	6	10	31	26	27
Webinars	8	12	34	26	20
By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)	3	8	25	33	31
Job boards online (website)	3	3	12	35	47
Job boards offline (offices)	7	7	21	27	38
Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)	4	7	18	33	38

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## Key conclusions

The research work in QAREER pointed out the following key results:

- National situations are very diverse and even in the same country the role and the activities of career services at the university are different;
  - Some good example of standards for career services already exist, related to overall services or to one or more areas of the service (e.g. work placement, staff development, etc.);
  - However, a reference framework recognized (or known) by universities is not available yet, and quality of career services is mostly included in quality of support services within the European Higher Education Area (ESG) guidelines;
  - There is no common understanding among stakeholders on the meaning of quality and above on the role of the career services;
  - Given the particular features of career services at the university, a broader range of stakeholders need to be taken into account, as career services represent the link between the academic and the labor world, and not an employment service for all;
  - Professionalization and development of staff must to be taken into account while dealing with quality issues: this is confirmed both by key respondents, practices and literature review;
  - Students' needs are focused on results more than on processes, and the service provided in terms of career by universities is not understood in full, sometimes it is not even known.
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## Objectives

Starting from the survey's data obtained we established some new research *objectives*:

1. to verify the **differences between male and female students** (scores obtained) regarding every expectation related to career services in universities in the entire sample and also in the four countries selected (Romania, Spain, Poland and Italy).
2. to verify the **differences between the four countries selected** (scores obtained in Romania, Spain, Poland and Italy) for every expectation related to career services in universities.
3. to establish the **hierarchies of expectations of students**, related to career services in the entire sample and in each of the four countries selected (Romania, Spain, Poland and Italy).

## Objective 1 – Gender differences

In the **ENTIRE SAMPLE** female students have significant superior scores at the variables:

- *Support for CV drafting (t=-2.650, p=.009),*
- *Individual career guidance (t=-2.374, p=.018),*
- *Information on recruiting channels (how to search for job offers) (t=-2.179, p=.030),*
- *Online individual sessions (t=-3.652, p=.001),*
- *Online group sessions (t=-2.220, p=.027),*
- *Job boards offline (offices) (t=-2.120, p=.035),*
- *Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter) (t=-2.216, p=.027)*

## Objective 1 – Gender differences

In the **POLISH SAMPLE** female students have significant superior scores at the variables:

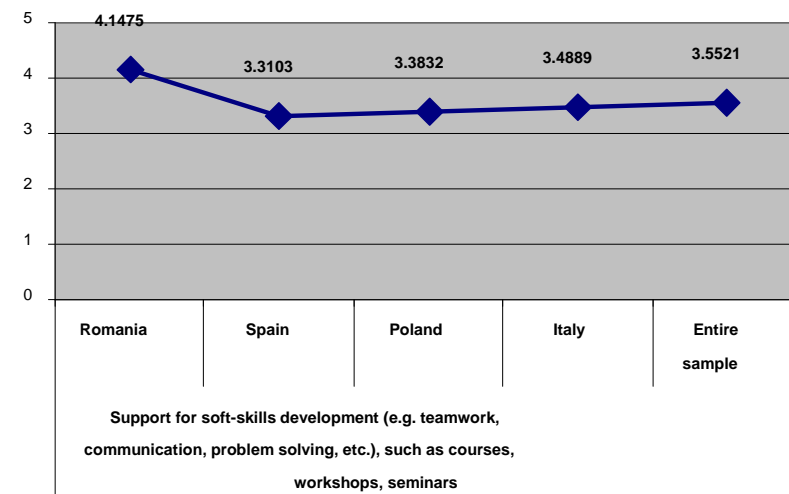
- *Individual career guidance* ( $t=-2.217, p=.028$ ),
- *Online individual sessions* ( $t=-3.761, p=.000$ ),
- *Online group sessions* ( $t=-2.585, p=.011$ ),
- *ICT-based learning materials* ( $t=-2.753, p=.007$ ),
- *Webinars* ( $t=-2.732, p=.008$ )
- *Job boards offline (offices)* ( $t=-2.164, p=.032$ ),
- *Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)* ( $t=-2.255, p=.025$ )

In the **ROMANIAN, SPANISH AND ITALIAN SAMPLES** there were no significant differences between female and male students at any variable (expectation). This situation may be explained also by the small number of participants from these countries.

## Objective 2 – Country differences

**Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars (F=6.835, p=.000).**

Multiple comparisons Bonferoni points out that there are significant differences:

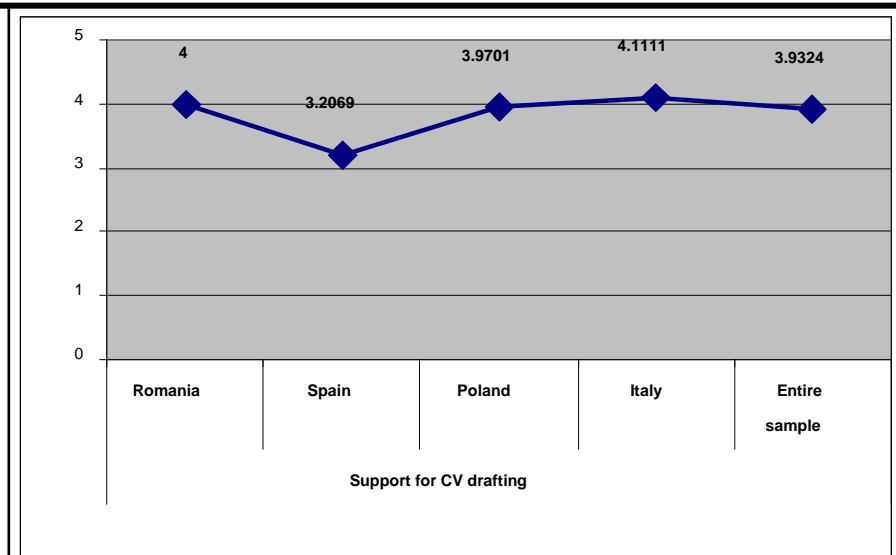


- between Romanian sample (m=4.1475) and Spanish sample (m=3.3103) (p=.010);
- between Romanian sample (m=4.1475) and Polish sample (m=3.3832) (p=.000);
- between Romanian sample (m=4.1475) and Italian sample (m=3.4889) (p=.028).

## Objective 2 – Country differences

**Support for CV drafting** ( $F=4.379$ ,  $p=.005$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



- between Romanian sample ( $m=4.0000$ ) and Spanish sample ( $m=3.2069$ ) ( $p=.014$ );
- between Polish sample ( $m=3.9701$ ) and Spanish sample ( $m=3.2069$ ) ( $p=.006$ );
- between Italian sample ( $m=4.1111$ ) and Spanish sample ( $m=3.2069$ ) ( $p=.006$ ).

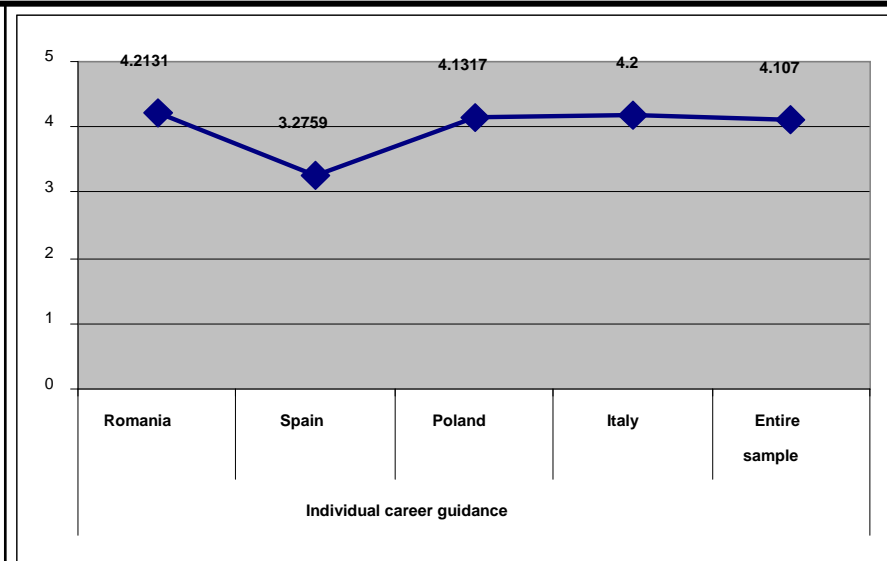


## Objective 2 – Country differences

### *Individual career guidance*

( $F=7.259$ ,  $p=.000$ )

Multiple comparisons Bonferroni points out that there are significant differences:

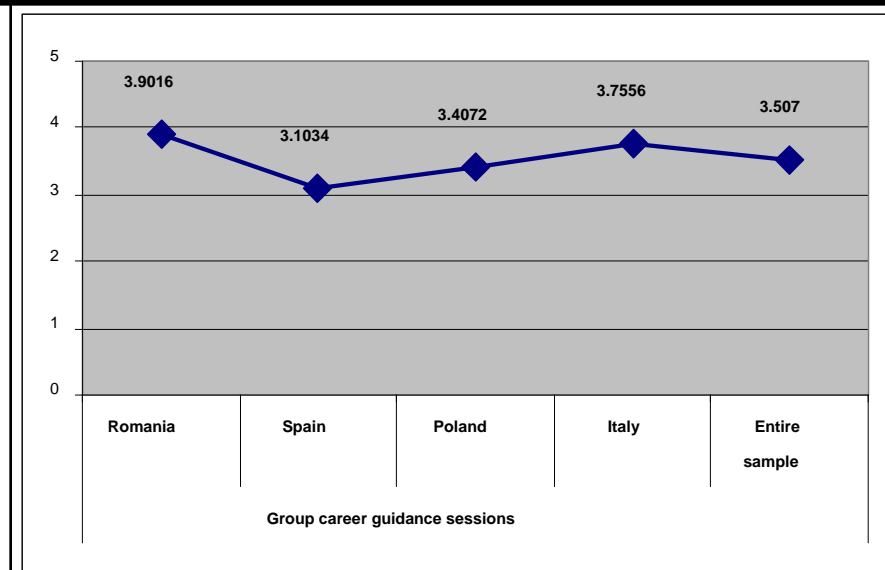


- between Romanian sample ( $m=4.2131$ ) and Spanish sample ( $m=3.2759$ ) ( $p=.000$ );
- between Polish sample ( $m=4.1317$ ) and Spanish sample ( $m=3.2759$ ) ( $p=.000$ );
- between Italian sample ( $m=4.2000$ ) and Spanish sample ( $m=3.2759$ ) ( $p=.001$ ).

## Objective 2 – Country differences

**Group career guidance** ( $F=5.213$ ,  $p=.002$ ).

Multiple comparisons Bonferroni points out that there are significant differences:

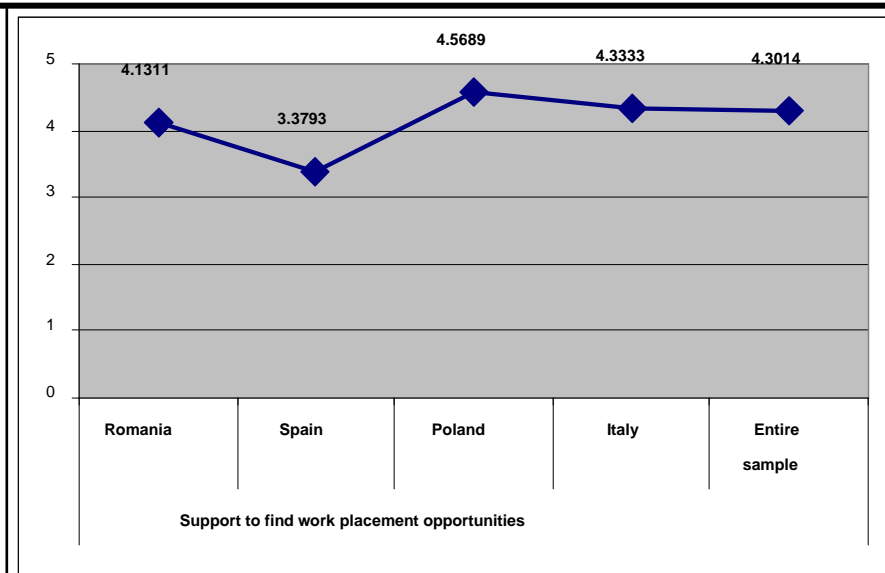


- between Romanian sample ( $m=3.9016$ ) and Spanish sample ( $m=3.1034$ ) ( $p=.008$ );
- between Romanian sample ( $m=3.9016$ ) and Polish sample ( $m=3.4072$ ) ( $p=.016$ ).

## Objective 2 – Country differences

***Support to find work placement opportunities*** (F=16.568, p=.000).

Multiple comparisons Bonferroni points out that there are significant differences:

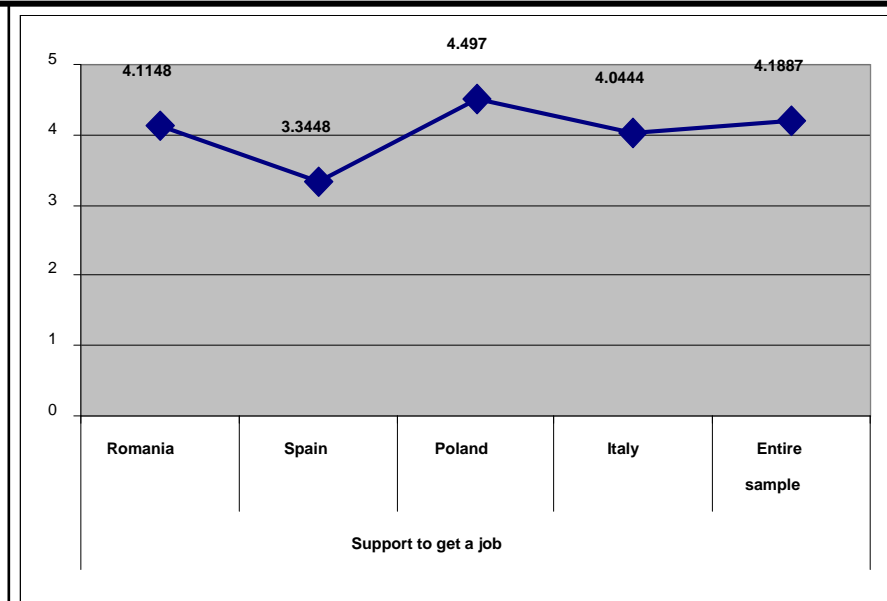


- between Romanian sample (m=4.1311) and Spanish sample (m=3.3793) (p=.001);
- between Polish sample (m=4.5689) and Romanian sample (m=4.1311) (p=.006);
- between Polish sample (m=4.5689) and Spanish sample (m=3.3793) (p=.000);
- between Italian sample (m=4.3333) and Spanish sample (m=3.3793) (p=.000).

## Objective 2 – Country differences

**Support to get a job** ( $F=13.088$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



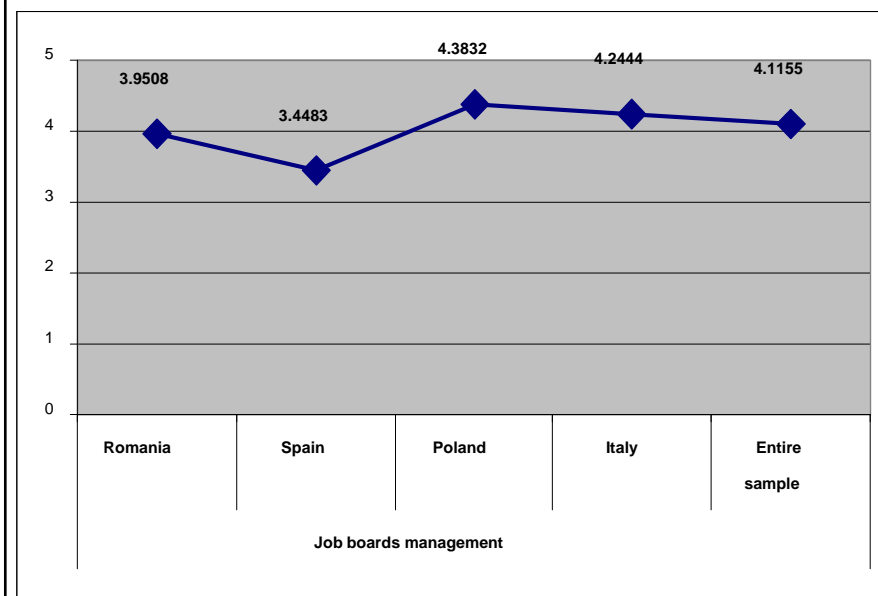
- between Romanian sample ( $m=4.1148$ ) and Spanish sample ( $m=3.3448$ ) ( $p=.003$ );
- between Polish sample ( $m=4.4970$ ) and Spanish sample ( $m=3.3448$ ) ( $p=.000$ );
- between Italian sample ( $m=4.0444$ ) and Spanish sample ( $m=3.3448$ ) ( $p=.016$ );
- between Polish sample ( $m=4.4970$ ) and Italian sample ( $m=4.0444$ ) ( $p=.035$ ).

## Objective 2 – Country differences

### ***Job boards management***

( $F=9.032$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



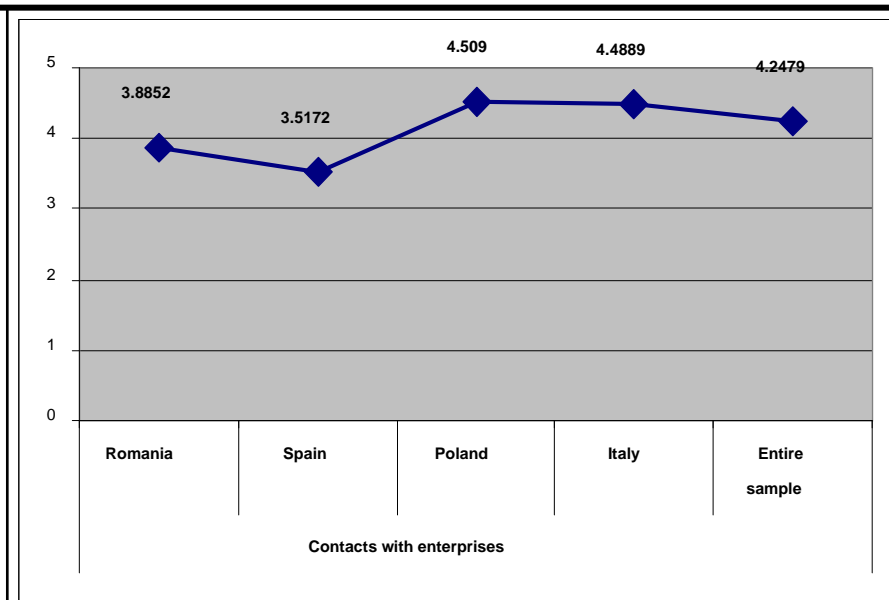
- between Polish sample ( $m=4.3832$ ) and Romanian sample ( $m=3.9508$ ) ( $p=.020$ );
- between Polish sample ( $m=4.3832$ ) and Spanish sample ( $m=3.4483$ ) ( $p=.000$ );
- between Italian sample ( $m=4.2444$ ) and Spanish sample ( $m=3.4483$ ) ( $p=.004$ ).

## Objective 2 – Country differences

### ***Contacts with enterprises***

( $F=14.481$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:

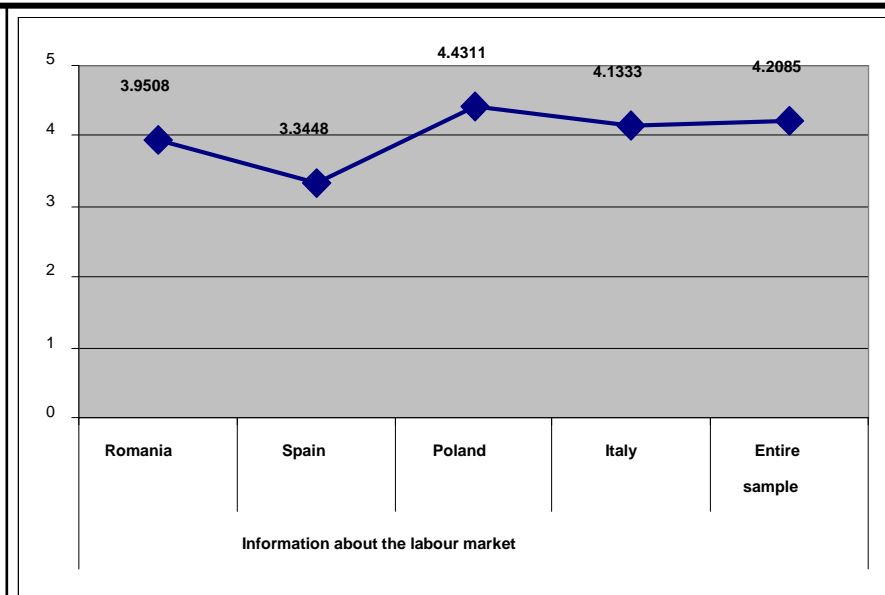


- between Polish sample ( $m=4.5090$ ) and Romanian sample ( $m=3.8852$ ) ( $p=.000$ );
- between Italian sample ( $m=4.4889$ ) and Romanian sample ( $m=3.8852$ ) ( $p=.006$ );
- between Polish sample ( $m=4.5090$ ) and Spanish sample ( $m=3.5172$ ) ( $p=.000$ );
- between Italian sample ( $m=4.4889$ ) and Spanish sample ( $m=3.5172$ ) ( $p=.000$ ).

## Objective 2 – Country differences

### ***Information about the labour market*** (F=12.549, p=.000).

Multiple comparisons Bonferroni points out that there are significant differences:

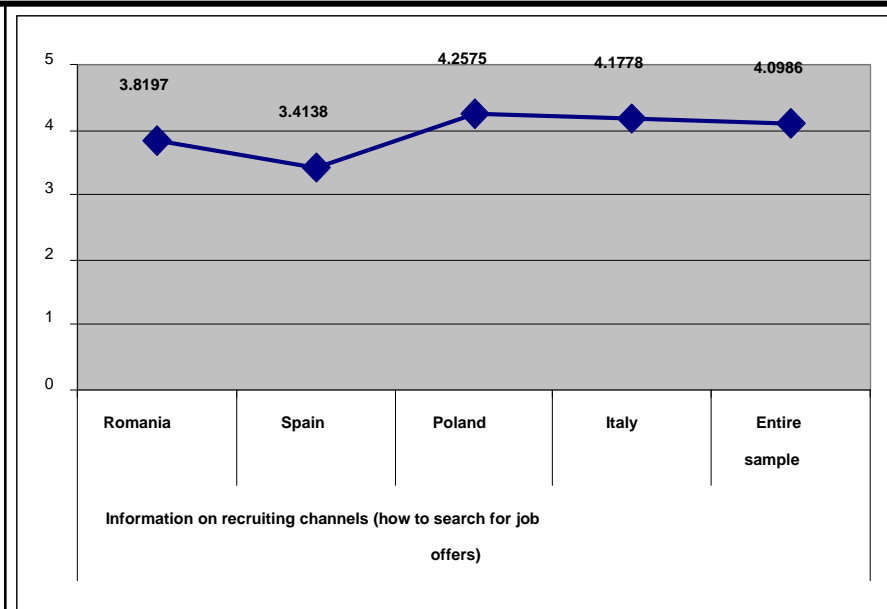


- between Romanian sample (m=3.9508) and Spanish sample (m=3.3448) (p=.000);
- between Polish sample (m=4.4311) and Romanian sample (m=3.9508) (p=.006);
- between Polish sample (m=4.4311) and Spanish sample (m=3.3448) (p=.000);
- between Italian sample (m=4.1333) and Spanish sample (m=3.3448) (p=.000).

## Objective 2 – Country differences

**Information on recruiting channels (how to search for job offers)** ( $F=6.860$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



- between Polish sample ( $m=4.2575$ ) and Romanian sample ( $m=3.8197$ ) ( $p=.034$ );
- between Polish sample ( $m=4.2575$ ) and Spanish sample ( $m=3.4138$ ) ( $p=.000$ );
- between Italian sample ( $m=4.1778$ ) and Spanish sample ( $m=3.4138$ ) ( $p=.015$ ).

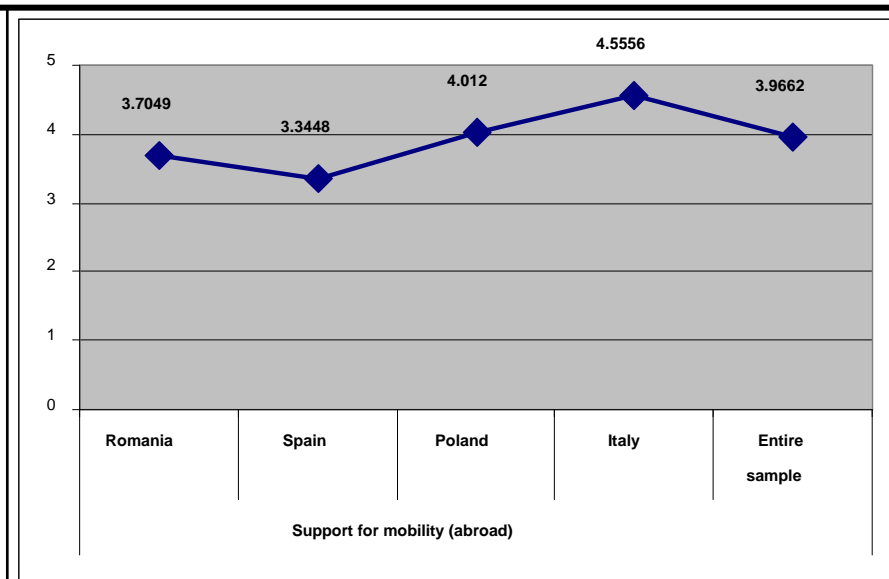


## Objective 2 – Country differences

### ***Support for mobility (abroad)***

( $F=8.640$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:

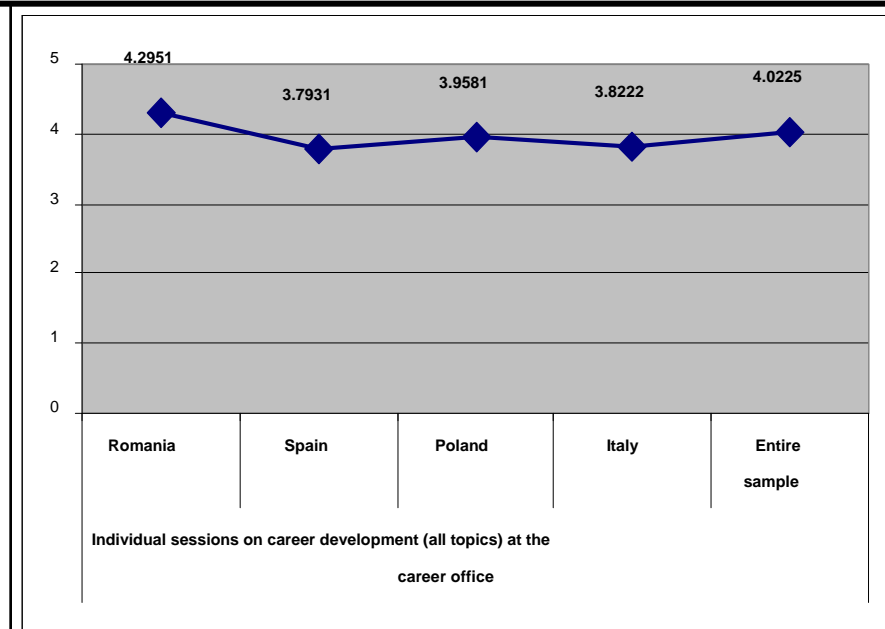


- between Italian sample ( $m=4.5556$ ) and Romanian sample ( $m=3.7049$ ) ( $p=.001$ );
- between Polish sample ( $m=4.0120$ ) and Spanish sample ( $m=3.3448$ ) ( $p=.017$ );
- between Italian sample ( $m=4.5556$ ) and Spanish sample ( $m=3.3448$ ) ( $p=.000$ );
- between Italian sample ( $m=4.5556$ ) and Polish sample ( $m=4.0120$ ) ( $p=.021$ ).

## Objective 2 – Country differences

***Individual sessions on career development (all topics) at the career office (F=2.979, p=.032).***

Multiple comparisons Bonferroni points out that there is a significant difference:

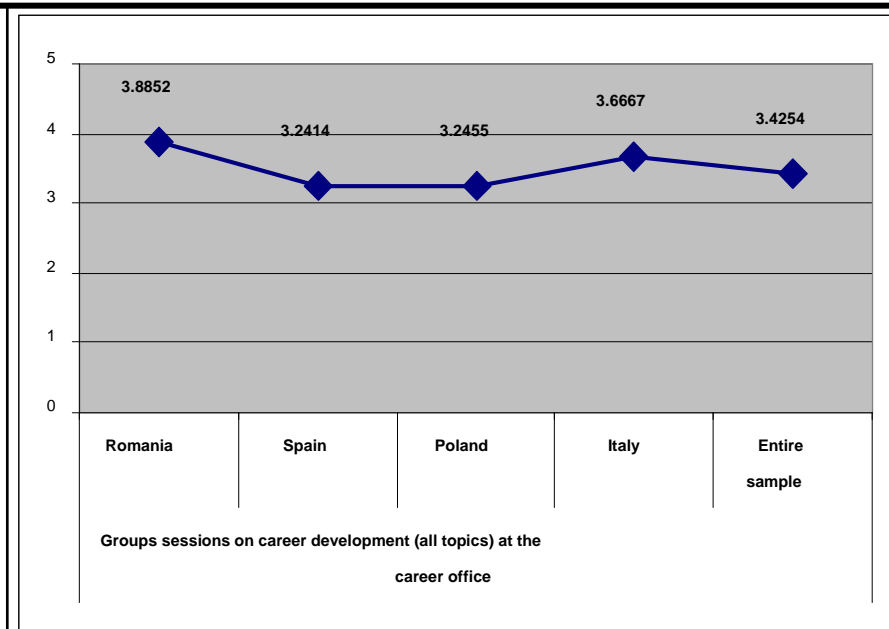


- between Romanian sample (m=4.2951) and Spanish sample (m=3.7931) (p=.039).

## Objective 2 – Country differences

***Groups sessions on career development (all topics) at the career office (F=6.305, p=.000).***

Multiple comparisons Bonferroni points out that there are significant differences:

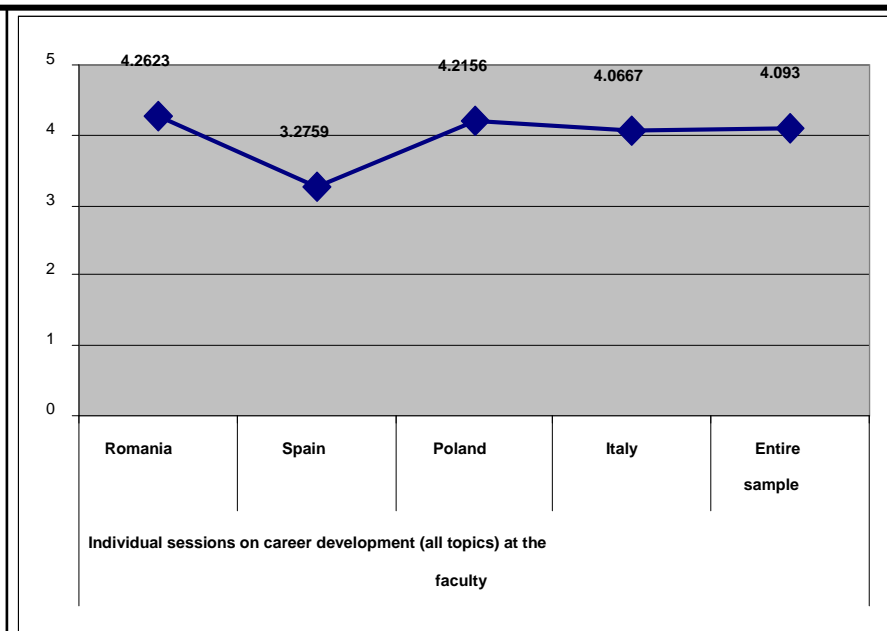


- between Romanian sample (m=3.8852) and Spanish sample (m=3.2414) (p=.050);
- between Romania sample (m=3.8852) and Polish sample (m=3.2455) (p=.001).

## Objective 2 – Country differences

***Individual sessions on career development (all topics) at the faculty (F=10.226, p=.000).***

Multiple comparisons Bonferroni points out that there are significant differences:

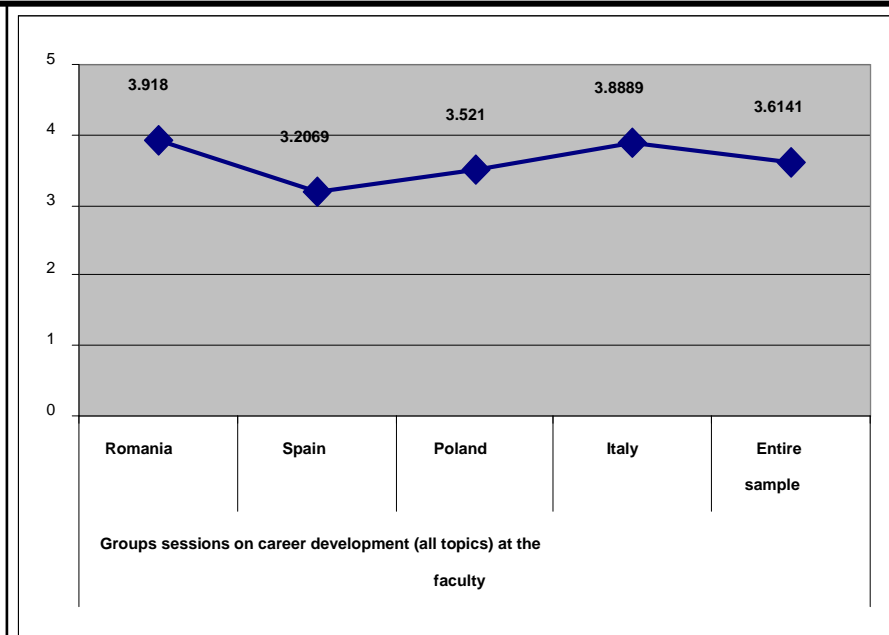


- between Romanian sample (m=4.2623) and Spanish sample (m=3.2759) (p=.000);
- between Polish sample (m=4.2156) and Spanish sample (m=3.2759) (p=.000);
- between Italian sample (m=4.0667) and Spanish sample (m=3.2759) (p=.001).

## Objective 2 – Country differences

***Groups sessions on career development (all topics) at the faculty (F=4.214, p=.006).***

Multiple comparisons Bonferroni points out that there is a significant difference:



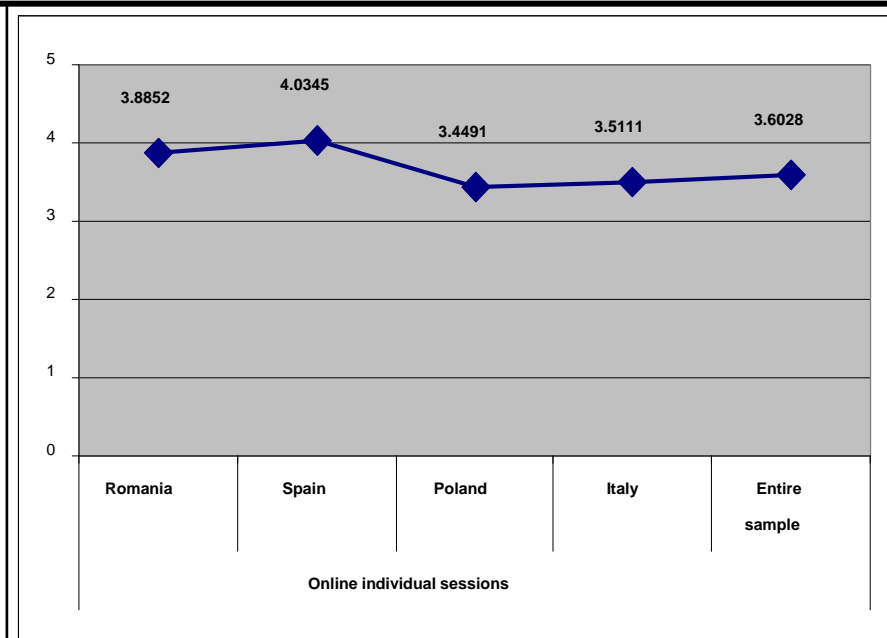
- between Romanian sample (m=3.9180) and Spanish sample (m=3.2069) (p=.026).

## Objective 2 – Country differences

### ***Online individual sessions***

( $F=3.267$ ,  $p=.022$ ).

Multiple comparisons Bonferroni points out that there is a significant difference:



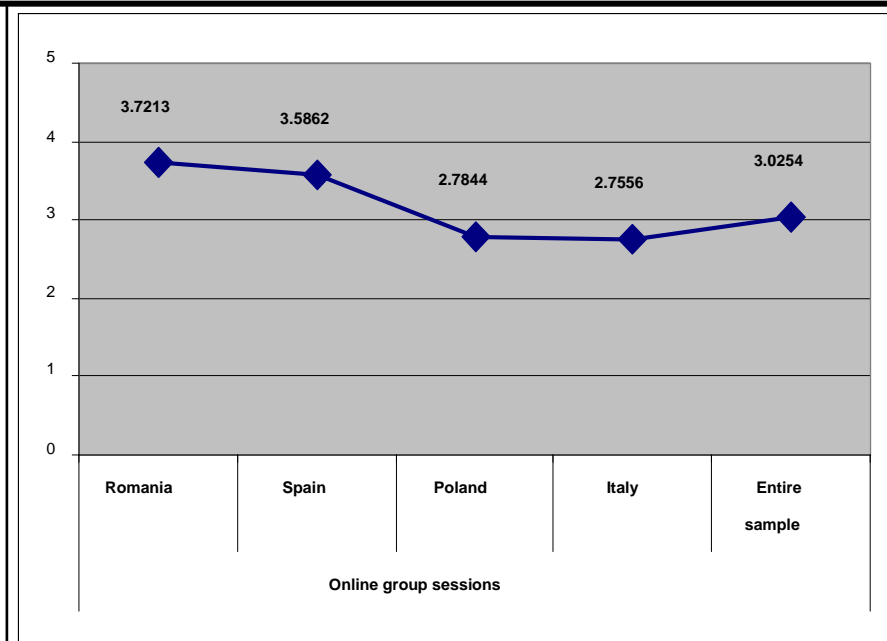
- between Spanish sample ( $m=4.0345$ ) and Polish sample ( $m=3.4491$ ) ( $p=.021$ ).

## Objective 2 – Country differences

### **Online group sessions**

( $F=11.077$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



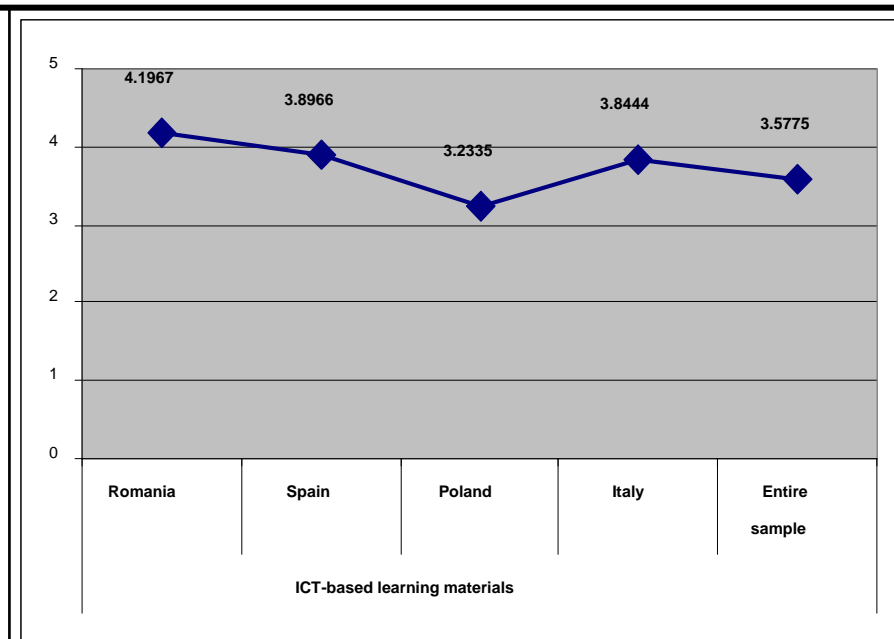
- between Romanian sample ( $m=3.7213$ ) and Polish sample ( $m=2.7844$ ) ( $p=.000$ );
- between Romanian sample ( $m=3.7213$ ) and Italian sample ( $m=2.7556$ ) ( $p=.001$ );
- between Spanish sample ( $m=3.5862$ ) and Polish sample ( $m=2.7844$ ) ( $p=.009$ );
- between Spanish sample ( $m=3.5862$ ) and Italian sample ( $m=2.7556$ ) ( $p=.032$ ).

## Objective 2 – Country differences

### ***ICT-based learning materials***

( $F=13.375$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



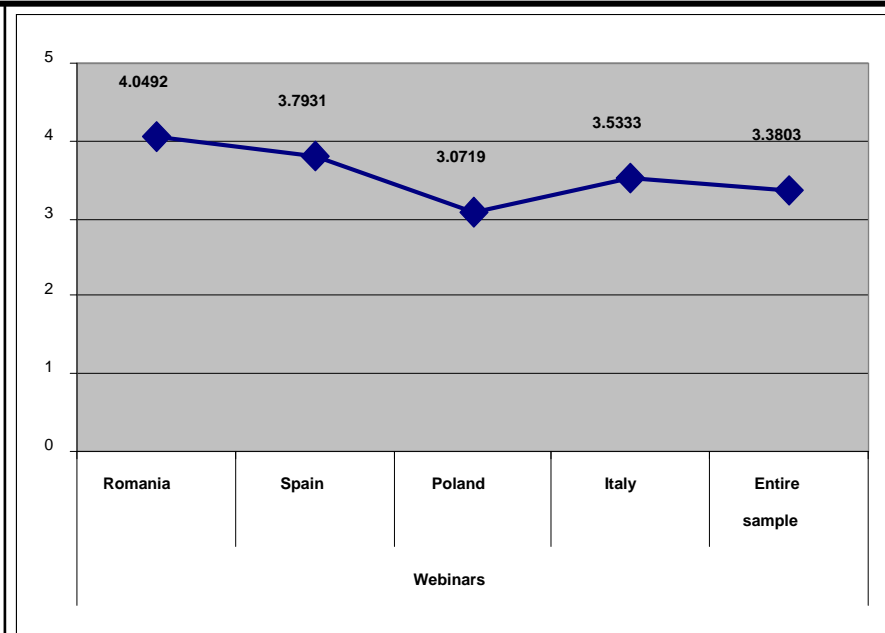
- between Romanian sample ( $m=4.1967$ ) and Polish sample ( $m=3.2335$ ) ( $p=.000$ );
- between Spanish sample ( $m=3.8966$ ) and Polish sample ( $m=3.2335$ ) ( $p=.019$ );
- between Italian sample ( $m=3.8444$ ) and Polish sample ( $m=3.2335$ ) ( $p=.007$ ).



## Objective 2 – Country differences

**Webinars** ( $F=13.510$ ,  $p=.000$ ).

Multiple comparisons Bonferroni points out that there are significant differences:



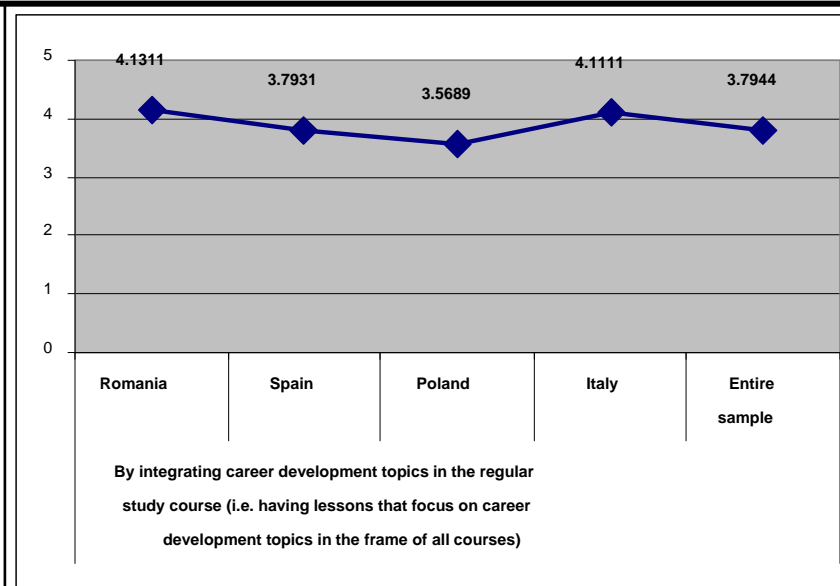
- between Romanian sample ( $m=4.0492$ ) and Polish sample ( $m=3.0719$ ) ( $p=.000$ );
- between Spanish sample ( $m=3.7931$ ) and Polish sample ( $m=3.0719$ ) ( $p=.007$ ).

## Objective 2 – Country differences

***By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses) (F=6.608, p=.000).***

Multiple comparisons Bonferroni points out that there are significant differences:

- between Romanian sample (m=4.1311) and Polish sample (m=3.5689) (p=.001);
- between Italian sample (m=4.1111) and Polish sample (m=3.5689) (p=.008).

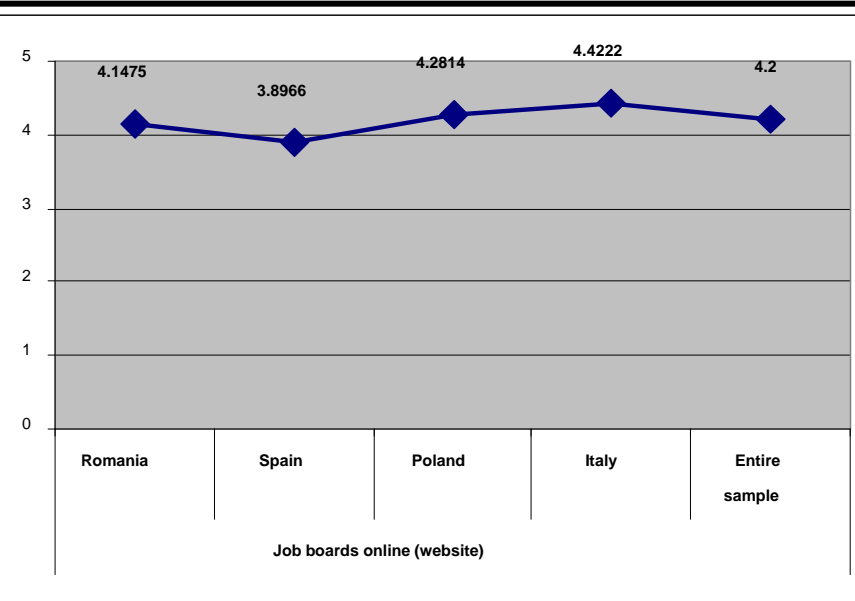


## Objective 2 – Country differences

### ***Job boards online (website)***

( $F=2.300$ ,  $p=.077$ )

One Way Anova analysis evidenced no significant effect of variable *Country of study* on the dependent variable.

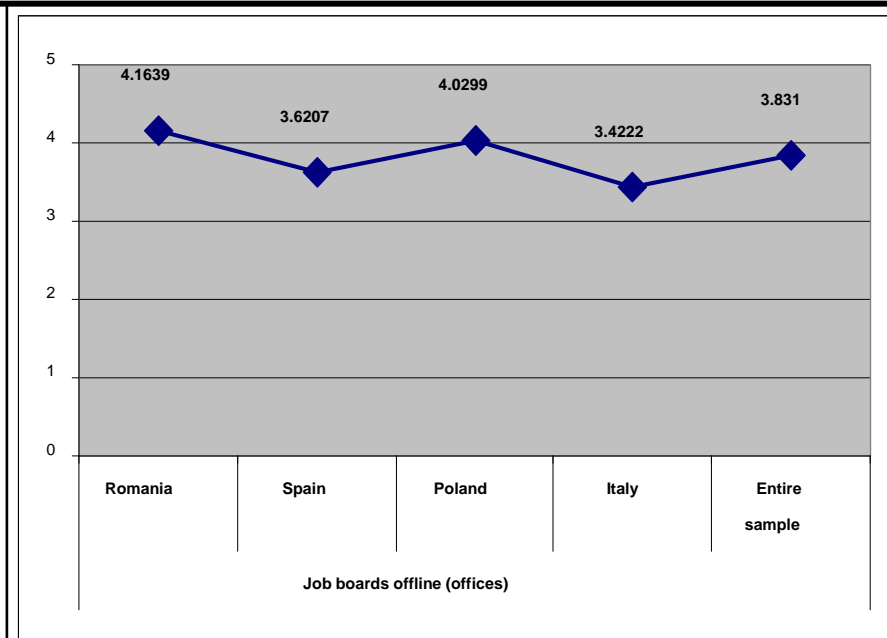


## Objective 2 – Country differences

### ***Job boards offline (offices)***

( $F=5.106$ ,  $p=.002$ ).

Multiple comparisons Bonferroni points out that there are significant differences:

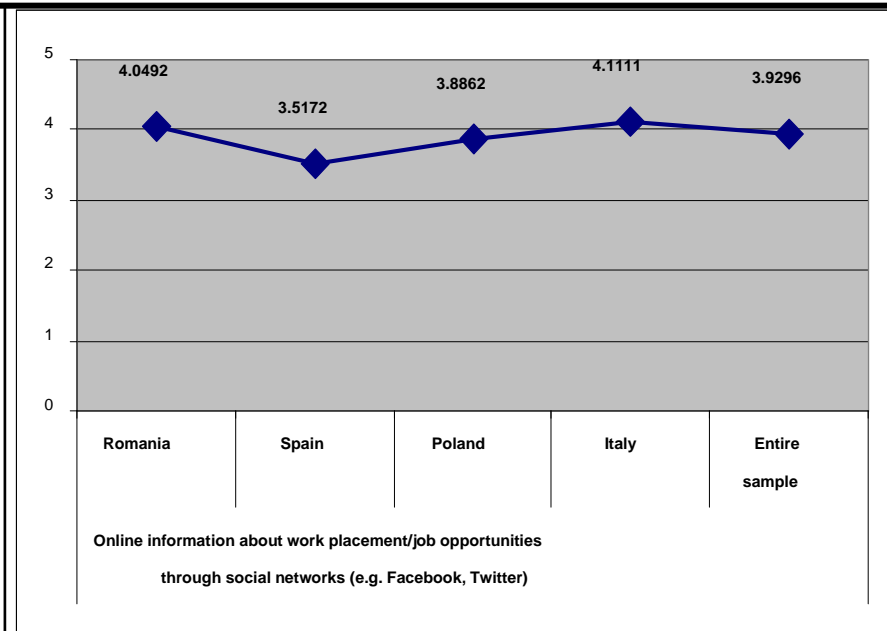


- between Romanian sample ( $m=4.1639$ ) and Italian sample ( $m=3.4222$ ) ( $p=.005$ );
- between Polish sample ( $m=4.0299$ ) and Italian sample ( $m=3.4222$ ) ( $p=.009$ ).

## Objective 2 – Country differences

**Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter) (F=2.111, p=.099).**

One Way Anova analysis evidenced no significant effect of variable *Country of study* on the dependent variable.



## Objective 3 – Hierarchies of expectations: ROMANIA (N=61)

RANK	EXPECTATIONS / PREFERENCES	MEAN
<b>1</b>	<b>Individual sessions on career development (all topics) at the career office</b>	<b>4.2951</b>
<b>2</b>	<b>Individual sessions on career development (all topics) at the faculty</b>	<b>4.2623</b>
<b>3</b>	<b>Individual career guidance</b>	<b>4.2131</b>
4	ICT-based learning materials	4.1967
5	Job boards offline (offices)	4.1639
6	Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars	4.1475
7	Job boards online (website)	4.1475
8	Support to find work placement opportunities	4.1311
9	By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)	4.1311
10	Support to get a job	4.1148
11	Webinars	4.0492

RANK	EXPECTATIONS / PREFERENCES	MEAN
12	Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)	4.0492
13	Support for CV drafting	4
14	Job boards management	3.9508
15	Information about the labour market	3.9508
16	Groups sessions on career development (all topics) at the faculty	3.918
17	Group career guidance sessions	3.9016
18	Contacts with enterprises	3.8852
19	Groups sessions on career development (all topics) at the career office	3.8852
20	Online individual sessions	3.8852
<b>21</b>	<b>Information on recruiting channels (how to search for job offers)</b>	<b>3.8197</b>
<b>22</b>	<b>Online group sessions</b>	<b>3.7213</b>
<b>23</b>	<b>Support for mobility (abroad)</b>	<b>3.7049</b>

## Objective 3 – Hierarchies of expectations: SPAIN (N=29)

RANK	EXPECTATIONS / PREFERENCES	MEAN
<b>1</b>	<b>Online individual sessions</b>	<b>4.0345</b>
<b>2</b>	<b>ICT-based learning materials</b>	<b>3.8966</b>
<b>3</b>	<b>Job boards online (website)</b>	<b>3.8966</b>
4	Individual sessions on career development (all topics) at the career office	3.7931
5	Webinars	3.7931
6	By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)	3.7931
7	Job boards offline (offices)	3.6207
8	Online group sessions	3.5862
9	Contacts with enterprises	3.5172
10	Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)	3.5172
11	Job boards management	3.4483
12	Information on recruiting channels (how to search for job offers)	3.4138

RANK	EXPECTATIONS / PREFERENCES	MEAN
13	Support to find work placement opportunities	3.3793
14	Support to get a job	3.3448
15	Information about the labour market	3.3448
16	Support for mobility (abroad)	3.3448
17	Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars	3.3103
18	Individual career guidance	3.2759
19	Individual sessions on career development (all topics) at the faculty	3.2759
20	Groups sessions on career development (all topics) at the career office	3.2414
<b>21</b>	<b>Support for CV drafting</b>	<b>3.2069</b>
<b>22</b>	<b>Groups sessions on career development (all topics) at the faculty</b>	<b>3.2069</b>
<b>23</b>	<b>Group career guidance sessions</b>	<b>3.1034</b>

## Objective 3 – Hierarchies of expectations: POLAND (N=167)

RANK	EXPECTATIONS / PREFERENCES	MEAN
<b>1</b>	<b>Support to find work placement opportunities</b>	<b>4.5689</b>
<b>2</b>	<b>Contacts with enterprises</b>	<b>4.509</b>
<b>3</b>	<b>Support to get a job</b>	<b>4.497</b>
4	Information about the labour market	4.4311
5	Job boards management	4.3832
6	Job boards online (website)	4.2814
7	Information on recruiting channels (how to search for job offers)	4.2575
8	Individual sessions on career development (all topics) at the faculty	4.2156
9	Individual career guidance	4.1317
10	Job boards offline (offices)	4.0299
11	Support for mobility (abroad)	4.012
12	Support for CV drafting	3.9701

RANK	EXPECTATIONS / PREFERENCES	MEAN
13	Individual sessions on career development (all topics) at the career office	3.9581
14	Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)	3.8862
15	By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)	3.5689
16	Groups sessions on career development (all topics) at the faculty	3.521
17	Online individual sessions	3.4491
18	Group career guidance sessions	3.4072
19	Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars	3.3832
20	Groups sessions on career development (all topics) at the career office	3.2455
<b>21</b>	<b>ICT-based learning materials</b>	<b>3.2335</b>
<b>22</b>	<b>Webinars</b>	<b>3.0719</b>
<b>23</b>	<b>Online group sessions</b>	<b>2.7844</b>



## Objective 3 – Hierarchies of expectations: ITALY (N=45)

RANK	EXPECTATIONS / PREFERENCES	MEAN
<b>1</b>	<b>Support for mobility (abroad)</b>	<b>4.5556</b>
<b>2</b>	<b>Contacts with enterprises</b>	<b>4.4889</b>
<b>3</b>	<b>Job boards online (website)</b>	<b>4.4222</b>
4	Support to find work placement opportunities	4.3333
5	Job boards management	4.2444
6	Individual career guidance	4.2
7	Information on recruiting channels (how to search for job offers)	4.1778
8	Information about the labour market	4.1333
9	Support for CV drafting	4.1111
10	By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)	4.1111
11	Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)	4.1111
12	Individual sessions on career development (all topics) at the faculty	4.0667

RANK	EXPECTATIONS / PREFERENCES	MEAN
13	Support to get a job	4.0444
14	Groups sessions on career development (all topics) at the faculty	3.8889
15	ICT-based learning materials	3.8444
16	Individual sessions on career development (all topics) at the career office	3.8222
17	Group career guidance sessions	3.7556
18	Groups sessions on career development (all topics) at the career office	3.6667
19	Webinars	3.5333
20	Online individual sessions	3.5111
<b>21</b>	<b>Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars</b>	<b>3.4889</b>
<b>22</b>	<b>Job boards offline (offices)</b>	<b>3.4222</b>
<b>23</b>	<b>Online group sessions</b>	<b>2.7556</b>

## Objective 3 – Hierarchies of expectations: ENTIRE SAMPLE (N=355)

RANK	EXPECTATIONS / PREFERENCES	MEAN
<b>1</b>	<b>Support to find work placement opportunities</b>	<b>4.3014</b>
<b>2</b>	<b>Contacts with enterprises</b>	<b>4.2479</b>
<b>3</b>	<b>Information about the labour market</b>	<b>4.2085</b>
4	Job boards online (website)	4.2
5	Support to get a job	4.1887
6	Job boards management	4.1155
7	Individual career guidance	4.107
8	Information on recruiting channels (how to search for job offers)	4.0986
9	Individual sessions on career development (all topics) at the faculty	4.093
10	Individual sessions on career development (all topics) at the career office	4.0225
11	Support for mobility (abroad)	3.9662
12	Support for CV drafting	3.9324

RANK	EXPECTATIONS / PREFERENCES	MEAN
13	Online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)	3.9296
14	Job boards offline (offices)	3.831
15	By integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)	3.7944
16	Groups sessions on career development (all topics) at the faculty	3.6141
17	Online individual sessions	3.6028
18	ICT-based learning materials	3.5775
19	Support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars	3.5521
20	Group career guidance sessions	3.507
<b>21</b>	<b>Groups sessions on career development (all topics) at the career office</b>	<b>3.4254</b>
<b>22</b>	<b>Webinars</b>	<b>3.3803</b>
<b>23</b>	<b>Online group sessions</b>	<b>3.0254</b>

# Conclusions (1)

## 1. As a function of **gender**:

- **Polish** female students expressed in a significant bigger measure their preference for: *individual career guidance, online individual sessions, online group sessions, ICT-based learning materials, webinars, job boards offline (offices) and online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter).*

- In the **entire sample**, female students showed bigger interest for: support for *CV drafting, individual career guidance, information on recruiting channels (how to search for job offers), online individual sessions, online group sessions, job boards offline (offices) and online information about work placement/job opportunities through social networks (e.g. Facebook, Twitter)*

**We assume that these results highlight the fact that female students are more aware of their needs related to career guidance and also more proactive in following their career objectives.**

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## Conclusions (2)

### 2. Related to **country differences**:

- **Spanish** students manifested significantly bigger expectations for *online individual sessions*;
  - **Italian** students expressed a significant bigger interest for support for *mobility (abroad) and support for CV drafting*;
  - **Polish** students expressed a significant bigger interest for *support to find work placement opportunities, support to get a job, job boards management, contacts with enterprises, information about the labour market and information on recruiting channels (how to search for job offers)*;
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## Conclusions (3)

- **Romanian** students showed a significant bigger interest for support for soft-skills development (e.g. teamwork, communication, problem solving, etc.), such as courses, workshops, seminars, individual career guidance, group career guidance sessions, individual sessions on career development (all topics) at the career office, groups sessions on career development (all topics) at the career office, individual sessions on career development (all topics) at the faculty, groups sessions on career development (all topics) at the faculty, job boards offline (offices), online group sessions, ICT-based learning materials, webinars, integrating career development topics in the regular study course (i.e. having lessons that focus on career development topics in the frame of all courses)

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## Conclusions (4)

The data reveals that in comparing with other countries' students (Spain, Italy and Poland), Romanian students have significant more expectations from career services. This fact may be explained by the fact that in Romania, starting with 2014, Ministry of Education established that all the universities have to establish career counseling centers and to offer free services for high school and faculty students. The activities of these centers are a very important indicator in institutional evaluation and one of the consequences most of the Romanian universities insisted in popularize them among students and in enlarging the offer of services.

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## Conclusions (5)

3. Regarding **hierarchies of expectations**, the most preferred services are:

- for **Italian** students: *support for mobility (abroad), Contacts with enterprises, job boards online (website);*
  - for **Spanish** students: *online individual sessions, ICT-based learning materials, job boards online (website);*
  - for **Polish** students: *support to find work placement opportunities, contacts with enterprises, support to get a job;*
  - for **Romanian** students: *individual sessions on career development (all topics) at the career office, individual sessions on career development (all topics) at the faculty, individual career guidance.*
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## Conclusions (6)

4. Data obtained highlights gender and country patterns regarding preferences for certain services, and also puts in evidence a cross-cultural dynamics of students' expectations;
  5. Career services centers (offices) should take into account gender and country specificity in elaborating their offers.
  6. This quantitative research represents a starting point for future researches with better external validity, using extended samples of students.
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**THANK YOU FOR YOUR ATTENTION!**

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