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Professional Plans of Ukrainian Students and Factors of Impact (By the Example of Kiev National Taras Shevchenko University)

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Abstract: *This paper examines such important scientific problems as shaping of professional identity, formation of professional plans of students and impact factors that determine students' professional life-course strategies in conditions of fundamental changes that happen while shifting from education to occupational status. The research paper analyses the ways youth choose to construct an occupational identity within a particular social context with a focus on professional orientations, which appear to be one of the crucial elements of the individual life course strategy. Specifically, the paper explores professional plans of Ukrainian students with an emphasis on the following: student's life chances, professional plans, attitudes and values; orientations that shape the decision of getting the second higher education or*

another degree. It concludes with presentations of: students' self-estimations of their own life chances, particularly occupational chances; perceived difficulties in getting their first jobs; main factors that predefine student's work place choice.

Keywords: life course, professional identity, professional plans, socio-occupational status, life chance, Ukraine, students.

Introduction

Study of professional orientations of the youth is one of the traditional areas of sociological research. Sociologists have paid much attention to the issue of professional self-determination of school and student youth, the prestige and attractiveness of the occupation among students of the Ukrainian population. A lot of researches are devoted to the problem of transition from education to the labour market, the problems of employment; factors that affect the professional orientation. However, the study of youth's professional plans after the graduation as well as the determination of the impact factors has not been given enough attention. This is still an actual scientific problem, as the situation on the labour market and the market of educational services is constantly changing. During the last decades the interrelation between education and occupational status has changed fundamentally. Today the main characteristics of a career include: fragmentation and fluctuation; which are determined by unstable and permanently changeable situation on labour and education markets. The conducted research supports the idea

that lineal occupational course (getting professional education – work – retirement) has become indistinctive and has modified into cyclic one (getting education – work – unemployment – re-skilling – work – retirement). Occupational plans are specified through the whole labour career: beginning from getting school education then higher education and then during person's occupational life. The situation on labour market and educational services changes, that's why the problem of professional identity shaping, formation of professional plans of graduate students and impact factors is currently central scientific problem within research on modern society. In this paper I'd like to draw attention to the process of how occupational choice by youth is actually happening influenced by contemporary transition conditions of the Ukrainian society: essential economic and political changes, transformation of professional structure, dynamic shifts in value orientations, changes in occupational prestige, globalization processes on labour and education market. There is a tendency that person's occupational choice isn't final for all life. The situation on labour market changes all the time and to be able to compete person should always study, improve knowledge and skills, and be ready for professional mobility.

In the frame of the above mentioned problematic I aim in this paper to cover the following:

- Analyze professional plans of Ukrainian students with an emphasis on the main life strategies young people choose to follow.

- Make a representative picture of student's life chances, professional plans, attitudes and values; orientations that concern getting the second higher education or another degree.
- Identify the impact factors that influence the formation of occupational identity (factors that I study are gender, age, place of residence, parent's socio-professional, educational and economic status).

Youth's Professional Plans and Orientations: Life Course Perspective

There are a number of debates within the field of youth studies, i.e. a question of fragmented transitions, the relevance of a generation's theory and/ or the impact of 'choice biographies' that are relevant for my research. At the centre of all these approaches is a concept of life course. As a concept, a life course is defined as "a sequence of socially defined events and roles that the individual enacts over time" (Elder 1998: 22). These events and roles do not necessarily proceed in a given sequence, but rather constitute the sum total of the person's actual experience. Thus the concept of life course implies age-differentiated social phenomena distinct from uniform life-cycle stages and the life span. Life span refers to duration of life and characteristics that are closely related to age but that vary little across time and place. Life course perspective refers to a multidisciplinary paradigm for the study of people's lives, structural contexts, and social change. In particular, it directs attention to the powerful connection between individual lives and the historical and socioeconomic context in which these lives unfold. However we should mention that the boundaries

of childhood, youth and adulthood are indistinct and changing in modern society. There is a trend towards the de-standardization of the life course. Moreover, nowadays Institutions such as the family, community and employment become more fragmented, personal life comes to appear less predictable. Traditional boundaries around the biography break down and are replaced by a multiplication of social rules and guidelines that are very changeable and inconsistent. In modern societies we more often could face an issue of choice biography. Normal biographies (predictable and linear move from youth to adulthood, which is marked by engagement in paid work, education and household formation) are replaced by choice biography (this type of biography is constructed personally, such biography is more open to "choice"). In this case it is important to know how young people make choices about their future, make sense of their experience and shape their identity in the face of more complex and protracted transitions to adulthood and in an "subcultural" and individualized world. Under the concept of life course I analyze professional orientations of students. Occupational choice is one of the most important and determinative stages in human's life course. At this point, becomes a problem of professional self-determination. Choices determine the location of the individual in the social division of labour, the extent to which this type of work will ensure the satisfaction of material and spiritual needs of individuals, and the use of his abilities and inclinations. Furthermore, professional choice is crucial to the belonging of the individual with a particular social group that correlates with certain class within class structure of the society. For example, in one way or another socio-professional group defines particular socio-economic status

of a person and shapes his/her specific life-style typical for other group members. The occupational choice plays also a significant role in human life. In the way of professional self identity, individual makes a lot of choices: select the types of education and work, specific jobs, etc. Nature of their involvement in a particular situation is usually very individual and in many ways depends on the maturity of the individual as a subject of choice. It's important to mention that occupational choice is not only an individual but social problem and that is the reason why it is important factor of social adulthood of the individual. Career selection turns to be one out of many important choices students are making in determining future plans. This decision undoubtedly impacts and leads them throughout their lives. The essence of who students are will revolve around what students want to do with their life-long work.

Supportive to these ideas is O. Ivashenko research dedicated to the analysis of interrelation between professional education and employment. Data from this study has driven to the assumption of the wide-spread inconsistency between the educational degree and the occupation and sector of employment among currently employed graduates. In 2002 only 30% of respondents demonstrated complete consistency between their degree and the current employment. In 2006 the number of such respondents has slightly declined and reached 28,2%, while the share of those working not according to their degree was reasonably increasing and has reached 32,3% in 2005, compared to the share of 30% in 2002. At the same time one third of the interviewed employees in general were not able to define their work according to the degree of the obtained education. The trend of inconsistency between educational degree and the occupation and

sector of employment among currently employed graduates has revealed gradually upward tendency (Ivashenko 2006: 54).

Another research that worth mentioning and clearly matters for my study is Sokurianska's research. This research was conducted in the 1996-1997 and 1999-2000 among students. This fundamental study looked at the following: (1) the dynamics of the professional values of the Ukrainian students in the time of the independence of Ukraine; (2) students' opinion about qualities that are necessary to a professional; (3) attitudes of students to the chosen degree and specialty; (4) the intentions of the youth in relation to the activity after the graduation of high school; (5) activities in which the students are going to work after graduating from high school; students opinion of employment prospects after graduating from the university. Analyzing the problems of the professional development of future workers, researchers are pointing to such an important factor of students professional self-determination as the choice of areas of future activity. It touches the issues on the efficiency of higher education system in Ukraine and its ability to create and shape professional orientation of future workers (Sokurianska 2006: 373-394).

Methods and Data

The data for this paper are drawn from quantitative research conducted by the research laboratory of Sociology Department at Kiev National Taras Shevchenko University in Ukraine since 2008. These researches are devoted to study value orientations, life style and student's different life

spheres. Specifically my research was built on the body of data received in autumn 2010 year. Aim of this research was to study student's opinion about training process at the university and student's extra-curricular activities. General totality are 19548 students. The sample is multistage. The sample was composed out of 1274 students. In the sample are students of 1-4 academic curriculum and graduate students. In this research was used questionnaire survey.

In an attempt to understand how the professional plans of students are constructed I examined a set of variables to explore the sphere of future activity, estimate student's own life chances that concern their future employment, imagination about channels of searching a work after graduation, estimate factors, that determinative in job search, potential demands of employer that can influence the chances to get a job, orientations that concern getting the second higher education or another degree.

Main Findings

I'd like to present the socio-demographic portrait of the respondents. Among the respondents, female - 61.8% and male students - 38.2%; 75.8% are studying for state budget and 24.2%, are paying the contract for their studying. For the course of study respondents were grouped in two categories: junior students (the first, second and third year students) and graduates (the fourth and fifth year students; students doing master's degrees). Preliminary analysis showed that those representatives of these

groups have similar views regarding their professional plans. Among surveyed respondents, these groups are distributed as follows: representatives of the junior students group comprised 59.1% and graduates – 40.9%.

Analyzing student's professional self-determination we should refer to such a factor as the choice of future employment. I can conclude that among the most attractive for students employment spheres after graduation appear to be the private economy sector (83.4%): students chose the position of opening their own business and working in commercial organization and continue with studies (select position-traveling abroad for the purpose of studying or employment and continue postgraduate study). This strategy was preferred by 71.7% of students. Less attractive for students looked the opportunity of employment in state organizations (26.7%) and get an education in other specialization (23.3%). Desire to work in the scientific and research institution expressed 14.9% of respondents and not working according to the obtained degree - 14.4% of respondents (Table 1 to be placed about here).

Furthermore, research findings revealed students' thoughts and perhaps stereotypes about possible difficulties on the way of finding a job. Half of the respondents (50.8%) imply that they will have difficulties finding work. Perhaps this is connected with the current situation on the labour market with regard to their specialization; for the reason that an employer wants to hire a qualified worker with a certain experience. 29.1% of the students are more optimistic about their future employment, they think they will not

have serious difficulties while looking for a job (Table 2 to be placed about here).

Analysis of the way youth imagine channels that they could use looking for a job and employment shows that the majority of youth will rely on their social networks to find a good workplace. Among the most effective channels students mentioned: help of friends and relatives (66.0%) and Internet (58.0%). The plans to use advertisements in the media and services of employment agency demonstrate 32.8% and 26.8% students respectively. The least attractive for students is the state channel: planning looking for a job through the exchange of labor - 17.6% of respondents have chosen this strategy (Table 3 to be placed about here).

Among the factors that can affect the choice of place of employment, respondents point the possibility of career growth (60.5%), salary (46.4%) and stable remuneration of labor (44.0%). To a lesser extent while looking for work students will pay attention to the international ties of the organization and the prestige of the organization (29.2% and 22.1% respectively). The same thoughts respondents have about the influence on their choice of such factors as the availability of social package and flexible work schedule (12.3% and 12.2% accordingly) (Table 4 to be placed about here).

While estimating their own chances of getting a job, students believe that employer's most important requirements will be the knowledge of foreign languages (69.8%); the level of knowledge (63.3%); the prestige of the University you have graduated from (60.7%); the previous work experience (59.0%) and the personal qualities of the individual (54.5%).

Success in studying and informal contacts to a lesser extent may affect future employment (29.0% and 14.5%) (Table 5 to be placed about here). More than one third of respondents plan to obtain a second higher education. Among the potential barriers on the way on getting the second higher education students pointed out the lack of free time (41.0%) and the lack of necessary funds (30.9%). 32.8% of students believe that there is no reason that could prevent them from getting the second higher education (Table 6/Table 7 to be placed about here).

For my study it's important to consider the role of objective factors in the formation of the students' professional plans including residence, form and course of study, socio-professional and material status of the parents. The professional plans depending on the number of the above-mentioned variables are revealing the following trends.

(1) Professional plans for women and men for most of the areas are similar. But to get an education in other specialization for women is larger than the similar intentions of male students (27.3% and 16.8%). The desire to go abroad to study or work also often is mentioned by women (42.5%) than men (34.0%).

(2) Junior and graduate groups of respondents are pretty close in their professional plans. However, graduates often focused on working in commercial organization (44.8% and 35.5%). This can be related to a positive experience of their friends in the private sector, higher salaries, and the opportunity of career growth, compared to well-known experiences at state organizations. In contrast, the desire to go abroad with a purpose of study or work, most often is mentioned by junior students

group (45.0%; 31.3%). Thoughts about working not according to the obtained university degree also differ among graduate and junior students' groups: graduate students more often than younger students have such intention (20.9% and 10.0%), that might indicate the frustration of graduate students in their occupation.

As one of my supposal was that such factor as a place of residence influence on students' professional plans, I will set the focus on the difference between students' professional plans depending on the place of residence. Students who originally came not from Kyiv are more focused on continuing education, education for another of degree. Students – from Kyiv are more confident in the fact that there is no reason that could prevent them from getting the second higher education (37.0% 29.0%).

Depending on the form of the study, professional plans are following: students learning on the budget are more oriented on education and research career (continue postgraduate study (36.0% and 21.0%), traveling abroad for the purpose of study or employment (41.0% and 34.0%), work in scientific-research institution (17.7% and 6.0%). At the same time, about two-thirds of the students – contracted (paid education) are focused on starting their own business (Table 8 to be placed about here).

Based on the analysis of students' professional plans depending on the education of parents and socio-professional status, it was found that students from less-educated families - representatives of the working class and children of unemployed are more focused on research activities (18.7% and 13.0%). At the same time, respondents who belong to the

middle class and children, whose parents have higher education, are more focused on starting their own business (47.2% and 38.0% accordingly).

The financial capital of the family plays a significant role in shaping the expectations of young people, their professional plans. Depending on the financial status of the families I can mark some significant differences. It is interesting that students, who come from families with socio-economic status which is below the average, are more focused on research activities (doing PhD is often included in their plans) in comparison with student's with socio-economic status which is average (40.0% and 29.0%) and working in scientific-research organizations (19.0% and 13.0%). Almost half of the respondents, who come from families that have mean - reasonable income are going to start their own business (Table 9 to be placed about here).

Conclusion

Today impossible for individual once and for all take position on the labour market and in the social structure. In contemporary society, which can be defined as "risk society" (Beck, Burd'e, Bauman) "everyday social and economic conditions are characterized by instability and uncertainty, and therefore living standarts, social position, acknowledgement of profitableness and right to dignity may disappear and without warnings" (Bauman 2002: 107). Today the main characteristics of a career include fragmentation and fluctuation, which are determined by unstable and permanently changeable situation on labour and education markets. There

is a tendency that person's occupational choice isn't final for all life. Occupational plans are shaped through all labour career: starting with getting school education than work or higher education and than during person's occupational life. The situation on labour market is all the time changing and to be able to compete a person should always study, improve knowledge and skills, be ready for professional mobility. People who are able quickly adapt to permanently social and professional conditions are perceived as examples of success in achieving the desired social status.

It's important for the individual a constant creativity of his work biographies: the risk of changes in the work place and even radical changes in the profession. Modeling life prospects should not include plans for a linear career (receiving the diploma of education, stable employment in the same job for all the life), but the employment strategy of cyclic career (education - work - unemployment - re-skilling - work - and so on). "Paradoxically situation of postmodern is that it transforms ideal adaptation in lack" (Bauman 2002: 173). In a winning situation today the one who is not looking for a stable position and prospects, but those, who is ready for a permanent uncertainty and instability of the social and economic position, take both the natural environment of existence (Simonchuk 2003: 24).

This study has revealed the following trends. The most attractive for Ukrainian students are two strategies. First - employment in private sector. This strategy have chosen 83.0% of respondents. It is maybe, in opinion of the students, the private sphere of economics can ensure worthy payment of work and career perspectives. Another strategy - the continuation of

study. This strategy chose 72.0% students, motivation which, maybe, is connecting with understanding necessities of continuous study to be competitive on labor-market in modern society. Less attractive appears to be work for state institution, in research institution, the education behind another degree and work not behind profession. Such orientations have 15.0% - 25.0% respondents. Analyzing the concept of students concerning possible difficulties of employment it can be stated that half of respondents envisage, that would have difficulties with the work search. Two of the one third of students are expecting on assistance of familiar and relatives and plan to use the Internet searching for a job. Less popular are such channels, as advertisement in mass-media, recruiting agencies and services of employment. Among the factors that can affect the student's choice of employment, respondents point the possibility of career growth (60.5%), rate of wages (46.4%) and stable remuneration of labor (44.0%). Lesser extent, choosing the work, students will pay attention to the international ties of the organization and the prestige of the occupation (29.2% and 22.1%). The same thoughts have respondents about the influence on their choice of such factors as the availability of social package and flexible work schedule (12.3% and 12.2%). Estimating chances of getting a job, students believe that the most important requirements of future employer will be knowledge of foreign languages; the level of knowledge, the prestige of the University, previous work experience and the personal qualities of the individual. To obtain a second higher education focused more than a third of respondents. Among the potential barriers on the way to getting the second higher education, students mark the lack of free time and the lack of necessary funds. At the same time one-third of students believe that there

is no reason that could prevent them from getting the second higher education.

Under this research the impact on students' professional plans of such factors as gender, course, place of residence, socio-professional and material status of their parents were analyzed. There is no significant gender difference in views concerning employment, male and female for many of the items are quite similar. However, I should note that significantly more women than men, intends to go abroad for the purpose of study and employment (34.0% and 43.0%) get an education for the another of the specialty (27.0% and 17.0%).

Professional plans of junior and graduate students have a great difference. Graduates are more likely than members of the junior courses think that will have difficulties finding a work, which would really correspond their needs. It should be noted that twice as many graduate students are not going to work on their specialty, that talks about a possible disappointment in chosen specialty. About two-thirds of graduates, one of the main requirements from employer point out previous work experience, and about the same number of respondents of junior courses, one of the following requirements denote the prestige of the finished University. This difference in my opinion may be connected with the current experience of a job search by students of graduate courses, and the junior courses – its lack of. Analyzing students professional plans depending on the education of parents and socio-professional status, like it was expected, respondents who belong to the middle class and children, who's parents have higher education, focused more on opening their own

business and students from less-educated families, representatives of the working class and children of unemployed more focused on research activities. In fact students professional plans depend on parent's social and class background, particularly education, occupation and economic status. The problem of youth's construction an occupational identity within a particular social context, professional plans is especially relevant for today, as the formation of occupational identity appears to be one of those crucial phases in person's life course, which includes final choice of the occupation and professional orientations specification. Such choice determines the place of a young professional in socio-occupational structure.

Table 1**Professional plans of students after graduating**

(% respondents chose a particular position on each line)

<i>Professional plans</i>	
To open own business	44,1
To go abroad for studying or work	39,4
Occupational work in commercial organization	39,3
To continue study	32,3
Occupational work in state institution	26,7
Get an education in other specialization	23,3
Occupational work in scientific-research institution	14,9
Work, but not with a degree in that specialization	14,4
I'm not thinking about that	5,8
Another	2,1

Table 2**Estimation of students' prospects for finding a job after graduation**

(% respondents chose a particular position on each line)

<i>Estimation of the prospects for their own</i>	
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I'm going to have difficulties finding work, which would really feet in with my needs	37,4
I'll have a little trouble finding work	29,1
I don't know	20,1
I'm going to have trouble finding work, which would really fit in with my education	9,1
I will have significant difficulties finding work	4,3

Table 3

Channels of finding a job after graduation

(% respondents chose a particular position on each line)

<i>Channels of finding a job</i>	
With the help of friends, family	66,0
Using the Internet database	58,0
By using the advertisement in the media	32,8
With the employment agency	26,8
Through the labor exchange	17,6
Another	8,8

Table 4

Factors that can affect student's choice of place of work after graduation

(no more than three variants of answers), %

<i>Factors</i>	
The possibility of career growth	60,5
The size of the salary	46,4
Stable remuneration of labor	44,0
International ties of the organization	29,2
The prestige of the organization	22,1
The prestige of the occupation	16,4
Social package (benefits and pensions, paid vacation, etc)	12,3
A flexible work schedule/part-time work	12,2
Working in the team	8,0
Official figuration to the state of employees	7,6
The official payroll management	6,8
Target focus	6,6
Ability to work independently of the collective	5,9
Close location to the place of residence	5,1

Work in the office	4,3
Offer a long-term contract	3,2
The presence of relatives, friends that are already working in this institution	2,6
The opportunity to work at home	2,5
Family and acquaintance's suggestions	2,3
Another	2,3

Table 5

Possible requirements on the part of the employer that will affect the chances of getting students a work

(% respondents chose a particular position on each line)

<i>The possible requirements of employers</i>	
Knowledge of foreign languages	69,8
Level of knowledge on a speciality	63,3
The prestige of the University you have finished	60,7
Previous work experience	59,0
Your personal qualities	54,5

Success in study	29,0
Informal contacts	14,5
Another	1,7

Table 6**Students plans about getting a second higher education**

(% respondents chose a particular position on each line)

<i>Plans for a second higher education</i>	
Yes	45,2
No	27,2
I have been getting the second higher education	3,9
I don't know	23,7

Table 7**Estimation of barriers about getting a second higher education**

(You can choose no more than three variants of answers),%

<i>The expected interference</i>	
The lack of free time	41,0
There is no reason that can prevent you from getting the second higher education	32,8
The lack of necessary funds	30,9
Difficult to answer	10,0
Another	4,0
There is no University in your city where you would like to get a second higher education	2,3

Variables in data file

The name of variable	Formulation of the question in questionnaire
<i>Field of future work</i>	<p>What are you going to do after graduation? (choose no more than three variants of answers)</p> <ol style="list-style-type: none"> 1. Continue training in postgraduate study 2. Work in the state organization 3. Work in scientific-research institution 4. Work in the commercial organization 5. Work, but not by specialty 6. Open your own business

	<p>7. Get an education by another specialty</p> <p>8. Go abroad for studying or work</p> <p>9. I do not think so far about this</p> <p>10. Another _____</p>
<p><i>Estimation of student ' prospects for finding a job after graduation</i></p>	<p>Which of the following statements best suits your own prospects of finding a job after graduation?</p> <p>1. I'll have a little difficulties finding work</p> <p>2. I'm going to have difficulties finding work, which would really feet in with my needs</p> <p>3. I'm going to have trouble finding work, which would really fit in with my education</p> <p>4. I will have significant difficulties finding work</p> <p>5. I don't know</p>
<p><i>Channels of finding a job after graduation</i></p>	<p>How do you plan to find a job after graduation? (choose all the options that suit your plans)</p> <p>1. Through the exchange of labour</p> <p>4. Using the Internet database</p> <p>2. With the employment agency</p> <p>5. By using the advertisement in the media</p> <p>3. With the help of friends, family</p> <p>6. Another</p>

<p><i>Evaluation of students demands on the part of the employer that can affect their chances of getting a job</i></p>	<p>What factors most affect your choice of place of work after graduation? (choose no more than three variants of answers)</p> <ol style="list-style-type: none">1. The possibility of career growth2. Stable remuneration of labor3. Social package (benefits and pensions, paid vacation, etc)4. A flexible work schedule/part-time work5. Work in the office6. The prestige of the organization7. Ability to work independently of the collective8. Working in the team9. The prestige of the occupation10. Offer a long-term contract11. Official figuration to the state of employees12. Close location to the place of residence13. The presence of relatives, friends that are already working in this institution14. The official payroll management15. International ties of the organization
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	<p>16. The size of the salary</p> <p>17. Family and acquaintance's suggestions</p> <p>18. Target focus</p> <p>19. The opportunity to work at home</p> <p>20. Another_____</p>
<p><i>Possible requirements on the part of the employer that will affect the chances of getting students a work</i></p>	<p>In your opinion, what are the requirements on the part of the employer will affect your chances of getting a job? (choose all possible variants)</p> <p>1. The prestige of the University you have finished</p> <p>2. Success in study</p> <p>3. Previous work experience</p> <p>4. Level of knowledge on a specialty</p> <p>5. Informal contacts</p> <p>6. Your personal qualities</p> <p>7. Knowledge of foreign languages</p> <p>8. Another_____</p>
<p><i>Students plans about getting a second higher education</i></p>	<p>Tell me, please, are you planning get the second higher education?</p> <p>1. Yes</p> <p>2. No</p> <p>3. I have been getting the second higher education</p> <p>4. I don't know</p>

<p><i>Estimation of barriers about getting a second higher education</i></p>	<p>What barriers do you see on your way on getting the second higher education? (choose no more than three variants of answers)</p> <ol style="list-style-type: none">1. There is no reason that can prevent you from getting the second higher education2. The lack of necessary funds3. The lack of free time4. Bad attitude to the idea of getting second higher education from the sight of relatives and friends5. There is no University in your city where you would like to get a second higher education6. Another _____7. Difficult to answer
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Table 8**Students professional plans after graduating, depending on gender, place of residence, forms of education**

(% respondents chose a particular position on each line)

Professional plans	Gender		Course		Place of residence		Forms of education	
	Male	Female	Junior courses	Graduate courses	Kiev and Kiev region	Other regions Of Ukraine Autonomous Republic of Crimea and Sevastopol	Budget	Contract
To open his own business	32,4	32,2	30,6	34,8	28,5	36,6	35,7	21,2
To go abroad to study or	26,3	26,9	27,0	26,2	25,6	27,2	25,6	29,8

work								
Occupational work in commercial organization	16,6	13,8	16,3	13,1	11,6	17,7	17,7	5,9
To continue training in postgraduate study	40,0	38,8	35,5	44,8	39,9	38,5	38,7	41,3
Occupational work in state institution	17,5	12,6	10,0	20,9	15,5	13,5	14,9	13,5
Get an education in other specialization	46,7	42,4	44,0	44,2	45,1	43,8	40,2	56,1
Occupational work in scientific-	16,8	27,3	24,3	21,9	20,5	26,7	24,1	20,8

research institution								
Work, but not with a degree in that specialization	34,4	42,5	45,0	31,3	38,7	40,9	41,0	34,0
I'm not thinking about that	8,3	4,3	7,5	3,3	6,4	5,0	6,3	4,2
Another	2,4	1,8	2,3	1,8	2,0	2,2	2,1	2,1
Number of respondents	457	739	707	489	577	594	902	288

Table 9

Professional plans of students after graduating, depending on the socio-professional and financial status of parents

(% respondents chose a particular position on each line)

	Parent's education				Parent's financial status		Parent's employment patterns							
	Father		Mother		Lower middle classes	Middle classes	Father				Mother			
	Not higher education	Higher education	Not higher education	Higher education			Business Classes	Middle Classes	Labour Classes	Unemployed	Business Classes	Middle Classes	Labour Classes	Unemployed
Continue training (doing PhD)	32, 2	32, 4	33, 8	31, 9	39, 8	28, 8	26, 6	29, 8	45, 1	43, 1	30, 2	32, 3	33, 9	34, 2
Occupational work in	28, 0	26, 1	29, 0	26, 0	29, 0	25, 7	25, 5	26, 0	27, 7	28, 8	26, 1	25, 2	26, 3	29, 2

state instituti on														
Occupati onal work in scientific -research instituti on	18, 7	13, 0	16, 6	14, 3	19, 4	13, 7	11, 6	14, 1	20, 6	28, 8	10, 5	13, 3	19, 4	20, 1
Occupati onal work in commerc ial organizat ion	41, 7	39, 0	37, 6	40, 2	39, 4	40, 9	37, 2	41, 3	37, 6	43, 1	37, 7	42, 4	40, 3	36, 7
Work, but not with a degree in	17, 2	13, 4	17, 2	13, 5	16, 0	13, 7	13, 0	15, 7	16, 9	10, 2	12, 6	13, 7	16, 1	13, 0

that specializ ation														
To open own business	38, 0	47, 2	41, 1	45, 1	35, 1	47, 6	54, 9	42, 1	36, 2	38, 4	46, 3	43, 8	43, 0	40, 5
ion for other ties	26, 8	21, 7	29, 3	23, 2	25, 0	23, 1	21, 4	22, 5	26, 2	27, 6	24, 6	25, 3	20, 4	20, 5
To go abroad to study or work	37, 3	40, 9	36, 6	40, 5	35, 3	40, 2	38, 8	42, 9	36, 9	39, 7	36, 2	41, 4	40, 9	37, 0
I'm not thinking about	6,6	5,4	6,7	5,6	3,7	5,5	4,4	5,2	4,3	5,2	3,0	6,4	5,9	4,3

that														
Another	1,5	2,1	1,6	2,1	3,4	1,4	1,4	2,0	4,2	1,7	1,0	2,0	2,7	3,2
Number of respondents	332	816	314	874	268	798	294	503	141	58	199	502	186	185

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