

Determinants of Study Duration and Study Success in the Graduate Program of Psychology. A Graduate Survey

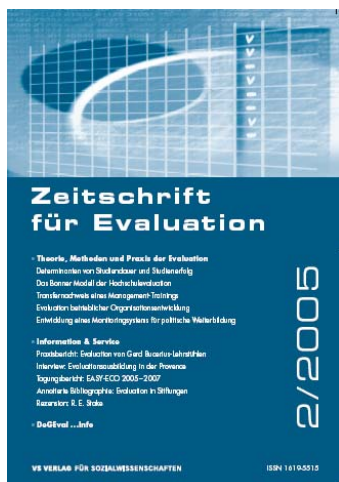
Helfried Moosbrugger, Siegbert Reiß
Johann Wolfgang Goethe-University, Frankfurt am Main

Abstract

Based on retrospective ratings of psychology graduates at the University of Frankfurt, Germany, the influential predicting variables for 'Duration of Studies' and 'Success of Studies' were to be identified from individual differences in the conditions of studies as well as from subjectively seen institutional parameters of the study program.

178 out of a total of 338 psychology graduates (53%), which have completed their studies before September 2004 under current examination regulations, answered questions regarding their studies and their individual living conditions, their judgement on institutional study conditions, their entrance into professional life, and their personal biography.

For the criterion 'Duration of Studies' a stepwise regression model with the 5 predictors, 'Term in which the Intermediate Examination was Passed', 'Informal Counseling and Support by Professors', 'Final Grade in the Intermediate Examination', 'Contact/Relationship to Scientific Assistants outside of Study', 'Importance of the Duration of Study', accounted for 56% of the variance. For the criterion 'Success of Studies' 6 predictors, 'Final Grade in the Intermediate Examination', 'Age at the Beginning of Study', 'Personal Benefit through Self-Study as a Preparation for the Final Examination', 'Dedication to the Contents of Study', 'Contact/Relationship to Scientific Assistants outside of Study', 'Use of Self-Study as a Preparation for the Final Examination', could account for 52% of the variance.



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Saarland University, Centre for Evaluation (CEval)

Dep 5.2 – Sociology - P.O.-Box 151 150

D-66041 Saarbrücken

Phone 0681/302-3146 - Fax. 0681/302-3899

e-mail: redaktion@zfev.de - www.zfev.de