

Elever i åk 9
- Om gymnasievalet
och framtiden

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Elevenkät – en del av projektet Lära för karriärvalet

- Gymnasieutbildning allt viktigare för individen
- Val av utbildning (och skola) allt viktigare, men också allt mer komplext
- Osäkerhet i utbildningsval och beslut/"felaktiga" val kan få långsiktiga konsekvenser för individer

>> Viktigt att få kunskap om vilka mekanismer/faktorer som i dagsläget påverkar ungas (utbildnings)val – ur ett elevperspektiv

>> Bidra till kunskap som kan ligga till grund för att stödja karriärlärande i skolan – komplement till övriga delstudier i projektet

Innehåll och genomförande

- Pappersenkät, optisk läsning
 - Flervalsfrågor, skalfrågor (Fråga 1-18); Öppna frågor (Fråga 19-22)
1. Bakgrundsfrågor (Kön, skoltid i Sverige, hembakgrund (Fråga 1-6)
 2. Frågor om utbildning och arbete (Fråga 7-13)
 3. Syn på framtiden (Fråga 14-19)
- Frågor som möjliggör vissa jämförelser över tid (1992 – 2005 – 2017)
 - Elever åk 9, i anslutning till val av gymnasieutbildning 2016-17, (N=1 414)
 - Förankringsarbete (skriftlig och muntlig kommunikation)
 - Distribuerat av SYV-studenter på praktik >> God svarsfrekvens

Vad visar enkäten?

- Jämn könsfördelning
- 77 % svensk bakgrund - 91 % har gått i skola i Sverige sedan skolstart. Bland övriga: Drygt hälften har gått i svenska skola innan högstadiet
- 3 av 10 kan inte uppge föräldrarnas utbildningsnivå

Merparten/nästan alla planerar för ...

- Högre utbildning (78 %) och Gymnasieutbildning (97 %), varav 7 av 10 ett högskoleförberedande program

MEN... 45 % uppger att de gärna skulle ta ett jobb efter grundskolan om det fanns några..

Om gymnasievalet

Merparten (7 av 10) uppger att de känner sig *ganska* eller *mycket förberedda* inför att välja gymnasieutbildning (Jfr vägledarna)

- **MEN...** 3 av 10 känner sig *inte särskilt* eller *inte alls förberedda* för gymnasievalet.

Faktorer **viktiga** respektive **mindre viktiga** för gymnasievalet (Fr. 13)
(Skala: *Inte alls viktigt, Inte särskilt viktigt – Ganska viktigt, Mkt viktigt*)

>> Delvis skilda uppfattningar, men vissa faktorer/områden kan mer tydligt identifieras som viktiga resp. mindre viktiga

Factor areas	Factors suggested in the questionnaire – Important factors (Q 13- 33 suggested factors)	Majority view (> 50%)	Contrasting view (21-49%)
Interest & ability	The education programmes at the upper secondary school An education I will succeed in My grades My own interest in a specific subject	•	
Wellbeing & fun	A fun education An education I will enjoy	•	
Plans after upper secondary school	Education leading to a vocation My plans after upper secondary school	•	
Activities arranged or provided by school	Schoolwork experience programme Visits at upper secondary fairs Visits at upper secondary schools Talking to school counsellors Career learning in school Visiting lecturers/informers from working life Visiting lecturers/professionals from upper secondary schools	•	•
Resources, practicalities & reputation of the upper secondary school	The reputation of the school The teachers at the school The students at the school How far the school is from home The resources of the school	•	•
Media – Internet	Information on the Internet	•	•

Factor areas	Factors suggested in the questionnaire – Non-important factors (Q 13- 33 suggested factors)	Majority view (> 50%)	Contrasting view (21-49%)
Parents & extended family	Parents'/legal guardians' vocation Vocation among extended family and friends of the family Parents'/legal guardians' views	•	•
Friends & Siblings	Friends' choice of school Friends' choice of education Siblings' views	•	
Adults outside the family	Views among adults other than my parents/legal guardians My teachers' views My friends' views	•	
Working life experience	Work during the school year and during school holidays	•	•
Media – Papers & TV-series	Information from papers Television programmes and series	•	•

Low-selected (≤ 50%)	Medium-selected (51-75%)	High-selected (>75%)
Have a vocation where I can lead others (48%)	Being able to work with other people (75%)	Have fun at work (96%)
Take responsibility for others (46%)	Study at university (74%)	Have good finances (95%)
Have a high position in society (44%)	Being able to travel a lot (71%)	Have a secure life (94%)
Stay on where I live now (31%)	Have a vocation where I can help others (70%)	Feeling free (93%)
	Have children (70%)	Being able to choose my living conditions (how I live) (93%)
	Have influence on the development of society (63%)	Have pleasant colleagues (92%)
	Being able to move and live in different places (63%)	Gaining permanent employment (91%)
	Try different jobs (56%)	Being able to develop in my job (91%)
		Making a lot of money (84%)
		Have a high education (81%)
		Finding someone to live with/marry (80%)
	Being able to keep in touch with the friends I have now (79%)	

Low-selected factors (≤ 50%)	Tot	Girls	Boys	Native Born	Born Outside Swe	1992 Tot (G/B)	2005 Tot (G/B)
Have a vocation where I can lead others	48	49	47	43	64	30 (22/36)	45 (42/49)
Take responsibility for others	46	47	44	44	51	-	-
Have a high position in society	44	39	49	40	60	39 (34/43)	48 (46/50)
Stay on where I live now	31	26	37	31	34	41 (38/44)	29 (23/36)

Medium-selected factors (51-75%)	Tot	Girls	Boys	Native Born	Born Outside Swe	1992 Tot (F/P)	2005 Tot (F/P)
Being able to work with other people	75	81	70	74	78	78 (87/74)	81 (87/75)
Study at university	74	80	68	70	85	-	-
Being able to travel a lot	71	79	64	70	74	-	82 (88/75)
Have a vocation where I can help other people	70	77	62	66	79	61 (69/55)	65 (74/57)
Have children	70	71	70	70	70	77 (79/75)	78 (81/75)
Have influence on the development of society	63	65	61	60	74	54 (54/54)	53 (55/51)
Being able to move and live in different places	63	70	56	62	67	41 (39/43)	64 (68/59)
Try different jobs	56	61	50	54	62	-	-

High-selected factors (>75%)	Tot	Girls	Boys	Native Born	Born Outside Swe	1992 Tot (F/P)	2005 Tot(F/P)
Have fun at work	96	98	94	96	94	-	-
Have good finances	95	97	93	96	93	-	-
Have a secure life	94	97	90	94	93	86 (91/82)	92 (96/88)
Feeling free	93	96	90	93	93	91 (92/89)	95 (97/92)
Being able to choose my living conditions (how I live)	93	96	90	94	91	-	-
Have pleasant colleagues	92	95	90	93	91	-	-
Gaining permanent employment	91	94	88	92	88	-	-
Being able to develop in my job	91	94	89	91	92	-	-
Making a lot of money	84	82	85	82	88	79 (75/82)	88 (89/86)
Have a high education	81	83	80	78	89	78 (82 /75)	81 (87/ 76)
Finding someone to live with/marry	80	79	82	82	75	85 (87/82)	87 (89/87)
Being able to keep in touch with friends	79	80	78	80	76	84 (85/83)	83 (87/79)

Table 5. Students' view of themselves, school and career choices, student ratings 2005 and 2017. Percentage of students agreeing with the statements.

To what degree do you agree with the following statements?	2005	2017
I make my own choices in life and am not influenced by others	93	77
I often think of the future	47	78 *
I know my strengths and weaknesses	67	75
I know what I want	77	64
I am pleased with myself	81	66
I would like to take a job after 9th grade, if there are any	30	45
I'll take the day as it comes and not plan so far in advance	67	44 *
I believe it is hard to choose a programme in upper secondary school	45	44
I believe I can be what I dream of	67	70
I know what kind of programme I will choose at upper secondary school	70	74
I like being in school	-	46
I know what kind of vocation suits me	-	59

Om framtiden - Några huvudtendenser

- "Det goda livet" - Orientering mot ett säkert och bekvämt liv med stor individuell frihet och valmöjligheter
- **Elever med föräldrar födda utomlands:** Faktorerna skattas som viktiga i högre grad än bland elever med föräldrar födda i Sverige (Medel- eller högvalda).
- **Flickor** skattar faktorerna viktiga i högre grad än pojkarna – flickornas syn mer polariserad (Låg- eller högvalda)
- **Uppfattningar över tid (1992 – 2005 – 2017)**
 - 1) Vissa faktorer tämligen stabila
 - 2) Viss förändring över tid och i relation till olika elevgrupper
 - 3) Framtiden viktigare, mer av planering/funderingar/uttryck för viss osäkerhet

Tack!

Rolfsman, E. (2020): Swedish students in the process of transition to upper secondary education – factors of importance for educational choice and for their future, *Education Inquiry*, DOI: 10.1080/20004508.2020.1746480

Lundahl, L., Lovén, A., Holm, A.-S., Lindblad, M., & Rolfsman, E. (2020): *Framtiden i sikte. Skolans stöd för ungas karriärlärande*. Studentlitteratur.