

2.9. Діагностика якості вищої освіти у соціологічному дискурсі

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A STUDY OF ENROLMENT TRENDS IN AGRICULTURAL EDUCATION IN LITHUANIA: CONTRIBUTING FACTORS

Agriculture's sustainable development is tied to both economic growth and environmental knowledge. As a result, it is vital that agriculture employs a varied spectrum of qualified workers, particularly in order to achieve the Sustainable Development Goals. As a result, variables influencing the appeal of agricultural-related studies must be investigated in greater depth, offering important insights into the effective marketing of this type of education.

In addition to a broad range of demographic and macroeconomic factors, such as sociofamilial background and individual agency [3], the attractiveness of agricultural work, the work values and expectations of Generation Z [2], urbanisation, and rural-urban migration [4] all influence the number of students pursuing education in agricultural and related fields. Furthermore, the unique characteristics of the education-to-work transition in former communist countries, such as Lithuania, also play a significant role [1].

The aim of this research is to assess the dynamics of agricultural students in Lithuania and to discover key issues. Variables used in the study include the number of entrants in agricultural and other related programmes (bachelor's and master's

degrees) – agronomy, forestry, agricultural engineering, and bioeconomy. External variables used to explain the number of entrants consist of social (institutions' education ranking), demographic (number of high school graduates in Lithuania) and economic (economic uncertainty, economic growth, unemployment rate) factors.

The research analyses Lithuanian data from 2009 to 2024 and applies the autoregressive lag (AR) model for time series analysis. The data is gathered from Vytautas Magnus University annual reports, EUROSTAT.

The main research hypotheses can be stated as H1: the number of entrants increases during the economic downturn; H2: the impact of exogenous factors on the number of entrants is strong.

The research results indicate that among macroeconomic factors, the unemployment rate increases the number of entrants; therefore, partially accept hypothesis H1. The results also show that within the autoregressive model, the dynamics of entrant number are mostly explained by its previous value, and this process is highly autoregressive; thus, external factors play a small role in shifting the number of applicants in agricultural studies, and thus we reject hypothesis H2.

This study offers important practical implications for policymakers and educators. Although external factors have a relatively limited impact on the number of entrants in agricultural studies, the findings highlight the significant influence of parental factors on students' decisions. Policymakers must focus on addressing these underlying influences, particularly in shaping public perceptions and promoting agricultural education to future generations. Tailored interventions, such as awareness campaigns and improved career guidance, could help increase interest and participation in agricultural fields, ensuring a skilled workforce to meet the demands of sustainable agricultural development.

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МОТИВАЦІЙНІ ОРІЄНТАЦІЇ СТУДЕНТІВ ЯК ІНДИКАТОР ЯКОСТІ ОСВІТНЬОГО СЕРЕДОВИЩА В УМОВАХ ВІЙНИ

Умови воєнного стану, спричиненого повномасштабним вторгненням російської федерації в Україну, кардинально змінюють соціальне середовище, структуру повсякденного життя та характер функціонування різних інституцій, зокрема закладів вищої освіти. Від початку повномасштабної війни університети змушені не лише адаптуватися до нових форматів навчання - дистанційного, змішаного чи асинхронного - а й реагувати на зростаючу вразливість студентської аудиторії, зумовлену матеріальними втратами, переміщенням, психологічною нестабільністю та загальним відчуттям тривоги. У цьому контексті мотивація студентів до навчання постає не просто як один із показників академічної успішності, а як складна інтегральна характеристика, що