



Social Problems of the University Students' Adaptation to the Educational Process in the Context of Accessibility of Higher Education

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ABSTRACT This study used empirical studies to identify the main problems of the students' adaptation to the learning process, which are faced by the bachelor students in the universities. Therefore, the researchers comparatively analyzed living conditions (that is, housing, material and social status, etc.) of the Russian and Vietnamese students. It is concluded that social inequality of the students in the learning process is related both to the social and professional status of the family (that is, the father's occupation, the level of mother's education, the number of family members, family income and place of residence) and factors affecting the educational process, including shortcomings in the timetable, lack of educational literature, problems of living conditions in the student hostel, and so forth. Moreover, results showed the similarity of the adaptation processes of the Russian and Vietnamese students to the learning process.

INTRODUCTION

It is widely accepted that scientific and technological developments, globalization trends, and accelerating transition to an information society require major social changes from modern states. Thus, an important part of these changes is related to the people's adaptation to the increased dynamism of social life and preparation of professional social subjects, which would meet the requirements of modern society. Therefore, educational institutions have a special mission in this area (Kruss et al. 2015; Martín-Gutiérrez et al. 2017).

It is notable that theoretical frameworks of modern ideas about the accessibility of higher education are laid in the concepts of Sorokin (1992), Mannheim (1944), and Bourdieu (1986). For example, in the integral theory of Sorokin (1992), the institution of education is regarded as a means of vertical growth and social mobility of individuals; that is, the "social elevator", but in his opinion, even the most democratic education system is the mechanism of "aristocratic" and stratification of society (Sorokin 1992).

Moreover, Mannheim's (1944) studies developed regulations on the social functions of educational institutions, which should become a school of life and simultaneously carry out the

population selection. In addition, Bourdieu's (1986) contribution to the accessibility of education is the description of the essence of cultural capital and formation of the status hierarchy and social practices in the implementation of educational needs (Bourdieu 1986; Prakhov 2014; Smolentseva 2017; Margolis et al. 2018; Moiseev et al. 2019).

According to the studies, radical transformation of the Russian society contributed to the activation of domestic research in the field of the sociology of education. In fact, studies conducted by Dovjenko (2008), Il'inskiy (2012), Konstantinovskiy (1999, 2010), and others were devoted to the state and trends of the institution of higher education in modern Russia. Moreover, the education inequality and factors affecting the access to education were studied by Tran and Pasquier-Doumer (2019), Villalba et al. (2009), Nghi and London (2010), Vu et al. (2012), and others in Vietnam. Based on their research, key factors affecting the process of students' upbringing were determined. Now, we will describe these factors in detail.

Objectives

It should be noted that the first-year students would experience all problems associated with

social inequality in society during the course of adaptation to the educational process. Therefore, this study aimed to analyze these problems.

METHODOLOGY

This study, which was conducted in 2016, used a mass survey in the form of questionnaire and interview. Thus, data from the empirical study were obtained using a questionnaire survey of 2000 students of the first courses of the Kazan Federal University (KFU, Kazan, Russia) and Danang State University (DSU, Danang, Vietnam). Kazan is the capital and largest city of the Republic of Tatarstan, Russia, located in the east of the East European Plain at the confluence of the Volga and Kama rivers. The city's population was 1.217 million people in 2016 (Respublika Tatarstan 2016).

At present, there are 27 universities in the Republic of Tatarstan, most of which are located in Kazan. Of course, the Kazan Federal University is the largest one. Today, more than 44,000 students' study at Kazan University in 44 specialties. According to data collected in 2015, Danang is also a major city with a population of 1,029,000 people (General Statistics Office of Vietnam 2015). The city is located in the south of the Middle-South Seashore, east of the South China Sea. There are 12 universities in the city, the largest of which is Danang State University. The number of students at Danang University is 55,000 who are taught in 212 specialties. In 2016, Kazan Federal University (KFU) took the 10th place in the rating of the Russian universities. However, the Dagestan State University (DSU) took the 9th place in the ranking of universities in Vietnam in 2016.

It should be noted that 30 first-year students of KFU and DSU were chosen the interviewees. In fact, one respondent was selected from each faculty of 15 profile specialties.

RESULTS AND DISCUSSION

It is well known that the accessibility of higher education is understood as an opportunity not only for admission to the university, but also for the successful completion of the learning process. Therefore, analyzing the factors influencing the academic performance of the students in the university plays a significant role in the identification of the inequalities in the system of higher education.

Studies showed that students from KFU and DSU experience difficulties in paying for housing (3.3% and 4% of respondents, respectively), purchase of food (3.4% of respondents from KFU, 12.5% of the respondents from DSU), lack of funds for renovation and repair of clothing and footwear (3.3% of the respondents from KFU and 10.5% of respondents from DSU).

For this reason, after entering the university, most of the students from the DSU experience more difficulties several times with the above factors compared with students from the KFU.

In practice, there are three types of dormitories in the DSU. For example, 1-type (VIP) costs about 1200 rubles per month for four students in one room; 2-type costs about 600 rubles per month for six students in one room, and a 3-type costs about 420 rubles per month for eight students in the same room (Notice of accommodation registration and lodging fee for the first semester of the 2016-2017 school year). However, the amount of payment for using a dwelling (one bed) in the campus hostels is 220 rubles per month in the Kazan federal university, while it is 450 rubles per month in the Universiade Village. Actually, 2-4 people live in the rooms of such hostels. This shows that the cost of housing in the DSU is higher than in the KFU, while the living conditions in the hostel are less comfortable for the students of the DSU (8 seats, not 2-4). Therefore, the cost of housing is becoming one of the main problems of the students from low-income families of the DSU. The difficulties of the KFU students after entering the university, have listed in Table 1.

Table 1: Difficulties of the KFU students after entering the university (depending on the place of residence of the family, %)

<i>Family residence</i>	<i>Housing payment problem</i>	<i>Bad living conditions</i>
Regional (prefecture) Center	0	24.5
Another large, medium-sized city of the region (prefecture)	20	8.5
Small town (with a population of up to 100 thousand)	40	9.6
Urban-type settlement	40	50
Village	0	7.4
Total	100	100

For example, when answering the question "In your opinion, does the hostel meet your minimum requirements"? one of the students of the KFU answered: "I live in the Universiade Village. All is well. But only it is far from the university. If you go by bus or metro, the road takes 40-50 minutes, not including walking from the stop to the university."

However, research indicated that students whose fathers are workers of industrial or agricultural sectors (41.8%) and those whose fathers are specialists (26.6%) frequently face similar problems, but the children of workers in industrial and agricultural sectors face problems more often than the children of specialists after admission to the university. In fact, of the DSU students enrolled in the university, only 1.3 percent of the students whose fathers were managers in a particular field encounter problem in purchasing educational literature. Therefore, the father's occupation is correlated with the expenses after the admission of the DSU students to the university.

Moreover, it was found that the students' progress in higher education is correlated with the resolution of the problems associated with the learning process in the first year of study at university.

It should be noted that data obtained from the first-year students of the DSU and KFU for the question "Is it difficult or not for you to study in the first year?" confirmed that 4.1 percent of the students in the KFU believed that "it is very difficult" and 46.7 percent stated that "it is quite difficult." Moreover, these values respectively were 5.9 percent and 76.7 percent for the DSU students. Thus, it could be said that differences in the learning environment and teaching methods in the school and university are the factors affecting the process of adaptation of the first-year students of KFU and DSU. However, other difficulties in the students' life may affect the learning process in the university. Therefore, the first-year students face a number of difficulties, which can be a barrier to continue education in the university (Table 2).

Regarding the problems related to the learning process in the first year faced by the students, they themselves cope with the problems (for example, in the KFU – 56.9 %, in the DSU – 22.6 %). Moreover, they will be assisted by friends and classmates (in KFU – 50.4%, in the DSU –

Table 2: Difficulties associated with the education process in the first year (the number of students who experienced these difficulties in %)

<i>Difficulties</i>	<i>KFU</i>	<i>DSU</i>
I have no difficulties	21.8	1.2
Unavailable material is presented by teachers	14.6	18
Lack of note taking skills	13.2	15
Not enough time to do homework	13.6	28
Lack of educational literature	3.4	30
It is not possible to use a computer	1.2	3.8
It is not possible to use the Internet	2.1	4.9
Inconvenient class schedule	20.5	26
Very high level of teacher requirements	11.1	34.2
Not enough money to pay for tuition	2.8	3.2
Individual items are difficult to understand	43.3	70
Difficulties that are not related to the learning process	15.4	42
Uncertain	5.4	3.3

60.3%), parents, and other relatives (in KFU – 22.7%, in DSU – 25.9%). In addition, educational results would be considered as one of the most important measures of the student's progress at the university.

However, when dealing with the factors affecting the educational achievements in the first semester (see Table 3), it is clear that there is a relationship between the student mother's occupation, their family income and place of residence, and type of the students' dwelling and the results achieved. In addition, residence is used as a foundation to differentiate social groups (in this case, the type of settlement is important) depending on the chances of access to higher education.

CONCLUSION

Based on the studies, availability of higher education would be investigated both in the context of admission to higher education as well as in the process of successful completion of education. Therefore, the success of students from the DSU and KFU would be affected by different factors. After entering the university, most students from KFU experience difficulties with the household expenses. In other words, students from the DSU emphasize that they are experiencing difficulties with living conditions. Moreover, house-

Table 3: Correlation between the effective factors and the study results in the first semester

	KFU	DSU
<i>School Type</i>		
Pearson's correlation	.032	.087**
bilateral sense	.318	.006
N	1.000	1.000
<i>School Performance</i>		
Pearson's correlation	.298**	.000
bilateral sense	.000	.999
N	1.000	1.000
<i>Type of Mother's Occupation</i>		
Pearson's correlation	.090**	.079*
bilateral sense	.004	.012
N	1.000	1.000
<i>Type of Occupation</i>		
Pearson's correlation	.057	-.042
bilateral sense	.071	.186
N	1.000	1.000
<i>Level of Mother's Education</i>		
Pearson's correlation	.026	.014
bilateral sense	.413	.669
N	1.000	1.000
<i>Level of Father's Education</i>		
Pearson's correlation	.046	-.045
bilateral sense	.147	.155
N	1.000	1.000
<i>Number of the Family Members</i>		
Pearson's correlation	.040	-.052
bilateral sense	.207	.102
N	1.000	1.000
<i>Family Income</i>		
Pearson's correlation	-.063*	.109**
bilateral sense	.046	.001
N	1.000	1.000

hold conditions, including the purchase of food, educational literature, housing fees would be crucial problems for the DSU students.

In Vietnam, the researcher proposed the reproduction of the positive experience of the reforms in the Russian education system. The reforms include:

- Introduction of the «mother (family) capital» program. All together, the size of the parent (family) capital may be less in Russia; however, it is possible to reduce the age threshold for receiving the above program by 22 years (the age of children graduating from higher education) while it is 25 years in Russia,
- Improvement of the international cooperation (implementation of the exchange programs between higher educational institutions of Russia and Vietnam),
- Development of the Internet communication in remote regions, especially in rural areas,

- Increase in the number of the academic and educational literature in various areas of training and multiplication of digital collections,
- Decrease in the number of the students living in one room of the student hostel by 2-3 people,
- Increase in the state budget expenditures in the interests of educational policy,
- Increase of the amount of the loan for educational crediting, reduction of the interest rate, and extension of the time for paying out the loans for education to 10-12 years, and
- Rational planning in high schools of time for charging tuition and living in a hostel.

The Vietnamese universities are basically recommended to diversify the types of scholarship provision (in the field of study, in the field of scientific research, in the field of social activities, etc.), and also perform professional work using information channels in all regions, including hard-to-reach areas.

However, in Russia, it is possible to borrow the Vietnamese experience in the field of access regulation of higher education:

- Reduction of the tuition fees and an increase in the number of the budget places in universities,
- Increase of the monthly scholarship for students who exhibited outstanding results, and
- Improvement and development of the system of educational crediting.

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