



STUDENTS' PREFERENCES REGARDING SCIENTIFIC CLUBS AT THE FACULTY OF ECONOMIC SCIENCES OF THE UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN

Weronika Barańska

Faculty of Economic Sciences
University of Warmia and Mazury in Olsztyn
ORCID: <https://orcid.org/0009-0005-4687-2458>
e-mail: veronika.baranska@student.uwm.edu.pl

Natalia Kubica

Faculty of Economic Sciences
University of Warmia and Mazury in Olsztyn
ORCID: <https://orcid.org/0009-0005-8708-5397>
e-mail: natalia.kubica@student.uwm.edu.pl

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Abstract

The purpose of the research was to comprehensively discuss the areas of scientific interest of students in the various majors at the Faculty of Economic Sciences at UWM in Olsztyn and to identify what activities they find most useful. The research was conducted by a diagnostic survey method using a questionnaire sheet. The survey shows that the scientific clubs at the Faculty of Economic Sciences correspond to the interests of students. Moreover, students indicated that the benefits and activities offered by the clubs are attractive and in line with their expectations. The activities provided by these organizations enable them to develop and achieve the goals they set while participating in the study clubs. The results of the study may contribute to the preparation of a better offer of scientific clubs at the Faculty of Economic Sciences at UWM in Olsztyn so that it is attractive and meets the needs of students of different majors as well as possible.

**PREFERENCJE STUDENTÓW DOTYCZĄCE KÓŁ NAUKOWYCH
NA WYDZIALE NAUK EKONOMICZNYCH
UNIwersYTETU WARMIŃSKO-MAZURSKIEGO W OLSZTYNIE**

Weronika Barańska

Wydział Nauk Ekonomicznych
Uniwersytet Warmińsko-Mazurski w Olsztynie

Natalia Kubica

Wydział Nauk Ekonomicznych
Uniwersytet Warmińsko-Mazurski w Olsztynie

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Abstrakt

Celem badań było kompleksowe omówienie obszarów naukowych zainteresowań studentów poszczególnych kierunków na Wydziale Nauk Ekonomicznych UWM w Olsztynie oraz identyfikacja, jakie aktywności uważają za najbardziej przydatne. Badania przeprowadzono metodą sondażu diagnostycznego z wykorzystaniem arkusza ankiety. Z przeprowadzonego badania wynika, że koła naukowe na Wydziale Nauk Ekonomicznych odpowiadają zainteresowaniom studentów. Co więcej, studenci wskazali, że korzyści oraz aktywności oferowane przez koła są atrakcyjne i zgodne z ich oczekiwaniami. Działalność prowadzona przez te organizacje umożliwia im rozwój oraz realizację celów, które wyznaczyli sobie podczas uczestnictwa w kołach naukowych. Wyniki badań mogą przyczynić się do przygotowania lepszej oferty kół naukowych na Wydziale Nauk Ekonomicznych UWM w Olsztynie, tak aby była atrakcyjna i możliwie jak najlepiej odpowiadała potrzebom studentów różnych kierunków.

Introduction

Scientific clubs at universities are a well-known and common form of developing students' scientific interests and skills. According to Gancarz (2013, p. 153, 154), they are "a place for developing interests, expanding knowledge, self-education, and acquiring many valuable skills". Participation in a study club makes it possible to supplement the knowledge gained in classes, as well as to expand it with additional elements that are not realized during didactic classes. It should be mentioned that the degree of expansion of one's educational horizons largely depends on the involvement and active participation in the activities of the club of the student himself (Bęczkowska, 2019, p. 2). At the Faculty of Economic Sciences of the University of Warmia and Mazury in Olsztyn, there are a total of more than 2,200 students in three majors: economics, management and production engineering and management. In all majors in full-time and part-time mode. In the majors of economics and

management, education is carried out in the first and second degrees in the management and production engineering major only in the first degree, but these are dual degree programs combining the knowledge gained at university with practical preparation for the profession. During the period under review for 2018-2023, 11 study clubs were active. Some of them persisted for many years others closed or were created. Interest in individual clubs varied greatly from a few to more than 30 people. Given these observations, one should ask whether the interest of students in the problems dealt with by individual study clubs depends on the field of study and year of study?

The aim of the research was to comprehensively discuss the areas of scientific interest of students in the various majors at the Faculty of Economic Sciences at UWM in Olsztyn, and to identify what activities they find most useful.

Literature Review

The origins of study clubs can be traced as far back as the 12th century, that is, with the establishment of the first universities. Students have the right to associate in university student organizations, in particular in scientific clubs and artistic and sports according with the Ustawa z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce (t.j. Dz.U. z 2023 r., poz. 742). The active involvement of students in the activities of scientific clubs drives these organizations into action. Academic teachers impart knowledge to students and enable them to develop or explore their interests (Kurcz, 2005). According to Śniezek (2017, p. 10), responsible universities are those that are open to various initiatives, expanding the scope of their operations and establishing cooperation with other organizations.

Scientific clubs, like any organization, have their own tasks. These tasks can be divided into three groups:

- scientific tasks – these include: broadening the didactic process within the framework of the implemented educational programs, enabling the publication of the results of their work in reputable scientific journals, enabling participation in conferences, sessions, scientific seminars, enabling them to broaden their interests;

- tasks shaping the silhouette of a graduate – these include building the ability to use knowledge creatively, deepening the ability to present one's own views and defend them; teaching the appropriate display of one's skills, preparing one's subject matter for an informed choice of further education;

- social tasks – these include motivating further development, demonstrating charitable activities, building skills for creative use of knowledge, integration-cultural activities.

Polish universities have many scientific clubs with similar areas of interest, which may differ in their goals of operation. The MarkeTEAM study club at the University of Lodz focuses on marketing. Thanks to participation in this club, students have a chance not only to gain knowledge and practical skills, but also to complete student internships that make it easier to get a job (Kurzyk, 2015, p. 130). At the University of Gdansk, the scientific club “Auditor” is active in the field of accounting in the broadest sense. Students, participating in the club, not only take part in and organize scientific seminars, but also develop management games that simulate the actions of an enterprise during decision-making (Matczuk, 2007, p. 116-118).

Scientific clubs at universities allow students to deepen their passions and knowledge, and their additional advantage was the opportunity for their members to gain experience. This experience was gained through various activities, such as conducting scientific research, publishing publications, participating in scientific conferences or organizing training courses and meetings. Project activities teach how to find business partners, sources of funding and time management, which is an essential part of thriving in the market. The success of a study club consists of two complementary elements: a motivating supervisor and a group of committed students. The tutor of the study club plays a key role in the entire process of its operation. He is the one who influences the direction and pace of the group’s development, and his actions and personality have a huge impact on the work of the students. Proper care positively influences their activities, while improper care can negate student initiative (Śnieżek, 2017, p. 12-15).

However, there is currently little interest in study clubs at universities. Those who choose to be so active usually plan to continue their education or apply for an academic scholarship, and involvement in a study club helps to obtain it (Czapiewska, 2021, p. 114, 115). Nowadays, studying alone is not enough to achieve success, so students often need to show additional activities, and get the expected results. One such activity is activity in the Study Club. Motivations for enrolling in study clubs are individual for each student. Research on student activity in study clubs is much needed. Their value stems from the highly competitive labor market, where potential candidates do not always show the activity expected by employers (Łubek, 2021, p. 176-178).

According to Kurczyk (2015, p. 131), in order for the developmental goals of the members of the club to be realized, its activities must be properly organized. The issue of student activity in scientific clubs was addressed by students of the Scientific Club “Maestros de la economia” operating at the Faculty of Economics and Management of Opole University of Technology. The research showed that students in scientific clubs develop their skills and competencies, although only about 50% of those surveyed partially agreed that they had acquired new knowledge about creating scientific publications. The conclusion of the research was that scientific clubs should be tailored to students’ interests, offering different and interesting conditions for participation (Boichuk, 2018, p. 6-8).

Study clubs in other countries have similar, though slightly different, goals compared to those in Poland. In some, as in Poland, they focus on deepening and broadening students' skills, while in others they follow a slightly different program, for example, leading to student involvement in association. Participation in a study club for American students means interest and involvement in the university community. Inactivity has no measurable benefits either on an individual or social level (Feeney, 2018). Participation in a study club allows you to become part of a community in which the exchange of knowledge and experience with people with similar scientific interests is a fundamental element of development (Barnes *et al.*, 2021). An example of a scientific club (scientific association) abroad is the Harvard Undergraduate Research Association (HCURA), operating at Harvard University in the United States. This club was founded in 2007, and its mission is to build an interdisciplinary research community that engages in projects that enrich the undergraduate research experience. HCURA's goal is to connect and expand the undergraduate research community on a daily basis, implemented through a variety of activities such as conferences, mentoring and publications.

The Harvard Undergraduate Research Association was founded in response to the "Research Experience at Harvard University" report, which found that for many students, research was one of the most rewarding experiences at Harvard. Today, HCURA runs a number of initiatives on the university campus to support students' involvement in research and enable them to share their work. These initiatives include a peer advising program that connects experienced senior students with first-year students interested in pursuing similar research, the *Visitas* research symposium, which provides visitors with insights into research conducted by Harvard students, and the Life Sciences Undergraduate Research Symposium, jointly sponsored by the Office of Undergraduate Research and Scholarship, which gives students access to a number of laboratories where they can begin research in the life sciences.

The Harvard Undergraduate Research Association also has an annual tradition of holding a three-day National Collegiate Research Conference, which is the largest student-run conference. Every January, the conference brings together undergraduate researchers from across the country at Harvard. The conference provides young researchers with a chance to present their research and network with large companies and research institutions, research leaders, entrepreneurs and other attendees. In the past, NCRC has featured such esteemed speakers as Jeffrey Sachs, Stephen Wolfram, Robert Gallo, Melissa Franklin, Douglas Melton, Walter Lewin, Steven Pinker and many others. During the conference, a series of workshops and group activities take place, prompting participants to reflect on their future and the future of research.

Generally, in Poland, participation in a study club does not involve paying a membership fee. In other countries, students who belong to study clubs often have to pay such dues. Examples of associations include: The Alliance to Catalyze Change for Equity in STEM Success, the American Society for Biochemistry and

Molecular Biology and the American Society for Pharmacology and Experimental Therapeutics. At ACCESS, annual membership fees for undergraduate students range from \$10 to \$30. Both ASBMB and ASPET charge the lowest dues, at \$10 per year for undergraduate students. However, it is worth mentioning that the societies offering the most undergraduate programs and the cheapest membership fees do not always have the highest membership levels in this group. This means that there are other factors that influence the decision to join an association. Additional benefits can play a key role in the membership decision (Primus *et al.*, 2022).

In order to understand who among the young researchers (Early Career Researchers, EKR) are active in leadership roles in research clubs, a survey of 20 societies from the UK and US was conducted. Using the Future of Research network on Twitter and a mailing list, information was collected from the community on this topic. Based on the data obtained, it was concluded that less than 2% of the leadership positions in these societies are held by early career researchers (EKRs). These positions are held mainly by postdocs, but also by PhD students and part-time assistant professors. The involvement of EKRs in leadership benefits both the scientific societies and the researchers themselves. Early Career Researchers gain professional experience, build independence and contribute to setting the direction of their research communities. These positions often lead to the recruitment of EKR leaders for other roles in the community or in other organizations (Bankston *et al.*, 2020).

Methodology of Own Research

The research was conducted by a diagnostic survey method using a questionnaire sheet. The respondents were students of the Faculty of Economic Sciences at UWM in Olsztyn divided into three factions depending on the field of study: economics, management and production engineering, management. Students were asked to participate in the research, regardless of whether they were affiliated with scientific clubs or not. After obtaining the return of completed questionnaires, it was found that only students majoring in economics constituted a representative sample of the fractions. A total of 146 students participated in the survey, including 120 from the economics major, 21 from the management major and five from the management and production engineering major. The minimum sample for this fraction was 41, for students in management and production engineering was 7, and for management faculty was 35.

The sample size was calculated according to the formula (Jabłońska & Sobieraj, 2013, p. 35):

$$N_{\min} = \frac{Np (\alpha^2 \cdot f(1 - f))}{e},$$

where:

- N_{\min} – minimum sample size,
- Np – the size of the population from which the sample was taken,
- a – confidence level for the results, the value of the Z in the normal distribution for the assumed level of significance – assumed 1.96,
- f – fraction size,
- e – assumed maximum error, expressed as a fractional number – assumed 5% (0.05).

The survey was conducted through the use of the Internet using the snowball method. The sample was constituted of students of University of Warmia and Mazury studying on Economic Sciences Faculty. It was a non-random sampling in that an initially selected small group of respondents is surveyed and each member of this group identifies (recommends) other individuals belonging to the general population to be further surveyed. The basis for the choice of the survey method was the possibility of reaching a wide range of students of the Faculty of Economic Sciences.

The survey questionnaire used for the study contained 14 questions, with 6 questions providing the opportunity to indicate more than one answer, 2 questions allowing one of two answers, and 6 questions requiring only one answer from among the possible answers given.

The study used the chi-square test of concordance, which was used to assess whether there was a statistically significant relationship between two qualitative variables. Which allowed us to answer the question of whether there is a relationship between majors and years of study and students' interests related to the activities of scientific clubs. Chi-square was calculated according to the formula:

$$\chi^2 = \sum_{i=1}^i \sum_{j=1}^j \frac{(A_{ij} - E_{ij})^2}{E_{ij}},$$

where:

- i – number of lines,
- j – number of columns,
- A_{ij} – the actual frequency in the i -th row of the j -th column,
- E_{ij} – the predicted frequency in the i -th row of the j -th column.

Characteristics of Scientific Clubs Operating at the Faculty of Economic Sciences UWM in Olsztyn

Over the 5 years under study (2018-2023), 11 scientific clubs were active at the Faculty of Economics of the University of Warmia and Mazury in Olsztyn: International Economics, Sports Finance and Management, Investors, Accounting,

Auditor, Human Resource Management "Creative", Scientific Club Coaching "Best Pass", Insurance "Benefit", Marketing, Student Forum Business Centre Club, Economic Liberalism.

The study club "International Economics" functions at the Department of Economic Policy. It was established in January 2005 and has been active until now. It mainly works in the areas of international trade, international finance and international economic relations. Its activities include organizing meetings and seminars with the participation of UWM Olsztyn academics, politicians and representatives of other scientific clubs; expanding cooperation with other scientific clubs and organizations operating at the University as well as outside it; developing research with the cooperation of the Department's staff.

The "Sports Finance and Management" research club was active from 2015-2019 at the Department of Finance and Banking. The club dealt with topics related to sports financing. The main goal of the club was to popularize issues related to management, sponsorship and marketing in sports and to analyze the effectiveness of its financing. The Club's activities focused, among other things, on the organization of scientific conferences; preparation of seminars and meetings with well-known sports activists; cooperation with other Scientific Clubs and organizations related to sports activities; conducting scientific research.

The "Investors" study club has been operating since 2008 under the auspices of the Department of Finance and Banking. The aim of the club is the practical application of knowledge and the acquisition of skills for effective money management. Students in the club can take advantage of, among other things, the opportunity to participate in conferences and training courses; to acquire practical skills related to investing.

The scientific club "Accounting" was included in the List of Scientific Clubs of UWM in 2008. It has been operating so far at the Department of Accounting. It deals with accounting in its broadest sense.

The "Auditor" study club functioned from 2015-2019 at the Department of Accounting. The main areas of meetings were financial auditing and internal and external auditing. The scientific goal of the club was to deepen knowledge in the broad field of auditing and to learn the secrets of the work of an auditor.

Scientific Club "Human Resource Management Creative" was established in 2009 at the Department of Management Organization. The club has been carrying out its activities until now, and through participation students can gain practical knowledge and experience in the field of Human Resources Management. The club's activities include organizing discussion panels, holding training courses and research and development activities.

The "Coaching's Best Pass" scientific club was active in 2016-2018 at the Department of Spatial and Environmental Economics. It focused its activities on the interest in coaching and personal development, which students could develop through participation in panel discussions and scientific seminars.

The scientific club “Marketing” was established in 2005 and was active until 2018. The purpose of the club was to expand students’ knowledge of marketing and managerial skills. Students, thanks to their participation in the club, conducted scientific research work, organized conferences, training courses and workshops.

The Scientific Club “Student Forum Business Centre Club” was actively active in 2019, suspended its activities in 2020, after which it resumed in 2021 and remains active to the present time at the Department of Finance. The club distinguishes itself through practical activities, which often take place outside the walls of the university. These activities provide opportunities to acquire skills and competencies that increase the value of students in the labor market.

The study club “Economic Liberalism” has been active since 2023 at the Department of Economic Theory. Table 1 shows the changes that occurred in the number of members of each scientific club in 2018-2021.

Table 1

Number of members of scientific clubs in years 2018-2023

Scientific club name	2018	2019	2020	2021	2022	2023
SC International Economics	10	4	10	5	6	9
SC Finance and Management in Sports	13	6	-	-	-	-
Investors' SC	10	10	6	9	13	15
SC Accounting	10	5	9	7	23	15
SC Auditor	9	7	-	-	-	-
SC Human Resource Management “Creative”	10	19	39	29	38	18
Scientific Club of Coaching “Best Pass”	11	-	-	-	-	-
Insurance SC “Benefit”	10	-	-	-	-	-
SC Marketing	8	-	-	-	-	-
SC Student Forum Business Centre Club	-	13	-	15	12	9
SC of Economic Liberalism	-	-	-	-	-	7

Source: compiled on the basis of data from the Faculty of Economics at UWM in Olsztyn.

During the 5 years of scientific clubs at the Faculty of Economic Sciences, 373 students actively participated in them. In 2022, 92 students, which is about 27% of the total students of the Faculty of Economic Sciences. Index of dynamics of changes regarding number of students in science clubs in years 2018-2023 is equal to 80.22%. Examined index indicates decrease of value of the examined phenomenon in the examined period in comparison to base, basic period. It was calculated according to the general formula for the index of dynamics of changes:

$$\frac{y_t}{y_0} \cdot 100,$$

y_t – value of the examined phenomenon in the examined period,

y_0 – value of a phenomenon in base, basic period.

We can note that as many as 5 clubs ended their activities after 2018. The most common reason was a lack of volunteers. Another factor that could have influenced on the closure of study clubs could have been the COVID-19 pandemic. For clubs that based their activities on face-to-face contacts, the pandemic made communication between participants much more difficult. The lack of opportunities for live meetings may have resulted in a decrease in member motivation and commitment, which ultimately led to the termination of some clubs. However, more detailed research would be needed to determine exactly what impact the pandemic had on the termination of activities. On the other hand, the SC Student Forum Business Centre Club halted it in 2020 but resumed this activity a year later.

Students' Interests and the Offer of Scientific Clubs at the Faculty of Economic Sciences at UWM in Olsztyn

The largest group of respondents were economics students, especially from the second year, while management students in similar numbers represented each year. The smallest group was made up of management and production engineering students (Fig. 1).

Analyzing the data, it is possible to see a diversity of responses in the different years of students who participated in the study in each field of study. In all majors, the most willing participants in the study were, second-year students. In the management major, 38% of the respondents were second-year students, 33% were

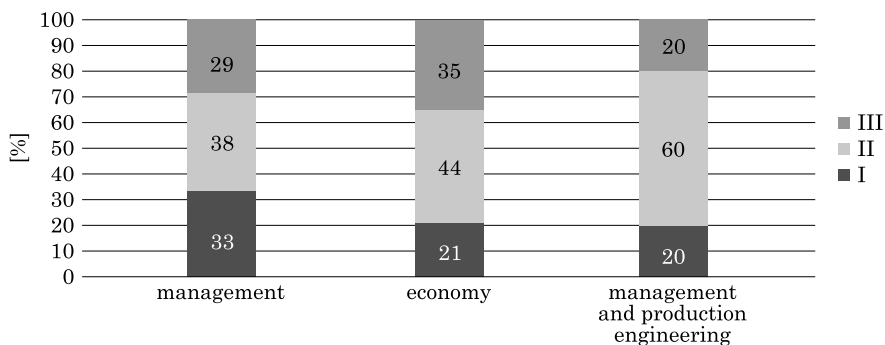


Fig. 1. Participation of respondents of each year of students by year of study
Source: own compilation based on research.

third-year students, and 29% were first-year students. For the economics major, almost half of the respondents, 44%, were in their second year, while 35% were in their third year and 21% were in their first year. In the field of production management and engineering, 60% of respondents were second-year students, while both first and third years accounted for 20% of respondents each.

The interests of students in the Faculty of Economic Sciences differ from one faculty to another. In particular, different preferences from the others were evident in the management and production engineering major. The survey indicated that economics students focused their interests most on macroeconomics and finance, indicating a tendency to understand and study economic systems and financial markets on a macro scale. In the management students indicated human resource management and management, which shows that students see their future as managers and want to acquire knowledge on how to effectively manage teams and organizations. In the production management and engineering major, interests were mainly distributed between logistics and investment. These preferences indicate that students are oriented toward careers in the manufacturing and logistics sector, where they will be able to use their skills in, for example, supply chain management or investment projects (Fig. 2).

Students were also asked about the goals they want to achieve through participation in study clubs. Students could indicate more than 1 answer. These interests depended on the direction of the stages (Fig. 3).

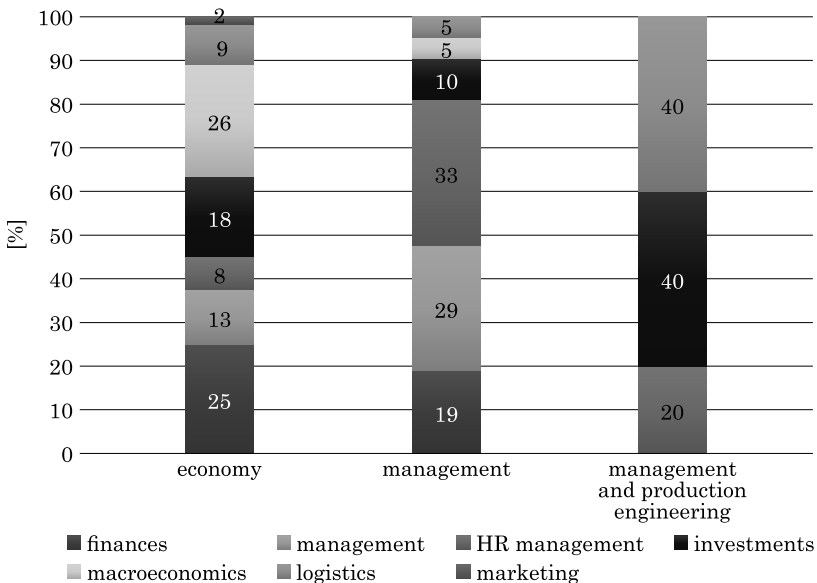


Fig. 2. Interests of students of the Faculty of Economic Sciences

Source: own compilation based on research.

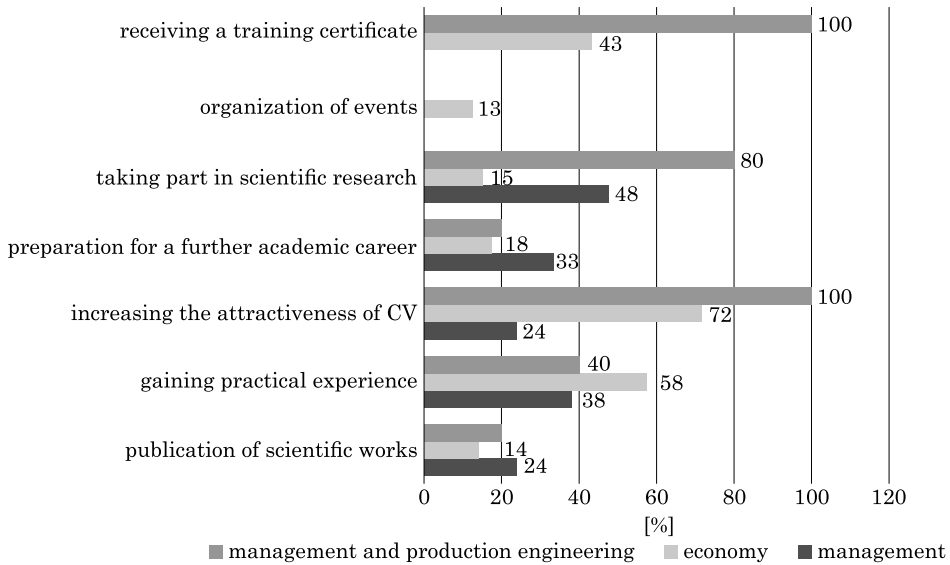


Fig. 3. Students' goals to be achieved while participating in study clubs

Source: own elaboration based on survey questionnaire.

For economics majors, the most important goal to achieve while participating in a study club was to make their resume more attractive (72% of indications). The second most popular goal among students in this major was to gain experience (58%), followed by the goal of receiving a certificate (43%). Other goals for this direction were less popular among students, with results ranging from 13-18%. These results show that for students in this direction, an integral part of belonging to study clubs is to increase attractiveness, which is associated with distinction in the job market and assistance in future business life. This goal may be related to the fact that currently a large percentage of employers pay attention to the attractiveness of candidates in terms of their courses, training or experience in a given position. The next most popular goals were also related to students' future working lives. If we analyze how the students of each year answered, it is clear that there were differences in the answers. For first-year students, the most important goal was gaining experience (58%), the second most frequently marked answer was to receive a certificate from a training course (42%), and the third was to make their resume more attractive (33%). The other goals were not very popular, with results ranging from 6-12% (Fig. 4).

For second-year students, the most popular chosen goal was to make their resume more attractive (56%), followed by gaining experience (42%), and the third was to receive a training certificate. The other goals were less popular among students in that year, with results ranging from 9-25%. The last group of individuals surveyed, were third-year students. The most popular goal

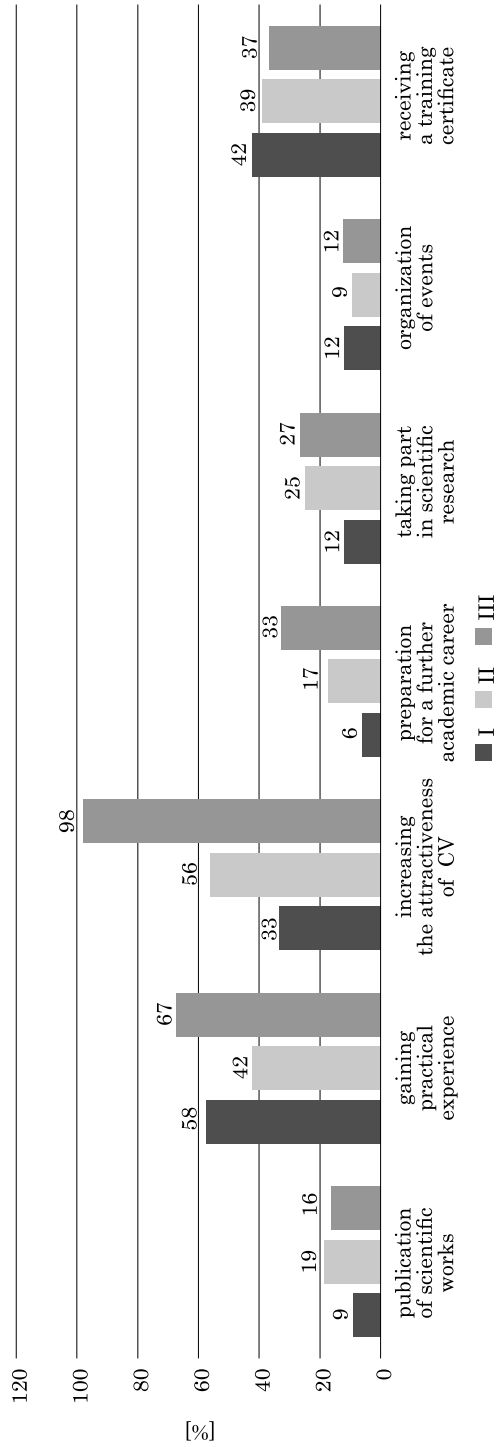


Fig. 4. Students' goals to be achieved while participating in study clubs
Source: own elaboration based on survey questionnaire.

to achieve while participating in a study club for this group was to increase the attractiveness of the resume (98%), the second most popular goal among students was to gain experience (67%), and the third most popular goal was to receive a certificate from training (37%). Other goals were less popular among this group of students, with results ranging from 12-33%. With the responses obtained, it should be added that students could indicate more than 1 answer.

Figure 5 shows the preference for activity in study clubs for the three majors. Here, too, students could indicate more than one answer. For the economics major, the preferred activities were training, which was indicated by 83%, research projects – 48%, conferences – 29% and lectures – 13%.

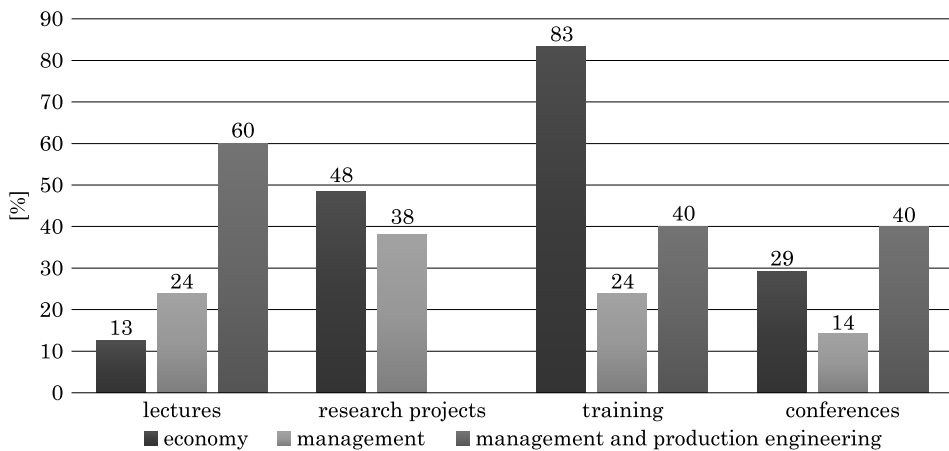


Fig. 5. Preferred activities by students in study clubs

Source: own elaboration based on survey questionnaire.

This shows that economics students most often chose training as their preferred activity, indicating a strong interest in acquiring practical skills and knowledge. For management majors, the preferred activities were research projects, which reached 38%, training – 24%, lectures – 24% and conferences – 14%. For management, none of the activities stood out significantly in terms of popularity. For the management and production engineering major, the preferred activities were lectures, which marked 60%, training – 40% and conferences – 40%. Students in this field show moderate interest in lectures, training and conferences. The results indicate that for students of the faculty of economics, regardless of the major they attend, active participation in study clubs was a very important aspect. These activities allow for personal as well as scientific development, which greatly influences the satisfaction and expansion of students' knowledge.

Figure 6 shows the students' preference for activities in study clubs, broken down by the year of the students participating in the survey. It is worth noting

that these were multiple-choice responses, meaning that students could mark more than one preferred activity. For first-year students, the most preferred activity in study clubs was training and lectures, indicating a concentration on acquiring the basic foundations of knowledge.

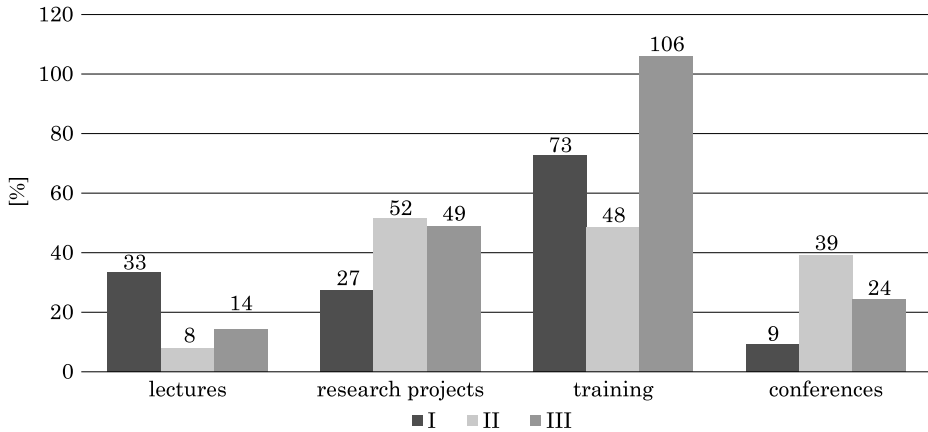


Fig. 6. Preferred activities by students in study clubs

Source: own elaboration based on survey questionnaire.

It can be seen that as students gained experience, they shifted their interests towards research projects and conferences. This indicates that students already feel more comfortable with their knowledge and want to present the results of their work. The most important thing for third-year students was training that will help them gain experience related to the job market.

It was found that there is a statistical relationship between majors and vintages and interests, goals of study clubs at $\alpha = 0.05$ level. The results of applied compatibility test showed that the students' interest (Fig. 2) are depended on field of study of surveyed units, what is confirmed by the fact, that value of Chi-square was equal to 3.125 and was greater than value of Chi-square in its distribution charts. Goals of the students intended to realise during participation in sciences clubs (Fig. 3) are depended on field of study of surveyed units, what is confirmed by the fact, that value of Chi-square was equal to 2.285 and was greater than value of Chi-square in its distribution charts. Goals of the students intended to realise during participation in sciences clubs (Fig. 4) are depended on year of study of surveyed units, what is confirmed by the fact, that value of Chi-square was equal to 2.285 and was greater than value of Chi-square in its distribution charts. Preferred activities of students in science clubs (Fig. 5) are not depended on field of study of surveyed units, what is confirmed by the fact, that value of Chi-square was equal to 0.25 and was lesser than value of Chi-square in its distribution charts. Preferred activities of students in science clubs (Fig. 6) are not depended on year of study of surveyed

units, what is confirmed by the fact, that value of Chi-square was equal to 0.25 and was lesser than value of Chi-square in its distribution charts. There is a statistical relationship between vintages of study and preferred activities. In contrast, there was no statistical relationship only between majors and students' preferred activities in study clubs.

Summary

The aim of the research was to comprehensively discuss the areas of scientific interest of students in each course at the Faculty of Economic Sciences at UWM in Olsztyn, and to identify what activities they find most useful.

Analysis of the survey results shows us the diversity in areas of interest among different majors, as well as yearbooks. The proposed areas of activity of the scientific clubs largely coincide with the interests of the various majors, which has a positive impact on the personal development of students. The activities proposed by the scientific clubs coincide with the activities expected by the students. Moreover, they allow students to achieve the goals they have set for themselves.

Taking into account the research question posed in the introduction whether the interest of students in the problems dealt with by the various scientific clubs depends on the field of study and yearbook, the answer should be in the affirmative. It should be added at this point that the research sample was representative only of the economics major. This result was a result of the poor involvement of students in actions regarding diagnostic surveys. This was one of the problems encountered during the research. Nonetheless, it was worth looking at the results obtained because when examining the statistical relationship, it was not found only between majors and students' preferred activities in study clubs, alpha level = 0.05.

The results indicate that those studying management and production engineering were more interested in the practical side, especially logistics and investment. Economics and management majors indicated more diverse interests and often in line with the major they were studying. On the other hand, analyzing the responses of each year group about the goals of their activities in the clubs, it can be seen that the older the year group, the more often they think about their resume. Similarly, it can be indicated that with successive vintages, the interests in activities were related to gaining experience that could be used in a resume and, consequently, improve one's situation on the job market. The results of the study may contribute to the preparation of a better offer of scientific clubs at the Faculty of Economic Sciences at UWM in Olsztyn so that it is attractive and meets the needs of students of different majors as well as possible.

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