Csaba Jancsák

# Students of Teacher Education in Hungary

## *before and during the Bologna Process*

Presa Universitară Clujeană

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PRESA UNIVERSITARĂ CLUJEANĂ

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# Content

# Introduction

In the past decade, several system-level changes have taken place in Hungarian higher education: university integration was realized, the credit system was introduced, the preselection-type admission system ceased to exist and teacher education was changed into a two-cycle education. New places of education and new, markedly different, forms of education have appeared, and the number of students admitted into institutes of higher education has increased significantly. The socio-politico-economic changes happening since the beginning of the 90s have made a significant impact on the world of public education as well (de-politicization of education, pluralism in selecting schools, decentralization of the administrative background of education, the formation of school autonomy, etc.). The drive behind these changes were the modern tendencies of economy and educational policy and, moreover, young people and their parents.

Teacher education – as, according to its aim, it is to train new generations of experts for the system of education – cannot be independent of these profound changes. However, this rather complex relationship is also in connection with alterations in the adult society and the scenarios of young people (the effects of consumer society, information society, experience society and risk society on social solidarity, on values, on norms, on culture, on erudition, on "knowledge" and on the teaching career), as a result of which the inner world of schools has changed, but it is not only the traditional functions of schools that have gained community and service provider functions, but new teacher roles and role expectations have also emerged.

The changes are linked to the world of university students at many points (the life phase in higher education expanding, unemployment among people with diploma, the transformation of the prestige of professions, social inequalities gaining ground, young people appearing as consumers, multiple identities emerging, and value-crises/value changes). The frames of life, school career, lifestyle and the way of living of higher education students have changed.

As a result of the social crisis depicted by numerous studies, the role of schools, the teachers' community and teacher education institutes are more highly rated by now. Education has become a part of the teacher's role complex that loses none of its influence and at the same time, the transmission of values is becoming ever more accentuated.

Obtaining more detailed information about the value orientation of teacher education students – because of the above mentioned – may be of key importance; it may be vital to know what value structure and views on the value of education this layer of students – the future teacher generation – may have.

The research focused on the deeper understanding of the value structure of students participating in teacher education.

The relating literature also points out that the world of values and educational value preferences are related with the instruction in the institution, the content of education and other accompanying – not formal and informal – elements, so it was also an objective to gain more versatile information about these from student feedback.

The issues of transitioning into higher education and teacher education and choosing the teaching career are two of the most important fields of research conducted on university students, as these are essential questions for higher education and educational policy making alike (Chrappán, 2010, p. 267). Some of the characteristics of the future generation of

university-educated intellectuals are defined by the students' choices of institutes. Young people form their life and career plans in a flexible way, taking higher education, views on the relationship between the economic and social environment, and opinions on the process of transitioning from education to the labor market into consideration. Additionally, university life plays the most significant role in the decision process because of the emphasis placed on an institute's atmosphere and the decision altering nature of peer groups (Fónai & Pusztai, 2012; Gábor, 2006; Kabai et al., 2007; Pusztai, 2011; Pusztai, 2012).

The findings of Kozma (1995; 2004), Gábor (2001), Kabai (2006; 2009), Somlai et al. (2007), and Vaskovics (n.d.) state that the phenomenon of delaying adulthood, in other terms, post-adolescence, has also appeared in Hungary as the driving force behind conducting further tertiary-level studies. There are young people who wish to stay in the educational system, partly because they seek to master knowledge and skills offered by education, but also because of the insecurities accompanying the risks of entering the labor market and becoming an adult (detachment from parents). As a result, the student life stage is expanded, as young adults are exploiting this young adult 'moratorium' (granting them release from having to work and starting a family), and this way it is accepted by the economic and social environment to continue life under these circumstances (Jancsák, 2013).

The studies serving as the basis of the first half of the volume were conducted at the University of Debrecen and the University of Szeged in 2009, at the dawn of the Bologna Process, in the first phase of the Hungarian higher education joining the European Higher Education Area.

The University of Debrecen is the knowledge center of the Northern Great Plain administrative region. As for its recruitment base and scope, it represents the Partium socio-region. The University of Szeged is the university of the

Southern Great Plain administrative region, and its scope also extends over the country's border, to the historical Southern Region (Délvidék) in the Euroregion of the Duna-Körös-Maros-Tisza. The empirical source of the research was our database, compiled from the data of our survey conducted with paper-and-pencil questionnaires containing 79 question groups. The focal points of the questionnaire aimed at obtaining more detailed information about students' school careers, world of values, future orientation, career plans and their opinions on the teaching career and teacher education. At the time of conducting the questionnaires, teacher education in Hungary was following two tracks. There was a 4-year (college level) program qualifying candidates for teaching and educating the 6-14-year-old age group and the 5-year (university level) program qualifying candidates for teaching the 14-18-year-old age group. In Debrecen, five faculties[1] of the university offered 5-year programs, while in Szeged, both 4- and 5-year programs were offered by three faculties[2].

[1] Faculty of Arts (BTK), Faculty of Theology (HTK), Faculty of Informatics (IK), Faculty of Agriculture (MTK) and Faculty of Sciences (TTK)

[2] Faculty of Arts (BTK), Juhász Gyula Faculty of Education (JGYPK), Faculty of Sciences and Informatics (TTIK)

Table 1.
**Distribution of the sample**

| University of Debrecen (%) N=141 | | University of Szeged (%) N=385 | |
|---|---|---|---|
| BTK | 75 | BTK | 53 |
| TTK | 16.7 | TTIK | 8 |
| MTK | 3.3 | JGYPK | 39 |
| IK | 2 | | |
| HTK | 0.6 | | |

The second part of the volume discusses the relevant findings gained from our nationwide data collection in 2011.

In our study conducted within the framework of the Hungarian Institute for Educational Research and Development (OFI), we examined the world of university students taking part in teacher education. This paper presents some of the elements of the life of the students specified above in higher education (transitioning from secondary to tertiary education, i.e. to bachelor level education, further training in teacher education master programs and the motivation behind selecting majors and institutes) and orientations in connection with commitment to the teaching career and entering said career. The data was collected based on students participating in school subject teacher education of 19 faculties at 12 educational institutes (N=1210).

Table 2.
**Distribution of respondents.**

| institutes | day-time | corres-pondence | total | unweighted sample | | weighted sample | |
|---|---|---|---|---|---|---|---|
| | | | | day-time | corres-pondence | day-time | corres-pondence |
| University of Debrecen | 43 | 30 | 73 | 6 | 5 | 6 | 5 |
| Eszterházy Károly College | 44 | 191 | 235 | 7 | 35 | 6 | 36 |
| Eötvös Loránd University | 194 | 41 | 235 | 29 | 7 | 30 | 7 |
| Károli Gáspár University of the Hungarian Reformed Church | 52 | 0 | 52 | 8 | 0 | 8 | 0 |
| University of Miskolc | 36 | 13 | 49 | 5 | 2 | 6 | 3 |
| College of Nyíregyháza | 26 | 96 | 122 | 4 | 18 | 4 | 17 |
| University of West Hungary | 0 | 72 | 72 | 0 | 13 | 0 | 13 |
| Pannon University | 12 | 30 | 42 | 2 | 6 | 2 | 6 |
| University of Pécs | 78 | 25 | 103 | 12 | 5 | 12 | 5 |
| University of Szeged | 106 | 47 | 153 | 16 | 9 | 16 | 10 |
| Pázmány Péter Catholic University | 12 | 0 | 12 | 2 | 0 | 2 | 0 |
| Semmelweis University | 62 | 0 | 62 | 9 | 0 | 8 | 0 |
| TOTAL | *665* | *545* | *1210* | *100* | *100* | *100* | *100* |

# Chapter 1.

# **Students in teacher education programs at the beginning of the Bologna process**

*– Two regional universities*

## *I. 1 Motivations behind applying for higher education and selecting the institute*

When surveying students in higher education, we investigated the characteristics of the transition from secondary to higher education, the factors of selecting higher education institutes and the opinions on the position of educational institutes in the Hungarian higher education area. Furthermore, we studied the motivations and attitudes appearing in the period of considering and selecting further education options.

Our first finding is that most of our respondents were accepted into higher education in their first application process (71%), 22% were admitted on their second try and 3% on their third go, while 4% went through more than three application processes. Additionally, the following question revealed that 2% of the students did not apply for any higher education institutes in the year of their graduation from secondary school, while 7% were admitted but not to the program that they were currently attending. Based on our data, it can be stated that the vast majority of teacher education students who were already in the final phase of their study program ($4^{th}$ and $5^{th}$ years) were admitted to the institutes in their first application process in the year of their graduation from secondary school. The scope of our questionnaire did not allow for collecting data on what "level" of performance lay behind this, what points the applicants obtained and how high/low the point limit for admittance for a given major program was. It is to be noted, however, that this period in Hungary was characterized by a pre-selection application system in higher education, and, as a consequence of expansion, the knowledge content reflected by the point limits had obviously got devalued compared to the previous decades. However, it is also to be noted that the point limits for the teacher education programs in the two institutes

were not the lowest in the country, though they were slightly higher at the art faculties and lower at the science faculties. Drawing further conclusions from this would be mistaken, because at the oral entrance exam, factors such as "communicative competence", "aptitude/devotion to teaching" and "social gender" may have subjectively influenced the assessment of the candidates' subject matter knowledge.

Comparing the two sets of data, it can be concluded that 85% of teacher education candidates at the University of Debrecen (DE) were admitted to the program in the first round (a further 8% were admitted but to a different program), and 2% did not apply in the year of their graduation from secondary school. 5% of the Debrecen students did no pass their first entrance exam. 81% of teacher education students at the University of Szeged (SZTE) were admitted to the institute in their first application process (a further 8% were admitted but to a different program), 2% did not apply. 9% indicated that they had not been admitted based on their first entrance exam results. Based on their entrance exam performance, it can be concluded that a higher proportion of the teacher education students from the University of Debrecen in our sample passed their entrance exams for the first time, and the other way round, a higher proportion of the teacher education students from Szeged were not successful in their first entrance exam (nearly one tenth of the students). Among the reasons for not applying in the year of their graduation from secondary school, the respondents mentioned work, financial reasons, and plans for setting aside money.

In the following, it was investigated what the major motives were behind applying for teacher education programs in higher education. In this group of questions, 11 statements were compiled, and the respondents were asked to determine to what extent a certain factor played a role in their application. There were also open-ended questions so that further factors

could be mentioned. The responses were analyzed on the total sample and the two sub-samples alike. A preference order was established by ranking the response value categories. The response categories were established by providing a four-point scale, and then the data obtained were analyzed based on the categories of 'strongly' (influenced), the joint category of mostly and strongly (this was renamed as 'significantly') and, at the other end, 'not at all' (influenced).

Our findings show that there is no difference between the two subsamples as for the motivations for applying for higher education. The statement "I want to obtain a degree in any case" ranks number one (63% of the DE subsample were strongly, 83% significantly influenced by this factor; in case of the SZTE subsample, 58% and 83%). The next statement in line is "I am interested in this profession" (DE 46% and 81%, SZTE 44.6% and 79%). Upon examining the distributions by gender on the whole sample, it can be seen that it influenced female students more in their decision for application whether they were interested in education as a profession (for half of the female students and one third of the male students, it was a strongly influential factor).

The third strongest motivational factor (with the same value) was "I want to avoid unemployment" and "this is a tool for building my career" (they appeared as significant motivational factors in both sample, in case of two thirds of the DE students and 70% of the SZTE students). The next factor influencing applications was "I found being a student attractive" (60% of the teacher education students in Debrecen and 65% in Szeged found this a strongly influential factor). However, it can be seen in case of this item that respondents marking only the "strongly" option made up one quarter of the sample both in case of the Debrecen and the Szeged students. Being attracted to student life was more motivating in case of

the male students (one third chose “strongly”, while only one fifth of female students gave this response).

The statements found in the middle of the rankings of motivational factors (“this is a tool for building my career”, “in my present position I need to conduct further studies”) match our preliminary expectations both in rank and in strength: as the survey was conducted among daytime students, it was expected that these students consider less the issues of their transition to the labor market in the period of application. An interesting phenomenon among intellectuals reported by many researchers (Ladányi 1994, Gazsó 1997, Kozma 2004b) is reflected here as well. There is a fascinating reflective addition to the self-reproduction of intellectuals with degrees, namely that more than half of both the DE and SZTE students indicated that the fact that their parents had degrees played no role in their motivation for studying in higher education. An obvious explanation for this, besides the “becoming independent scenario”, may be, and may reflect, that a large part of respondents were children of parents with no degree. This is to be analyzed in detail later.

In the last two places of the ranking of motivational factors, there are two statements which refer to the “parking lot nature” of higher education (“I do not wish to find a full-time job just yet”, “it doesn’t matter what, but I want to study”). It is to be highlighted that in both subsamples one tenth of respondents marked that these factors had an influence on their application for higher education. At the same time, nearly half of the respondents indicated that these two were not considered as a factor. This means that one tenth of respondents just “drift into” the programs in case of both institutes.

In case of the teacher education students of both universities, the transition from secondary education to higher education and the application itself were mainly determined by the opportunity to obtain a degree, the interest in the profession

and the attractive nature of student life. However, avoiding unemployment and building a future career also appeared as strong motivational effects. In the respect of these motivational factors, no difference can be detected between the students of the two universities.

Besides the close-ended question groups, open-ended questions were also given, which reinforced our alternative hypothesis, namely that the appeal of the given subject, attraction to caring professions and the image of the teaching career in their preliminary knowledge all serve as motivating factors. Responses can be summarized as follows: “I would like to deal with children”, “I love children”, “I would like to teach” and “the appeal of the subject”.

When investigating the motivation behind the choice of institute, thirteen statements were compiled, which cover the hypothesized factors broadly; the motives highlighted by the relevant literature were incorporated into this section as well. Thus, our statements covered the issue of the opinion forming power of parents, teachers and peer groups, and the marketing effects of the institutes and that of the city where the institute is located.

Our data reveal that students choose the place of their higher educational studies based on a mental image of the institute that was formed in them; this image is partly determined by friends, what parents and teachers advise, and where friends go on to study. As for this last statement, two thirds of the Debrecen students and 58% of the Szeged students indicated that it did not influence their choice of institute at all, but the other influencing factors – friends’, parents’ and teachers’ personal advice – were also seen by nearly half of the students as factors that had no effect on them (while a quarter of the students were significantly influenced by them). It is interesting to note the differences between the two subsamples of the otherwise nearly identical results. 90% of the Debrecen

students responded that dormitory placement was not a factor in their choice of the institute, while in the Szeged sample this figure is 77%. However, only 2% of the Debrecen students indicated that this factor mostly influenced their decision (nobody responded "strongly influenced"), while 9% of the Szeged students were mostly influenced and another 4% were strongly influenced by this. The difference between these distributions may refer to the differences between the social background of respondents (this is to be analyzed later), but it may refer to the differences between available dormitory places in the two institutes as well. In her study, Varga (2000) reports a factor: "students with weaker abilities are admitted into teacher education institutes"; to this statement reflects the fact that among the factors influencing the choice of the institute, the following were rejected: "I was admitted here without an entrance exam", "I would not have been admitted anywhere else", "it was the easiest to get admitted here". The findings of the two subsamples are identical in the sense that, according to the majority of the respondents, this did not influence their choice of the institute. 1.4% of the Debrecen students and 5.5% of the Szeged students reported that it strongly influenced them that they would not have been admitted anywhere else. When examining the distribution by gender, here it can be seen that this factor ("I would not have been admitted anywhere else") influenced male students more than female students. 7% of the male students responded "mostly" and 7% "strongly" to this question, in case of the female students, these figures were only 5% and 3%. However, there is another significant difference between the two university subsamples, as 5.7% of the Debrecen students were mostly influenced (the response "strongly" was chosen by nobody), while nearly one fifth of the Szeged students reported that they were significantly influenced (13.3% mostly and 5.2% strongly) by the given institute being the place that they were the most easily admitted

to. This difference may be accounted for by the fact that at the time of conducting the survey, there was a two-tier teacher education system at SZTE, and students of both the university level (5-year program, preparing for teaching at secondary level) and the college level (4-year program, preparing for teaching at primary level) were present in the sample, which had an impact on the successfulness of entrance exams. Further analyzing the Szeged subsample, it can be seen that the “it was the easiest to get admitted here” statement appeared mostly among students of the Faculty of Sciences as a factor of influence. 17% of the science students stated that this factor mostly influenced their decision, while another 10% reported that it strongly influenced them. In case of the other two teacher education faculties, this proportion is smaller: 15% at JGYPK (Juhász Gyula Faculty of Education) were mostly and 5% strongly influenced by this, while among the Faculty of Arts students, 11% were mostly and 5% strongly influenced by this. Distribution by gender in case of this question showed that in case of the SZTE students, the assumption of being most easily admitted appeared as a decision influencing factor among male students. The figures of the whole sample show the same proportions (19% of the male students and 15% of the female students were influenced "significantly").

The difference between the students of the two institutes reflects on the difference between the effects of the two institutes’ marketing activities. Three quarters of the Debrecen students responded that the institute’s advertisements, flyers (etc.) played no role in their decision, and only 6.4% said that their decision was mostly influenced by this (the “strongly” response was given by 0.7%). The same question in case of the Szeged students reveals that 48% were not influenced at all, however, 19% said that they were mostly and another 8% that they were strongly influenced by this in their choice. It can be

concluded that the Szeged institute marketing was more efficient in this period.

Teacher education students were mostly influenced by the good reputation of the institute in their choice. 85% of the Debrecen students stated that their decision was significantly influenced by the factor (nearly 40% were strongly influenced). 76% of the Szeged students reported the same significant effect, and more than 40% that their institute choice was strongly influenced by this. Secondly, it was the student city nature of the city that appeared as a decision influencing factor (60% of the Debrecen students and 64% of the Szeged students reported that it significantly influenced their decision). Thirdly, the idea that "this is the best institute in the given field of studies" strongly influenced 59% of the Debrecen teacher education students and 57% of the Szeged teacher education students in their choice of institute. It is to be highlighted in both subsamples that the latter statement strongly influenced one fifth of the students in their choice. The next item appearing as a factor influencing the application was the regional availability of the institute. The factor "its proximity to my home" was reported by one quarter of the whole sample to be mostly and another 16% to be strongly influential in their choice of institute (DE subsample: "mostly" 27%, "strongly" 18%; SZTE subsample: "mostly" 25%, "strongly" 16%).

The distribution of responses to this question group essentially shows that the above factors influence the choice of institute to a different degree, namely, that the city and higher education marketing efficiency also have an impact on applications, and besides the traditionally opinion forming situations (secondary school lessons with the form teacher, family talks, orientation), peers have strong influential power (one quarter of the students were strongly influenced by their friends' advice). However, the strongest factors determining the application are the good reputation of the institute, the

appeal of the city and the belief that "this is the best institute in the given field of studies".

This question group was developed jointly with Gábor in the youth research group of the Hungarian Institute for Educational Research (OFI) in the early 2000s. As a criticism of the question group, it needs to be mentioned that in case of statements evaluating the institute, it can be assumed that students may tend to give responses that "they expect from themselves as graduating students to give as the right answer". This means that to express their loyalty, students may retrospectively reconstruct the past. A similar process can take place when underestimating the effect of personal influence (of parents, teachers, friends), thus evading the influence as a self-protection mechanism ("nobody influenced my own personal decision"). The question group – besides being standard in its nature – was left unchanged so that the data could be compared to other ongoing surveys with university students conducted at the OFI institute.

In summary of this part, it can be concluded that among the motivations for continuing studies in higher education, the most important factors are the opportunity to obtain a degree (also as part of building up a career as an intellectual), the special field, the interest in the given profession, the appeal of student life, and the avoidance of unemployment; while among the motivations behind choosing a certain institute, the most important are the reputation of the institute, the student city nature of the location, the appeal of friends and the proximity of home. The latter also supports Forray's statement made upon the university integration (Forray 2000: 128). The motivational factors typical of the pre-selection entrance exam system, in the period before the expansion, which emphasized the "parking lot" nature of higher education ("I would not have been admitted anywhere else", "it doesn't matter what, but I want to study") become neglected. At the same time, a new

motive appears – though with a smaller driving force –, namely, the desire to gain knowledge.

In order to establish a more complex picture, it was also investigated what higher education career new students are planning, and how they think about continuing their studies. It can be concluded from this to what extent the tendency of prolonging the university life stage is present among teacher education students. Our question asked if they are planning to continue their studies after having obtained a degree. A little bit more than one third of the students (35%) are planning this, and only one quarter claimed that they are not planning to conduct further studies.

158 students (one third of the respondents) did not only mention planning to study but named an actual major program that they would like to study at. It is beyond the scope of this book to engage in a deeper analysis in this respect, but it can be highlighted that the 158 students named 124 major programs. In this diversity, we find teacher education majors, language majors and Ph.D. studies (in order of their appearance), as well as major programs that make a "career change" possible (however, the number of majors mentioned here is low), such as economics (number of times mentioned: 5) communication studies (5), marketing management (4), tourism (3), catering (3). It is clearly seen that these are the "success majors" appearing in today's media (such career changing major programs are planned by 14% of all the students who intend to continue their studies after graduation). At the same time, OKJ (National Qualifications Register) trainings and tertiary level vocational education also appear as plans, though representing a definitely smaller proportion of the students (5%). These responses indicate that, similarly to other higher education students, teacher education students form their life career plans flexibly, which is also influenced by their opinion on the relational system of the economy and the social environment,

i.e. their views on the problems of transition into the labor market.

If the two subsamples are compared, it can be stated that a higher proportion of the Debrecen students are planning further studies (41%), while among Szeged students, this is 32%. Sciences students have the lowest motivation for conducting further studies in both subsamples. Nearly half of the Debrecen arts students are planning to continue their studies after obtaining their degree, while it is one third in case of the Szeged arts students. Half of the JGYPK teacher education students also plan to study further. Among the Debrecen students, study programs that provide lower level qualifications than a university degree do not appear among the plans that frequently (one third of the students, 41 respondents named an actual major program, and 1 of them claimed to be planning to complete an OKJ course after obtaining their degree). Among JGYPK students, there is an obvious tendency that the students are planning to obtain a university-level degree (mainly at SZTE), however, tertiary level vocational training (FSZ) also appears more emphatically. One of the reasons behind this may be that 98% of FSZ programs at the SZTE are run by the Institute of Vocational Training, which belongs to this very faculty; also credit transfer works effectively between some bachelor programs and FSZ programs.

When university applicants' career planning and their ideas about their future life are examined, the research literature reveals that young people find the following issues to be of relevance: establishing and increasing their job prospects, satisfying their interests in a given profession, becoming adults, leaving the family home, becoming independent, and forming their own lifestyle. Our findings in connection with teacher education students reinforce this. As for the motivations behind choosing a particular major program and applying for higher education, it can be stated that students become committed to a

certain institute and a given profession when they see the opportunity to obtain a degree, the increased chances of finding employment, the opportunity to build a career, and they are influenced by their peer group and family and the regional availability of the institute. The students of both institutes consider the issues of planning and pursuing further studies, which suggests that they wish to remain in the educational system.

## *I. 2 The most important motives for teaching. Who want to become teachers?*

Kocsis's (2003) research reports that a most important issue of teacher education is what proportion of the participating students intend to become teachers and what proportion reject this career path. Kocsis also notes that "it is the task of the teaching staff to form a positive attitude [of those who reject teaching] and influence students, at the same time it is assumed that students' decision to reject the teaching career is well-founded and progressive in its context […], rejecting this career may be the result of the student's healthy self-reflection" – as a consequence of the lack of aptitude tests. (Kocsis 2003: 63) The findings of Book and Freeman reveal that other factors that strengthen the motivation are planning to pursue a career as a public-sector employee and the attitude-like opinion accompanying this profession due to its caring nature. (Book–Freeman 1986)

According to the data of the full sample of our research, nearly half of the teacher education students intend to pursue a teaching career, one third do not intend to and one quarter are undecided in this issue. In case of the Debrecen students, this

ratio was smaller (42%) than in case of the Szeged students (47%), however, the definitely "not" response was also given in a smaller proportion in Debrecen (33%) than in the Szeged sample (37%); all in all, the proportion of the undecided is larger among the DE students. It is to be noted that in Kocsis's (2003) survey, which was conducted among teacher education students in Pécs, a higher proportion of students said that they intended to start a teaching career (52%) and the ratio of the undecided was also smaller (12%). Although it would not be methodologically well-founded to analyze such incomparable data comparatively, it may be assumed that a decrease in commitment to the teaching career may be explained by the changes in the social and financial constitution of the teaching society and the teaching career. Now referring back to Lukács and Nagy's study conducted in 2002 among students aspiring for a degree, it can be seen that in their findings 38.4% of students at teacher education colleges and 42.2% of university students in teacher education programs did not intend to teach. However, our earlier small local sample data show a higher level of "commitment" among teacher education (college) students in Szeged: 60.8% (2003)[3] and 68.9% (2005)[4] claimed that they intended to become teacher, while only 19.6% (2003) and 14.6% (2005) said that they did not intend to become teachers. In 2009 – in my paper for a research seminar which was part of the doctoral program of educational studies and cultural management at the University of Debrecen – I hypothesized that "in the upcoming years – when the status path of work is becoming wider and, at the same time, more insecure and riskier – the opinions on the transition into the world of work are to be changed". (Jancsák 2009). This assumed change may explain the "decrease" of the ratio of students with conscious career orientation as described above.

[3] 2003 "Who will be the teacher education students at SZTE?" (N=158)
[4] 2005 "Who will be the teacher education students at SZTE?" (N=179)

Referring to the whole sample, it can be stated that female student intend to find employment in the teaching profession in a higher proportion (48.5%) than male students (32%), and also a higher proportion of male students represent the "definitely not" category (41%), while among female students this rate is 31.6%. This proportion remains approximately the same if the two subsamples are examined independently. The ratio of the undecided is smaller among female students: one fifth of female teacher education students did not know in the last term of their studies whether they would like to become teachers or not. However, the same figure is higher in case of male students: one quarter of the respondents constitute the group of the undecided. Among the female students from Debrecen, a higher proportion indicated that they were undecided in the question than in Szeged. These findings project that the phenomenon of the feminization of the teaching career is coded in the program itself.

Table 3.
**Would you like to become a teacher?** (number of people)

| **University of Debrecen** | **yes** | **no** | **don't know** |
|---|---|---|---|
| male | 10 | 14 | 6 |
| female | 41 | 26 | 24 |
| *all* | *51* | *40* | *30* |
| **University of Szeged** | **yes** | **no** | **don't know** |
| male | 41 | 51 | 30 |
| female | 127 | 90 | 32 |
| *all* | *178* | *141* | *62* |
| *DE and SZTE all* | *229* | *181* | *92* |

This question was also examined with reference to social background, and it was found that there is no difference between those who receive regular social allowances from the university and those who are in socially more advantageous situations, regarding the proportion of those who intend to

pursue of a teaching career. The tangible difference is that the number of students who are undecided in the question of whether to become a teacher is higher among socially disadvantaged students (24%) than among the others (17%), and - it follows from the previous – among the students with a better social background, the proportion of those not planning to pursue a teaching career is higher than among those who are socially more disadvantaged.

Table 4.
**Choosing the teaching career and social background**

| | | | Do you want to become a teacher? | | | |
|---|---|---|---|---|---|---|
| | | | yes | no | don't know | all |
| social allowance | yes | *number of people* | *64* | *46* | *34* | *144* |
| | | % | 44.4 | 32 | 23.6 | 100 |
| | no | *number of people* | *150* | *124* | *54* | *328* |
| | | % | 45.7 | 37.8 | 16.5 | 100 |
| | all | *number of people* | *214* | *170* | *88* | *472* |
| | | % | 45.3 | 36 | 18.7 | 100 |

The socially manifesting forms of community activities, social solidarity, cooperation and altruism are formal and formalized groups; with respect to them, based on civil organization membership and activity, it was found that the proportion of students taking part in the work of any civil organization is 49%. (The question was "Do you take part in

the work of any civil organization[5]?" The number of respondents to the question was 509 subjects.) Nearly half of the students (48%) who take part in civil organization activities intend to become teacher. This ratio is higher than among the students who are not related to the non-profit sector (42% of these students would like to become teachers).

The same correspondence can be detected between religiousness and choosing the teaching career. A higher proportion of the students who claim to belong to a religious denomination indicated that they intend to become teachers. Comparing the aspirations of those who belong to the two religions that are represented by the highest number in the sample and those who do not belong to any denomination, it is to be noted that 53% of the Protestant students and 44.6% of the Roman Catholic students claimed that they would like to become teachers, while among those not belonging to any denomination this proportion was 36.8%. The responses to this question in the two subsamples also reflect the regional distribution of religious denominations: 120 teacher education students from Debrecen responded that they belonged to the Protestant denomination and half of them definitely claimed that they intended to become teachers, while half of the 380 respondents to this question in Szeged said that they were Roman Catholic and half of them intended to pursue a teaching career.

If this question is examined in terms of the distribution of religious activity, the previous findings can be supplemented with the following: commitment to the teaching career

[5] What type of civil organization do you participate in? Sports club (Yes: 32%); collectors1. fan club (21%); cultural or art group. organization (36.6%); youth or student organization (34.5%); church organization. religious group (20.7%); charity organization (5.6%); organization dealing with psychological problems (7.1%); human rights organization (5.2%). nature preservation. animal protection or environmental organization (18.4%).

increases with the increase of religious activity. Twice as many young people who attend church several times a year indicated that they intend to become teachers, more than twice among those who attend church several times a month and three times as many in case of students who attend church at least once a week. Those who do not intend to pursue teaching as a career are in minority among active religious practitioners, and this is true for the undecided as well. Among those who never attend church, the same proportions are reversed: the ratio of teacher education students who do not intend to become teachers is higher than the ratio of those who intend to become teachers.

Having seen this, it is interesting to examine the distribution of planning a teaching career by religious conviction, i.e. following the teachings of a church. Here it was found– not surprisingly in the light of the previous – that among those who claim to be "convinced religious believers" ("I am a convinced religious believer and I follow the teachings of my church") there are three times as many in the full sample who intend to become teachers as those who do not. Among those who are religious in their own way, there are twice as many yeses as nos. This is slightly different in the two university subsamples: among the Szeged students, a higher proportion of the convinced religious believers indicated that they intend to become teachers than among the Debrecen students. This proportion reverses among those who defined themselves as "religious, but not accepting all the teachings of their church": among this group of the Debrecen students, the proportion of those who intend to become teachers is higher than among the same group of the Szeged students. Among those who identify themselves as religiously indifferent, there are more students who do not intend to become teachers. Among the anti-religious students, there are twice as many students who do not intend to become teachers (the sample size is small: 21 people)

The time students spend in their study programs makes it possible to collect follow-up responses[6]. Consequently, it was interesting to investigate what distributions of teacher education students can be found concerning commitment to the teaching career. The students were given close-ended questions and asked to respond the question "If you could start your higher education studies again, would you choose the same profession?" When comparing the two subsamples the following was found. The students of the University of Debrecen gave the response that they would "definitely" choose the same profession in a higher proportion (24%) than the students of the University of Szeged (22%). However, a higher proportion of the Szeged students (47%) responded that they would "probably" choose the same than in Debrecen (38%). The proportion of students definitely and probably choosing a different profession is somewhat higher at the DE. Upon examining the whole sample based on this question, with respect to the aspiration to pursue a teaching career, it can be noted that out of those who would definitely choose this profession again (116 subjects) 38 subjects responded that they do not intend to become teachers. Furthermore, out of those who would probably choose the same profession (231 subjects) quite a few (57 subjects) fall in this category. This means that the special teacher education dimension presented previously – when examining the motives behind the application to higher education – can be detected here as well, namely that, from the point of view of "the usability of the qualification as a substitute on the labor market" (Kocsis 2003:63), teacher education is seen by the students as having high prestige, and providing easily convertible and utilizable knowledge in certain areas outside of the teaching career.

[6] Students' opinions on the educational program are to be discussed later.

## *I. 3 Value structures of teacher education students*

### I. 3.1 Value preferences

During the preliminary works of the research, our question groups were formed based on the previously detailed theories of Inglehart, Rokeach, and Schwarz, the studies of the youth research groups led by Kálmán Gábor at OKI/FOK/OFI and the questionnaire applied in the Youth 2000 and Youth 2004 large sample studies. Our question group applied 19 values with a 7-point scale, and the value preference order of teacher education students was first of all established with averaging.

Our data show that the traditional interpretations of life which were previously determined by the value norms of social institutions (e.g. church, state) are now becoming neglected. These findings support the results of the Youth (2000, 2004, 2008) research, according to which there is a reordering detectable in young people's value preferences. The traditional control factors become weaker (the traditional value world is neglected), and the effects of new influencing factors can be observed (preference of postmodern values). Post-material values are also to be found, among these, values relating to the close community (friendship, family, love) in their orientation are to be found among the first third of value preferences. Values relating to power and social order constitute the last third of the preference order.

Comparing the two subsamples, it can be observed that the Debrecen teacher education students evaluate conservative values somewhat higher than the Szeged students, with the exception of "respect of traditions" and "politeness", which the Szeged students rate a little higher. Based on the responses, the mean values for "the role of nation", "social order" and

"religious belief" are higher in case of the Debrecen students than Szeged students. As for material values, the mean value for "wealth" is higher in the Szeged subsample, while "the right for leadership and decision making" is higher in the Debrecen subsample. Post-material values were rated higher in the Szeged subsample. In the two subsamples, the most striking difference is between the mean values for inner harmony.

Post-material values, in the Inglehart sense, are found higher in the hierarchy of preference orders. Values carrying existential security (wealth, social order) are becoming marginal, however, it is to be noted that "peaceful world", which also belongs to this category, is still significantly higher rated. Transcendent type values, such as true friendship, are rated among the most important, however, the world of beauty, creativity, respect of tradition and the role of nation still become somewhat neglected. The social anomie experienced alongside the decline of the country's economic situation may explain why a peaceful world is rated higher. Values which are more important in the relational system of personal self-enhancement and those which directly determine common everyday activities are rated higher (freedom, interesting life, peaceful world). It is assumed that the jointly appearing phenomenon of withdrawing from global and large communities of society into small communities, establishing a world of life in a closer circle, turning away from traditional controlling factors (state, religion, traditions), which can be observed here, fits well into the process of value crisis/value change.

Table 5.
**Order of value preferences** (7-point scale, subsamples, means)

| University of Debrecen subsample | |
|---|---|
| **love/happiness** | 6.3 |
| ***family security*** | 6.26 |
| **true friendship** | 6.19 |
| **inner harmony** | 5.87 |
| **freedom** | 5.84 |
| **peaceful world** | 5.76 |
| **creativity** | 5.68 |
| **interesting life** | 5.52 |
| **diverse life** | 5.46 |
| **right for leadership and decision making** | 5.4 |
| **the world of beauty** | 5.32 |
| ***politeness*** | 5.31 |
| **unity with nature** | 5.16 |
| ***role of nation, patriotism*** | 4.87 |
| ***social order*** | 4.73 |
| ***respect of traditions*** | 4.71 |
| ***religious belief*** | 4.35 |
| **wealth** | 4.05 |
| **power** | 3.26 |

| University of Szeged subsample | |
|---|---|
| **true friendship** | 6.46 |
| **inner harmony** | 6.34 |
| ***family security*** | 6.3 |
| **love/happiness** | 6.3 |
| **freedom** | 6.07 |
| **peaceful world** | 5.86 |
| **interesting life** | 5.82 |
| **creativity** | 5.79 |
| ***politeness*** | 5.57 |
| **diverse life** | 5.47 |
| ***respect of traditions*** | 5.05 |
| **unity with nature** | 4.98 |
| **the world of beauty** | 4.82 |
| **right for leadership and decision making** | 4.72 |
| ***role of nation, patriotism*** | 4.57 |
| ***social order*** | 4.52 |
| **wealth** | 4.35 |
| ***religious belief*** | 3.49 |
| **power** | 3.39 |

**material values**
post-material values
***traditional values***

As it is to be demonstrated later, the pattern of students' opinions on certain social-economic problems underlines the reflective nature of the image of reality, which is formed of the environment.

## I. 3.2 Commonalities and differences in students' value structures

The examination of students' value structures is continued first with identifying those groups of the original variables among the values, which show stronger correlation with each other than with others, and thus can be regarded as belonging to one factor, and can be interpreted and applied – as new variables – in further analyses. The factors to be formed were not determined beforehand. During this operation, four factors were formed, which covered 63% of the sample in all.

Our findings show that the professed values can be arranged into four components. The first factor is what (applying Rezsőházy's theory) is called universal value orientation. The key characteristic of this component is that those values are found here which, apart from being post-material, are trans-historical, thus can be referred to as universal. The following two factors are constituted of orientations in the sense of Inglehart's classical theory. The second set consists of material values, the third the elements of traditional value orientation and the fourth (based on Rezsőházy's theory again) refers to the postmodern post-material value orientation. Our data show that, viewed on the whole sample, the post-material value orientation, as defined by Inglehart, can be divided into two factors: universal and postmodern orientations.

Table 6.
**Value orientations** (means of factor weights)

| | Universal value orientation | Material value orientation | Traditional value orientation | Post-modern value orientation |
|---|---|---|---|---|
| inner harmony | **.614** | -.093 | .070 | .105 |
| freedom | **.604** | .194 | -.001 | -.001 |
| true friendship | **.548** | .088 | .098 | .208 |
| diverse life | **.456** | .432 | -.133 | .326 |
| peaceful world | **.446** | .014 | .216 | .444 |
| politeness | **.422** | .093 | .399 | .255 |
| security of family | **.414** | -.006 | .306 | .126 |
| interesting life | **.380** | .370 | .039 | .139 |
| power | -.138 | **.767** | .140 | -.054 |
| wealth | .132 | **.521** | .084 | .108 |
| right for leadership and decision making | .060 | **.405** | .106 | .063 |
| role of nation, patriotism | .084 | .083 | **.605** | .130 |
| religious belief | -.049 | .110 | **.557** | .092 |
| respect of traditions | .350 | .150 | **.515** | .058 |
| social order | .011 | .353 | **.405** | .121 |
| unity with nature | .247 | -.041 | .312 | **.518** |
| the world of beauty | .058 | .329 | .161 | **.491** |
| love/happiness | -.316 | .225 | .163 | **.330** |
| creativity | .079 | .030 | .021 | **.227** |

*Method of aggregation: Alpha Factoring, rotation in 8 steps*

The objective was to highlight the differences with the help of the four factors revealed above, and by incorporating social gender, permanent address, the educational institute, the

educational and social background of the family, the family's relationship with the teaching profession and religiousness into the study. The aim in this phase of the study was to investigate which subsample of students shows a pattern greatest in divergence from the whole sample with respect to value structures. The figures show the difference of factor weights from the means of the whole sample. The figures and the factor scores that serve as the basis of the figures are to be found in the appendix.

Gender differences were examined first. The findings show that female students prefer post-material (Sig. 0.000) and universal (Sig. 0.030) values. In their value structures, postmodern value orientations are present more conspicuously, and universal value orientations are present less dominantly. Conversely, the subsample of male students are characterized by traditional and, even more dominantly, material orientations. These findings are identical with the findings of other studies investigating university students at the beginning of the new millennium (Gábor 2001), namely, that female students are characterized by post-material, while male students rather with traditional and, even more strongly, material value orientations.

The region of the permanent address, the intermediary region described in earlier theories, or the microclimate and culture of the region, referred to as glocal level, significantly determine the personal world of values, and, at the same time, the educational culture, value and norm system of higher education in the region, which, in turn, also have an impact on the region. That is why in the present study it was investigated what differences there are between the value orientations of young people in the two regions. In this respect, based on the regional ranking of the settlement of students' permanent address, it was found that teacher education students from the Northern Great Plain region are characterized by postmodern

post-material and traditional value orientations, while the Southern Great Plain students by material and universal values. (In case of Budapest residents, the findings that differ significantly from the mean are due to the small sample size: N=2. See also: Sajtos–Mitev 2006: 248-249). These differences resulting from regional background do not show significant differences. The reason for this is referred to by our previous findings, which reveal that the distributions by parental background in the two regions are very similar (the majority of teacher education students in both institutes are children of lower middle class families).

In case of the subsamples of the two regional universities, the differences between students' value orientations are similar to regional differences. The teacher education students of the University of Debrecen rather have postmodern and traditional value orientations, while universal orientations are more typical of the SZTE students. The DE students can most closely be described with (traditional) value orientations characterized by unity with nature, love/happiness, the world of beauty, creativity (as postmodern post-material), the role of nation, respect of traditions, religious belief and social order, and they are more distant from the universal value orientation. The students at SZTE have values such as inner harmony, freedom, true friendship, diverse lifestyle, peaceful world, politeness, family security and interesting life, which constitute universal postmodern orientations. The difference, however, is only significant in case of universal (Sig. 0.001) and postmodern (Sig. 0.044) values. In conclusion, significantly more students of the University of Debrecen claim to hold postmodern values, while significantly more students of the University of Szeged claim to hold universal values.

With respect to family background, the data on parents'/grandparents' having a degree were discussed in the analysis. It can be stated that there is a dividing line between

young people coming from intellectual, degree-holding families and aspiring first generation intellectuals: children of intellectual parents (180 subjects in the sample) hold universal value orientations, while first generation students (222 subjects in the sample) are characterized by traditional value orientations. Performing the ANOVA test, however, provided results that show no significant difference based on the educational background of the family.

Having reviewed the relevant literature on theories, it was assumed that a definite difference can be detected between students of different social backgrounds. The previously described categories were applied here again, namely, that those students were considered socially more disadvantaged who received regular social allowances from the university (313 subjects in the sample). According to the preliminary expectations, a marked difference was to be found, the most important characteristics of which (according to Inglehart's theory) are the presence of material value orientations as a result of social disadvantages and post-material value orientations among students with more affluent backgrounds. However, this part of the study provided surprising results. From the findings it can be concluded that students of socially disadvantaged backgrounds can be characterized by universal post-material values, and the not disadvantaged students with material orientation. It is to be underlined that according to our findings, the materialism of value orientation is in inverse relationship with students' material circumstances, which means that affluent students' world of values is characterized by wealth, power and the right for leadership and making decisions, while socially more disadvantaged students claim material values to be less important (Sig. 0.001).

The issue of teacher education students' preliminary set of views has already been touched upon several times both in the theoretical foundations and the discussion part of the present

study. The fact that this issue comes to the spotlight again indicates its complexity and the strong relatedness of the world of values to the teaching profession, and especially to its aspect of providing an example. Students who come from a family of teachers do not only encounter patterns and roles provided by others in school but also come in contact with living examples of teacher roles, their personal norm systems, their patterns of actions and behavior, their verbal and nonverbal communication (Kocsis 2003:66), so besides observing professed values, they experience how value preferences are manifested in practice. This – as it is assumed – may result in significant differences when compared to students who do not have such examples around them. (Kindergarten teachers, lower and upper primary school teachers, secondary school teachers and teachers, instructors and educators working in higher education were all considered as teachers in this question.) Based on the deviation of factor weights from the means of the whole sample, it was observed that those students who have no teachers in their families (154 subjects) are closer to universal values, and those respondents who have teachers only in their extended family (215 subjects) are closer to traditional value orientations. Students with at least one parent who is a teacher (125 subjects) are characterized by material values. The findings that children of teachers rate the values of wealth, power and the right for decision making higher may definitely be related to the material aspects and prestige situation of the teaching career (Varga 2007, Kárpáti 2007), however, this assumption cannot be investigated here due to the lack of more detailed data. Based on the ANOVA test, it can be concluded that there is no significant difference as for having teachers in the extended family.

Based on respondents' religious denomination, it can be stated that Roman Catholics, constituting the majority of the sample (223 subject), are characterized by traditional and

universal values, and Protestants, also present in the sample with a large number (97 subjects), can be described with the same two value orientations. Traditional value orientation is also typical of Greek Catholics (15 subjects). Evangelicals, who are present in the sample also with a small number (21 subjects), are closer to universal values and the furthest from postmodern values. In conclusion, young people belonging to the above denominations consider values such as the role of nation, patriotism, religious belief, the respect of traditions, social order and politeness important in their value structure. (Due to their small size in the sample, Greek Orthodox students (3 subjects) and students belonging to other denominations (8 subjects) were not included in the analysis.) Students belonging to no denomination (108 subjects) are positioned far from traditional values, and their value orientation is universal (their value preferences are characterized by inner harmony, freedom, true friendship, diverse lifestyle, peaceful world, and interesting life).

There are significant differences in case of universal (Sig. 0.000), postmodern (Sig. 0.000) and traditional (Sig. 0.000) values. Students belonging to some denomination are characterized by traditional orientation, and young people who do not belong to any denomination are far from traditional values.

Practicing religion, attending church regularly may indicate the "depth" of religiousness of individuals, their commitment to the teachings of the church. From the point of view of the world of values, it is found in this question that attending church more frequently is accompanied by strengthening traditional orientation and the rejection of the material world of values.

Based on practicing religion, there are significant differences in case of traditional values (Sig. 0.000). Those young people who attend church at least once a week (45

subjects) are mostly of traditional value orientation, and they are the most rejective of the material world of values. The group of those 31 subjects who attend church several times a month are similar to the previous group: they also claim to have traditional values and are far from material values. Among those who attend church several times a year (81 subjects), the same traditional value orientation can be found. Those students who never go to church (143 subjects) are of material value orientation, and are the least characterized by the traditional value orientation. The analysis was also conducted on two variables which were created by contraction: the category of those attending church regularly and of those never going to church. A student was considered a churchgoer if they attended church at least once or twice a month, while non-churchgoers who attended church less frequently, i.e. they were only occasional visitors, but not an active member of any religious community. The ANOVA test conducted in this way revealed that there is a significant difference in case of traditional values (Sig. 0.000). Students who are religious in the ecclesiastical sense are characterized by traditional value orientation.

Based on the above, it was expected that similar differences are to be found when observing the data from the aspect of religious conviction. The findings, confirming the preliminary assumptions, show that religious conviction is connected to traditional values (Sig. 0.000). Teacher education students who consider themselves to be convinced religious believers (49 subjects) can be characterized by traditional value orientation. The same can be stated about students who claim to be religious in their own way (182 subjects). Students who are indifferent from the point of view of religion (35 subjects) have material value orientation. Non-religious students (62 subjects), while being rejective of traditional values, prefer post-material values. The group of anti-religious students (21

subjects) can be characterized by material values and as mostly rejective of traditional values.

The analysis was also conducted on three groups created by contraction: those who consider themselves religious, not religious and undecided in this question. The ANOVA test confirmed the same: there is a significant difference in terms of traditional (Sig. 0.000) values, i.e. significantly more students who consider themselves religious claim to hold traditional values.

When analyzing the world of values, it was considered important to investigate what differences manifest in the value orientation of those students who intend to become teachers and those who do not. The ANOVA test reveals a significant difference in case of traditional (Sig. 0.001), material (Sig. 0.040) and universal (Sig. 0.000) values. Those students who claimed that they were preparing for the profession consciously (the 214 subjects who intended to become teachers), based on a small deviation of the factor weights from the mean of the whole sample, are closer to traditional and universal values, and are, at the same time, more rejective of material values. Students who reject the teaching career (175 subjects) are characterized by universal and material orientation. Those who do not intend to become teachers reject traditional values. The students being undecided about their commitment to the teaching career (105 subjects) are closest to material values and reject universal values. Among those who do not intend to become teachers, there are significantly more students claiming to hold traditional values, and those who do not intend to become teachers are mostly of material orientation. There is a dividing line with respect to universal values between the groups of those being undecided about their teaching career and those with definite ideas (committed or rejective) concerning their career.

The focus of the investigation in this part was to reveal deeper patterns with the help of the four value orientations unveiled by the four factors and with the help of including the indicators of the region of the permanent address, the educational institute, the educational and social background of the family, the family's relations to the teaching profession, and religiousness. In this phase, it was examined which subsample of students is characterized by a pattern that is most different from the whole sample from the aspect of value structures.

Considering the extent of differences, i.e. the degree of deviation from the mean, it can be concluded that differences between value orientations do exist with respect to students' gender, social background, religiousness, institutional affiliation and commitment to the teaching career, while they are less conspicuous with respect to the other two aspects of family background, namely, having intellectual and teacher examples in the family, and regional affiliation. (The latter findings are identical to the results found in value preference orders.)

Based on our findings, it can be concluded that the Debrecen students are characterized by postmodern and traditional, while the Szeged students by universal value orientation. Female students prefer post-material, while male students material and traditional values. Socially disadvantaged students claim to hold universal values and are far from material values, while the others can be described with traditional orientation. Active religious practitioners also hold traditional values, and they prefer material values the least, as opposed to non-religious students, who are connected to material values and prefer traditional values the least. The same pattern is found in differences according to religious conviction, namely, that teacher education students of religious conviction hold traditional orientation and are far from material

values, in case of indifferent students, this is the other way round. There is a marked dividing line also with respect to commitment to the teaching career. Those students who intend to become teachers tend to hold traditional value orientations, while those who do not, are characterized by material value orientation.

## I. 3.3 The pillars of the value transmission process – educational values

In the educational scenario, besides knowledge transmission, transmitting values is also an important socializing factor, which, at times, is accompanied by transmitting information, while, at other times, appears as an independent function (Lénárd–Szivák 2001). The world of values in the educational system is determined by the actors of the stage, so the values are partly transmitted by outside factors (e.g. state, ministry, authorities) and partly by teachers (the school). The inner world of each school is unique (Kozma 2004a: 259-282, 400-405), so the transmission of explicit values (e.g. patriotism, diligence) and implicit values (e.g. teachers' examples) constitute a complicated system, the manifestation of which is referred to as "hidden curriculum" in the literature (Szabó 1985). In the processes of value transmission, the role of the individual as transmitter (teacher) and the role of the individual as receiver (student) are essential. In its role of creating and transmitting values, the educational institute performs its function fully if the teacher, both in their private life and in their work, projects "authentic joy of life" (Seligman 2002) and has a stable personality capable of providing an example (Csányi 2008, Csermely et al. 2009).

From the referenced literature it becomes clear that, in educational situations in schools, teachers do not only react based on their knowledge obtained during teacher education, but they also make decisions based on their previous knowledge, subjective experiences, and their value and norm systems (Berliner 2005, Csapó 2004, Lénárd – Szivák 2001, Pataki 2002, Zsolnai 1995a). This factor is especially important in case of novice teachers, as they are in the process of gaining experiences (in the phase of self-development as described by Berliner, applying the knowledge obtained during their education, gaining proficiency, breaking the solid frames of rules and developing the ability of adapting them to a given situation) until they reach the phase of expert teacher. During this period – the first 5-7 years of their career – those norms and values that students encountered and internalized during and before their formal education are appreciated more. This "evaluation system" (Falus 2004) is constituted of earlier experiences, assumed roles and value orientations, and then supplemented with and formed by the theoretical knowledge and practical activities gained during teacher education and socialization in the teaching profession (and as a result of informal learning when teacher examples, encountered during education, are considered). Falus (2004: 361) underlines the responsibility of teacher education in this respect, namely, its responsibility to form students' evaluation system, determined by their preliminary knowledge, towards the world of values of education – as it is a key element of teacher education. Zsolnai, however, points out that attitudes appearing in educational situations are all connected to values, which together "as stand-by states, influence the teacher's relationship with children, and their decisions, objectives, evaluations in connection with children". (Zsolnai 1995b: 156). This coincides with Schütz's theory (1970) of available knowledge structures, which refers to the fact that these "knowledges" may serve as behavior

patterns or gestures in Mead's sense (Mead 1934). According to Atkinson and Claxton (2000), recognizing schemes (routines) in the teaching practice makes it possible for the teacher to immediately evaluate the context, and adapt their preliminary plan according to the changing context (Atkinson–Woods 2000: 6). In my opinion, in our era characterized by a disturbance and crisis of values (Füstös–Szalma 2010), the example of the teacher, the role of the "good teacher" is appreciated more – with reference to Dombi's (1999) book title –, which means that new roles appear and are expected from teacher educators during the educational process and from novice teachers. Some elements of this may be a master–student-like relationship, mentoring, collegial support, giving expert advice, and supervision (Nagy 2004). All this reinforces that aspect of the following statement which refers to providing an example: "teacher educators treat teacher education students the same way as they expect them to behave with their pupils in the future" (Putnam and Borko 1997: 1125, cited by Falus 2006: 124) When discussing the value and norm system of schools, Pataki underlines that education cannot exist without explicit values – which may be referred to as pedagogical ideals or educational ideals (Pataki 1991: 24-30). Later he claims that "the world of schools and education is always and necessarily normative in nature" (Pataki 2002: 96). The pedagogical value system of young people completing teacher education programs is especially important from the point of view of the discussion, because future teacher generations pass on their professed norms, values, and patterns to a row of coming generations; and – as it was put forward in the introduction – due to the expanding social role expectations, it receives even more significance, taking over the tasks of socialization and education in the family. At the same time, education as planned and conscious personality development depends to a great extent on the society's world of values, the

crisis phenomena of which "are closely linked to the halt experienced in society's educational system" (Kádár 2011: 28).

It is to be noted that the effectiveness of value transmission is practically impossible to measure, as effective internalization is difficult to be distinguished from hypocrisy and from conformity (Halász 2001). In the present analysis, that is why the term professed values is used in case of teacher education students.

In the questionnaire, respondents were asked to determine on a scale of 1 to 5 how important they, as teacher education students, feel that certain characteristics should be formed in schoolchildren. Based on our earlier findings, it was hypothesized that teacher education students would consider the formation of characteristics that strengthen the efficiency, efficacy of traditional control factors less important, while characteristics that are based on self-knowledge and self-development and that support the social space for community action, cooperation, acceptance, and horizontal solidarity would rank higher in the order of preferences.

With reference to the whole sample, the calculated means reveal that the respondents rated the above listed characteristics high. On the five-point scale 16 of the 29 characteristics received averages above 4, 11 above 3.5 and only the last 2 were given averages below 3 (leadership skills 3.3 and religious belief 2.7). This indicates that the students appreciate and prefer those values that are important for schools, and they also find their formation important. It can be concluded from this, that teacher education students have the same preferences and opinions on norms (at least in terms of the importance of these values) as the value preferences manifesting in teacher education contents. This also means that the role of the educational institute to set examples for its student is alive and working: there is no significant difference manifesting between the two different dimensions, i.e. the value orientations of

teacher education and that of teacher education students. At the same time, as a criticism of our findings, it may be noted that our data are not suitable for showing the differences between learnt and practiced values. To uncover the matter, to explore its depth, further qualitative research is needed.

Investigating the question further, other differences between value preferences can be found, which are worth analyzing. The order of educational values, compiled based on the means of given responses, reveals that altruistic values are considered to be of primary importance (feeling of responsibility, respecting others, reliability, and honesty). (cf. Füstös–Szabados 1998, Pusztai, 2009, Bacskai, 2008a, 2008b). This is in accordance with the findings of the research "Human behavior and value system" [7], which aimed at unraveling the world of values of the Hungarian society, and found that among Rokeach's instrumental values "responsibility" ranks highest in the preference order. It is to be noted here again that the power of these values is presumably due to the fact that they arc over generations, i.e. they are trans-historical in nature (Rezsőházy 2008).

Further analyzing the data it is to be underlined that forming the characteristics "freedom" and "assertiveness", or "dutifulness" and "obedience", in school settings is equally underrated by the respondents. It can also be observed that characteristics relating to conformity (orderly and clean looks, good conduct, dutifulness, obedience, loyalty) and characteristics of individuality (decisiveness, originality, sense of criticism, freedom, assertiveness) all rank in the middle/end of the value preference order.

When comparing the mean scores of the two institute subsamples, it is found that, broadly speaking, the preference orders are the same. Their more thorough analysis, however, reveals the same dividing lines that were already identified

[7] MTA PTI 2008, leader of research: László Füstös

(traditional–material and postmodern–universal). The students of the University of Debrecen consider "responsibility" as the most important value to be formed in schoolchildren (4.43), however while the mean score of this in the Szeged sample is similar (4.42), in their preference order, the Szeged students rank "respecting others, tolerance" higher (which is ranked as number 5 in the Debrecen subsample). The order of preferred educational values in case of the DE students is headed by "responsibility", while that of the Szeged students, by "tolerance". In connection with the value of "responsibility", it is to be noted that among the educational values of the highly educated religious, it is ranked number 1 in the Hungarian findings of the earlier described EVS research of 2008.

In the order established based upon the mean scores, the first eleven values are the same in case of the students of both universities, but their mean scores make them rank at different places. On the list of the Debrecen students, "honesty" is placed second (it is fourth on the Szeged list), similarly, "self-discipline" ranks number 4 in Debrecen and number 7 in Szeged. "Autonomy", however, ranks higher in the preference order of the Szeged students (number 5 with a mean score of 4.28), while it is only number 8 in the preference order of the Debrecen students. In the ranking order established based on the responses of the SZTE teacher education students, "respecting others, tolerance" is number 1, while it is number 5 in case of the DE students. As it can be seen, the differences revealed in the value orientation of students are also reflected in the teacher education students' views on how important it is to form a certain characteristic. While "imagination" ranks number 12 on the Szeged list, it is number 14 in the Debrecen sample. However, "orderly and clean looks" ranks higher in Debrecen, similarly to "dutifulness", which ranks two places higher in the Debrecen sample. It is interesting to note that "sense of criticism" is placed higher in the Debrecen, and

"originality" in the Szeged order. However, it is to be emphasized here as well that the preference orders are similar to a great extent. Characteristics of responsibility, reliability, knowing oneself, self-development, self-education – from the point of view of forming these in schoolchildren – are preferred by the students of both universities when compared to values legitimating the conventional control factors of material and traditional value orientations (fidelity, loyalty, patriotism, thrift, leadership skills, religious belief). Forming dutifulness, selflessness and obedience as values significantly determining the norm system of the traditional school is considered moderately important by the teacher education students according to their rank orders, and they hold similar views of the value of freedom (it is to highlighted, however, that the mean scores of these values are between 3.5 and 3.9).

Table 7.
**How important do you as a teacher education student think it is to form the following characteristics in schoolchildren?** (five-point scale, mean scores)

| **University of Debrecen subsample** | |
|---|---|
| responsibility | 4.43 |
| reliability | 4.39 |
| reliability | 4.3 |
| self-control | 4.3 |
| respect of others, tolerance | **4.28*** |
| self-discipline | 4.25 |
| inner harmony | 4.2 |
| autonomy | 4.19 |
| patience | 4.16 |
| politeness | 4.16 |

| **University of Szeged subsample** | |
|---|---|
| respect of others, tolerance | **4.43*** |
| responsibility | 4.42 |
| reliability | 4.41 |
| reliability | 4.32 |
| autonomy | 4.28 |
| self-discipline | 4.25 |
| self-control | 4.21 |
| diligence | 4.18 |
| patience | 4.13 |
| imagination | 4.12 |

| | | | | |
|---|---|---|---|---|
| diligence | 4.13 | | politeness | 4.11 |
| decisiveness | 4.12 | | inner harmony | 4.08 |
| orderly and clean looks | 4.08 | | decisiveness | 4.08 |
| imagination | 4.06 | | orderly and clean looks | 4.03 |
| sense of criticism | 4 | | originality | 4.03 |
| originality | 3.99 | | love of work | 4.02 |
| dutifulness | 3.97 | | sense of criticism | 3.97 |
| love of work | 3.94 | | good conduct | 3.95 |
| good conduct | 3.94 | | freedom | 3.89 |
| selflessness | 3.93 | | retaining respectful habits | 3.89 |
| obedience | 3.93 | | dutifulness | 3.88 |
| freedom | 3.86 | | selflessness | 3.88 |
| retaining respectful habits | 3.81 | | obedience | 3.86 |
| assertiveness | 3.72 | | assertiveness | 3.81 |
| patriotism | 3.71 | | fidelity, loyalty | 3.7 |
| fidelity, loyalty | 3.65 | | thrift | 3.64 |
| thrift | 3.54 | | patriotism | 3.59 |
| leadership skills | 3.23 | | leadership skills | 3.37 |
| religious belief | 2.85 | | religious belief | 2.66 |

* number in **bold** = significant deviation based on independent 2-sample t-test

Based on our findings, it can be concluded that the opinions on educational values reflect the role that educational programs play in forming students' worldview in case of both subsamples (Falus 2004), as they are close in both groups to the values preferred in teacher education. At the same time, they refer to that fact that the expression "the values preferred in teacher education" may be interpreted differently at the level of institutes, and in our research, this is exactly the case. Beyond the values equally professed by the teacher education

students of both universities, out of educational values, the Debrecen students emphasize community values as they are meant in the traditional sense, while the Szeged students prefer values that are connected to individual well-being. It can be concluded from this that these slight differences (the only significant deviation was found in case of "respecting others, tolerance") are rooted in the differences that can be observed in the institute's self-definition of their own role in teacher education and their teacher educational ethos. In order to understand the depth of this aspect, it is necessary to analyze both the manifest and latent functions of teacher education through institute interviews and the further investigations of data obtained there. Beyond these, it can be assumed that effects of the "socio-region" (Bangó 2008) – for example, the socio-cultural characteristics or the nature of religiousness in the region – are also reflected in what opinions the students of the two institutes express about educational values.

In this part of the analysis, it was investigated whether any significance difference can be detected in the teacher education students' preferences concerning the characteristics to be formed by the school, with respect to the respondent's intentions on whether to become a teacher or not. (Table 8.)

Performing an independent 2-sample t-test, we found significant deviation in case of fourteen of the twenty-nine values with respect to students intending to pursue a teaching career and those rejecting it. These values are – in the order of preferences formed by the means of values – reliability, honest, autonomy, self-discipline, diligence, patience, politeness, love of work, selflessness, fidelity, patriotism, thrift and religious belief. Each of the values has higher means among those who intend to become teachers. Although significant differences between the other 15 values cannot be identified, it is to be noted that, with the exception of one value (freedom), those

students who intend to become teachers rated all the values higher.

Our findings reinforce our assumption that those student who prepare for their teaching career with "ambitious activity" (Kocsis 2003: 63) are more open and receptive to the processes of value transmission in the institutes and career socialization, and also to acquiring teacher models through informal learning. This means that through the internalization of the values in education, their (career) socialization is realized successfully. This issue is regarded especially important as, based on Berger-Luckmann's work, it is accepted that "successful socialization" (1966: 163) can take place if a symmetry is established between the objective, subjective and intersubjective reality (identity); if this is not the case, socialization is unsuccessful. The issue of the lack of aptitude testing as part of the entrance exam for teacher education programs is raised again. (Due to the length and structure of the present paper, this issue is not analyzed any deeper here).

Table 8.
**How important do you as a teacher education student think it is to form the following characteristics in schoolchildren?** (five-point scale, mean scores)

| | **Intends to become a teacher** | **Doesn't intend to become a teacher** | **Doesn't know if intends to become a teacher** |
|---|---|---|---|
| reliability | **4.51*** | **4.34*** | 4.21 |
| respecting others, tolerance | 4.49 | 4.4 | 4.19 |
| responsibility | 4.48 | 4.4 | 4.33 |
| honesty | **4.44*** | **4.22*** | 4.32 |
| autonomy | **4.36*** | **4.2*** | 4.16 |
| self-discipline | **4.36*** | **4.2*** | 4.11 |

| | | | |
|---|---|---|---|
| self-control | 4.3 | 4.23 | 4.13 |
| diligence | **4.28*** | **4.11*** | 4.04 |
| patience | **4.25*** | **4.03*** | 4.08 |
| politeness | **4.23*** | **4.03*** | 4.06 |
| decisiveness | 4.18 | 4.03 | 4 |
| inner harmony | 4.16 | 4.08 | 4.08 |
| love of work | **4.14*** | **3.93*** | 3.84 |
| imagination | 4.11 | 4.14 | 4.04 |
| originality | 4.08 | 3.99 | 3.94 |
| orderly and clean looks | 4.08 | 3.99 | 4.04 |
| good conduct | 4.05 | 3.93 | 3.79 |
| sense of criticism | 4.04 | 3.94 | 3.94 |
| retaining respectful habits | **4.03*** | **3.72*** | 3.8 |
| dutifulness | 4.01 | 3.8 | 3.87 |
| selflessness | **4*** | **3.75*** | 3.94 |
| obedience | 3.92 | 3.86 | 3.82 |
| freedom | 3.91 | 3.95 | 3.72 |
| fidelity, loyalty | **3.83*** | **3.61*** | 3.52 |
| assertiveness | 3.82 | 3.77 | 3.76 |
| patriotism | **3.74*** | **3.49*** | 3.59 |
| thrift | **3.73*** | **3.49*** | 3.59 |
| leadership skills | 3.38 | 3.36 | 3.21 |
| religious belief | **2.91*** | **2.48*** | 2.64 |

* number in **bold** = significant deviation based on independent 2-sample t-test

The next part of the research sets out to draw the value map of the teacher education students of the two institutes with respect to their professed educational values. The expression "professed" is to be emphasized, as the question posed in our survey also referred to this: "How important do you as a teacher education student think it is to form the following characteristics in schoolchildren?" As a first step, the groups of those original variables were identified which were in closer

correlation with each other than with others. The 29 educational values were grouped with the help of factor analysis in order to reveal the relationships between them. In the course of this process, eight factors were formed in case of the Debrecen subsample and six in the Szeged subsample. (The 8 factors in the Debrecen subsample cover 62% of the information content, while the 6 factors in the Szeged subsample cover 63%.)

The preferences of the Debrecen students were identified with the following concepts: "universality", "altruistic", "patriotic", "self-reflective autonomy", "traditional religious values", "conformity", "control", and "self-representation". The preferences of the Szeged students were named "traditionality", "openness in thinking", "performance", "self-realization", "conformity", and "safety". The following figures show what characteristics each factor consists of, what value groups are formed.

In case of the Debrecen teacher education students, religiousness and thrift form an independent factor, which is a characteristic of the religious value system. The "Universal" value orientation revealed earlier in case of the Debrecen students emerges here as well together with the trans-historical values of orderly and clean looks, responsibility, reliability, tolerance, honesty and freedom, furthermore, the "Altruistic" value orientations connect to cooperative traditional values (selflessness, retaining respectful habits, patience, diligence, politeness). Patriotism, assertiveness, fidelity, and inner harmony also form an independent factor, which is regarded as "Patriotic" traditional orientation. These can be placed in the dimensions of Self-transcendence and Conservation as defined by Schwartz. The religious and patriotic orientations do not emerge in case of the Szeged teacher education students, however, the values of responsibility and inner harmony, and values governed by "Conformity" (obedience, dutifulness,

good conduct, diligence) appear in the dimension of conservation. In case of the Debrecen students, the latter values also form an independent conformity factor (good conduct, dutifulness, obedience). In case of the orientations of the Szeged teacher education students, the factor labelled "traditionality" provides a wide framework for values belonging here; due to this, they can be placed in the broader context of the "Conservation" dimension in the Schwartzian sense. However, it is to be noted that the traditional patriotic and religious values are also found in this set. Autonomy emerges in a similar way in the two subsamples, however, while in the Debrecen orientation it appears in a self-reflective way expressing introversion as well (self-discipline, self-control, autonomy), in case of the Szeged students, it is complemented with performance, in the dimension of "Self-enchancemen". The same degree of difference can be observed with respect to the "Personality developing" individualist factor (imagination, sense of criticism, originality) of the Debrecen subsample and the values in the "Self-awareness" individualist factor of the Szeged students. In the Szeged subsample, the characteristics of imagination, sense of criticism and originality are complemented by the values of assertiveness and decisiveness, which suggests that the individualistic orientation of the Szeged subsample can be labelled by the concept of "Self-realization" as opposed to the concept of "Self-representation" in the Debrecen subsample. This indicates that the orientation of the Debrecen teacher education students can be placed in the Openness to change / Self-awarmess, while the Szeged orientation in the Self-enhancement / Achievement-Power Schwartzian dimensions. The picture is further colored by the findings that in the value structure of the Debrecen students the Power dimension of the self-realization axis forms a separate group, labelled with the

concept “control” in the present paper, where the values of decisiveness and leadership skills are placed.

Based on the findings gained as a result of the factor analysis of professed educational values, the following conclusions can be drawn. The post-material values of universality-altruism arrange themselves into two factors (Universality, Altruism) in case of the Debrecen students. The Conformist world of values appear separately in both subsamples. In case of the Debrecen teacher education students, orientations of Religious and Patriotic emerge distinctively, while in case of the Szeged students these form one factor (Traditionality). The individualist orientation, also appearing in both subsamples, is placed in the dimension of Performance (self-realization) in case of the Szeged students, and in the dimension of Self-awareness with Power, as a separate factor, in case of the Debrecen students.

Figure 1.
**Educational values among Debrecen teacher education students**

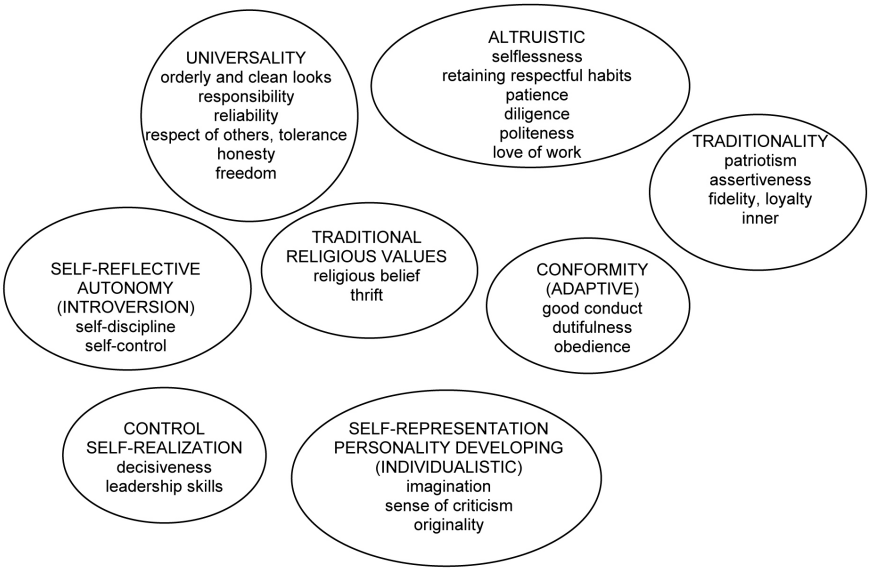
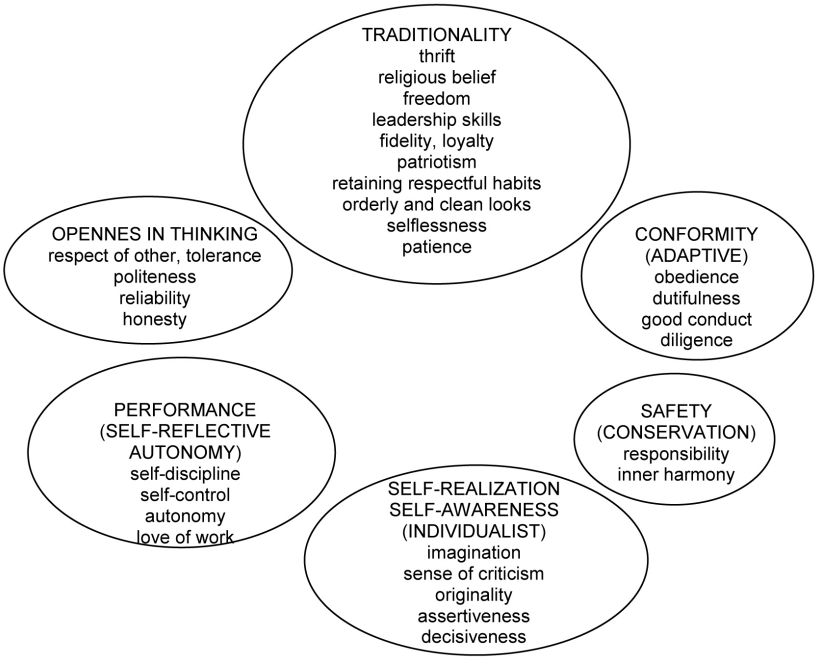


Figure 2.
**Educational values among Szeged teacher education students**



## *I. 4 Students' evaluation of the program*

### I. 4.1 Opinions on necessary characteristics in the teaching career, and their development as part of the educational program

As Falus points out, teachers' practical pedagogical knowledge and views, i.e. their "system of evaluation" (Falus 2006: 58-63) plays a decisive role in the "interaction and development" of pedagogical knowledge and actions. Falus (referring to Zeichner and Liston 1996: 23-28) also concludes that "the values of the teacher in the evaluation system are formed on the basis of the role expectations directed at the profession and their earlier experiences, and functioning as a lens, they govern the interpretation and control of practical activities and theoretical (as in, obtained from others) knowledge. The system of evaluation is modified in response to practical experiences and theoretical knowledge, and in the future, it is this modified system of evaluation that will function as the lens." (Falus 2006: 60-61)

In 2008, N. Kollár published the findings of her research focusing on the deeper understanding of teachers' career image and their satisfaction with teacher education. As the issues she deals with are also relevant for our investigation, one of her question groups, published in the journal Pedagógusképzés [Teacher education] (2008: 31), was incorporated into the questionnaire of our research. A comparative analysis of this earlier study and our findings is performed where relevant, with reference both to the whole sample, and to the data of the two subsamples separately. N. Kollár lists 26 characteristics which may be useful in the daily routine of teachers (the operationalization of the questions was realized through interviews). The respondents were asked to indicate to what

extent in their opinion these characteristics are needed in practicing teaching. The question (based on N. Kollár again) also inquired to what extent, in the respondent's opinion, these characteristics can be developed and how much the university/ college program developed them.

Figure 3.
**Importance and development of characteristics**
(whole sample)

| | **important** | **can be developed** | **program** |
|---|---|---|---|
| Good communication skills | 4,58 | 4,04 | 3,61 |
| Good explanation skills | 4,48 | 3,9 | 3,4 |
| Commitment, love of profession | 4,47 | 3,22 | 3,01 |
| Patience | 4,42 | 3,52 | 3,04 |
| Decisiveness, ability to make decisions | 4,41 | 3,68 | 3,33 |
| Trust in child's ability to develop | 4,39 | 3,73 | 3,2 |
| Consistency | 4,38 | 3,86 | 3,35 |
| Openness towards and acceptance of the disabled, ill, etc. | 4,37 | 3,71 | 3,1 |
| Authenticity | 4,37 | 3,72 | 3,29 |
| Empathy | 4,35 | 3,4 | 2,9 |
| Cooperation skills | 4,35 | 3,78 | 3,41 |
| Quick reaction to unexpected situations | 4,33 | 3,65 | 3,26 |
| Creativity, resourcefulness | 4,31 | 3,71 | 3,31 |
| Balance | 4,28 | 3,42 | 2,94 |
| Skills of self-reflection (self-analysis, self-criticism and realization) | 4,27 | 3,85 | 3,22 |
| Ability to adapt to new situations | 4,24 | 3,65 | 3,27 |

| | | | |
|---|---|---|---|
| Positive self-evaluation | 4,23 | 3,7 | 2,97 |
| Aptness for quality | 4,22 | 3,63 | 3,29 |
| Ability of emotional control | 4,16 | 3,54 | 2,77 |
| Social adaptability | 4,15 | 3,63 | 3,16 |
| Openness to other cultures, customs | 4,02 | 3,6 | 3,19 |
| Ethical commitment | 3,99 | 3,46 | 3,04 |
| Initiative and enterprise skills | 3,97 | 3,42 | 3,06 |
| Leadership skills | 3,9 | 3,52 | 2,99 |
| Rule consciousness, compliance with rules and skills of rule formation | 3,82 | 3,76 | 3,17 |
| Success orientation | 3,75 | 3,47 | 3,01 |

All the elements on the list of characteristics provided in closed questions were considered important (means above 4) or even indispensable (means above 4.5) by the teacher education students. According to the respondents, the most important characteristics in the teaching career are 1) good communication skills, 2) good explanation skills, 3) commitment, love of the profession, 4) patience, 5) decisiveness, decision making skills. It is to be highlighted that these values are universally preferred among the students (the difference between the 1st and 22nd item in the preference order established based upon the means is only 0.5). All the given characteristics, with the exception of ethical commitment, initiative and enterprise skills, leadership skills, rule consciousness, compliance with rules and rule formation and success orientation, received an above 4 average. N. Kollár's study, conducted among non-novice teachers (N=241, average age: 41 years, number of years in teaching: 17.5 years on average), presented the same findings: with the exception of initiative, rule consciousness, success orientation

and leadership skills, all the listed characteristics received an average rating above 4 (N. Kollár 2008: 17). Comparing the findings of the two studies, it is revealed that the characteristics preferred by teachers the most are partly identical with ones that are rated higher by teacher education students: good explanation skills, commitment/ love of the profession and consistency are ranked at approximately the same place. The differences between the two age groups (which also means a different level of experience) are also revealing. The experienced teachers' number 1 authenticity and number 2 empathy are found in the middle of the preference order of the teacher education students. The teachers' order is 1) authenticity (it is number 9 with teacher education students), 2) empathy (number 10 with students), 3) good explanation skills (number 3 with students), 4) consistency (number 7 with students), 5) commitment (number 3 with students).

Upon examining the differences between the importance of characteristics with reference to the respondents of the two institutes, performing an independent 2-sample t-test, significant difference was found between the students intending to become teachers and those rejecting teaching as a career in terms of characteristics considered important in the teaching profession (commitment–love of profession, rule consciousness, ethical commitment, good explanation skills, cooperation skills and balance). The same significant difference was observed in terms of how much these characteristics were developed by their educational program (in case of commitment–love of profession and consistency). It was found in case of both questions that students preparing for the teaching profession consciously are characterized by higher expectations and react more sensitively to educational contents.

If the listed characteristics are studied in relation to the educational program, it becomes immediately obvious that the

respondents indicated that the programs provided less than they had expected with respect to each characteristic. The interpretation of this result is to be addressed later. Let us study the following figure first, which presents how deficient teacher education programs are perceived, according to the ratings of the respondents, as compared to how preferred a certain characteristic is; in other words, compared to its importance, how much the educational program fostered the development of a given characteristic. (See also N. Kollár 2008: 19.)

Table 9.
**Deficiency of teacher education programs as compared to the importance of the characteristic** (whole sample)

| | |
|---|---|
| Commitment, love of profession | 1,46 |
| Empathy | 1,45 |
| Ability of emotional control | 1,39 |
| Patience | 1,38 |
| Balance | 1,34 |
| Openness towards and acceptance of the disabled, ill, etc. | 1,27 |
| Positive self-evaluation | 1,26 |
| Trust in child's ability to develop | 1,19 |
| Good explanation skills | 1,08 |
| Authenticity | 1,08 |
| Decisiveness, ability to make decisions | 1,08 |
| Quick reaction to unexpected situations | 1,07 |
| Skills of self-reflection (self-analysis, self-criticism and realization) | 1,05 |
| Consistency | 1,03 |
| Creativity, resourcefulness | 1 |
| Social adaptability | 0,99 |
| Ability to adapt to new situations | 0,97 |
| Good communication skills | 0,97 |
| Ethical commitment | 0,95 |
| Cooperation skills | 0,94 |
| Aptness for quality | 0,93 |
| Initiative and enterprise skills | 0,91 |
| Leadership skills | 0,91 |
| Openness to other cultures, customs | 0,83 |
| Success orientation | 0,74 |
| Rule consciousness, compliance with rules and skills of rule formation | 0,65 |

According to the teacher education students' responses, the least developed characteristics are commitment, empathy, ability of emotional control, patience and balance. These characteristics belong to the conceptual network of competences in managing others. When examining the whole sample, it is found that the students felt relatively prepared for providing frameworks for learning (leadership skills, aptness for quality, rule consciousness). In terms of characteristics related to instruction (consistency, creativity, aptness for quality, self-reflection), they were moderately satisfied. The deficiencies were perceived with reference to the characteristics of balance, patience, emotional control, empathy and commitment to the profession, i.e. with reference to their capabilities as a person. N. Kollár's research findings are now quoted again, namely, that similar results are gained from teacher respondents' opinions with respect to personal balance.

If the two student subsamples are investigated separately, it is found that both the DE students and the SZTE students perceive emotional control as the least developed quality during their educational program (DE mean: 2.64; SZTE 2.8). It is to be emphasized here that the most striking difference was found in case of "commitment, love of profession", which is intriguing because this factor is rather an attitude than a characteristic (N. Kollár 2008). This feedback reflects the students' expressed need for strengthening the practical, child-centered nature of teacher education programs, for encountering teacher models in settings of informal learning and for job shadowing.

It can be concluded from the results of the Szeged subsample that the SZTE students see commitment to the profession, empathy, ability of emotional control, patience and balance as the least developed characteristics in the course of their educational program. The Debrecen teacher education

students, however, find the following to be the most problematics in terms of their development: openness to and acceptance of the disabled or the ill, and – similarly to the Szeged students – the characteristics of patience, empathy, commitment to the profession and balance.

It is to be highlighted that the SZTE students reported that the characteristics their educational program addressed to a degree that was closest to their score of importance are openness to other cultures (the element considered problematic by the Debrecen students), success orientation, rule consciousness, compliance with rules and rule formation, and the ability of enterprise. The same set of characteristics in case of the Debrecen students is ethical commitment, success orientation and rule consciousness, and the ability of cooperation. These can be viewed as the strengths of the educational program.

The same critical attitude is expressed towards the teacher education program in Pécs as it is revealed in Kocsis's study conducted among teacher education students (Kocsis 2003: 67-74). In our opinion, students in general are critical of the content elements of educational programs. High student expectations become transparent from responses given to the open question in our questionnaire "What do you expect from the university as a student? What are your three most important needs?" The students expect to acquire practice-oriented knowledge, mastered at the level of skills, and the greatest possible support from the institute in their transition to the labor market. Due to the length and the structure of the present paper, the relations between student expectations and added effort, the problems of knowledge transfer/transferability of knowledge or the issues of knowledge reception and construction are not discussed here. However, it is mentioned as a remark that teacher education students are characterized by an essentially critical attitude. Nagy writes on teachers (but her

statement is also valid for teacher education students) that "teachers in general tend to rate their own competencies lower than they consider their importance in the teaching profession" (Nagy n.d.: 66).

It is also to be noted that the Debrecen students reported that the educational program had the strongest impact of development in case of communication skills, cooperation skills, explanation skills, authenticity and consistency. These scores range between 3.6 and 3.26. The Szeged teacher education students found communication skills, explanation skills, cooperation skills, consistency, decisiveness and creativity as the most efficiently developed characteristics, though the highest average is 3.6 and the lowest is 3.4.

The average scores of this question were also examined with reference to the responses given to the question "Do you intend to become a teacher?" The analysis conducted with an independent 2-sample t-test provided significant deviation in case of the following characteristics: good explanation skills, commitment, rule consciousness and compliance with rules. The students who profess that they intend to become teachers rate the given characteristic higher in case of all the characteristics. It is emphasized that these characteristics – which are closer to the world of values – are more strongly oriented in case of the students who are more committed to the teaching profession. At the same time, those who openly express that they do not intend to become teacher rate the following characteristics somewhat higher than those who are preparing for a teaching career: self-reflection (self-analysis, self-criticism, and realization skills), adaptability to new situations, initiative and spirit of enterprise.

It is worth noting that the above three characteristics are not only necessary to pursue "other" careers successfully but they are connected to the new teacher role expectations. The so-called "reflective teacher" (Sallai 2004, Szabó 1998, Tókos n.d.) needs

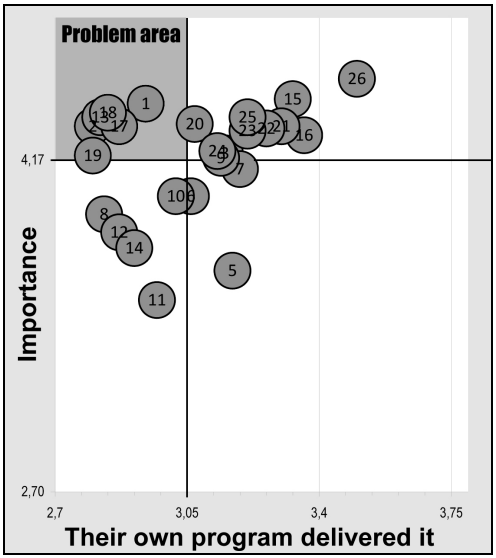
to master “new teaching methods, method combinations and reflective techniques supporting the recognition and analysis of problems, relational and control skills, the ability of reflectiveness, professional self-evaluation, the ability to change, a rich repertoire of behaviors, the complexity and various shades of role interpretations and the ability of searching for loving interactions”. (Tókos n.d.) The conclusion that can be drawn from the students’ feedback is that preparing students for the new type of teacher role expectations is not a characteristic of the examined educational programs.

## I. 4.2 How much did the educational program support the development of the characteristics considered to be important in the teaching career?

In the course of our investigation, the views the students formed about the content of their educational programs were analyzed from a different perspective as well, so that a more accurate picture can be drawn. The 26 listed characteristics were placed on a two-dimensional figure[8].

[8] The horizontal axis represents the mean value of each characteristic. This axis shows to what extent the educational program supported the development of the given characteristic in the students' opinion. The vertical axis represents the mean of the importance of values related to the given characteristic, in other words, it shows to what extent, according to the students, the given characteristic is important for the teaching profession. The interpretation of the figure is supported by the diagonal line, which represents the average values. The dots above the blue average indicate that the given characteristic is considered to be more important than how much its development was supported by the program. If the dot is on the average, it indicates that its importance is the same as the satisfaction in connection with it, i.e. these dots are in balance. If the dot is below the average, it indicates that the characteristic is less important than the program supported its development. The mean score of importance of the 26 examined characteristics is 4.17, while the average assessment of the program is 3.05. The intersection of the two lines form a four-dimensional space. The first (upper left) dimension represents the problematic area. There are the factors which are characterized by above average importance but below average satisfaction. The second dimension (upper right) represents the characteristics which are more important than the average and are characterized by higher satisfaction as well. The third dimension (lower left) shows those dots that are characterized by lower than average importance and lower than average satisfaction. The fourth dimension (lower right) represents those characteristics that are less important than the average but the satisfaction in connection with them is higher than the average.

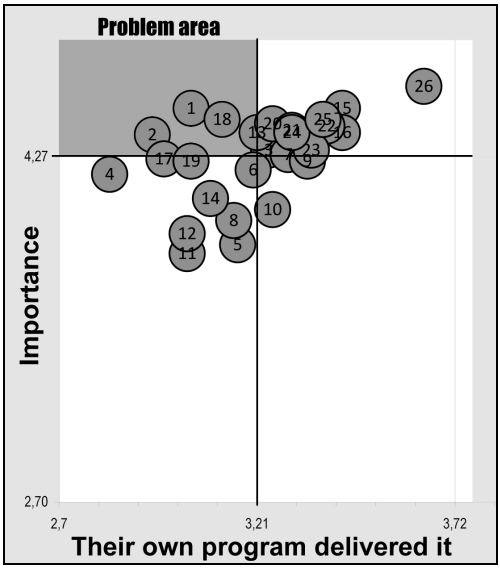
Figure 4.
**Strengths and weaknesses in the program**
(teacher education, University of Debrecen)




**1 Commitment, love of profession**
**2 Empathy**
3 Skills of self-reflection (self-analysis, self-criticism and realization)
4 Ability of emotional control
5 Rule consciousness, compliance with rules and skills of rule formation
6 Social adaptability
7 Ability to adapt to new situations
8 Initiative and enterprise skills
9 Aptness for quality
10 Openness to other cultures, customs
11 Success orientation
12 Leadership skills
**13 Openness towards and acceptance of the disabled, ill, etc.**
14 Ethical commitment
**15 Good explanation skills**
**16 Cooperation skills**
**17 Balance**
**18 Patience**
**19 Positive self-evaluation**
20 Trust in child's ability to develop
**21 Authenticity**
**22 Consistency**
23 Creativity, resourcefulness
24 Quick reaction to unexpected situations
25 Decisiveness, ability to make decisions
**26 Good communication skills**

Based on our analysis, it can be stated that the teacher education students of the University of Debrecen see the factors of commitment to the profession, empathy, openness and acceptance, balance, patience and positive self-evaluation as weaknesses from the point of view of the educational program. These findings – similarly to our previous results – show that the educational program needs to be developed from the point of view of the not formal and informal aspect of its practical element (sensitization to the profession), as these characteristics belong to that part of the teaching career which is related to how to deal with and treat learners. At the same time, these characteristics are connected to the teacher's personality (and through this to the system of evaluation) and are attitude-like. Their development in the course of the program significantly influences successfulness (in the objective and subjective sense of the concept as well) later during the career. The factors love of the profession and commitment to the profession need to be highlighted here, as they are placed in the problematic area according to our analysis as well. On the other hand, when discussing the strengths of the program, it can be highlighted that the Debrecen students report the speaking–acting elements of teaching, namely, communication, explanation, cooperation skills, furthermore authenticity and consistency as the most important characteristics developed by the program. Out of the listed and, from the point of view of importance, overrated characteristics, ethical commitment and success orientation stand out according to the figure (the students placed them in the space of the least important and least developed characteristics), and leadership skills along with the characteristics of initiative and enterprise skills are found close to them. The place of this group – formed by success orientation, leadership skills and spirit of enterprise – in the figure may refer to the deficiency of innovative-like contents, and may indicate that such characteristics are unrecognized by the educational program.

Figure 5.
**Strengths and weaknesses in the program**
(teacher education, University of Szeged)




**1 Commitment, love of profession**
**2 Empathy**
3 Skills of self-reflection (self-analysis, self-criticism and realization)
4 Ability of emotional control
5 Rule consciousness, compliance with rules and skills of rule formation
6 Social adaptability
7 Ability to adapt to new situations
8 Initiative and enterprise skills
9 Aptness for quality
10 Openness to other cultures, customs
11 Success orientation
12 Leadership skills
**13 Openness towards and acceptance of the disabled, ill, etc.**
14 Ethical commitment
**15 Good explanation skills**
**16 Cooperation skills**
**17 Balance**
**18 Patience**
**19 Positive self-evaluation**
20 Trust in child's ability to develop
21 Authenticity
**22 Consistency**
23 Creativity, resourcefulness
24 Quick reaction to unexpected situations
**25 Decisiveness, ability to make decisions**
**26 Good communication skills**

In case of the students of the University of Szeged, the axis representing the importance (mean 4.27) and the axis of the program (mean 3.21) divide the dimensions of strengths and weaknesses similarly to the Debrecen group. The students reported that the strengths of the program lie in the characteristics close to the conceptual system of teacher communication (communication and explanation skills, cooperation skill), similarly to the Debrecen results, and in the characteristics of decisiveness and consistency. In the problem space identified by the figure, besides commitment to the profession, psychological characteristics are to be found: empathy, emotional control, balance, patience, positive self-evaluation. This result leads to the conclusion that the students indicate deficiencies – in their programs – in the development of teacher personality traits. In the Szeged subsample, there are characteristics that "lag behind". They can be divided into two groups: 1) rule consciousness and ethical commitment and 2) success orientation, leadership skills and spirit of enterprise. The first set may refer to the phenomenon that the role of traditional control factors is decreasing (individualization, nonconformity). The underrating of the characteristics in the second set – similarly to the Debrecen subsample – refers to the fact that these are far from the set of values of teacher education.

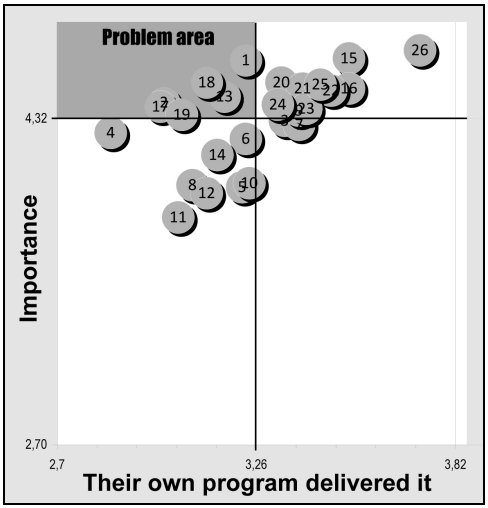
In summary, it can be concluded that in none of the spaces emerging on the figure can congruence be found, in either of the subsamples, between the perceived importance of a characteristic and its development during the educational program. Compared to the program, the students overrate the importance of characteristics (cf. Kocsis 2002). The students' feedback in case of teacher personality traits reveal some criticism of the development of the program, and they perceive the communication skills of persuasion and authenticity in

teaching as the most positive from the point of view their programs.

Our earlier findings revealed that those who intend to become teachers are more receptive – presumably due to reasons of identification – to the educational contents of their programs (they rate their importance and development in the program higher), so our analysis was also conducted on only those who intend to become teachers.

The mean scores of both the importance and the education program are higher in case of both institutional subsamples. The students who intend to become teachers rated the characteristics higher from both aspects, which proves our assumption. From the point of view of the importance and the development of a given characteristic, this group of students indicate the same strengths and weaknesses as listed previously. However, it is to be highlighted that commitment to the profession – contrary to the subsamples – does not appear in the space specified by being overrated in importance but being below the line of average for the efficiency of the program – so not in the middle of the problematic area – but on its borderline. Consequently, in case of the students who intend to become teachers, the educational program was more efficient from the point of view of developing commitment to the profession. The other students' commitment to the profession and love of the profession show bigger differences than in case of the committed teacher education students, who rated the importance and the development of these characteristics by the program higher. However, this score does not exceed the border of the "problematic area" that significantly either, which means that – to put it precisely – those who intend to become teachers are on the opinion that, from the point of view of developing this characteristic, the program is less problematic than according to the opinions of their peers.

Figure 6.
**Strengths and weaknesses in the teacher education program**
(both universities, only those who intend to become teachers)




**1 Commitment, love of profession**
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**18 Patience**
**19 Positive self-evaluation**
20 Trust in child's ability to develop
21 Authenticity
**22 Consistency**
23 Creativity, resourcefulness
24 Quick reaction to unexpected situations
**25 Decisiveness, ability to make decisions**
**26 Good communication skills**

When summarizing the data of those who intend to become teachers, it can be seen that among these students the acceptance of educational contents, the internalization of both the presented examples and knowledge content, is deeper – as these contents can be fitted into a network of earlier knowledge as it is determined by the subjective and intersubjective reality (identity). From the aspect of career socialization, it refers to the phenomenon that in their case – in the earlier quoted Berger–Luckmann sense (1966) – the concomitance of the objective and subjective reality supports re-socialization (Pusztai 2010a: 257–263, 2010b).

## I. 4.3 What did you expect and what did you receive from the program?

In the course of the research, – though we seem to be diverting from the core of our topic – I found it necessary to examine what opinions the students have on the content elements of the educational program, because as an educational researcher, I feel that it is part of my mission to provide feedback for educational institutes when there are relevant research findings. This question may show which areas, relating to expectations and preparation, may need further development. This issue is not negligible from the point of view of our main topic either, as the complex system of teacher education is not merely about passing on knowledge contents, but also the transmission and internalization of the patterns of behavior, norm system and value orientations of education/educators (Falus 2004, 2006: 34-37, 124), i.e. about "educating teachers" (Csapó 2004: 98). As for taking students' opinions into consideration, I hold the same view as N. Kollár

(2008), namely, that "we believe that it is possible to compare the efficiency of the program with the expectations, because it would not be fortunate to measure efficiency against some absolute scale (»the perfect«). As in our opinion, from no institute can it be expected that their graduates are perfectly prepared [when finishing their studies]." (N. Kollár 2008: 25).

Earlier studies on how programs are judged partly reveal that students have a basically critical view towards educational programs (Lukács 2002, Kocsis 2003) and partly find that students overrate their own abilities, so they can be characterized by a certain "unrealistic optimism" (Weinstein 1989), which is formed into something more realistic through pedagogical practical courses.

In our questionnaire, close-ended questions were posed to the teacher education students, asking them to determine on a 5-point scale how well, in their opinion, the university/college prepared them in the 17 listed areas during their program. The program elements can be grouped in the following way (the rank of each element of the list, established based on the means of the whole sample, is given in brackets):

- Teaching school subjects (1. content knowledge, 4. knowledge of teaching methodology)
- Theoretical knowledge of pedagogy–psychology (2. Pedagogical theoretical knowledge, view of didactics; 3. Psychological theoretical knowledge, view)
- Pedagogical skills of the extended teacher role (5. Ways of evaluating learners, 7. Treating learners of various ages, 10. Ways of disciplining, 11. Treatment of learners performing below the average, 12. Organizational tasks, 13. Treatment of learners with mental or behavioral problems, 15. Administration, 16. Keeping contacts with parents, 17. Form teacher tasks)
- Other important aspects of the teaching career (6. Realistic career image, 14. Contact with colleagues)

Based on the data of the whole sample, it can be concluded that from the point of view of their program, the students are most satisfied with their preparation in teaching school subjects and in theoretical knowledge of teaching (pedagogy, psychology). At the same time, it is to be noted that the highest score (disciplinary preparation for the school subject) received a 3.8-point average on the five-point scale, the next is pedagogical theoretical knowledge (3.71), psychological theoretical knowledge (3.66) and methodology knowledge (3.49). The next in line (in the category 'pedagogical skills of the extended teacher role', established in our study when interpreting the findings) is ways of evaluating learners (3.48).

The other elements of the educational program received lower and lower scores from here on. (Nearly identical scores were given to the other elements from problems of learners with various difficulties to knowledge on ways of disciplining.) Administration (2.69), keeping contact with parents (2.65) and preparation for form teacher tasks received the lowest scores. In conclusion, according to the respondents, the programs prepare students mostly for subject-specific theoretical knowledge and theoretical knowledge of the teaching profession, while preparation for organizational-management tasks and managing professional-social contacts receive the least attention. It is also to be noted that when considering these factors from the point of view of the students' needs, it can be seen that the areas requiring the most development are related to expectations towards the extended teacher role.

In the next part of the study, the deeper strata of the two institute subsamples are to be explored with the help of the earlier presented two-dimensional figure. The 17 elements of the program are represented by the average scores of the responses given to the questions "What did the program provide?" (horizontal axis) and "To what extent should the program provide this?" (vertical axis), and the analysis was conducted

with reference to the figure received like this. (The responses were given on a scale of 1 to 5.)

In the course of the analysis, it was found that the Debrecen students perceive instruction on subject specific knowledge and subject teaching methodology, furthermore, pedagogical-psychological education and view formation, i.e. the classical components of teacher education, as the strengths of their educational programs. These elements are considered to bear higher than average importance and are accompanied by higher than average satisfaction. The importance of professional knowledge and its development by the program are rated higher than all the other content elements of the program; according to the students, this is the number one strength of the Debrecen teacher education program. Forming pedagogical theoretical knowledge and view is considered slightly less important from the point of view of the profession than psychological theoretical knowledge and view, however, this aspect of the program was perceived to be slightly stronger than the university's transmission of psychological theoretical knowledge and view. The program element of ways of evaluating learners, which knowledge is obtainable as part of the pedagogy studies, also seems to be a strength of the Debrecen program. According to the students, having a realistic image of the profession is somewhat less important than teaching methodology knowledge, however, their program was more efficient in providing this. When evaluating the elements of the program, it is found that content elements belonging to the requirements accompanying the newly emerging teacher roles, i.e. age specific educational contents, working with learners who differ from the average, and the organizational and managerial tasks in the work of a teacher, are addressed less during the educational program. It can be deduced from the figure that knowledge about the daily routine of the teacher (form teacher tasks, keeping professional and social contacts, administration) are perceived by the students as

less important, and they are not emphasized by the educational institute either.

The data of the Szeged subsample are similar to the Debrecen one, but some aspects are slightly different. The SZTE teacher education students' responses suggest that the level of school subject knowledge is the strongest element of their program. It is followed, in ranking order, by pedagogy–psychology modules and teaching methodology knowledge. The problematic areas in the Szeged program are knowledge about treating learners with special needs and learners who perform below the average, furthermore, the treatment and disciplining methods for learners with behavior problems. It can be stated about the Szeged program as well that it addresses form teacher roles, collegial and social contacts and the administrative tasks of teachers to a lesser degree.

Similarly to the discussion on teacher characteristics, the analysis of the program elements does not reveal striking differences between the two institute subsamples either. However, it was assumed that the same difference that was found in case of the students intending to become teachers would appear in this question as well. This assumption was justified by the analysis. The aggregated average scores of both axes are higher, i.e. those students who intend to become teachers gave higher average values with respect both to the importance of program elements and the level of the program. In their case, the transmission of knowledge about the given school subject, pedagogy–psychology and subject teaching methodology is perceived as the strengths of the program. In this space – among the program elements rated above average – we can find knowledge about ways of evaluating learners and on realistic career image. Also, the transmission of knowledge about group work, about dealing with different age groups, about the treatment of the talented and those who perform below the average is found in this group, though lagging

slightly behind the previous set. Those students who intend to become teachers perceive the treatment of learners with emotional and behavioral problems and ways of disciplining as weaknesses of the program. They also view differently the elements– also identified earlier in the institutes subsamples – that the programs do not address (form teacher tasks, keeping contact with colleagues and with parents, administration). The importance of these elements was rated close to the overall average, each with a mean of 3.8 or above. However, the means of the responses to the question "To what extent did the program provide this?" are all on or below the 2.7 mean, which means that these students (in contrast with their peers who do not intend to become teachers) expect more from the teacher education program in this respect as well.

Chapter 2.

# Students participating in teacher education programs during the Bologna process

## *II. 1 Transition into higher education based on earlier research on teacher education students*

In this section the research findings of recently conducted studies on students participating in Hungarian teacher education are summarized. It is important to note that both studies cited below were conducted before Hungary's transition into the Bologna system of higher education, i.e. before teacher education became a two-cycle program. In Kocsis' study (N=323), the data was obtained between 1998 and 2000, and in the study of the Institute for Educational Research (Lukács and Nagy) in 2002 (N=997).

According to the findings of the Institute for Educational Research in 2002, application to higher education does not automatically mean that students "start their educational program with the ambition to become teachers in the end." (Lukács, 2002, p. 64). When examining the motives of institute selection, they listed fourteen decision-influencing factors, which could be scored on a four-point scale in the response. If we look at ambition to become a teacher, we can see that one fifth of the respondents considered it a decisive factor when applying for higher education. If the data is presented distributed among the different educational programs, it becomes apparent that it was mostly students participating in lower primary teacher education who can be characterized by this deciding factor ("wished to become a teacher"); in comparison, this proved to be a less significant motivational force for students from college and university teacher education programs.

The researchers established two groups: the "faithful", who applied exclusively for teacher education, and the "trying elsewhere", who also applied for programs other than teacher education. Based on this distribution, it is revealed that the

group of the "faithful" is 17% in the case of secondary school teacher education, 25% in the case of college-level teacher education students, and 50% of the students in lower primary teacher education programs.

A more informative description can be provided if the data is considered in the distribution of the three sub-samples. In the case of students participating in university level teacher education, when it comes to the motivation for applying to higher education studies, a marked difference can be detected between selecting an institute and selecting the teaching career. The decisions of university students were motivated by their interest in the given academic field (indicated by 57%), and they selected a given institute based on its reputation of quality of instruction in their choice of subject area, and not because they wished to apply and pass on this knowledge in a teaching career. It must be noted that the "I wish to become a teacher" as a decisive motivational factor characterized mostly the lower primary teacher education students (41%), while only 25% of college-level teacher education students, and 16% of university students indicated this as their main motivational factor. (In the full questionnaire, 20% gave the answer stated above. The 71 lower primary teachers, 305 college-level teacher education students were questioned, and the university student sub-sample's total was 621 students.)

Having the opportunity to experience the student lifestyle was an influential motive to apply mostly for the college-level teacher education students, while the lower primary teacher education students and university students were less influenced by this deciding factor (marked by 15% in both sub-samples). The belief that the matriculation examination is "easier" played a role when making the decision for students of secondary teacher education the least frequently, while 14-15% of college students said that this was a decisive factor for them when applying for further studies. It is important to note that in the

case of the lower primary teacher education students, the desire to care for others appears as a significantly more influential decisive factor. ("I love children" is an important motive for more than 66% of lower primary teacher education students and the notion of "when I have my own child, it will be useful what I learn here" as an influencing factor is similarly strong.) These two viewpoints are less typical in the case of future teachers of upper-primary or secondary levels. Less than 33% of them reported that it would influence their decision. The regional accessibility of the institute as a factor appeared most conspicuously in the group of lower-primary teacher education students as a decisive factor, and it influenced 25% of the students in selecting an institute. However, if teacher-models as influencing factors are considered, a reversed order can be detected among these educational programs. It was the lower primary teacher education students who reported the least (3%) that a "favorite teacher's example" would have a decisive impact on the orientation of their further studies, while 10% of college-level teacher education students reported that they considered a teacher model as a decisive influence. (Even though there is not any detailed data available regarding the students' prior knowledge, opinions and views on the educational program, it is hypothesized and indicated by the existing data that there is a phenomenon of the early ("founded" and "presupposed" already in higher education) feminization of the teaching career, especially of the lower primary teacher. Finding/looking for a partner is not reported as a motive by the lower primary teacher group as not a single student marked the possibility of "I can find a partner or spouse more easily among my fellow students" as an influencing factor. It is important to note that the data is collected among graduating students. Without going into deeper analysis and explanation for the purposes of this paper, the distribution described above can only be explained by not being influenced

by this factor at all, while 4% of the college-level teacher education students were markedly influenced by this factor as well.)

Chrappán (2010) provides a short overview of career choice motivations, staying in the career and career experience, based on data gained through a career follow-up system of graduates. In the sample, 47 different teacher qualifications were identified; one fifth (47 people) of the teacher sample (738 people) obtained their degrees in teacher education. The author reports that "both international and Hungarian studies on motivations in the teaching career agree on the chosen lead motives and change patterns of these motives in relation to time spent in the teaching career. Among career starters, an overwhelming majority name love of children and the taught subject and a sense of vocation as a reason for their choice of career". (Chrappán 2010: 268) 68% of the graduates with a teaching degree claim that when applying to study a specific major, their most important motivational factor was their interest in the chosen subject area. (Chrappán 2010:. 269)

The image of the teaching career, i.e. financial and moral appreciation, determines the selection process in society to a high degree. As a result of this, "the »sense of vocation« has lost some of its glamour" (Brezsnyánszky 2006: 180), as financial considerations might discourage someone from choosing this profession. Varga regards this phenomenon, manifesting at each point of the selection process of teachers – when applying for higher education, starting the first job, and in five or six years after graduation (Varga 2007: 622–623) –, to be a "negative self-selection effect" (Varga, 2007: 627). Based on students' career plans, some researchers believe that expenditure on teacher education is not effective, but "it rather contributes to increasing the professional standard of insurance agents, receptionists or media personalities" (Kárpáti, 2007: 4). Kárpáti (2007) bases this strong statement on her data, which

shows that more than 60% of career starter graduates with teaching degrees find employment in non-teaching positions.

As for teacher education students' aspirations for selecting a major, an institute and a career, the versatility of motives (Kozma, 2004; Nagy, 2001) manifests in various ways: some choose this career consciously, while, to the other extreme, there are students who regard teacher education majors of multi-faculty institutes as a starting point (a springboard). Naturally, there are many other attitudes between these two views. For example, there are some who are "drawn into it" (Kozma, 2004, p. 130). However, apart from individual selection backgrounds, some rules can be detected, such as the desire to care for others or the commitment to the field of study. Additionally, the regional accessibility of the institute, the "call" of its marketing strategy, and the peer group can all be determining factors, just as the influence of the family (e.g. teacher dynasties) (Kozma, 2004: 130–131).

Literature on selecting majors finds the education of the parents a determining factor as well. Lukács and his colleagues, based on their study conducted in 2002 on teacher education students, support this thesis by claiming that "it is rather the fathers' education that is detectably connected with the layers of the inner structure of future teacher generations" (Lukács, 2002: 50). This presumably is a result of the fact that the majority of teacher education students come from lower middle class families, and in this social class, women's level of education is more homogeneous compared to the men's. Due to the transformation of Hungarian higher education, it can be assumed that the changes of the system (demographic, financial, and driven by social expectation) will result in significant changes in this particular issue, both in career selection awareness and student recruitment.

## *II. 2 Transition from secondary education to bachelor level education*

When examining teacher education students, the following questions help determine what the transition from secondary education to higher education is like: What reasons for higher education selection are dominant? What opinions are presented on the positions of the various educational institutes in the Hungarian higher education arena? Finally, what motivations and attitudes appear during the process of choosing to complete further studies?

In our study conducted in 2009 on teacher education students participating in (at the time) one-cycle teacher education programs in the University of Debrecen and the University of Szeged, we found that the majority of the students were accepted by the higher education institute as first-time applicants (71%), while 22% were accepted for the second time, 3% for the third time, and 4% needed to apply more times than that.

The results of our study conducted in the spring of 2011 show that 98% of daytime students applied to a higher education institute in the year of their secondary school graduation exam and 91% of them were accepted the same year. Furthermore, 77% applied to their present institute. (In the case of correspondence students, 42% applied to their present institute.) The institute offering the master program did not accept 14% of the students. 7% were not accepted into higher education (at that time).

## II. 2.1 Motivations for conducting further studies in higher education

The findings of Lukács and his colleagues also show that when teacher education students apply for higher education it does not automatically mean that they consciously select a subject teacher major (Lukács 2002: 64). According to Nagy (2001) and Kozma (2004), the influencing factors to apply are the students' interest in the field of studies, their "love" for the taught age group and their commitment to the teaching career, followed by the accessibility of the institute and the desire to continue the student lifestyle. This corresponds with the findings of the 2001 study on first year university students (Gábor 2001).

In this question group there were 14 statements in our questionnaire, and the respondents were asked to decide on a four-point scale how determining each factor was when they were applying to an institute. The answers were ranked according to their mean scores. First in the rank, in the case of daytime students, is the statement "I would have liked to obtain tertiary level qualification in any case". (78% of the respondents indicated that this played a very big role.) The next in the rank is the statement "I had good results in secondary school" (46%). As the third strongest motivational factor the chosen subjects were the deciding factor in their future profession (53% indicated that this played a big role). The next main influential factor when handing in applications was encouragement from family and secondary school teachers (66% of the students reported that this factor played a very big role). The prospect of a higher salary due to possessing tertiary level qualification as a motivational factor – ranked next according to the mean score – played a significant role for 25% of the students. The statement "student lifestyle and prolonging the years of studies were appealing to me" was given the same

mean score as the ideas on financial considerations, and it was found that one quarter of the students marked the "it played a very big role" answer. In the middle range of motivational factors based on mean scores, the statement "I already knew as a secondary school students that I wanted to be a teacher, and I needed further studies for that" can be found; the same statement is marked by 40% of the students as playing a big role when applying for higher education. Among the last factors on the list, factors such as avoiding unemployment or opportunity of finding employment abroad can be found, the decision influencing power of these – the subjects being daytime students – meets the previous expectations. Their parents' higher education degrees influenced a small portion of the respondents (with a mean score of 2.4, while 74% said that it did not influence them at all). The last in the rank of decision influencing factors is a statement that refers to the "standby" nature of higher education ("it doesn't matter what, but I want to study"). This statement needs to be underlined in both sub-samples as 6% of the respondents said that the factor above had a decisive influence on their application process for higher education. However, nearly two thirds of the respondents said that this was not a motivational factor for them at all.

According to the findings of the study, the number one motivation for further studies after secondary school is to obtain tertiary level qualifications, mainly because of the prestige that comes with having tertiary level qualifications, but also because of the accompanying financial advantages and opportunities to find employment (mostly in Hungary). The most significant difference between the motives of daytime and correspondence students is that avoiding unemployment appears as a motivating factor among the former group more powerfully. However, among them, encouragement from parents, relatives and secondary school teachers is also more significant.

When selecting an institute, prestige-like factors related to the profession and/or the institute are the most influential. 59% of the respondents reported that it was their attraction to the field of study (a factor with the highest mean score of 3.5) that powerfully influenced their institute selection. The same was said about the reputation of the institute by 48% of the students (the mean score among daytime students was 3.4) and about the reputation of the faculty offering the program by 44% of the students (3.2). Considerations of "comfort" ("this was the easiest institute to get into", "this is a program that can be easily completed", "I wouldn't have got accepted elsewhere") are found at the end of the list (66% of the students reported that these factors played no role in their decision.)

## *II. 3 Application to master programs*

In the year when they were applying to their current level of study, daytime students applied for 2.2 MA/MSc programs on average, while correspondence students for 1.7. The majority of these were teacher education master programs (daytime students 1.9, correspondence students 1.6). The majority of applicants were accepted. 95% of the daytime students and 92% of the correspondence students were accepted for the program that they had listed as their first choice.

Among the motives to apply to a master program the number one reason is again to obtain a (more valuable) degree. Three quarters of the students reported that the most important motivational factor for them was to receive a master's degree. 56% of the students were motivated to a great extent by the fact that they were determined to become teachers and they had to obtain the necessary qualifications for that. The data also reveal that the teacher education students considered their labor

market positions to be more favorable with higher qualifications ("with an MA/MSc degree, it is easier to find a job" played a very big role for 38% of the students; "with an MA/MSc degree, one can make more money" played a significant role for 32% of the students). Receiving positive feedback during bachelor level studies also appears among the reasons: the fact that they received good grades during the bachelor level program was a reason for further studies in the case of 30% of the students. In the case of the daytime students, all the factors are more important than the ones relating to the present profession or workplace. Naturally, these are more important for the correspondence students. Avoiding unemployment is similarly important for both the daytime and the correspondence students, but if it is compared to the motives to apply for bachelor level programs, the subjective significance of the master program among the correspondence students is higher in this respect. Advice from teachers or parents is not as influential to either group when applying for master programs as it is when applying for bachelor level programs.

8% of the students reported that the most essential reason for them was that while they did not wish to become teachers, the knowledge they would gain in teacher education could be utilized well in other careers.

Prolonging the university life stage did not influence their decision to continue their education in master programs for many of the respondents (38% reported that to prolong their university years was not a reason for them at all, and 65% said that the "it doesn't matter what, but I want to study" opinion was not a reason for them).

The factor of being oriented towards the career (where orienting the student is an element of the higher education instructor's role) also appears as a motive: 20% of the students reported that they had been greatly influenced in their further

studies by the encouragement of a teacher in their bachelor level program (or earlier higher education programs) to take part in a master program.

Table 10.
**Motives for further studies in master programs** (means of four-point scale: 4=played a very big role, 1=played no role at all).

| | daytime | correspondence |
|---|---|---|
| I would definitely like to obtain an MA or MSc degree | 3.7 | 3.6 |
| I am strongly determined to become a teacher and I need an MA/MSc degree to achieve that | 3.3 | 3.1 |
| it is easier to find a job with an MA/MSc degree | 3.1 | 2.7 |
| I had good grades during my earlier studies | 3.1 | 2.6 |
| one can earn more with an MA/MSc degree | 3 | 2.6 |
| my parents and relatives motivated me to get an MA/MSc degree | 2.7 | 1.9 |
| I would like to avoid unemployment | 2.7 | 2.6 |
| a teacher in my bachelor level program (or earlier higher education programs) encouraged me | 2.6 | 1.9 |
| I find student life rather attracting | 2.6 | 1.7 |
| my parent/s also have an MA/MSc degree | 2.2 | 1.6 |
| my friends have also applied for an MA/MSc degree | 2.1 | 1.7 |
| I need an MA/MSc degree to get promoted | 2,1 | 2,7 |
| I would not like to become a teacher, but the knowledge I would gain in teacher education | 1,9 | 1,5 |

| | | |
|---|---|---|
| could be utilized well in other careers | | |
| I need an MA/MSc degree for my current employment | 1,9 | 2,7 |
| I need an MA/MSc degree in teacher education for my current employment | 1,9 | 2,8 |
| to get an MA/MSc degree, it doesn't matter what, I just want to study | 1,5 | 1,5 |
| other reasons | 1,1 | 1,1 |

## II. 3.1 Motives for choosing the teacher education master program and the institute

The motives playing a role in choosing the teacher education master program and the institute are hardly different from the important motives for deciding where to complete the bachelor program. When making the decision, the strongest factors are the institute-related, partly prestige-like ones, with "comfort" considerations being at the end of the list in this respect as well. (The factor analysis justified this grouping: three dimensions of decision making were distinguished: prestige motives, comfort factors, and external impact or advice.)

Appeal to the teaching profession appears as a factor influencing the decision to choose the teacher education master program to a very high degree in the case of 52% of the students. The reputation of the educational institute and the faculty are strong motivational factors as well: these to a very high degree influenced 40% of the students. The least motivational force when choosing teacher education proved to be the factors "this major can be completed easily" and "I wouldn't have got accepted elsewhere". For 75% of the

students, the factor that they would not have been accepted in other programs played no role at all in their opinion. 67% of the teacher education students said that the idea of "this major can be completed easily" did not influence them at all, and nor did the idea of "this was the easiest program to get into" influence 66% of the students.

The influencing power of opinion forming people (parents, friends and teachers) does have an impact, though not to the same degree. It is the influence of higher education instructors that needs to be highlighted as it precedes the influence of parents and friends according to both the mean scores and the distribution of response categories.

Among the daytime students, with the exception of the proximity of the location of living, all factors seem somewhat more important; the greatest difference is in the advice of parents and friends and in the assumed significance of application ranks. Among the correspondence students, accessibility of the institute is the most important factor.

Table 11.
**Motives for choosing the teacher education master program and the institute** (Means of the four-point scale: 4=played a very big role, 1=played no role at all).

| | daytime | corres-pondence |
|---|---|---|
| I liked the profession, field of study | 3.4 | 3.1 |
| the university/ college has a good reputation | 3.2 | 2.9 |
| the faculty offering the program has a good reputation | 3.1 | 2.9 |
| it issues a valuable degree | 3.1 | 3 |
| this is the best institute in this field | 2.9 | 2.6 |
| I like this city | 2.7 | 2.5 |
| the institute is ranked high in the application ranks | 2.6 | 2.1 |
| the institute offers programs for further studies | 2.5 | 2.1 |

| | | |
|---|---|---|
| it is close to my living location | 2.3 | 2.5 |
| my teacher at the bachelor program suggested it | 2.3 | 1.7 |
| my parents suggested it | 2.2 | 1.5 |
| my friends also applied here/ study here | 2.2 | 1.7 |
| my acquaintances, friends suggested it | 2 | 1.7 |
| to avoid paying tuition fee: many state financed spots here | 1.9 | 1.7 |
| it was to the easiest place to get in | 1.7 | 1.6 |
| my secondary school teacher(s) advised it | 1.6 | 1.3 |
| this major can be completed easily | 1.6 | 1.4 |
| I wouldn't have got accepted elsewhere | 1.4 | 1.3 |
| other | 1.1 | 1 |

## *II. 4 How the teaching career is viewed*

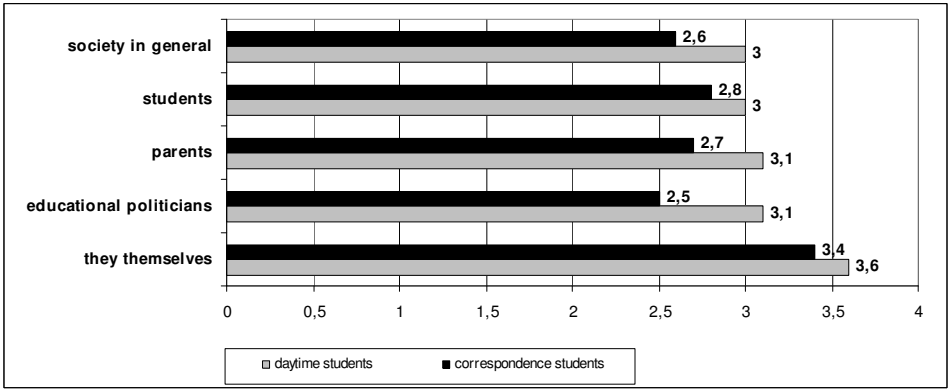
In the questionnaire the respondents were asked to evaluate fifteen professions on a five-point scale indicating how much appreciation they receive from society (1 = it has no prestige at all, 5 = it has great prestige, the other scores marking the values in between). Based on the mean scores of the responses, the prestige of teaching professions in public education is considered low both among daytime and correspondence students, the only exception being teaching in higher education, which is considered elite. The least prestige is associated with teaching careers that do not teach a particular school subject. According to the students, among the listed professions requiring a degree, lawyers rank the highest (daytime mean score 4.5; correspondence mean score 4.4), followed by university instructors (4.4; 4.1), economists (4.2; 4.2), medical doctors (practitioners/physicians) (4.2, 3.9), mechanical engineers (4.1; 4), pharmacists (4; 3.9), computer

programmers–ITs (3.9; 4.2), journalists (3.6; 3.5) and pastors (3.3; 3.5). Secondary school teachers are ranked tenth (3.2; 3), followed by primary school teachers (2.8; 2.6), kindergarten teachers (2.7; 2.6) and lower primary teachers (2.6; 2.6). Librarians (2.7; 2.6) and dormitory teachers (2.4; 2.2) are ranked the lowest.

The daytime students ranked all the teaching careers higher than the correspondence students. Despite this difference, teaching careers are ranked in the same order in both groups in terms of the prestige of professions. There are only a few differences: according to the correspondence students, computer programmers–ITs and (to a lesser extent) economists are appreciated more (thus preceding university instructors, doctors and pharmacists) than according to the daytime students.

In the questionnaire the respondents were also asked to give their opinions on how the actors of the educational system – students, parents, educational policy makers, and the teaching community – view teachers. According to the daytime students teachers' prestige is viewed very similarly (medium level), while the correspondence students are more pessimistic. The main difference between the opinions of the daytime and the correspondence students lies in their views on educational policy makers (as for the correspondence students, it is the policy makers who appreciate teachers the least). (Figure 7)

Figure 7.
**Social prestige of primary and secondary school teachers**
(Means of the five-point scale).



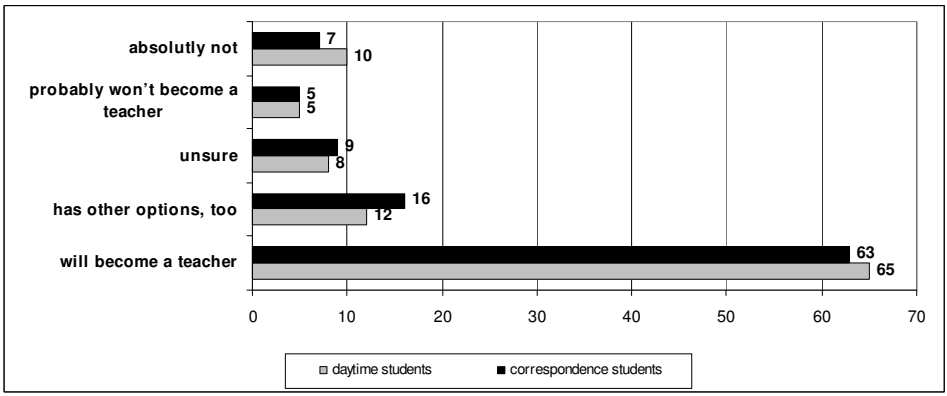

Those daytime students who are planning to become teachers view the prestige of the profession higher in all social groups than those who would like to find employment elsewhere. The same is true for the correspondence students as well. Those students who are planning to pursue a teaching career consider the prestige of the profession the highest while the most pessimistic are those who are currently employed as teachers. They feel a sense of rejection, especially from educational policy makers, and it is only from the students that they sense higher appreciation than those who will not become teachers.

## II. 4.1 Choosing the teaching career and plans on finding employment

In the study we were interested to see what opinions teacher education students have on the appeal of the teaching

career and staying in it. 65% of the master program students in both sub-groups would primarily like to find employment as teachers. 12% of the daytime and 16% of the correspondence students are also planning to have other professions. Nearly 10% of all the students are not planning to pursue any profession in particular. 10% of the daytime students and 7% of the correspondence students claim that they definitely will not become teachers. 5% of the students will probably not find employment as a teacher or will become one only if there is no other alternative.

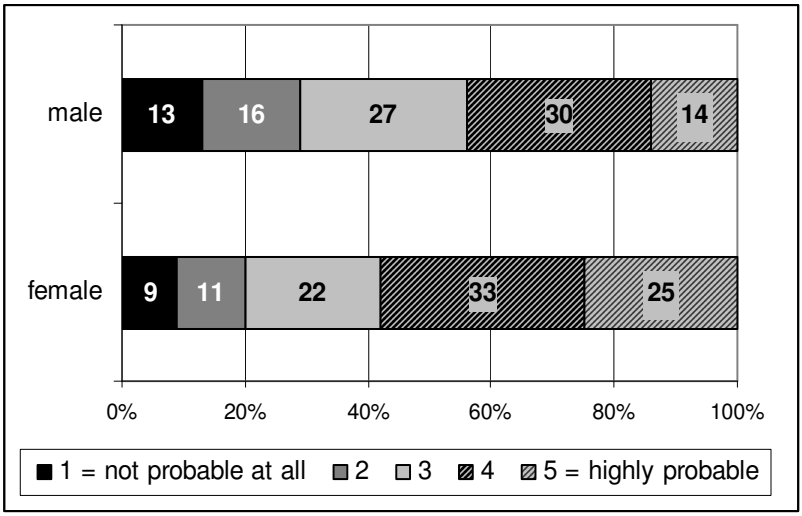
Figure 8. **Choosing the teaching career** (%).




The feminization of the teaching profession was identified as a phenomenon presented in teacher education students' aspirations in a study in 2002 (Lukács 2002). It was found that the proportion of men is one third; while their underrepresentation decreased with the increase of the level of education (the proportion of male students is higher in school subject teacher education than in lower primary teacher education). At the beginning of the new millennium, men were overrepresented among those teacher education students who

were not planning to pursue a teaching career: "twice as many men would like to find non-teaching employment as women" (Lukács 2002: 48). The findings of the present study are more moderate: 65% of men, while 84% of women, are planning to choose the teaching career. However, as for staying in the profession, men were more pessimistic than their fellow female students: 1.5 times as many men consider it probable that they will not be in this career in 5 to 10 years.

Figure 9.
**If you are not working as a teacher currently, how probable do you think it is that you will be working as a teacher in 5 to 10 years from now?** (%).




Most of the students see their future in state or municipally-run educational institutes (this is what 65% of the daytime and 69% of the correspondence students are planning primarily). 20% of the daytime students and 16% of the correspondence students are planning to find employment in a church-run institute.

Secondary schools are the most popular among those who are planning to pursue a teaching career both in the case of daytime and correspondence students. 75% of daytime students reported that they would like to work in a general education secondary school (gimnázium), however, only 6% would choose working in vocational schools (25% of the respondents said that they would like to find employment in primary schools and the same proportion in secondary vocational education). (Table 12.) The students are usually not committed to any type of educational institute, the daytime students considered 1.7 institutes on average to be appealing, and they would accept a further two if there was no other alternative. The correspondence students have somewhat more determined views: they regard the same institute types positively as the daytime students; however, they would only work in 1.6 if there were no other alternatives.

Table 12.
**Ideas on finding employment in educational institutes after obtaining the degree among those who are planning to work as teachers** (%).

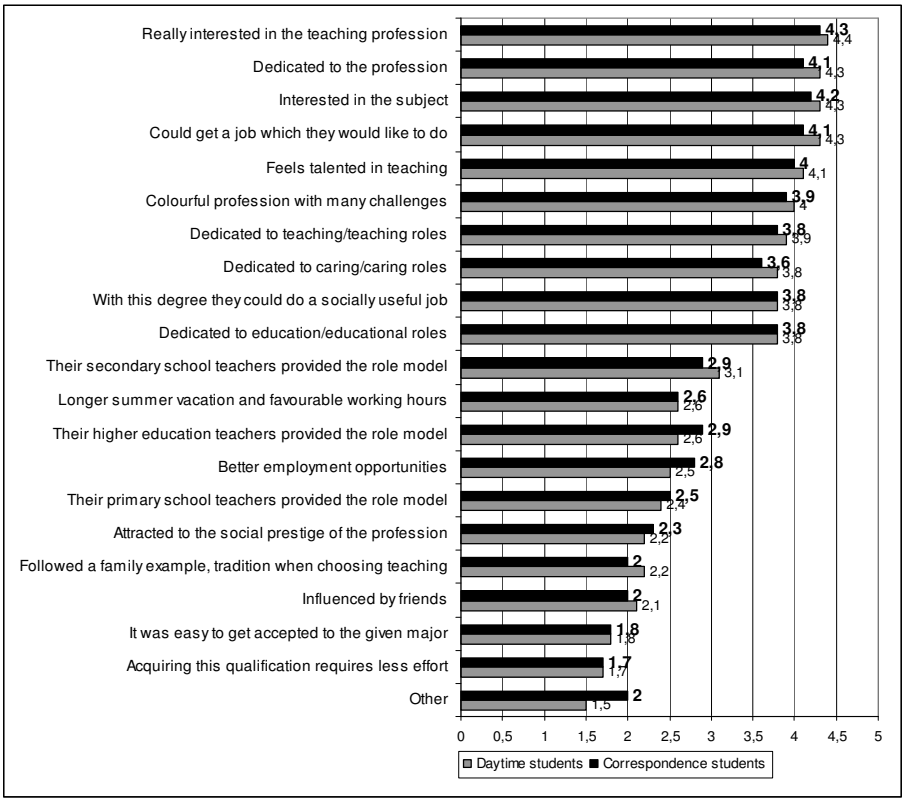
| **daytime students** | planning | if there is no other alternative | not planning |
|---|---|---|---|
| upper primary school | 27 | 46 | 27 |
| vocational education | 6 | 34 | 60 |
| secondary vocational school | 25 | 45 | 30 |
| general secondary school | 74 | 18 | 8 |
| courses, trainings | 18 | 37 | 45 |
| higher education institute | 24 | 17 | 59 |
| **correspondence** | planning | if there is no other alternative | not planning |
| upper primary school | 32 | 29 | 39 |
| vocational education | 12 | 28 | 60 |

| | | | |
|---|---|---|---|
| secondary vocational school | 35 | 30 | 35 |
| general secondary school | 56 | 23 | 20 |
| courses, trainings | 21 | 32 | 47 |
| higher education institute | 20 | 16 | 64 |

The students' main motives are their attraction to the profession and to the given subject area, as well as being talented in the profession. The higher mean scores of the daytime students refer to a stronger dedication to the teaching career.

When examining the reasons for choosing the teaching career, we found that the main motives for the students (who are currently not working as teachers) are their attraction to the profession and the subject area. Aptitude and feeling a sense of talent for teaching is nearly just as important of a reason. The colorful nature and challenges of being a teacher are also important. Furthermore, the social value of teaching is viewed as an additional important motivational factor. Attraction to teaching, educating and care-giving roles appears as moderately important. When examining teacher role models, the data is that it is mostly secondary school teachers who influence the students with their examples, followed by higher education teachers to a somewhat lesser extent, and primary schoolteachers have the least influence. The special working schedule of the teaching career (summer holiday, more favorable working hours) is a less significant motivational factor. The higher mean scores of the daytime students suggest that they are somewhat more committed to the teaching profession. The correspondence students – presumably due to the experience they have gained in the world of work – rate the factor of better employment opportunities higher compared to the daytime students.

Figure 10.
**Reasons for choosing the teaching career among people not working as teachers** (Means of the five-point scale).




In order to reveal the deeper patterns of this question, factor analysis was conducted, based on the twenty motives and distinguished five dimensions: the dimension of the degree to be obtained, the attraction towards teaching roles, commitment and interest in the school subject, external teacher examples and colorfulness-challenge-usefulness. In terms of mathematics, these dimensions are independent of each other, however, based on their factor weight, overarching

relationships can be interpreted (e.g. the dimension of commitment to the role includes the motive of talent and social usefulness). The elements of the component of the "degree to be obtained" seem controversial: apart from getting accepted easily at this major, obtaining a degree more easily, and the more flexible nature of the profession, the motives of the social prestige of the career, and teacher role models in the family also belong here. It is assumed that those who share this view consider any degree more valuable, regardless of its type, and they believe that it is by choosing teacher education they can achieve it with the least possible risk taken. It is also assumed that it is among these students where the proportion of those who are not planning to choose the teaching career is highest and we also find those who chose teacher education in order to obtain knowledge that could be mastered in teacher education but utilized in other careers.

Table 13.
**Dimensions of choosing the teaching career**
(Means of factor scores).

| | Degree to be obtained | Attraction towards teaching roles | Commitment and interest in the school subject | External teacher examples | Colorfulness-challenge-usefulness |
|---|---|---|---|---|---|
| Less effort is needed to obtain a degree in this field | **0.824** | 0.076 | -0.113 | 0.087 | -0.058 |
| It was easy to get accepted to the given major | **0.789** | -0.015 | -0.154 | 0.040 | -0.002 |
| He/she was attracted by the social prestige of the profession | **0.687** | 0.052 | 0.090 | 0.182 | 0.078 |
| He/she was influenced by his/her friends, acquaintances | **0.639** | 0.027 | 0.014 | 0.189 | -0.086 |

| | | | | | |
|---|---|---|---|---|---|
| Better job prospects | **0.508** | -0.052 | 0.027 | 0.319 | 0.088 |
| He/ she followed a family tradition, example when choosing a career | **0.503** | 0.141 | 0.015 | 0.099 | -0.072 |
| Longer summer holiday and more favorable working hours | **0.444** | -0.090 | -0.096 | 0.021 | 0.186 |
| He/she felt committed (attracted) to education/ educational roles | 0.039 | **0.901** | 0.206 | 0.088 | 0.072 |
| He/she felt committed (attracted) to caring/care-giving, supporting roles | 0.042 | **0.685** | 0.225 | 0.154 | 0.142 |
| He/she felt committed (attracted) to instruction/ instructional roles | 0.052 | **0.662** | 0.343 | 0.102 | 0.090 |
| He/she was truly interested in the teaching profession | -0.144 | 0.238 | **0.841** | 0.098 | 0.005 |
| He/she felt committed to the profession | 0.000 | 0.363 | **0.746** | 0.123 | -0.026 |
| He/she could get a job he/she would enjoy | -0.067 | 0.296 | **0.645** | -0.019 | 0.401 |
| He/she felt talented at the profession | 0.019 | 0.451 | **0.491** | -0.070 | 0.266 |
| The school subject was appealing to him/her | -0.034 | 0.045 | **0.341** | 0.113 | 0.197 |
| He/she was influenced by his/her secondary school teacher's example | 0.096 | 0.064 | 0.120 | **0.631** | 0.068 |
| He/she was influenced by his/her higher education teacher's example | 0.293 | 0.115 | 0.060 | **0.588** | 0.102 |
| He/she was influenced by his/her primary school teacher's example | 0.263 | 0.139 | 0.032 | **0.505** | -0.033 |

| | | | | | |
|---|---|---|---|---|---|
| Colorful, with many challenges | 0.035 | 0.275 | 0.340 | 0.072 | **0.674** |
| He/ she can do a job that is useful for society | 0.060 | 0.416 | 0.146 | 0.193 | **0.421** |

Our data suggest that planning to choose a teaching career is related the strongest to a commitment and interest in the school subject. The other dimensions (commitment to teaching roles, colorfulness of the profession, and a feeling of a sense of challenge and usefulness, and teacher role models) characterize those who are planning to pursue other careers apart from teaching. These dimensions less affect those who are definitely not planning to choose the teaching career. In the case of those who will probably not choose the teaching career, in comparison to the others, the degree obtained and its convertibility play a more significant role.

Table 14.
**Dimensions of choosing the teaching career according to career choice plans** (Means of factor scores).

| | will become a teacher | has other plans as well | unsure | probably not | definitely not |
|---|---|---|---|---|---|
| Degree to be obtained | -0.011 | 0.161 | -0.193 | **0.225** | -0.292 |
| Attraction towards teaching roles | 0.037 | 0.125 | -0.215 | -0.380 | -0.530 |
| Commitment and interest in the school subject | **0.140** | -0.167 | -0.325 | -0.683 | -0.792 |
| External teacher examples | -0.001 | 0.168 | -0.116 | -0.296 | -0.410 |
| Colorfulness-challenge-usefulness | 0.014 | 0.018 | -0.005 | 0.087 | -0.500 |

The study was also meant to reveal how the students see the regional aspect of their transition into the world of work, where students who would like to be teachers are planning to find a job. In the data it can be seen that in the students' preferences of looking for employment, it is the attraction of the proximity of the educational institute and their parents' home that are prevalent (50% of the students reported that they are planning and would like to find employment either at the place of their educational institute or their family's home). Finding employment abroad is rejected by more than half of the students. However, 33% of the students have plans for that as well (if there is no other alternative), and 20% of the students said that this was among their primary plans.

The plans for employment examined with reference to their distribution among the Hungarian administrative regions reveal that Central Hungary is the most attractive (30% of the students would really like to work here, and 28%, if there is no other alternative). Next in the rank of the regions is West Transdanubia (76% of the students are not planning to work here), then Central Transdanubia (78%), South Transdanubia (79%) and finally the eastern regions, the South Great Plain region (80%), the Northern Hungary region (81%) and last, the North Great Plain region (82%). If the regions are ranked not based on rejection but on higher preference then Central Hungary is the most popular (29.5% of the students are planning and would really like to find employment here), followed by the South Great Plain (12.4%), South Transdanubia (9.6%) and the North Great Plain (9.2) are next (with a knowledge center of regional reach in each region, such as the University of Szeged, the University of Pécs and the University of Debrecen, which determines the students' aspirations about settling in these places: 54% of the students reported that they would like to find employment in "the place where they are currently studying").

67% of those who are planning to pursue a teaching career believe that, after having obtained their degrees, they will be able to find a teaching position that matches their qualifications and school subject, even if it may not be easy. Only 6% said that in their opinion, they would not find such a job. The data also is that the students are more optimistic in connection with their own futures than the future of the society, and those who are planning to choose the teaching careers are more optimistic both in connection with the future of the society and their own future than the others. This optimism is a characteristic of those who are committed to the teaching profession.

## *II. 5 Value Preferences of Students of Hungarian Teacher Education*

### II. 5.1 How Do We Define the Value System?

The structure of value systems varies in every culture. Personal or group values do not exist independently and separately, but they mutually depend on each other creating a system. When a new value is accepted or an old one gets in crisis; in other words the strengthening or the weakening of a value affects the whole system. Since the system is hierarchical, value preferences constitute a 'value ladder' (Rezsohazy 2006).

For Inglehart, the basic change of human value preferences takes place when subsistence seems to be assured, because subsistence needs are provided, thus the demand for self-realization and self-expression arises from the absence of the actions aiming at the procuration of subsistence means. The need for ensuring well-being causes the dissolution of the individual in the community, so as to achieve the community aims synergistically. If these aims (primarily well-being and security) are achieved, the individual strengthens again, and personal independence and freedom are revalued. Inglehart calls the values connected to self-expression post-materialist, while he, similarly to Weber (Weber 1982), links the considerations called materialist value system to the Protestant ethics (Inglehart 1997: 34, 2000: 219–225). The theory of Inglehart is criticized by Suhonen who emphasizes that the dimensions created by Inglehart represent only a small cross-section of the value universe (Suhonen 1985: 351).

Rokeach differentiates between the definitions of attitude and value. In Rokeach's work, values are preferences

concerning desirable end points and modes of behavior (Rokeach 1969: 550-552). Based on this, Rokeach creates two theoretical categories: terminal and instrumental values. The first one refers to the goal values concerning the desirable end points, while the second one includes the mean values that determine behavior. The relation between these value categories is defined as a hierarchical system. This hierarchical relation means the basis for the organization of values into a system (Rokeach 1968, 1969, 1973).

Schwartz (1992, 2005) derives the values from needs, but rejects the dichotomy of goal and mean values, and defines values as ordaining goals which are the governing principles behind actions. Schwartz placed value groups in two bipolar dimensions. He imagined the organization of values along two perpendicular axes where 10 basic values evolve in four directions into higher values (conservation, openness, egoism, altruism).

The members of the society stick to some values more than to others, so values have both cognitive and emotional elements. As a consequence some values are central while others are peripheral. As far as the world of values is concerned, the term 'system' indicates that values accepted to varying extent by people entail rationality that is describable. Thus, the term 'structure' indicates an inner logic.

However, the lifelong socialization generates continuous changes. By entering a group (where there are ready roles, see Kozma 2004), we accept certain values that will be prioritized in that specific environment during the social interactions, but they might be ignored under different circumstances.

In the case of TE students, institutional (formal pedagogic) influence, the value transfer processes in the inner world of professional socialization and 'defining communities' during the university courses (Pusztai 2013) shape value priorities significantly.

The choice of values, the structure of values are influenced by social environment, social factors as well, as these have a definitive impact on the desirable ends, on human needs and on their formation (Kohn 1969). Accordingly, we can conclude that values are not endogenous. It is important to raise the question therefore how and how dominantly the single elements of this role-complex determine the ideological and praxis values accepted by individuals? As far as the values of the students are concerned, it would be important to know whether studying at a university (the requirements of this role) pushes students towards the ideological dimension of values, or only those apply for further (teacher) education who already have the elements of its value system endogenously, because they had internalized these values during earlier, family, school etc. socialization.

The systems of praxis values and the ideologically accepted values might differ significantly. A contradiction arises, if action and behavior, or in other words, the praxis values confute normative and ideological values. Similar value crisis can social changes undermine the mentality of society (Schütz 1970).

In our understanding, the basis for the orientating role of values is the distinction made by the good-bad opposition. As a consequence, people consider some values more than others in their decision making process, in other words, values function as value preferences.

Nowadays, the methods of Hungarian[9] and international[10] examinations on values are based on the theories of Rokeach,

[9] The Institute for Sociology of the HAS (Hungarian Academy of Sciences) and Value Sociological Workshop of the Institute for Political Science of the HAS have carried out 8 research on a national representative sample with the Rokeach test: 1977–78 (N=807), 1982 (N=2938), 1990 (N=1320), 1993 (N=1538), 1996 (N=1500), 1997 (N=1500), 1998 (N=1521), 2003 (N=1445).

Schwartz and Inglehart. The historic arc of scientific approach extends from the members of the classic school to today.

Gábor and his fellow researchers examined youth at the end of the 1990s with the application of new methods (free-time scenario, information technology, stress release techniques). The most important conclusions of this research (Gábor 2012) relevant to our present study is that the members of the youth do not draw back from social space anymore, but their adaptation is flexible which results in the resolution of the traditional framework of becoming adult. The new communication status influences the value system of the young generations: post-materialist values and the growing influence of individualization manifest in a specific kind of value orientation.

Bauer who examined the value system of 15-29 years old individuals in a regional relation (2002, Bauer–Szabó 2008) concluded that young Hungarians prioritize immaterial values. Bauer listed in this category family security, true friendship, love, peaceful world and inner harmony. Bauer's other homogeneous value category included values associated with material values, such as wealth, order, interesting and colorful life, creativity. The third group which was describes as 'social consciousness' consisted of values, such as national identity, importance of traditions and relation to power (Bauer 2002).

Pusztai's research carried out with students in the higher education deals with the presence and functioning of

[10] The European Values Survey (EVS) launched in 1981 in 10 member states of the European Union examines the international and cultural differences between value systems. The research has been extended under the name of Word Value Survey (WVS). Although the examinations are realised by different research groups with not utterly identical questionnaires, the samplings are harmonised. The phases of the research: 1981–1984; 1989–1993; 1994–1999; 1999–2004; 2005-2008. 66 countries are involved in the sampling. Based on the research data, the comprehensive theory of the change in the value systems was conceived by Inglehart. http://www.worldvaluessurvey.org/

'determining communities' that increase the importance of the education's goal system and the institutional influences. The relational structures of an individual create resources (in addition to traditional types of capital) which increase personal efficiency in the educational system (Pusztai 2010a, 2010b, 2012a, 2012b, 2014a, 2014b).

The influence of peer groups on the stratification of the students' value systems and the 'successfulness' of careers in higher education were examined by Veronika Bocsi in the higher educational institutions (Debrecen, Beregszász, Nagyvárad) of the Hungarian-Ukrainian-Romanian border regions (Bocsi 2010, 2012a, 2012b, 2014).

## II. 5.2 Methodology

The sampling took place in spring 2011 with the TE students[11] of 19 faculties of 12 Hungarian institutions of higher education (N=1211). The distribution of the sample is shown in the on table 1 in the appendices.

Our questionnaire was developed according to the theories of Inglehart, Rokeach, Schwarz and Gábor that we have reviewed above in the first chapter.

We asked the respondents to place the listed values[12] on a 5-grade scale (1 as the lowest and 5 as the highest value)

[11] The students of teacher education in our sample studied the following majors: mathematics, physics, chemistry, biology, geography, history, Hungarian language and literature, English and P. E.

[12] The listed values: inner harmony, power, freedom, social order, interesting life (an exciting life), politeness, wealth (a prosperous life), patriotism, creativity, peaceful world (a world at peace), respect for traditions, religion (religious faith), family security, unity with nature, colourful life, right to lead and decide, true friendship, a world of beauty, love/happiness. The questionnaire includes the goal values of Rokeach, but omits the mean values. We introduced this reductions, because we

according to the importance that the value represented for them.

It has to be noted that this study is incomplete in the sense that the chosen and examined values cannot entirely cover the complex value universe of modern societies. However, we did not intend to describe the entire value system, our primary goal was to examine the values described by the available variables.

*Our hypotheses were the following:*

1) Material values are less prioritized as post-materialist and traditional values.

2) Students would prioritize different values depending from their fields of study (humanities, science, languages, P. E.). We assumed that students of humanities would prioritize post-materialist values, while students of sciences and P. E. would be characterized by the preference for traditional values.

3) The students would prioritize different values according to their study programs (full-time or correspondence). This was associated with the institutional influence (the value system of teacher education), in other words the value transfer function better in case of the students on full-time study programs.

4) Value orientation of the students would differ according to (a) gender, (b) the size of the living place, (c) the educational attainment of the parents, (d) the presence of pedagogical professions in the family, (e) religiousness and (f) the choice of teacher career (want to be a teacher or not).

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considered the filling of one complete question group (approx. 15-30 min.) in case of the questionnaire that includes 70 question groups and gives a throughout picture of the student world too time-consuming, so we were afraid that the questionnaire would produce a significant divergence between motivated and less motivated respondents. (See also Jancsák 2011, 2014)

## II. 5.3 Value Preferences of Students

Our results indicated that individual goal values are dominant in the case of the students of teacher education; more specifically, values of human relationships and security are principal. It could also conclude that attitudes towards life that were determined earlier by the value norms of traditional social institutions have lost their importance.

The values prioritized mostly by the students (Table 15.), 'family security' (averages: full-time students: 4, 8; correspondence program: 4, 8), 'love/happiness (4, 8; 4, 6), 'inner harmony' (4,7; 4,8), 'true friendship' (4,7; 4,5), 'peaceful world' (4,5; 4,6) and 'freedom' (4,5; 4,5) are all post-materialist values, but at the same time they can be seen as universal values because of their transhistorical character. The middle part of the students' preference list was constituted by postmodern values ('creativity', 'interesting life', 'colorful life'), traditional values ('patriotism', 'religious faith') and material values ('wealth', 'power') stood at the end of the list.

Table 15.
**The importance of values by study fields** (averages of the 5-grade scale)

| | Humanities | Sciences | Languages | P. E. |
|---|---|---|---|---|
| Family Security | 4.8 | 4.8 | 4.8 | 4.8 |
| Inner Harmony | 4.7 | 4.7 | 4.8 | 4.7 |
| Love/Happiness | 4.7 | 4.6 | 4.8 | 4.7 |
| True Friendship | 4.6 | 4.5 | 4.6 | 4.7 |
| A World at Peace | 4.6 | 4.5 | 4.6 | 4.5 |
| Freedom | 4.4 | 4.3 | 4.6 | 4.6 |
| Politeness | 4.3 | 4.2 | 4.3 | 4.4 |
| Creativity | 4.3 | 4.2 | 4.2 | 4.2 |
| Interesting life (An Exciting Life) | 4.1 | 3.9 | 4.2 | 4.1 |

| | | | | |
|---|---|---|---|---|
| Respect for Traditions | 4.0 | 3.7 | 3.8 | 3.8 |
| Unity with Nature | 3.9 | 4.1 | 3.9 | 4.1 |
| Colorful Life | 3.9 | 3.8 | 4.0 | 4.2 |
| Patriotism | 3.8 | 3.6 | 3.6 | 3.5 |
| Social Order | 3.8 | 3.6 | 3.7 | 3.6 |
| A World of Beauty | 3.8 | 3.6 | 3.8 | 3.7 |
| Right to Lead and Decide | 3.5 | 3.4 | 3.6 | 3.7 |
| Wealth (A Prosperous Life) | 3.2 | 3.2 | 3.4 | 3.4 |
| Religion | 3.0 | 3.1 | 3.0 | 2.6 |
| Power | 2.3 | 2.3 | 2.4 | 2.8 |

The value priorities of the full-time students and correspondence students were similar, but some distinctive divergences could be discovered: ‘unity with nature’, ‘respect for tradition’, ‘patriotism’, wealth’ and ‘religious faith’ were considered more important by the correspondence students (Table 16.).

Table 16.
**The importance of values** (averages of the 5-grade scale)

| | Full-time students | Correspondence students |
|---|---|---|
| Family Security | 4.8 | 4.8 |
| Love/Happiness | 4.8 | 4.6 |
| Inner Harmony | 4.7 | 4.8 |
| True Friendship | 4.7 | 4.5 |
| A World at Peace | 4.5 | 4.6 |
| Freedom | 4.5 | 4.5 |
| Politeness | 4.3 | 4.3 |
| Creativity | 4.2 | 4.2 |
| Interesting Life (An exciting life) | 4.2 | 3.9 |
| Colorful Life | 4.0 | 3.8 |
| Unity with Nature | 3.9 | 4.1 |
| Respect for Traditions | 3.8 | 4.0 |
| A World of Beauty | 3.7 | 3.7 |
| Social Order | 3.7 | 3.7 |
| Right to Lead and Decide | 3.6 | 3.5 |
| Patriotism | 3.6 | 3.7 |
| Wealth (A Prosperous Life) | 3.2 | 3.3 |
| Religion | 2.9 | 3.1 |
| Power | 2.4 | 2.3 |

The divergence according to study fields (humanities, science, language, P. E.) became obvious not in the case of the highly esteemed values, but in the case of the underrated ones. Traditional values (‘respect for traditions’, ‘patriotism’, ‘social order’) had higher results than the average by the students of humanities. Students of sciences considered postmodern hedonistic values (‘interesting life’, ‘colorful life’) less important than the average. Values associated with independence (‘freedom’, ‘right to lead and decide’, ‘wealth’, ‘power’) were

highly regarded by the P. E. students, while religion had the least importance in their case.

The next step in our research on the value structure of the students in teacher education was to determine those groups of original variables that showed significant correlation, thus they belong to the same factor. We were able to differentiate between 4 factors (Table 17.).

Table 17.
**Value orientations**

| Rotated Factor Matrix[a] | | | | |
|---|---|---|---|---|
| | **Traditional** | **Postmodern** | **Universal** | **Material** |
| Respect for Traditions | **.793** | .037 | .175 | .037 |
| Respect for Traditions | **.793** | .037 | .175 | .037 |
| Patriotism | **.779** | .078 | .089 | .093 |
| Religion | **.672** | -.155 | .018 | .032 |
| Unity with Nature | **.494** | .390 | .119 | -.043 |
| Politeness | **.480** | .143 | .307 | .068 |
| Colorful Life | .002 | **.777** | .091 | .231 |
| Interesting Life (An Exciting Life) | -.001 | **.726** | .043 | .209 |
| Creativity | .281 | **.585** | .130 | -.119 |
| Freedom | -.037 | **.561** | .183 | .144 |
| Love/Happiness | .001 | .102 | **.755** | .080 |
| Family Security | .245 | -.078 | **.668** | -.016 |
| Inner Harmony | .110 | .107 | **.651** | -.062 |
| True Friendship | .058 | .213 | **.500** | .097 |
| Peaceful World (A World at Peace) | .380 | .306 | **.487** | -.052 |
| Power | .003 | .014 | -.091 | **.833** |

| | | | | |
|---|---|---|---|---|
| Wealth (A Prosperous Life) | -.007 | .041 | .005 | **.791** |
| Right to Lead and Decide | .014 | .287 | .074 | **.624** |
| Social Order | .359 | .114 | .071 | **.429** |
| Beauty (A World of Beauty) | .189 | .265 | .281 | **.362** |

Extraction method: Alpha Factoring, Rotation method: Varimax with Kaiser Normalization. a. rotation converged in 6 iterations.

Our questionnaire enabled us to unveil the deep structure of the value orientation of the students as well. We analyzed the role of gender, the type of the living place (large village, county seat, Budapest, abroad), intellectual patterns (whether there were graduates in the students' families) and the presence of pedagogical professions in the family (whether there were teachers amongst the parents or relatives in the students' families), and the students' religiousness and their inclination for teacher career (whether the students really would like to be teachers (the distance between the factor weight and the averages, see appendices). In this sense, we discovered significant differences. Female students could be characterized by universal value preferences and prioritized material values the least. Male students showed a reverse trend: materialist values were highly prioritized by them. There were less significant divergence by the type of the living place; however, it became obvious that the residents of large village preferred traditional values, while the residents of Budapest prioritized postmodern and material values.

Similarly slight difference was discovered by the educational attainment of the parents. Those who were to become the first generation of graduates in the family had universal and traditional value orientation, while second-generation graduates showed postmodern value system.

The presence of pedagogic professions in the family influenced value orientation as well: those who had teachers in their extended family were characterized by universal and traditional value orientation, but those students who had teacher parent(s) prioritized material and postmodern values.

By religious conviction, the results indicated significant divergence: atheist students ('not religious, if the subject comes up, s/he argues against it') prioritized postmodern and (less characteristically) material values. The students indifferent to religion had post-materialist value system, while religious students preferred mainly traditional values. In this aspect, we found no difference between students who considered themselves 'religious in his/her own ways' or 'convicted believer': these two groups both had traditional value orientation (and disregarded postmodern and materialist values). The results repeated by religious activity: the students who weekly attend to church had traditional, while the students who never go to church had postmodern value orientation.

The inclination for becoming a teacher did not produce significant differences; however, the students who did not really want to work as teachers showed material orientation, and preferred universal values from the post-materialist value group, and rejected traditional value orientation.

## *II. 6 Students evaluation of teacher education in Hungary*

This chapter highlights the issue of what opinions students hold on the content elements of their educational program. It is our mission to provide feedback, based on the findings of our study, with reference to which areas may need further development as reflected by students' expectations and the preparation provided by the programs.

Earlier research conducted in the field of program evaluation suggests that students generally have a critical attitude towards educational programs, and at the same time, they tend to overrate their abilities and can be characterized by a certain "unrealistic optimism" (Weinstein 1989), which is formed into a more realistic view during the pedagogical practical courses. During our research – while focusing on the deeper understanding of student behavior – we emphasize our view that the complex system of teacher education is not merely about passing on knowledge contents, but also the transmission and internalization of the patterns of behavior, norm system and value orientations of education/educators/"educating teachers" (Csapó 2004: 98, see also Falus 2004, 2006). This study, therefore, examines one aspect of this complex system. Pusztai's (2011) approach is followed, who, in her findings, emphasizes the role of "interpreting communities" in the dimension of higher education efficiency, and calls attention to the role of inter- and intragenerational contacts on institutional efficiency, on "academic embeddedness" (Pusztai 2011). Fónai (2012) provides further valuable contributions with his findings, which suggest that behind the problems of efficiency in teacher education the phenomenon of de-professionalization may also

be detected. The present paper analyzes the students' opinions expressed in connection with teacher education. As for taking these into consideration, we would like to quote N. Kollár's view again, "As in our opinion, from no institute can it be expected that their graduates are perfectly prepared [when finishing their studies]." (N. Kollár 2008: 25).

## II. 6.1 Main findings of earlier research into Hungarian teacher education students

When reviewing the findings of earlier research, we are to focus on two studies, one conducted by Kocsis and one by Lukács. Both surveys took place at the beginning of the new millennium, so their results refer to the previous, two-cycle teacher education system.

One of the focal points of Kocsis's research (The evaluation of teacher education, 2003, cf. Kocsis 2003) is to obtain a deeper understanding of students' opinions about educational programs. When exploring the opinions the students of the University of Pécs held, there was special emphasis laid on examining the elements of the program, such as school subject knowledge, pedagogy, psychology and teaching methodology separately, so that a more detailed picture may emerge. As a result of the analysis, it was found that the students were satisfied with their training in school subject knowledge, indicated by a mean of 3.94 on a five-point scale, and further supported with a low deviation (0.73), which suggests that the students' opinions can be considered as unified. The picture becomes nuanced if the deviations according to faculties are reviewed. It was found that the Faculty of Music and Visual Arts is evaluated slightly higher

(4.05) than other faculties (Faculty of Humanities (BTK) 3.93; Faculty of Natural Sciences (TTK) 3.86). As the next step, the opinion on the quality of the pedagogical program was investigated. Kocsis notes that applying the same five-point scale that was used in the evaluation of education in school subject knowledge was a more valid process here, as "the evaluated content and process were the same, irrespective of which faculty the respondent belonged to." (Kocsis 2003: 68) The mean of respondents' score (3.64) is more critical in this question compared to the score on subject matter teaching, however, the deviation is higher (0.90). There was no significant difference found in the distribution by gender (male students 3.68, female students 3.60), however, when considering the distributions by faculty, it can be seen that the critical order established based on the mean scores is reversed when compared to the training in subject matter knowledge. The most critical are the students of the Faculty of Music and Visual Arts (3.53), then the Faculty of Humanities students (3.60), finally followed by the students of the Faculty of Natural Sciences with a somewhat higher mean score (3.77). The "art students" (40 respondents) and the "humanities students" (131 respondents) show means below the institute average, while the "sciences students" (115 respondents) are represented by above the institute average scores.

The next element of the study was the examination of the evaluation of psychology education. A fundamental finding in this respect is that the number of respondents totally dissatisfied with this area (grade 1) is extremely high, while the number of the totally satisfied (grades 4 and 5) is rather low. The all-faculty average is middle-rated (3.25), the deviation is high (1.07). The male students gave more critical values (3.09) than the female students (3.27). Looking at the results by faculties, it is found that the most dissatisfied with this area are the students of the Faculty of Music and Visual Arts (3.38).

They are followed by the students of the Faculty of Natural Sciences (3.35) and finally, the students of the Faculty of Humanities (3.19); heterogeneity is highest in the latter case (with a deviation of 1.12). It is to be noted that they were the most critical towards the pedagogical courses analyzed earlier, however, that mean (3.53) is not much different from this "less critical" mean. At the same time, it is also true that the difference between the means of the psychological and pedagogical studies in the two faculties is somewhat bigger (0.4).

The following was found in connection with subject pedagogy, in other words, teaching methodology studies. The picture is further nuanced by the phenomenon that the instructors of the module evaluated here were of various backgrounds: there were university instructors, teachers from practicum schools and "outsider" guest teachers. This might be the reason for the fact that evaluations of "insufficient" and "excellent" both appear in high numbers. The average is 3.73, with a mean of 3.69 in case of both BTK students and TTK students. The MK students' 4.08 average is explained, according to Kocsis, by the traditionally master-student-like nature of the training at the faculty. In the open questions, some students reported that, in their views, the content of the program seems to be effectively applicable. Other students, however, think that this module of their program cannot be utilized in their career. Kocsis underlines that according to the students "much more practice and better organized teaching practice should be needed." (Kocsis 2003: 74)

Two years after Kocsis had concluded his research, researchers at the Institute of Educational Research with the leadership of Lukács conducted a survey on a national sample examining students' views and opinions on teacher education. The subjects could indicate to what degree their institute covered each area of studies in their program and at what level

of quality according to their opinions. The respondents could form their opinion both with reference to quantity (how much time was spent on the instruction of a given area: too much, proper amount, too little, no time) and to quality aspects (the quality of instruction was evaluated on a 5-point scale) of the teacher education elements of their institutes (teaching school subject knowledge/the discipline, preparation for teaching the school subject, pedagogy/psychology training elements, and other parts of their programs (foreign language, informatics, development of teacher personality, roles of intellectuals), furthermore, preparation for social issues (treating social problems, handling substance abuse, special needs of Roma learners, Roma culture/ lifestyle, education against racism)).

Lukács et al. found that students perceive the level of education to be higher in areas which are considered more important based on the time devoted to their instruction. Similarly, areas which are neglected in terms of the time assigned to them are also seen as problematic in terms of quality. The tight relationship between the two indices suggests that "the quantity factor is also a subjective variable indicating how satisfied or dissatisfied respondents are with education" (Lukács 2002: 68). The findings reveal that in university and college level teacher education, school subject knowledge and discipline knowledge training is more emphatic, while teaching methodology is less underlined than in the college-level lower primary teacher education program, and in the other way round, preparing students for the teaching of the school subject receives the highest average when quality is inquired about (it is 4.35; while in the university program the mean is 3.57 and in the college-level teacher education program it is 3.77).

Under the umbrella term teaching skills and abilities, researchers – as we have shown above – collect all the factors that contribute to pursuing this profession. When examining these factors, the same tendencies can be found with respect to

university/teacher education college/lower primary teacher education college as was found in case of subject specific or disciplinary knowledge, namely, that lower primary teacher education students hold the most positive opinions on the formation of teaching skills and abilities during their programs. It is to be noted, however, that with respect to preparation for the so-called extended teacher roles, the students' responses in all three types of institutes show low averages with respect to the quality index (problems of learners with different abilities 2.8; keeping contacts with parents 2.7; adult education 2.7; sex education 2.6).

The third segment to be discussed is the characteristics relating to the social functions of the teaching profession and opinions on personality development. The findings show, in this area as well, that "it is mostly colleges – and especially lower primary teacher education colleges – that function well. … These areas appear less frequently in university education, and when they do appear, teacher education students who study at higher level express their criticism more strongly about the quality of their instruction." (Lukács 2002: 73) The quantity indices are all below 45% (the percentage of those who find that the given area is addressed satisfactorily), and the averages of quality indices are all below 3 in case of the whole sample and all the subsamples alike. The area of the "general education" module is to be highlighted as this is a field that the students find satisfactory both in terms of quantity (61% overall, and above 50% in all the subsamples) and quality (the average of the whole sample is 3.42).

In the category of forming other skills and abilities (segment 4), researchers group factors that are considered to be expected in our age, such as foreign language knowledge, informatics, and areas of self-development. The data found here are further nuanced by the fact that elements of these fields are often incorporated into subject-specific or

disciplinary knowledge, e.g. in case of informatics or language teacher education. The overall picture is not too appealing here either as the averages are around 3. The worst average was received by the areas of self-study and self-management. In the last segment, segment 5, the elements of social content in teacher education and the area of social preparedness (handling social problems, treating substance abuse, special needs of Roma students, Roma culture/ lifestyle, behavior against racism) were considered separately. When analyzing the results, it is found that the students hold the lowest opinion about this area compared to all the other segments discussed earlier. The averages of quality indicators are below 2.8 with respect to all the questions, and only one fifth of the respondents report that they find the amount of time devoted to the topic satisfactory. All in all, this area, according to the students' opinions, is the "problem child of teacher education" both in terms of the time devoted to it and the quality of preparing students in this respect.

## II. 6.2 Opinions on the program

In our study, it was investigated what opinions students in their teacher education master programs hold on their bachelor studies. With respect to how well they were prepared for their teacher education studies, the respondents' evaluation of their bachelor programs is above the average of 3 (college education included): among daytime students the average of "school grades" is 3.3 and among correspondence students it is 3.7. One tenth of daytime students indicated that, in their opinion, the bachelor program fully developed them for their teacher education, while one quarter of the correspondence students held the same opinion. In case of the correspondence students,

the bachelor program mostly meant their earlier college-level teacher education, so the difference between the two averages can be explained by the correspondence students' higher opinions on the applicability of knowledge obtained in the old type teacher education system. 7% of daytime students report that the bachelor program "did not prepare for teacher education at all", while 4% of the correspondence students share the same opinion.

Despite the negative criticism, the students, if they could do it again, would choose the same institute that they had attended the first time. 14% of the daytime students and 13% of the correspondence students, however, with their present knowledge and understanding, would select a different institute. Although the daytime students were stricter in their grading of the institute providing their bachelor program (for more on this strict attitude see Kocsis 2003: 67–74), the number of students who would choose the same institute again is almost 10 percentage points higher than the number of correspondence students. Based on the findings, however, it can also be noted that the daytime students (regardless of the likelihood of choosing the same institute again) are less satisfied with the institute providing their bachelor programs than the correspondence students.

In case of master programs, three quarters of the students are satisfied with the institute that they attend: more than nine tenths of both the correspondence and the daytime students report that they would probably choose the same institute if they had to choose again. The commitment of correspondence students is slightly stronger: the number of students who would definitely choose the same institute is 7 percentage points higher (54% of daytime students and 61% of correspondence students). At the same time, 3% of the students indicated that they would definitely choose a different institute for their studies.

Acquiring deeper understanding of teacher education students' views of the profession and their satisfaction with teacher education is relevant from the point of view of our research, so a group of questions, successfully applied earlier by N. Kollár (2008), revealing this was incorporated into our questionnaire. In the question, thirty characteristics that may be useful in the daily routine of a teacher were listed. The respondents were asked to indicate on a 5-point scale how important they perceive each characteristic from the point of view of a teacher's daily practice. It was also asked how much the program contributed to the development of the given characteristic.

All the elements given in the closed question were considered important (above 4 average) or even indispensable (above 4.5 average) by the teacher education students. It is to be underlined that the characteristics were universally preferred among students (the difference between the first and the last element in the preference order established based on the mean values is only 0.8). All the given characteristics – with the exception of initiative and enterprise skills (4), leadership skills (3.9), assertiveness (3.9) and success orientation (3.8) – are above the average of 4. According to the students, the most important characteristics in the teaching career are: 1. good communication skills (4.7.), 2. authenticity (4.6), 3. good explanation skills (4.6), 4. consistency (4.6), 5. love of children (4.6), 6. patience (4.6), 7. commitment, love of the profession (4.6).

If the listed characteristics are examined with relation to the program, it becomes obvious immediately that the students indicated in connection with the development of each characteristic that the program delivered less than it should in their opinion. First, with the help of the following table, let us review the evaluation of the respondents concerning how deficient teacher education programs are compared to how

much the given characteristic is preferred, i.e. how much the program fostered its development compared to its importance.

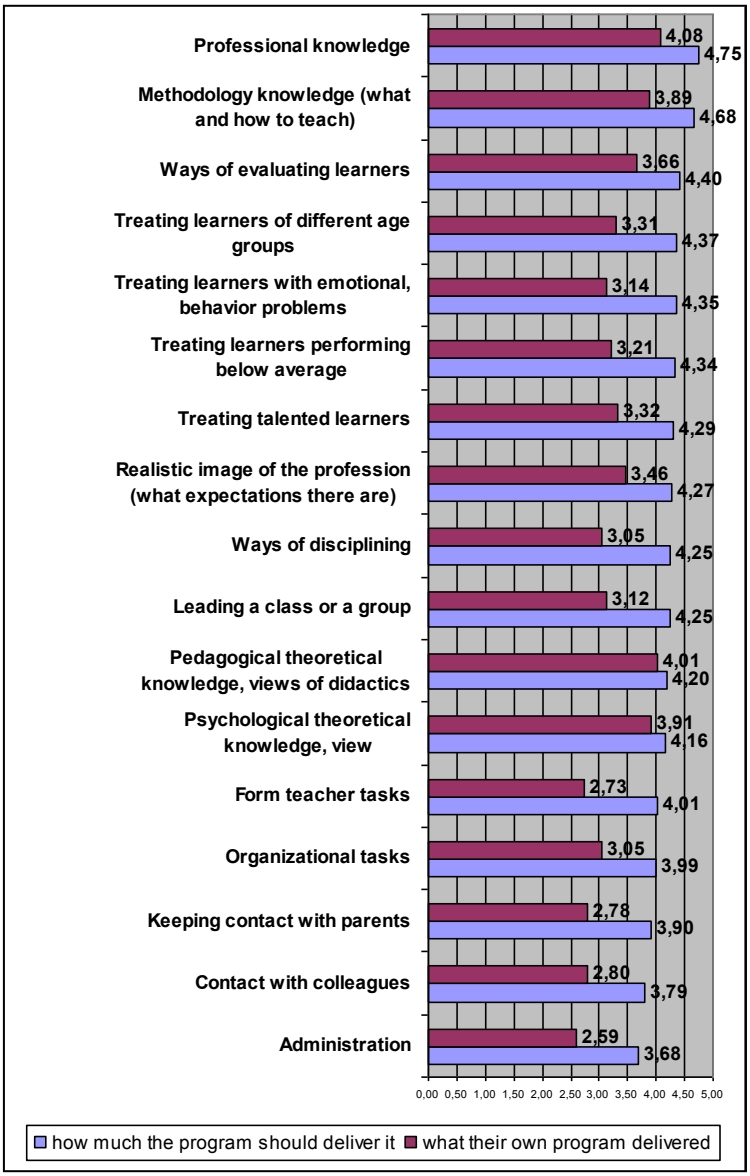
The students reported that the least developed characteristic is patience (the difference between the averages of importance and how much the program developed it is 1.44), balance (1.43), love of children (1.23) and commitment to the profession (1.21), but in case of 16 out of the 30 elements in the list, the difference between the averages is 1 or higher. These characteristics belong to the network of concepts expressing how handling others competently manifests as teacher personality traits. The students felt relatively prepared for realizing the frameworks for learning (aptness for quality, rule consciousness). With respect to the characteristics related to education (good explanation skills, consistency, creativity, aptness for quality, self-reflection), the students are moderately satisfied. (See also Appendix 2.)

Table 18.
**Important characteristics in the teaching profession and their development by the program** (On a scale of 1 to 5, averages)

| | **importance** | **developed by program** |
|---|---|---|
| Good communication skills | 4,69 | 3,66 |
| Authenticity | 4,67 | 3,58 |
| Good explanation skills | 4,65 | 3,57 |
| Consistency | 4,64 | 3,55 |
| Patience | 4,61 | 3,17 |
| Commitment, love of profession | 4,61 | 3,40 |
| Empathy | 4,55 | 3,39 |
| Trust in child's ability to develop | 4,54 | 3,49 |
| Decisiveness, ability to make decisions | 4,51 | 3,37 |
| Cooperation skills | 4,49 | 3,59 |
| Aptness for quality | 4,47 | 3,62 |
| Creativity, resourcefulness | 4,47 | 3,59 |
| Quick reaction to unexpected situations | 4,46 | 3,30 |
| Balance | 4,44 | 3,01 |
| Ability to adapt to new situations | 4,38 | 3,48 |
| Positive self-evaluation | 4,34 | 3,23 |
| Skills of self-reflection (self-analysis, self-criticism and realization) | 4,33 | 3,69 |
| Openness towards and acceptance of the disabled, ill, etc. | 4,31 | 3,39 |
| Ability of emotional control | 4,28 | 3,11 |
| Social adaptability | 4,21 | 3,32 |
| Openness to other cultures, customs | 4,18 | 3,46 |
| Ethical commitment | 4,18 | 3,25 |
| Rule consciousness, compliance with rules and skills of rule formation | 4,06 | 3,38 |
| Initiative and enterprise skills | 4,00 | 3,16 |
| Leadership skills | 3,94 | 2,98 |
| Success orientation | 3,82 | 3,20 |

In our research, it was also investigated how students evaluate the content elements of their educational programs. In the questionnaire, in a close-ended question, the teacher education students were asked to determine on a scale of 1 to 5 how much the university/college prepared them during the program for the 17 elements listed. Based on the whole sample, it can be stated that from the point of view of their education, the students are most satisfied with the teaching profession (pedagogy/psychology) and the school subject preparation. On the other hand, it is also to be noted that the highest among these values (disciplinary preparation for the school subject) received an average of 4 on the 5-point scale, the next is theoretical pedagogy knowledge (4), theoretical psychology knowledge (3.9) and methodology knowledge (3.89). Next in line (of the categories established during the research, belonging to the category of skills of extended teacher roles) is ways of evaluating learners (3.6). The other program elements from here on all received lower averages. (Nearly the same values were given to the factors from problems with learners of different performance to knowledge on disciplining.) The lowest values were given to administration (2.5), form teacher tasks (2.73) and keeping contact with parents (2.78). Therefore, according to the students, the programs prepare the participants the most for the discipline of the school subject and for theoretical pedagogical-professional knowledge and the least for organizational-managerial tasks and for managing professional-social relationships. (See also Appendix 3.)

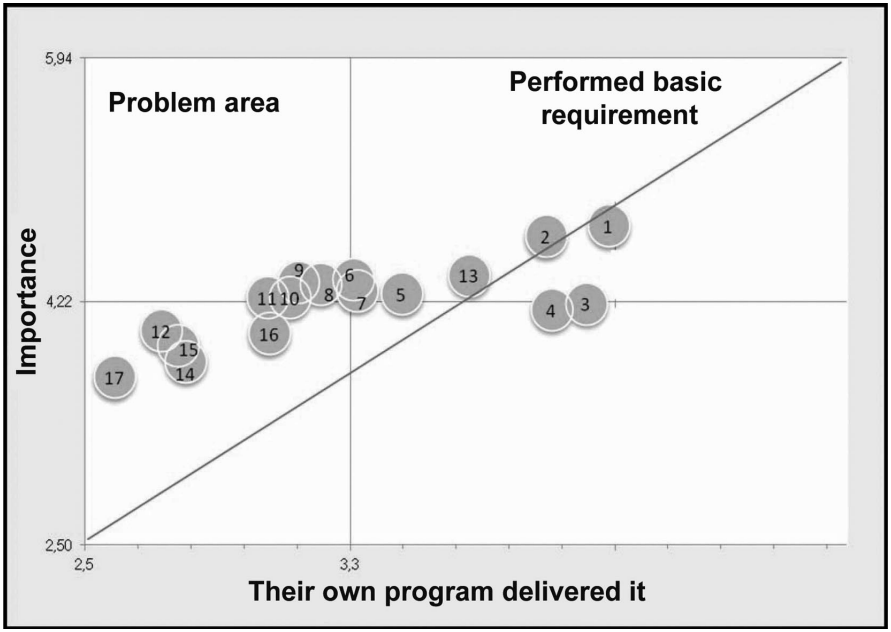
Figure 11.
**Evaluation of the content elements of teacher education programs** (On a scale of 1 to 5, averages)



In our analysis, by presenting the content elements compared to each other, a more detailed picture of students' feedback can be depicted. The content was placed along two axes: the horizontal axis (x) represents the averages of those values which show how effectively the program prepared students (what the program delivered). On the vertical axis (y), the average of the importance assigned to each content element can be found, i.e. it shows what opinions the students hold on how much the program should deliver the given element. The average of the importance of the 26 examined characteristics is 4.22, while the overall average of the evaluation of the program is 3.3. The intersection of the two lines creates four areas. The first area (upper right) represents those traits that are described by above average importance and above average satisfaction (the average values of the evaluation of the program in their case: Professional knowledge 4.08; Pedagogical theoretical knowledge 4.01; Psychological theoretical knowledge, view 3.91; Methodology knowledge 3.89; Ways of evaluating learners 3.66). The students rated pedagogical and psychological theoretical knowledge lower than disciplinary knowledge of the school subject and its teaching methodology, however, with respect to satisfaction with program elements, they are rated higher than teaching methodology training. Among the strengths of teacher education, pedagogical evaluation is considered to be a more important program element than pedagogical and psychological theory. The second area (upper left) is the problem area. Those factors are found here which are characterized by above average importance but below average satisfaction (the average values of the evaluation with respect to these factors: Treating learners who perform below the average 3.21; Treating learners with emotional and/or behavior problems 3.14; Leading a class, group 3.12; Disciplining methods 3). The third area (lower left) designate those points which are characterized by lower than

average importance and lower than average satisfaction. The students expect the least from higher education as for transmitting these: Form teacher tasks, Keeping contacts with colleagues, Keeping contacts with parents, Organizational tasks, Administration. The fourth area (lower right) shows those factors that are of below average importance but characterized by above average satisfaction. (Along the axis of importance, pedagogical and psychological theory can be found on the borderline of this area)

Figure 12.
**Strengths and weaknesses in the program**




| | | |
|---|---|---|
| 1. Professional knowledge | 7. Treating talented learners | 13. Ways of evaluating learners |
| 2. Methodology knowledge | 8. Treating learners who perform below the average | 14. Keeping contacts with colleagues |
| 3. Pedagogical theoretical knowledge | 9. Treating learners with emotional and/or behavior problems | 15. Keeping contacts with parents |
| 4. Psychological theoretical knowledge, view | 10. Leading a class, group | 16. Organizational tasks |
| 5. Realistic career image (what expectations there will be) | 11. Disciplining methods | 17. Administration |
| 6. Treating learners of different age groups | 12. Form teacher tasks | |

A characteristic of the two-cycle teacher education in Hungary is that as part of the dual school subject training, teacher education students choose a major and a minor. In our study, it was investigated what opinions students hold on how much the program contributed to their disciplinary knowledge of the given school subject (so not their pedagogical knowledge). It was concluded that the standards of the two programs (the major and the minor) were perceived differently.

Figure 13.
**How much did your present educational program contribute to your disciplinary (so not pedagogical) knowledge of the school subject?** (On a scale of 1 to 5, averages)

| | What did the program provide? | How much should the program provide this? | Difference |
|---|---|---|---|
| Major in teacher education | 4 | 4.75 | 0.75 |
| Minor in teacher education | 3.53 | 4.46 | 0.93 |

Three quarters of the students are satisfied with the institute providing their master program: nine tenths of both the daytime and correspondence students report that they would probably choose the same institute for their master studies if they could decide again. However, they hold critical views about how much bachelor programs can fulfil their role of preparing students for teacher education masters.

In case of the dual school subject training, it can be seen that the students have critical views on the disciplinary knowledge of the school subject. They refer to the problem of

having “one and a half majors”, and it seems from their feedback that they underrate the standard of their training in the second school subject (the minor).

According to the students participating in teacher education programs, their studies prepare them the most for disciplinary knowledge and theoretical pedagogical–professional knowledge, and the least for organizational–managerial tasks and for managing professional–social relationships, and fulfilling the expectations of extended teacher roles. As for the development of educator characteristics which are important in the teaching career, the students reported that their program delivered less than they believe it should have. The reason for this is the theory-oriented nature of the program.

In the students’ opinion, the characteristics which are developed the least by teacher education programs belong to the network of concepts expressing how handling others competently manifests as teacher personality traits (patience, balance, love of children, and commitment to the profession). As for elements in the program, negative criticism was expressed with reference to how the program prepares students for treating learners who perform below the average, for treating learners with emotional or behavior problems, for leading a class or group and for applying disciplinary methods. These views serve as a feedback on the areas that need to be developed in the process of “educating teachers”.

Appendix 1.

**The divergence of factor weights from the averages in the entire sample**

| **LIVING PLACE** | **traditional** | **postmodern** | **universal** | **material** |
|---|---|---|---|---|
| Budapest | .0991914 | .1761237 | -.0674059 | .1885151 |
| County seat | -.1340102 | .0089370 | .0329954 | -.0113353 |
| Town | -.0011793 | .0397884 | .0504839 | -.0495606 |
| Large village | 0.106745633 | -0.204014303 | -0.076248198 | -0.050982237 |
| Abroad | -.1019399 | -.2129946 | .1090244 | -.1800167 |
| **GENDER** | **traditional** | **postmodern** | **universal** | **material** |
| Male | .0210944 | .0349466 | -.3268764 | .2454053 |
| Female | -.0078416 | -.0129909 | .1215121 | -.0912263 |
| **EDUCATIONAL ATTAINMENT OF PARENTS** | **traditional** | **postmodern** | **universal** | **material** |
| no graduates | .0569930 | -.1308811 | .0324286 | -.0728516 |
| graduates | -.1402200 | .1482467 | .0074496 | .0049985 |
| **PEDAGOGIC PROFESSION IN THE FAMILY** | **traditional** | **postmodern** | **universal** | **material** |
| one of the parents/both parents is/are teacher(s) | -.0280321 | .0535271 | -.0438542 | .0810111 |
| there is/are teacher(s) in the extended family | .0674379 | -.0882085 | .0296307 | -.1055761 |
| No teacher in the family | -.0665205 | .0745056 | -.0058419 | .0766102 |
| **RELIGION** | **traditional** | **postmodern** | **universal** | **material** |
| convicted religious person and committed follower of the teaching of his/her church | .7834841 | -.3478558 | -.0255636 | -.2418844 |

| | | | | |
|---|---|---|---|---|
| religious. but do not accept all teachings of his/her church | .1604630 | -.1336944 | .0483801 | -.0089147 |
| did a lot of consideration. but not religious | -.1050491 | .2230536 | .0575846 | -.0603607 |
| indifferent to religion. do not care | -.3015349 | .3046519 | .0498505 | .2779038 |
| not religious. but no objection to religion | -.4120304 | .1274433 | -.0287474 | .1287702 |
| not religious. if it comes up. argue against religion | -1.1925203 | .3889602 | -.3642368 | .1414606 |
| **RELIGIOUS ACTIVITY** | **traditional** | **postmodern** | **universal** | **material** |
| at least weekly | .8172223 | -.3825539 | -.0820703 | -.3034292 |
| more times in a month | .4668444 | -.4136930 | -.0710166 | .0044036 |
| more times in a year | .3076087 | -.0117804 | .0473115 | -.0439662 |
| once a year | -.0630749 | .1076336 | .1416444 | .1191314 |
| rarely | -.0854718 | -.0411628 | .1100554 | .1698141 |
| never | -.6232280 | .2275643 | -.1469767 | -.0034861 |
| **INCLINATION FOR TEACHER CAREER** | **traditional** | **postmodern** | **universal** | **material** |
| want to be a teacher | -.0513575 | .0229171 | .0534617 | .0224816 |
| do not want to be a teacher | -.3741841 | .2186124 | -.1334423 | .2073166 |
| not decided | .1968140 | -.1048278 | -.0326832 | -.1004842 |

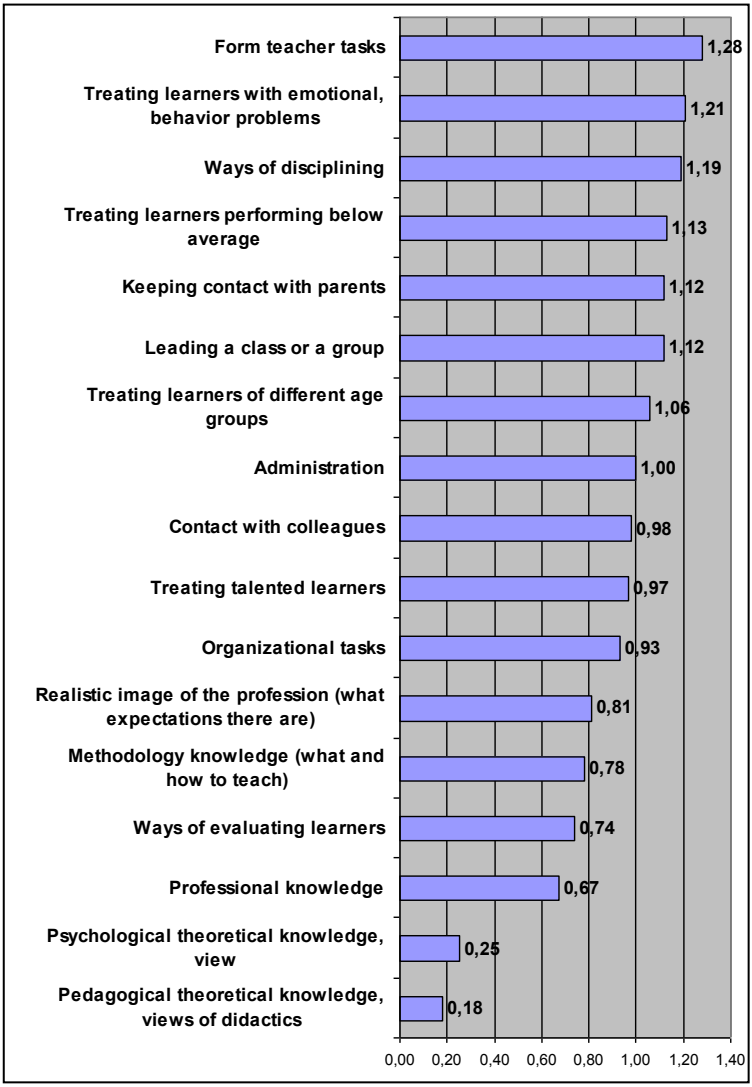
Appendix 2.

**Difference between important characteristics for teachers and their development in the program**

| | |
|---|---|
| Patience | 1,44 |
| Balance | 1,43 |
| Love of children | 1,23 |
| Commitment, love of profession | 1,21 |
| Ability of emotional control | 1,16 |
| Empathy | 1,15 |
| Quick reaction to unexpected situations | 1,15 |
| Decisiveness, ability to make decisions | 1,14 |
| Authenticity | 1,10 |
| Positive self-evaluation | 1,10 |
| Consistency | 1,09 |
| Good explanation skills | 1,08 |
| Solid world of values | 1,07 |
| Trust in child's ability to develop | 1,06 |
| Tolerance | 1,04 |
| Good communication skills | 1,02 |
| Leadership skills | 0,96 |
| Ethical commitment | 0,93 |
| Openness towards and acceptance of the disabled, ill, etc. | 0,92 |
| Cooperation skills | 0,90 |
| Ability to adapt to new situations | 0,90 |
| Social adaptability | 0,90 |
| Creativity, resourcefulness | 0,88 |
| Aptness for quality | 0,86 |
| Initiative and enterprise skills | 0,84 |
| Assertiveness | 0,82 |
| Openness to other cultures, customs | 0,72 |
| Rule consciousness, compliance with rules and skills of rule formation | 0,68 |
| Skills of self-reflection (self-analysis, self-criticism and realization) | 0,64 |
| Success orientation | 0,63 |

Appendix 3.

**Difference between the importance of teacher education contents and their development in the program**



# Summary

According to my thesis statement, formulated based on the findings of Lukács (2002), Kocsis (2003) and Kozma (2004), when applying for teacher education, students are motivated by the opportunity of obtaining a degree, the improvement of employment opportunities and the intention of building a career, and this is supplemented by the phenomenon of being drawn into the educational program. With respect to the latter statement, based on Varga's (2005) results, I also hypothesized that views on the contents of the educational program and the standard of studies are less significant motivating factors. Based on the statements of Nagy (2001) and Kozma (2004), I made a further assumption that the attraction to teaching/caring roles also appears among the motivational factors when applying for teacher education. The findings reveal that it is primarily the opportunity to obtain a degree, interest in the field of study, and the appeal of the student lifestyle that determined applications; however, avoiding unemployment and building a career also have strong motivational effects.

According to our results the primary motivation for pursuing further education after secondary school is to obtain tertiary level qualifications: mostly because of the prestige of higher education qualification, but also due to the financial advantages and better employment opportunities associated with it. When selecting an institute for bachelor program studies, it is the institute-related, partly prestige-like, factors that are the strongest. 59% of the students reported that it was their attraction to the field of study that played a crucial role when selecting the institute. In connection with the reputation of the institute, this was stated by 48% of the students, and in

connection with the reputation of the faculty offering the program, by 44%.

The most important factors among the motives for conducting further studies in higher education are obtaining a degree (also as it offers an opportunity to build a career of intellectual work), interest in the field of study and the profession, the appeal of the student lifestyle, and avoiding unemployment; while among the motives for selecting the institute, it is the reputation of the institute, the university city's location, the "attraction" of acquaintances and the proximity of the place of living that are the most important. This latter reinforces Forray's statements (of the same content) that she made on university integration (Forray, 2000, p. 128). The motivational factors typical before the expansion and characteristic of the pre-selection application system, which resulted in the standby nature of higher education ("I wouldn't have got accepted elsewhere", "it doesn't matter what, but I want to study), have lost their importance.

To obtain a (more valuable) degree that is of primary importance is among the motives to apply to master programs. 75% of the students said that the most important motivation factor for them was to obtain a master's degree. 56% of the students were greatly motivated in their further studies by their definite idea of wishing to become a teacher and they needed to obtain the necessary qualifications for that. It is to be highlighted that only less than 10% of the respondents claimed that they would like to utilize their teaching qualification in another – non-teaching – career.

Secondary schools are the most popular among those who are planning to become teachers both in daytime and correspondence programs. 75% of the daytime students said that they would like to teach in a general secondary school (gimnázium), while vocational training was chosen by only

6% (19% of the respondents said that they were planning to find employment in primary schools and the same proportion in secondary vocational schools).

Our data also is that in the students' preferences of looking for employment, the attraction of the proximity of the educational institute and their parents' home is prevalent.

When examining the social prestige of the teaching career, it becomes clear that the students participating in teacher education sense that the prestige of this career is undervalued by society: both the daytime and the correspondence students reported that the prestige of teachers working in public education is low, the only exception being university instructors, which is considered an elite profession. The lowest prestige accompanies teaching careers that do not teach a particular school subject.

Planning to choose the teaching career is most closely related to commitment and interest in the school subject. At the same time, the students who feel committed to the profession consider the colorful nature and challenges of the teaching work important. Furthermore, they also see the social usefulness of teaching as an important motivational factor. The same pattern can be observed when looking at future orientations: those who are planning to become teachers are more optimistic both in connection with their own future and the future of the society than those who do not plan to teach.

Our results verified our initial hypothesis that students prioritized post-materialist values. It has also become obvious that traditional and materialist values are underrated, and the students' value orientation was primarily characterized by transhistorical universal value orientation. In this regard (generational influences), our survey confirmed the results of youth research carried out in a national sample. Assuming the uniformity of the goal system (value universe) in teacher education, we presupposed pronounced divergence between

study fields. The results confirmed our hypothesis; inasmuch students prioritized different values according to discipline (humanities, science, language, P. E.). However, the data confuted the assumption that students of humanities would prioritize post-materialist values: they could be characterized by traditional value orientation. In addition, it was confirmed that students of sciences were the most likely to underrate post-materialist values. In the case of P. E. students the preference for traditional values could be described as 'traditionalism without religion'. Further investigations are needed on the correlation between Hungarian teacher education and institutional influence in higher education, as well as on the influence of peer groups of higher education (group of friends in teacher education, study circles, colleges, scientific associations of students, scientific workshops, etc.).

Furthermore, we assumed that students would prefer different values according to the type of the study program they participated in. Our results showed that the students of correspondence study program prioritised traditional and material values more than full-time students. The reason for this divergence is most likely the fact that correspondence students usually work besides studying and they are usually members of an older age group. Our survey did not analyze this question in details, thus it can be the subject of further examinations.

We also expected differences in the value orientation of students by gender, the size of living place, the educational attainment of their parents, the presence of pedagogic professions in the family, religiousness and the inclination for teacher career. Male students were more characterized by material value system than female students. Only a slight difference was discovered by the type of the living place: residents of small villages had traditional, residents of Budapest had materialist and postmodern value orientation.

The (future) first-generation graduates opted for transhistorical and traditional value orientation, while the children of intellectual families adopted a postmodern value system. The students whose parent(s) was/were teacher(s) preferred materialist and postmodern value orientation.

Religious conviction caused significant differences in the value orientation. Atheist students prioritized postmodern (and less significantly) materialist values, the students who 'religious in their own ways' had a traditional value system and underrated postmodern and materialist values. The same fraction appears by religious activity: the value orientation of those who attend to church weekly was traditional, and it was postmodern in the case of those who never go to church.

The inclination for working as a teacher did not produce significant divergence in the students' value orientation. However, it can be stated that the students who do not really want to be teachers feel materialist values closer to themselves and disregard traditional value orientation.

The results of the deep analysis did not confute the presence of generational influence. Although materialist and traditional values are more and more peripheral in the students' value orientation, postmodern and transhistorical (universal) coexist. This coexistence of multiple value systems indicates that globalization, other age groups and the media as a combined control factor have a more significant influence on the value priorities of students than traditional control factors (higher educational institution or family). This conclusion can be the starting point for future examinations.

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