

UNIVERSITY OF PÉCS
„Education and Society” Doctoral School of Education

Hajnalka Kalocsainé Sánta
Students’ Motivations in their Subject’s Choice at the Faculty of
Liberal Arts and at the Faculty of Sciences of the University of
Pécs (Comparative Analysis)

Doctoral Thesis

Supervisor: Prof. Dr. Katalin Forray R. (DSc)

2013, Pécs

1. Introduction

My dissertation topic selection's background is partly a general interest which has been in my sociology thesis written (Kalocsainé 2004) and stayed with me while I have been working in the Institute of Education, where I met the student studying teaching. The thesis explored the Roma studies students' motivations in their subject's choice.

Of course, my actual motives in the choices of my topic / are also related to the changes at the time of the research. Because of this the research has more main motives, mostly along the following dimensions: 1. University marketing. 2. Mass 3. Bologna System 4. The attractiveness of teaching as a career.

The national higher education research Forray (2008) highlights three important directions. The first group consists of researches which are approaching the phenomenon of expansion of higher education on economic and social reasons. The second striking trend is policy approach, which focuses on the institutional system transformations, governance and funding issues. The third direction of research is the sociological research led by Csákó Mihály (1998), in which the student's socio-cultural background has been studied, as their social mobility lifestyles choices and value systems, etc.. to explore "(2008:11 Forray). My topic's thematics mostly related to the third research direction.

I agree with Lakner who finds students' motivations and values interesting from a theoretical point of view, because thereby we can have a picture of the thinking of future's intellectuals, on the other hand he looks it as the part of the strategic planning work as well (Lakner, 2002).

The students' motivations' exploration is essential to university's marketing. Töröcsik (2010:123) correctly points out the factors what are very important from the point of view of my research topic choice:

"Understanding the students' choices' and decision's motivation and its affects is very important for making an effective marketing strategy. [...] We have to understand the next generation, because without it, not only to teach we cant them but we wont be in a position to teach at them because they go to other institutions where they understand their own needs. "

The potential student groups' and students' interest and motivation is never easy to understand. As they say, mostly we can analyze young people today in scenes (Prykop 2005), milieu groups, lifestyle groups. "(Töröcsik 2010:125) Based on the suggestions I believe that the young groups of students at the university satisfy the abovementioned proposal. Widening of the concept of motivation, using the concept of value-based motivation the mapping and cognition of the motivations can be better understood.

In the second half of the XXth century in the developed countries due to the students' number expansion the students' motivations became more complex. "The composition of the student mass became more heterogeneous according to social origin, educational qualifications and motivation, career plans to, which had a wide variety of interests and values." (2006:667 Hrubos)

With the introduction of the so-called Bologna system the examination of the students' motivation has become even more complex, because we can examine separately the students having BA and the MA studies. For me teacher education is an important special issue, because the university where I made my research, has teacher training.

The teacher training is conducted at the university level. Therefore the BA is an important branching point in the teacher training. It is essential to understand the graduates' motives, plans, whether they want to have a teacher degree or work as a teacher.

Fitting into the outlined system my research's main aim is to study the motives of the first- and second year full-time students' in their subject choice at the Faculty of Arts and Sciences of the University of Pécs. So the aim is to know where their influencing motives are coming from and where they are going.

2. Students's Motivations in the third Thousand Years Based on the National Researches, in particular the University of Pécs

2.1. National Researches for the Reveal of the Students' Motivations

Monitoring the graduates means the national line of researches on motivations. Monitoring the graduates and the institutional monitoring is required by law CXXXIX. in 2005. (Fabri 2009) in the higher educational institutions.

2.2. Reveal Researches of the University of Pécs

2.2.2. The Direct Antecedents of the own Research

In this section I count those conducted researches in the University of Pécs which are considered as direct antecedents. This base covers three studies.

Forray's (2008) research examines the social needs, thereby the motivations of part-time students in three national higher educational institutions: in the University of Pécs, in Debrecen University, and in the University of St. Stephen. The author in her study discusses the gender- and the birth period differences related to the studying motivations and difficulties in studies. The motivation of the adult students' in the University of Pécs is mainly determined by the professional interest, but it is also important to get the diploma or university qualification (Forray and Kozma, 2009). The labor market is 4-5. placed in the hierarchy. Balázsovics in her related interviews' analysis (2008) reports that the students' reason is to keep the recent job, followed by the personal interest of the students.

Marton's (2009) research is directed towards to the third year full-time undergraduate students of the University of Pécs, in which she focuses on the attitudes of students' in the labour market and their future plans. In her analysis she concludes that the mainly their interest guided the students in their subject/studies choices. Her results, although other students were examined by her and a considerably lower number of elements, are similar to the conclusions of Forray and Kozma (2009) outlined above. The later labor market opportunities are less influenced on students in their decision.

In the study of the part-time students studying Roma studies/Romology (Kalocsainé 2003), the main motive to keep their jobs as well, followed by the influence of the teachers of the previous higher educational institutions, strengthening identity, graduation, interest, and language learning. At the full-time students strengthening identity has become the main incentive, followed by the experience of the earlier academic studies, the existence the coice of an other subject as well, the earlier work and professional experience.

3. The Definition of Motivation

3.3. The Definition of Motivation in the my Research

The motivation definitions used in my research consists of two basic components. One of this is the psychological component, which includes the definition of Benesch and the value-based motivations content based on Rokeach's work The other component related to sociology and the higher education is based on the DPR and Pécs-related research history content.

Among the definitions for motivation I coose Benesch's (1994), because this definition is easy to interpret related to the aims of my research. The author's definition towarrds the motivational processes and variability is directed, and finds that it is a common approach to what may be motivation, thatis not exist. Yet he proposes a three-way general understanding of the concept: a psychological motive, function-dwduction and behaviour variability. The functioned education became of my study's he guide, namely, "from where it comes from and where is heads" (Benesch 1994:253).

I believe that the Rokeach's value assessment fits into the Benesch motivation-definotion. I agree that "according to Rokeach that values have motivational functions as well, if they encourage us to get the adequate life-intensions and to behave how we find it appropriate. "(Szakács and Szakács 1998:404) Bonded to tourism, economics in the English-language literature we can find the definiton of the value-based motivation. For example summing up the literature on tourist' motivation Kay (2003) states that, basically there are two kinds of motivational theories, which apparently are contradictory: the Maslow's needs based (needs-based), and based on values (values-based), which is related mostly to Rokeach. Kay (2003) in his study uses the value-based motivation (motivation-based values) concept. The concept

of values is embedded in the concept of motivation, with the expanded definition of the motivation the exploration of the students' motivation can be more effective, and complex.

The history of my research in the respect of the motivational content fits into the examination on the motivation of the first year students for further learning and employment motivations specified in the DPR (Fabri 2009).

The fundamental question of my own research is why people are studying in higher education. (Forray 2008:11) This research question in relation to my own research can be narrowed, we can only determine the question. Why full-time undergraduate students are studying at the Faculty of Humanities and / or Faculty Sciences of the University of Pécs.

4. Comparative Research on Students at Two Faculties of the University of Pécs

4.1. The Aim and the Areas of the Research

Fundamental aim is to explore the more complex cognition of the motives (influencing their choice) of the first and second year full-time undergraduate students at the Faculty of Arts and Sciences of the University of Pécs. Where did motives influencing their choice come from and where they are going?

Related to this I set up the six hypothesis presented in the introduction.

4.2. The Method of the Research, Difficulties in the Research

In the spring semester of the 2009-2010 academic year I got data by self-filling questionnaires (308 people and first and second year full-time BA / BSc students). In my quantitative comparative sociological surveys 162 students (52.6%) of the Faculty of Arts and 143 students (46.4%) of the Faculty of Sciences, and three students from both faculties (1.0%) filled out my questionnaire. According to data of the academic departments of the University of Pécs there were 1298 active full-time BA students (in their 1-4 semester) at the Faculty of Arts when the survey was done. The Faculty Sciences had 823 students. Therefore, the

12.71% of the students of the Faculty of Arts and 17.73% of the students of the Faculty of Sciences were achieved.

Among the difficulties of my research I would emphasize two factors. One of these is the willingness to respond – was typical at both faculties. To eliminate the low response rate in most cases by an organized event - by consultation with the teachers - at the beginning or end of lesson I emphasized fulfilling the questionnaire with my personal presence. Another major obstacle is the fragmentation of the student of the Faculty of Arts during their training. Sometimes there were only 3-4 people attending the lesson, however it was an organized request.

4.3. The Results of the Research

4.3.1. Base Data, Composition of the Sample – the Students' Social Background

I show the composition of the sample – the students' social background along 16 variables.

4.3.2. Motivations of the Application for Current Faculty Subject

In this chapter I examine the responses in two approaches. First I compare the students of the Faculty of Arts and Sciences regarding to the total sample, later on by the help of the SPSS filter function I compare the answers of the students' of both faculties who want to take part in teacher training.

Among the motivations analyzed in crosstabs: 1. Continuation of family traditions; 2. Friends influence; 3. High School Teacher effect; 4. Effects associated with the previous studies in college / university; 5. My previous work experience; 6. Get some degree; 7. Obtain adequate degree to your interests; 8. Acquisition of marketable degree 9. Develop long lasting relationships; 10. Having longer years at the university 11. Strengthening the identity.

4.3.3. Plans with the Education/Degree

In this section the respondents of the two faculties are compared on the basis of the plan after graduation and the future work plans relating to the total number of respondents' and

participants in the teacher training. Thus, this unit is connected mostly to of the DPR, as students in the sample, their attitude to the labour market, their plans after graduating are shown in this unit.

The respondents of the Faculty of Arts with their degree would prefer to have different plans (further education, continuing current work, searching for jobs in the European Union and in Hungary as well especially chosen by the students of the Faculty of Sciences). Also more respondents of the Faculty of Sciences chose only further education. These rates are typical of those who wish to attend teacher training as well.

To "What kind of work would like to do" open-question the responses are in three categories: 1. useful, but not necessarily professional (not required at the time of the acquisition diploma yet) 2. Professional (diploma is required at the time of the acquisition) 3. teacher.

In whole sample is heavily over-represented the answer among students of the Faculty of Arts, that they want to work as teachers (43.9%), while the ratio at the Faculty of Sciences only 16.3%.

The students of the Faculty of Sciences would prefer choosing professional work. Students from both faculties would choose useful, but not necessarily professional work. At both faculties are appearing – in a very small percentage - uncertain students, who do not know what to do after graduation.

The examination of the kind of the work among the students studying teaching can show more results. The 59.2% of students of the Faculty of Arts and only 45.9% of students of the Faculty of Science is want to work as a teacher. More respondent chose a professional, but not a teaching job from the Faculty of Sciences. Compared to the full sample, less students from both faculties having teaching profession want to have different job.

4.3.4. The Results of the Rokeach Test

The Rokeach test can be evaluated (Szakács and Szakács, 1998) by several possible ways. One possibility is after the test, that the researcher looks at rankings and uses it as needed. Another way of the factor-analysis, we can read about in the study of two national authors

Szakács and Szakács (1998). To evaluate the differences between the students of the two faculties I found enough to show the values marked at the first place.

Comparison target in the first place doing it in two ways. I compare the two arms of the students according to test hypotheses in the total sample and among those who wish to participate in teacher training.

The order of the answers of the first and second year students' of the Faculty of Arts (total sample): 1 happiness (29.1%) 2 internal harmony (24.1%) 3 family security (16.5%). The order at the Faculty of Science: 1 happiness (22.5%) 2 family security (21.1%) 3 internal harmony (13.4%).

It is important to see other answers as well. Among the students of the Faculty of Arts fourth placed is salvation, while the fifth placed is wisdom. At the Faculty of Science on the fourth place there is friendship, on the fifth place is freedom.

Among students who wish to participate in teacher-training within the Faculty of Arts the three most commonly referred values' order is the same in the whole sample. (Table 4.3.4.56).

Correlating to the whole sample the results of the Faculty of Sciences are different: 1. family security (37.5%) 2. happiness (25.0%) 3. true friendship (10.4%). Changes in rates are significant: correlating to the whole sample at the Faculty of Sciences a family safety is more important with 16.4%, and the happiness with 2% among those who wish to take part in teacher training. The inner harmony is less prominent.

Social prestige is not the first place, but is present at both faculties in the whole sample, but it is not on the 1. or 2. place students who wish to take part in teacher training. This difference may be related to the national judgment of the prestige of the teaching profession's (Szebedy 2005, Halasz and Lannert 2003, 2006).

The salvation and wisdom are similarly important among those who wish to take part in teacher training and in whole sample. At the Faculty of Sciences among those who wish to take part in teacher training on the fifth place there are 5 values: inner harmony, peace, self-

esteem, feelings of successful achievement, and salvation. At the Faculty of Sciences wisdom is important as well, and love and national security.

6. Summary, the Opportunities of Using the Results of the Research

6.1. Examination of the Hypothesis'

Hypothesis1: There is a basic difference in the the background of students' of the Faculty of Arts and the Faculty of Sciences.

Along sixteen variables were compared the social background of the students of the two faculties. Along most of the variables there are the primary differences, while along a few variables there is a slight difference between the two student groups.

There are marked differences along the gender, the further education of the typical age group, residency, a parallel studies, willing to get a teacher qualification, the father's highest level of education, the mother's highest level of education, the present occupation of the respondent's and the nationality/ethnicity.

Hypothesis2: Fundamental differences are shown between the motivations of the studentsn of the Faculty of Arts and Sciences.

Considerable difference was found in the samples of the two faculties as regarding the subject-choice in most of the analyzed motivations; like influence of friends, influence of the secondary school teacher, influence of the related earlier studies in higher education, influence of the own previous work experience, motivation to get a diploma, motivation of the acquisition of relevant interests! degree motivating force, and the acquisition of marketable diploma motivation, motivational effect to have a long-term relationship, the motivating power of empowering the identity.

Hypothesis3: The basic difference between the motivations show, it remains among students of the Faculty of Arts and Sciences who wish to participate in teacher training.

Overall, 8 motivations from 11 true remain students of the Faculty of Arts and Sciences who wish to participate in teacher training.

There is a difference in the interest related to degree they want to get, which is balanced among students' who want to take part in teacher training, while it is more specific at the faculty of Sciences. Furthermore, there is a difference in the continuation of the family tradition with regard to teacher training, in which those who want to take part in teacher training more stimulate family patterns than in the whole sample, where the family pattern was specific in the same measurement at both faculties. The third difference occurs is the motivation of getting graduation; it is specific for the Faculty of Sciences, while in the whole sample it is more specific for the students of the Faculty of Arts. Like this we can think that students of the Faculty of Arts would be better teachers and could better effect on the secondary students.

Hypothesis4: There is a fundamental difference between values and value-based motivation of the two faculties.

This hypothesis - depending on the results - partly rejected. First placed among values at both faculties is happiness. The second and third placed values are the same as well.

The 4. and 5. placed values are considerable as well. At the Faculty of Arts 4. placed is salvation, the 5. is wisdom; at the Faculty of Sciences 4. is true friendship, 5. is freedom.

Hypothesis5: The main difference between students' values, and values-based motivation is reflected in the same way, remains at both faculties among students who want to take part in teacher training.

The hypothesis proved to be true among students of the Faculty of Arts. Among students who want to take part in teacher training the Faculty of Arts the order of the three most often mentioned values' is unchanged in the whole sample. At the Faculty of Science there is a difference in

the order and composition relating to the whole sample: 1. family security, happiness, 3. true friendship.

Among students who want to take part in teacher training the Faculty of Arts the 4. placed salvation the 5. placed wisdom are important among students who want to take part in teacher training and in the whole sample too. At the Faculty of Sciences 4. placed are: inner harmony, peace, feeling of the successful achievement, salvation similar to the other faculty; 5. placed at both faculties are: wisdom, and the Faculty of sciences differently from the other faculty mature love and national security.

It should be emphasized from the differences between the values of the whole sample and among those who wish to participate in teacher education that social prestige indicated in the first place - although not a significant proportion - but it appears both faculties, but it is not there on the 1. and 2. place among those who wish to participate in teacher-training. This difference may be related to the prestige of the teaching profession's national perception (Szebedy 2005, Halász and Lannert 2003, 2006).

Hypothesis 6: The Rokeach test - mostly with its 18 targets – can complete motivational research on higher education, giving a more detailed picture of the potential students and students, and their education as well. (I look at the 18 targets of Rokeach-test in my own research as one of the tools for value-based motivation to learn.)

The use of the results of the follow-up graduates':

- for higher education institutions;
- (education) levels of government;
- for the labor market participants;
- for potential students, students, and graduates (Kiss 2008, quoted Nándori 2010:305)

From these listed above only the higher education institution with its faculties, institutes, trade may benefit in the strategic planning, development of curriculum renewals considering the results of students' value-based motivations defined by Rokeach test target.

6.2. Summary

1. The presented research's useful and usable results can be summarized in the following paragraphs. The student's motivation's investigation is based on the research's antecedents –

from the point of view of teacher training compares the motivations of the two most important faculties of the University of Pecs related to choosing subject and future plans.

2. The student's motivation's investigation analysis the motivations, future plans of the 1. and 2. year BA students of both faculties.

3. The result of the research on student's motivations says that the students' answers of the Faculty of Arts are heterogeneous in the respect of students studying and not studying foreign languages as a subject.

4. Data generated during the processing of questionnaires provides a secondary analysis.

5. The aim of the questionnaire is to collect and analyse a more complex beam of student's motivations. To this end, compared to the national research precedents the survey expanded with Rokeach test is new. I find the originally created to be suitable as Rokeach value scale test 18 target hierarchical scale used as a value-based motivational scale. Thus, the Rokeach test's 18 target scale can help explore and understand the motivational background of the students' subject-choice.

7. Closing Remarks

The purpose of comparative studies presented in my thesis was to study the subject-motivation choice more deeply and complexly - at the two most important faculties (related to teacher training) - of full-time, undergraduate BA students' from 1-4. semesters. To this end I was looking for a tool that allows to expand horizon of the knowledge, which became available from previous researches. The found and successfully applied device: meant the use of Rokeach's test as a motivation test. Into the fundamentally sociological study Rokeach-test, which is used in psychology, is well fitted.

It is important to underline the fact what was found at the analysis of the motivations, the students actually have their beams of motivations, so altogether more motivations stimulate students to participate in their studies.

I found that students' motivation research, including the present study, needs their interdisciplinary strands to converge for doing further researches.

With the investigation of the full spectrum of academic levels we could have a more complete understanding of the students' motivations' background.

Comparative analysis of two faculties of the University of Pécs fits well into both: the DPR and the previous research on this topic; their result related to teacher training the two faculties' result refined. On one hand because it was based on previous researches as well, on the other hand it used a new methodological element – the Rokeach test.

An important element of teacher training in the renewable agenda, that life course model of teaching as a profession gets back its rank. To understand this process, and to help students to become good teachers, can help this researching direction, with this the students' motivation can be more complexly study and understand. The research on student motivation may have another important benefit, that the new teacher training which is starting in september in 2013 starting (in which we will have different education for primary and secondary teachers, so it will be important to understand who what education want to take part (EMMI communication 2012). In this context - I believe – that my present investigation also carries useful elements, what can contribute the success of the transformation.

8. Technical Literature Used for the Thesis

Balázsovics Mónika (2008): Felnőttek tanulási motivációi. In: Kereszty Orsolya (szerk.): Új utak, szemléletmódok, módszerek a pedagógiában. Kaposvári Egyetem Pedagógiai Főiskolai Kara, Kaposvár. 5-14.

Benesch, H. (1994): Pszichológia. SH Atlasz. Springer Hungarica Kiadó Kft.

Bernáth László – Révész György (szerk.) (1995): A pszichológia alapjai. Tertia Kiadó, Budapest.

Fábri Sándor (2009): A magyarországi központi diplomás pályakövetés empirikus kutatási programja

http://www.felvi.hu/pub_bin/dload/DPR/szakmai_osszefoglalo_anyagok/felsooktatasi-muhely_2009-3_DPR_FabriI.pdf

(Letöltés ideje: 2011-06-26)

Forray R. Katalin (2008): Lakossági-társadalmi igények a felnőttek felsőfokú továbbtanulásában. Az OTKA 47335 zárótanulmánya.

http://real.mtak.hu/1754/1/47335_ZJ1.pdf(Letöltés ideje: 2011-01-27)

Forray R. Katalin és Kozma Tamás (2009): Diplomára éhezve. Felnőtt hallgatók Debrecenben és Pécsen. Debreceni Szemle, 3-4. sz. 315-328.

Halász Gábor és Lannert Judit (szerk.) (2003.): Jelentés a magyar közoktatásról. Országos Közoktatási Intézet, Budapest.

<http://www.oki.hu/oldal.php?tipus=kiadvany&kod=Jelentes2003>

(Letöltés ideje: 2011-08-25)

Halász Gábor és Lannert Judit (szerk.) (2006): Jelentés a magyar közoktatásról. Országos Közoktatási Intézet, Budapest.

<http://www.ofi.hu/tudastar/jelentes-magyar/nagy-maria-varga-julia-7>

(Letöltés ideje: 2011-01-20)

Hrubos Ildikó (2006): A 21. század egyeteme. *Educatio*, IV. szám, Változó egyetem. 665-683.

Kalocsainé Sánta Hajnalka (2003): A szakválasztás indítékai a romológiát hallgatók körében. *Educatio*, 4. sz. 673-676.

Kalocsainé Sánta Hajnalka (2004): Szakválasztási motivációk a PTE romológus hallgatóinak körében. Szakdolgozat. D – 2384

http://konyvtar.tatk.elte.hu/szakdolgozatok/diploma_vegleges.htm

Kay, P. (2003): Consumer Motivation in a Tourism Context: Continuing the Work of Maslow, Rokeach, Vroom, Deci, Haley and Others.

http://smib.vuw.ac.nz:8081/WWW/ANZMAC2003/papers/CON17_kayp.pdf

(Letöltés ideje: 2011-08-15)

Lakner Zoltán (2002a): Hogyan gondolkodnak, tanulnak, élnek napjaink egyetemi-főiskolai hallgatói? *Magyar Felsőoktatás*, 8. sz. 46-48.

Lakner Zoltán (2002b): Hogyan gondolkodnak, tanulnak, élnek napjaink egyetemi-főiskolai hallgatói? *Magyar Felsőoktatás*, 9. sz. 51-54.

Lakner Zoltán (2002c): Hogyan gondolkodnak, tanulnak, élnek napjaink egyetemi-főiskolai hallgatói? *Magyar Felsőoktatás*, 10. sz. 50-53.

Lakner Zoltán és mtsai: Hogyan gondolkodnak, tanulnak, élnek napjaink egyetemi-főiskolai hallgatói?

http://209.85.129.132/search?q=cache:M7t02YtaQa0J:www.ph.hu/mf/vendego/vizsgalat.html+%22Lakner+Rokeach%22&hl=hu&lr=lang_hu&gl=hu&strip=1

(Letöltés ideje: 2009-05-21)

Marton Melinda (2009): Alapdiplomával a munka világába? *Educatio*, 3. sz. 398-403.

Nándori Emese (2010): A Diplomás Pályakövetés szerepe az intézményi marketingben. In: Törőcsik Mária és Kuráth Gabriella (szerk.): Egyetemi marketing – marketing a felsőoktatásban. Pécsi Tudományegyetem, Pécs. 305-309.

Szakács Katalin és Szakács Ferenc (1998): A Rokeach-féle értékvizsgálat. In: Mérei Ferenc és Szakács Ferenc (szerk.): Pszichodiagnosztikai vademecum. I. Explorációs és biográfiai módszerek, tünetbecslő skálák, kérdőívek. 2. rész. Nemzeti Tankönyvkiadó, Budapest. 403-419.

Szebedy Tas (2005): A pedagóguspálya sajátosságai és a foglalkozási ártalmak. Új Pedagógiai Szemle, július-augusztus.

<http://www.ofi.hu/tudastar/szebedy-tas>

(Letöltés ideje: 2011-08-25)

Törőcsik Mária (2010): A fiatalok fogyasztói magatartása – az egyetemek fő célcsoportjának megértése. In: Törőcsik Mária és Kuráth Gabriella (szerk.): Egyetemi marketing – marketing a felsőoktatásban. Pécsi Tudományegyetem, Pécs. 123-139.

9. Other Sources

A bolognai folyamat

<http://www.nefmi.gov.hu/felsooktatas/bolognai-folyamat/bolognai-folyamat>

(Letöltés ideje: 2011-08-16)

Megújul a tanárképzés

Emmi, Oktatásért Felelős Államtitkárság közleménye

<http://www.kormany.hu/hu/emberi-eroforrasok-miniszteriuma/oktataser-felelos-allamtitkarsag/hirek/megujul-a-tanarkepzes>

(Letöltés ideje: 2013-01-29)

The Bologna Declaration of 19 June 1999

http://www.ehea.info/Uploads/Galleries/7_2010/224733BOLOGNA_DECLARATION1.pdf
pdf

(Letöltés ideje: 2011-08-16)

A 15/2006. (IV. 3.) OM rendelet

http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A0600015.OM

(Letöltés ideje: 2011-08-16)

10. Publications Connected to the Topic of the Doctoral Thesis

Kalocsainé Sánta Hajnalka (2003): A szakválasztás indítékai a romológiát hallgatók körében. *Educatio*, 4. sz. 673-676.

Kalocsainé Sánta Hajnalka (2004): Szakválasztási motivációk a PTE romológus hallgatóinak körében. Szakdolgozat. D – 2384

[Http://konyvtar.tatk.elte.hu/szakdolgozatok/diploma_vegleges.htm](http://konyvtar.tatk.elte.hu/szakdolgozatok/diploma_vegleges.htm)

(Letöltés ideje: 2011-07-02)

Kalocsainé Sánta Hajnalka (2008): A hallgatók nemek szerinti megoszlása a Pécsi Tudományegyetemen. In: Kereszty Orsolya (szerk.): Új utak, szemléletmódok, módszerek a pedagógiában. Kaposvár. 123-128.

Kalocsainé Sánta Hajnalka (2009): A lifelong-learning nemek szerinti jellemzői a Szent István Egyetem levelező tagozatos hallgatóinak körében. In: Karlovitz János Tibor (szerk.): Speciális kérdések és nézőpontok a felsőoktatásban. Neveléstudományi Egyesület, Budapest. 35-40.

Kalocsainé Sánta Hajnalka (2010): A levelező tagozatos hallgatók nemek szerinti megoszlása a Debreceni és a Pécsi Tudományegyetemen. In: Juhász Erika (szerk.): Harmadfokú képzés, felnőttképzés és regionalizmus. Center for Higher Education Research and Development, Hungary, Debrecen. 234-237.

Kalocsainé Sánta Hajnalka (2011): Szakválasztási motivációk a Pécsi Tudományegyetem Bölcsészettudományi és Természettudományi Karán. In: Kéri Katalin (szerk.): Társadalmi nem és oktatás. Konferenciakötet. PTE BTK „Oktatás és társadalom” Neveléstudományi Doktori Iskola, Pécs

Kalocsainé Sánta Hajnalka (2012): Romológia és pedagógia szakos hallgatók szakválasztási motivációi. In: Orsós Anna-Trendl Fanni (szerk.): Útjelzők. 147-153.