

Egyetemi doktori (PhD) értekezés tézisei

**THE STRUCTURE OF THE VALUE JUDGEMENT
OF STUDENTS IN TEACHER TRAINING
AT TWO REGIONAL UNIVERSITIES
– THE VALUE STRUCTURE OF THE TEACHER
TRAINEES AT THE UNIVERSITY OF DEBRECEN
AND THE UNIVERSITY OF SZEGED**

Jancsák Csaba

Témavezető: Dr. Kozma Tamás



DEBRECENI EGYETEM
Humán Tudományok Doktori Iskola
Debrecen, 2012

1. The objective of the dissertation, determining the scope of the subject

In the past decade, several system-level changes have taken place in Hungarian higher education: university integration was realised, the credit system was introduced, the preselection-type admission system ceased to exist and teacher training was changed into a two-cycle education. New places of training and new, markedly different, forms of training 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, decentralisation 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 training – 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 training 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 training 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 training. Relying on the respective theoretical and empirical literature, the aim was to present a picture of the differences that can be found between value orientations with respect to social genders, regional origins, institutional climate, family background, social background, religion and dedication to the profession among teacher training students of two regional universities, the University of Debrecen and the University of Szeged.

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 training and other accompanying – not formal and informal – elements, so it was also an objective to gain more versatile information about these from student feedback.

2. The applied methods

The basis of the present dissertation is an empirical study conducted at two higher education institutes of the Great Plain, at the University of Debrecen and at the University of Szeged.

In the first phase of the study, the recruitment practices of the two higher education institutes were examined in the light of student statistics between academic years 2003-2004 and 2008-2009. The point of this analysis was to determine which regions the two institutes cover based on their recruitment bases.

The second part of the study was based on data obtained from interviews, consisting of a self-answer questionnaire covering 79 question groups. The aim of the questionnaire was to provide a deeper understanding of the students' socio-demographic characteristics, family relations, schooling, world of values, future orientation, career plans and views on the teaching career and teacher training.

The study was conducted in April 2009 among students participating in the courses offered by the departments of education for final year teacher training students, that is, among teacher candidates, at the University of Debrecen (N=141) and at the University of Szeged (N=385).

The data were analysed with the statistical program package SPSS.

3. Findings of the study

The tendency of becoming middle-class, now prevalent among higher education students, does not apply for teacher training; the self-reproduction of higher prestige social layers does not manifest in this low-prestige field of training, so it is rather the function of training first generation intellectuals that is typical here. The teacher training of the two institutes shows a similar picture with respect to family background, as in both institutes it is mostly the children of lower middle-class parents who study in the teacher training programmes.

As a result of the study, it has also become clear that the two institutes have two different recruitment bases complementing each other, each covering a region of its own in the Great Plain.

The results gained through examining transition into higher education show that it is primarily the opportunity to obtain a degree, the interest in the given field of science and the attraction of student life that determined the application to higher education among teacher candidates of the two institutes, but their views on avoiding unemployment and career building also acted as a strong motivational force. With respect to application to higher education, no difference could be shown as for motivational factors and preference between the students of the two institutes, which suggests that in this respect it is rather generational effects that rule. The career image originating from the family and the motivational force of previous knowledge also act as factors during transition into higher education. Besides the traditionally opinion-forming situations, with respect to applications, (such as form teacher's sessions in the secondary school, family discussions and orientation), the influence of peers is also strong. However, in the case of both institutes' students, the most important factors were the good reputation of the institute, the attraction towards the city, the belief that "this is the best institute in this field" and the closeness of home.

Similarly to other Hungarian higher education students, teacher candidates also form their life-career plans flexibly, which is also affected by their opinions on the relationship between higher education and the economic and social environment, that is, by the problems of transition into the labour market. The phenomenon of post-adolescence, that is, postponing the time of becoming an adult, can be found among teacher training students as well, the driving force behind which is further studies. Those who wish to stay on in the educational system make this decision partly because they want to obtain knowledge and to master skills offered by education, and partly because they find entering the labour market risky and becoming adults (totally separating from their parents) too demanding.

From the order of value preference of the students of the two universities, it can be concluded that Debrecen teacher candidates somewhat overvalue traditional values compared to

Szeged students. Post-material values show higher averages in the Szeged sub-sample. Transcendental type values, such as “true friendship”, rated among the most important among both groups. The appreciation of a “peaceful world” can be explained by the anomy accompanying the deterioration of the economic situation in Hungary. The value preferences of students participating in teacher training are not different from the patterns found in the same age group. The data show that those views of life that used to be determined by the value norms of social institutes (e.g. church or state) are relegated to the background by now. The accentuated presence of post-material values is noticeable, with values connected to close communities (friendship, family or love) in value orientation falling into the first third of value preferences. Students’ withdrawing into primary groups (e.g. family or friendship) is accompanied by the decreasing opinion-forming influence of the mass media.

In the value preferences of those participating in teacher training, a post-material scale of values, groups of traditional values and a new material scale of values are present in a complicated coexistence. In the case of the students of the two examined regional universities, value coexistence could be found. A characteristic of this coexistence is that the post-material world of values appears in two components: in the group of trans-historical type, universal values and in the group of post-modern values.

Analysing the differences between value orientations, it has been found that there are fractures between value orientations with respect to the students’ sex, social background, religion, institutional affiliation and dedication towards the teaching career, whereas with respect to the other two characteristics of family background, i.e. the presence of an intellectual family background and a teacher model in the family, and with respect to the aspect of regional origin, this fracture is less conspicuous.

There are no significant differences between the value orientation of students from intellectual and non-intellectual families, and between students from families of teachers and from

families with no relationships with the teaching profession. Analysing the regional classification of the settlements where the students' permanent addresses belong, it has been found that the world of values of the students arriving to higher education from the two regions shows no significant difference.

Female students can be classified as having post-material, while male students as having material and traditional value orientations.

Universal post-material values are typical of the value orientation of students with disadvantageous social status, while students of non-disadvantageous status have material orientation. The findings of the study reveal that the material nature of value orientations is in reversed relation to students' financial background. The explanation given for this result is that the economic crisis has entered the world of students and it is more experienced by students in more disadvantageous situations, which refers to a transition from an affluent society to a society in need and its effect on the restructuring of values.

The students of the University of Debrecen can be best described with value orientations of unity with nature, love/happiness, beauty and creativity (as post-modern post-material), and, furthermore, of the role of nation, respect for traditions, religious faith and social (traditional) order and are far from material value orientations. At the same time, the students of the University of Szeged can be characterised with universal post-material value orientations constituting of inner harmony, true friendship, a peaceful world, freedom, a versatile life, courtesy, family security and an interesting life. Based on the data, it can be stated that the world of values identified can be distinguished along the traditional–post-material values, where the students of the University of Debrecen are placed in a traditional or post-modern value structure, while the students of the University of Szeged are found in a universal value structure: a significantly higher number of Debrecen students claim to have post-modern values, while a significantly higher number of Szeged students claim to have universal values.

In terms of preferences of educational values, these differences appear in such a way that Debrecen students are more dedicated towards community values, while Szeged students towards individualistic values. These findings refer to the influence of institute climate on value orientation.

Based on the respondents' denomination, it has been found that Roman Catholic and Protestant students, constituting two thirds of the sample (320 people altogether), can be characterised with traditional value orientations. (Members of other denominations appeared in the sample only in a small number.) Roman Catholic and Protestant young people prefer the values of the role of nation, patriotism, religious faith, respect for traditions and social order. Students not belonging to any denomination (108 people) have universal value orientation (their value preferences are characterised by inner harmony, freedom, true friendship, a versatile life, a peaceful world, courtesy, family security and an interesting life) and are far from traditional values. In both cases, significant differences could be detected, that is, there is a fracture between the introversive-individual and community-traditional value preferences.

Approaching the issue from another direction, it has been found that religious activity manifesting in the frequency of church-going is accompanied by strengthening traditional orientation and the rejection of material values. Those young people who go to church at least once a week mostly have traditional value orientation, followed by those who go to church several times a month. Those students who go to church several times a year have the same traditional orientation. Those students who never go to church have universal value orientation and are the furthest away from traditional values.

Those teacher candidates who claim to be professed believers can be characterised by traditional value orientation, and the same can be stated about young people who claim to be religious in their own way, while the students being indifferent about religion show material value orientation and the anti-religious students mostly reject traditional values.

The factor of identification with teachers' roles and educational values is determined by the identity-developing effect of dedication towards the teaching career, and as a result of this, those students who are planning to start a teaching career have value orientations that are far from material values. Between students planning to start a teaching career and those rejecting it, there is a fracture between the traditional-material worlds of values. Those students who wish to become teachers are characterised by traditional orientations and they reject material values. However, those who are not planning to start a teaching career are characterised by material value orientation and are far from traditional values.

Examining the opinions about the training, especially about developing qualities during the training that are vital from the point of view of a teaching career and about the inner content elements of the training, it has been found that the training institute does have an effect on the claimed world of values of future teacher generations. At the same time, it has been stated that with respect to values, the presently forming future teacher generation is tied with a double chain: firstly, the expectations towards the image of this career, and, secondly, social reality, i.e. the world of ideas vs. the confusion experienced in the operation of society: the clash between the mental image of Teacher and Relatum.

The evaluation of teacher training (its educational ideals and the values of its pedagogical human ideals) and the mental image formed about social reality confront with each other in students (that is, there is an asymmetry between the objective, subjective and inter-subjective realities), however, the training – because of its theory-centred and, at the same time, impersonal nature due to mass education – does not foster the formation of teacher candidates' evaluation system, that is, it does not support the internalisation of social, educational and pedagogical values and does not prepare students for value-transfer roles.

From this aspect, based on the findings of the study, it can be stated that students consciously preparing for a teaching ca-

reer are more open and responsive to value-transfer processes undergoing in the institutes and to mastering pedagogical patterns through informal learning, consequently, during the internalisation of the pedagogical world of values they may realise a successful (career)socialisation.

4. The author's publications

Chapters in books and papers

Jancsák Csaba: Honnan rekrutálódnak a Szegedi Tudományegyetem hallgatói. [Where are the students of the University of Szeged recruited from?] In: *Szegedi Tudományegyetem. 85 éves a szegedi felsőoktatás*. SZTE, Szeged, 2006, 87-95 ISSN: 0133-4468

Jancsák Csaba: A felsőoktatási életszakasz és a hallgatók médiafogyasztása. [The higher education life phase and students' media consumption] In: *Kultúra – művészet – társadalom a globalizálódó világban*. SZTE JGYPK Felnőttképzési Intézet, Szeged, 2007, 225-230

Jancsák Csaba: Történelmi reform a tanárképzésben. [Historical reform in teacher training 1928-1937] Az Állami Polgári Iskolai Tanárképző Főiskola Szegedre kerülése, szervezeti kereteinek és képzési rendjének kialakítása és a szegedi egyetemmel való kooperáció egyes kérdései (1928-1937). In: *Klebensberg Kuno - A legnagyobb álmú magyar kultuszminiszter*. Belvedere Meridionale, Szeged, 2008, 141-164 ISBN 9789639573444

Jancsák Csaba: A tanárképzős hallgatók világának mélyebb megértése felé. Az értékek világa – a tanárképzős hallgatók körében végzett vizsgálatok alapján. [Towards a deeper understanding of the world of teacher training students. The world of values – based on studies conducted among teacher training students] In: *Fiatalkor a Kárpát-medencében. Mozaikok az ifjúság világáról*. Belvedere Meridionale, Szeged, 2009, 94-109 ISBN 9789639573512

Jancsák Csaba: A tanárképzős hallgatók formálódó világa. [The forming world of teacher training students] In: *Professori Salutem. Tanulmányok a 70 éves Kozma Tamás tiszteletére*. Doktoranduszok Kiss Árpád Közhasznú Egyesülete, Debrecen, 2009, 153-167 ISBN 9789634732730

Jancsák Csaba: Az SZTE tanárjelölt hallgatóinak értékorientációi. [Value orientation of teacher candidates at the University of Szeged] In: *Pillanatfelvételek a Kárpát-medencei ifjúságról*. Belvedere Meridionale, Szeged, 2010, 68-89 ISBN 9789639573420

Jancsák Csaba: A Debreceni Egyetem és a Szegedi Tudományegyetem tanárjelölt hallgatóinak értékorientációi. [Value orientation of the

teacher training students of the University of Debrecen and University of Szeged] In. *Állandó párbeszédben. A szegedi műhely tisztelgése Utasi Ágnesnek*. Belvedere Meridionale – Dél-alföldi Regionális Társadalomkutatási Egyesület, Szeged, 2010, 94-113 ISBN 9789639573727

Jancsák Csaba: A tanárképzésben résztvevő hallgatók érték szerkezete két regionális egyetemen. [The value structure of students participating in teacher training in two regional universities] *Kultúra és Közösség*, 2011/2, 41-57 ISSN 0133-2597

Jancsák Csaba: Tanárjelöltek értékvilága. [Teacher trainees' world of values] In. Kozma Tamás – Perjés István [szerk.]: *Új kutatások a neveléstudományokban 2010*. Magyar Tudományos Akadémia Pedagógiai Bizottság – ELTE Eötvös Kiadó, Budapest, 2011, 145-159 ISSN 2062-090X

Recenzió, ismertetés

An Educational Sociological Approach of the Hungarian Higher Education (Kozma Tamás: Kié az egyetem? Whose is the University? Educational Sociological Approach towards Higher Education) *Practice and Theory in Systems of Education* 2006/1 148-152 <http://epa.oszk.hu/01400/01428/00001/pdf/0108jancsak.pdf>

Merre halad az Európai Felsőoktatási Térség? *Educatio*, 2007/2 341-345 www.hier.iif.hu/hu/letoltes.php?fid=tartalom sor/514

Az oktatás emberi jogi megközelítése. Az UNESCO 2007-ben megjelent kötete. *Új Pedagógiai Szemle*, 2009/8-9 188-195 http://www.epa.hu/00000/00035/00135/pdf/EPA00035_upsz_200908-09_188-194.pdf

A társadalmi tőke és az iskola – Kapcsolati erőforrások hatása az iskolai pályafutásra (Pusztai Gabriella könyve). *Magyar Pedagógia*, 2010/1 97-99

Az ifjúkor átmenetei – a társadalmi bevonódás folyamatai és a sebezhetőség mintái a globalizált világban. *Educatio*, 2010 nyár, Fialatok, 333-336 www.hier.iif.hu/hu/letoltes.php?fid=tartalom sor/1959