

Thesis of doctoral dissertation (PhD)

<< Social inequalities and choice of career >>

**Analysis of the competences influencing the labour market
opportunities of secondary school students in a developed,
industrial region of Hungary**

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Debrecen, 2018

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Project objectives and circumscription of the topic

Since 2000 I have been working with unemployed, people who are contemplating a career, career modifiers, cumulatively disadvantaged and with highly trained people alike.

I often face the problem that

- people are lack of knowledge about the world of work
- their self-knowledge is uncertain and because of that the risk of irrational choices is high
- their origin environment has a strong influence on them
- their origin and residence determine their future lifeway

Currently, this topic is not amongst the most popular ones in Hungary. People tend to talk about the problem of career choice and unemployment, but the development of labor market competences does not meet the demands of the knowledge-based society in the light of the results of the ongoing PISA surveys from 2000 onwards. There is no conscious preparation of career choice, but we expect realistic choices in school and career choices. The hidden curriculum of schools can also have a strong impact on the development of the career path of children and young people from different social groups. Because of this at least 2 generations have grown up with irrational expects towards the world of work and they see few opportunities of meaningful, value-creating work in the open labor market. It is in the interest of all societies to adapt the relationship of the growing generation to work properly. The accepted form of this in Hungary is the preparation of career choice and career guidance, or as the 1995 NAT calls it, career orientation.

The analysis of career choices is not just about school and work competences but social equality and integration as well. If I approach the topic of career guidance through the social logical thesis that it is a tool for integration and social mobilization, then the topic of choice has a more important social significance. In the case of successful implementation, these decisions are able to promote the more disadvantaged student groups towards social equality in the school age. Because of my assumption, it is important to present the basic theories of integration and equal opportunities / inequality.

One of the most important questions of sociology is what kind of family backgrounds and institutional factors the backgrounds of inequalities are, how influencing they are and how well they are justified. What causes these social deviations, what kind of tensions are being generated in society, how complicate does this make the process of integration and how fair

this process is. A society that offers easy access to connect with members of society – and offers attractive life outlook with the stability of individual and community values – through the primal and secondary socialization offers a variety of opportunities to its members on an individual level too. Social inequalities are also closely linked to integration and mobility. According to Andorka (1992), inequalities that make it difficult to access social positions can be defined as inequality of opportunities. This is hindering social mobility. Therefore there is an interpretation of inequality of opportunities, which is more related to the educational inequality of Roma and disabled people, and I use this logic as well in my career orientation research. In this approach, inequality is a disadvantage. The role of the school is significant through the selection mechanism. The impact of schooling on parents can be observed in the way of further education, so it goes much further than the number of years spent in the education system. Early identified school selection mechanisms did not decrease during the 1990s' educational expansion, new selection points emerged. Kovách et al. (2017) have developed a new sociological approach to stratification research, which can interpret the present-day Hungarian society with greater explanatory power. It helps us to place groups more efficiently, to make visible the problems arise from inequalities and to increase the effectiveness of targeted interventions that can reduce inequality in society.

According to Kovách et al. (2016), Szabó-Oross (2016) and Gerő-Szabó (2017), the first level of this division is interpersonal integration where the individual relationship is decisive. At this level, the individual's psychological personality features are decisive.

A significant part of my dissertation is the definition of the school and labor market competences of the students who are contemplating a career, which determines the success of their integration in society at the individual level. The next, second level is social integration. This is the space for integration processes between society and the individual. The norms and values, opportunities and alternatives of society are formulated through organizations, so the culture and the hidden message of the schools have a high impact on the students and through them through their parents as well. In social integration, labor market participation and civil activity have served as the basis for the measurements. The third - most comprehensive level – is system integration. This level organizes the functioning of members of society and sets out the reproduction of social conditions (Kovách - Hajdu - Gerő - Kristóf - Szabó 2016, Gerő - Szabó 2017). At this level political decisions are taken that regulate among others education and through redistribution processes partly the labor market too. The simplest example of this

is the public work program, the access to projects and public organizations, or even the regulation of the legal background.

Clarification of the concept of integration and disintegration also drew our attention to the fact that these values and interest of social processes are largely determined by the resources available to the family. The role of social capital is accepted by different integration models as a key element in the process of social integration. Speer, P.V. - Jackson, C.P. and Peterson, N.A. (2001) states that "in a healthy society, people are integrated, while disintegration involves weakening relationships between people, individuals become isolated, trust diminishes, participation diminishes." (Speer - Jackson és Peterson idézi Hajdu - Megyesi 2017: 65). According to Dupcsik and Szabari (2015), one of the integration mechanisms is related to social relations and social capital. Unlike other forms of capital, social capital lies in relationships between members. It doesn't appear neither in the members themselves nor in the physical production tools. Their approach makes it possible to make visible the "resources" of the individual and community level for research and analysis.

Education is not the only, but outstanding, integration factor based on what has been presented so far. Bourdieu pointed out in his school studies in the 60s that the French school system contributed greatly to the maintenance of the class structure of the society, because it reproduces the social conditions from generation to generation, that is, contrary to the general view that the school seeks to create a chance-compensating task the reality shows just the opposite.

Bourdieu (1989) also drew attention to the fact that the institution created by the school as a society forms social relations in its system. For this reason, it is important to ensure that these cultural and relational capital shortages are consciously replaced during education to ensure equal opportunities. An integrated school can have a major benefit in terms of pedagogical aspects, that it can provide opportunities for children whose parents have less cultural and contact capital to access immaterial property. Education thus clearly separates social groups from one another on the basis of a well-defined, objective indicator and also affects their position in society. From my point of view, the low level of education is particularly interesting. This includes a group of people with basic education and a significant group of skilled workers. Skilled workers - with lower secondary school graduates, without high school diplomas - are likely to belong to several groups at a time, and other factors also play an important role in their successful integration into the labor market.

The anomaly of the school, especially the public-school system, is that it is less effective in ensuring equality for children of different backgrounds in the acquisition of basic cultural techniques such as literacy. As a result, the competences required for Long Life Learning are also less developed, which at the age of 14 limits the range of optional schools. The role of the social background is one of the most determining factors in the succession of the social situation and the development of the career path. Particularly decisive in this cultural capital, the family's cultural determinism and orientation. The transmission of the educational and employment situation is the strongest trend.

One of the well-grasped and measurable parts of this process is career choice, which clearly differentiates between students already in their early years, and also determines the starting level of labor market entry.

After the change of regime, the promotion of career choices has come to the fore, but the service itself is not accessible everywhere and not equally accessible to everyone and does not have the same quality. According to Borbély-Pecze (2010), the process approach that would pass through the time spent in school, providing credible information in line with the age-specific characteristics of children, is difficult to judge from Hungarian school practice. One undesirable consequence of this is the lack of information mentioned in the introduction and the partly unrealistic expectations of young people and their parents, which in the long term may also affect work-related value systems and hinder the interoperability of social groups, thus creating an inequality of opportunity in the early period. This fact was made clear by the PISA examinations.

During the review of the theoretical background of career choice, I highlighted Donald Supert (1994), whose approach combines the concept of career guidance in the pedagogical approach, as well as the sociologically meaningful suggestion that career orientation is embedded in social, economic and cultural environments. According to his theory, the decision points related to the track may vary according to the circumstances, so they can be between a few days, or even several years. Individuals face many personal and situational (geographic, historical, social and economic) conditions in their lives that determine their preferences,

choices, and entry into the labor market. All this is well illustrated by the so-called triumphal model.

This model allows us to integrate factors that are determinant in our lives into the development process. The so-called triumphal base represents the biological geographic bases of human development. The left column contains the individual's psychological characteristics, such as biological bases, needs, intelligence, values, interest areas. At the same time, the capabilities are displayed, and the top of the column shows the performance that is the result of good or bad use of the left column. The right-hand column represents the determinants, such as economic resources, economic structure, institutional systems. This column, if not phrased, is also based on factors known in sociology that have a significant impact on the career path. The culmination of the column is the social policy and employment practice that is typical of a given country. As the social, economic, and political features affect the individual, the individual has an impact on its environment, so it will make a difference what kind of career maturity, self-knowledge and value system we let our youngsters out of our secondary or even higher education system. The two columns are linked by the arc of the life cycle, the "stones" of which symbolize the individual's age-specific stages of development. The culmination of the triumphal arch is the man who, in his decision-making activities, coordinates the personal and social forces at his disposal, which are organized into self and social roles. What keeps this building together is the learning theory in which learning takes place through continuous interactions. We try to address this process perspective with sociological approaches, to take into consideration the social system and the wider social environment in the decision-making of career choices.

I am trying to capture the nature of the career choice in my research, defining those areas that are deficient, which could be significant in terms of social equality and integration and would require intervention. I also consider it important to clarify the opportunities offered by the labor market for secondary school students in the different types of schools - especially in schools which give graduation and the ones that don't give graduation.

In my dissertation I present the theoretical background of career choice and the concept of social equality and integration. I describe the region and schools under consideration, emphasizing the fact that it is an economically prosperous part of the country where the region offers good employment opportunities and families living in a ghetto region do not appear in the test sample. I deal with the role of schools in making career choices and organizational culture as a value bearer. I pay particular attention to the introduction of competences and key

competences, the lower of which will cause serious problems for prospective employees and thus indirectly to prospective employers.

My aim is to define the school and labor market competences of students who are contemplating a career by revealing the sociological, psychological and pedagogical contexts and interactions, which determines the success of their integration into society at the individual level.

I approached the topic of examining career decisions through the social logic that career choice is also a tool for integration and social mobility, student decisions made in career choices determine future inequalities. For this reason, it is of the utmost importance that, in order to promote equal opportunities and integration, we examine the competences of young people in their secondary schools, which determine their school and labor market success equally, as school inequalities are transformed into labor market disadvantages in the absence of an adequate career guidance process. I deal with value mediator role of the school, to which the Bourdieu-defined types of capital give an interpretation framework along with the psychological career choice theories.

Experimental methods

Data and methods

My research focuses on examining high school students who have taken at least one career choice in their lives and are about to enter the labor market or study further. This is an important consideration because I want to look at competencies that are highlighted as areas to develop in the high school but also provide a measurable range for being successful in the job market, they have a predictable role for success. I wanted to know how much the development of their competences is achieved in the secondary education system and how this affects the type of school and the maintainer. I did not want to look for a poorly-favored economy with a weak infrastructure, where the family's objective external difficulties are easily explained by the negative impact of the external environment, so I searched for an economically and culturally advanced region where I have many schools and a well-functioning economy. The beginning of the research was data analysis. I have analyzed and evaluated the websites of relevant schools based on career support, accessibility and objectives. I categorized and searched for the relevant vocational schools, vocational secondary schools and gymnasiums (by

then called), and after that I contacted them on the telephone and received reception schools and informed them about the purpose, the course and the expected results of the research. In the first part of the study series, pupils' competence analysis was conducted using commonly used career questionnaires, tests and psychodiagnostic scales. The survey involved a total of 599 students in the 2003/2004 academic year, however, due to the process nature of the questionnaire, a total number of test procedures were completed by 539 persons and the real sample of the research was given by 317-424 people. The re-examination was carried out in the 2014/15 academic year (as we did not find differences in the results between the different grades) in less classes with 163 students. The examination required an average of 6 lessons. We had to go back to most schools three times, so the number of staffs changed within each classroom. I reported the results to schools and students as the leader of the research if it was required. After evaluating the results, 2014/2015 was performed with the evaluable data of 163 students. That time the sociological questionnaire was put in place among the students.

In the research there were three-three different high schools and vocational schools / vocational secondary schools, and two secondary vocational schools run by different maintainers. The schools of the chosen settlements are located in the developed regions of Hungary.

Assessment of the organizational culture of schools was carried out with the pedagogues of eight schools, the evaluable results did not cover the whole sample, in case of two institutions, despite the repeated inquiries, a questionnaire was not successfully completed. Of the pedagogues in 2003, a total of 126 persons and 127 in 2010 returned a questionnaire that could be fully utilized (the total number of teachers and trainers working in institutions was 370).

The results of the research were recorded in an excel table for ease of comprehension. Examination of recorded data was done in SPSS system as correlation calculus, two-sided independent pattern variance analysis, Bonferroni paired comparison, χ^2 test, nonparametric probes: Kruskal-Wallis, Mann-Whitney, cluster analysis.

Our investigative methods used in the research were used regularly to analyze the student's career characteristics, social status, useful social capital and value order, with which we sought correlation between the type of school and the students' life goals, opportunities and competences in the labor market.

The target group of the research

If we want our subject to be a group which is about to go to the labor market the high school age group seems to be the best one, as in the secondary education the outcomes can

already be a labor market and some of their competences are well-known, as we have just described above. For this reason, an important part of our research is the comparative analysis of secondary school students in different types of school and school system.

With regard to the students, we have been looking for groups who are in the choice of career choice or faculty, either in further education or in the choice of a trade group. In some schools, at the request of the class masters, grade 11 high school students were also included in the sample. Participation in the research was voluntary. Out of nine invited schools, a total of eight institutions replied with positive feedback. Unfortunately, in the meantime, the foundation's secondary vocational secondary school / secondary school has been abolished without legal successor. Since we assumed that the type and maintainer of the school its organizational culture could play a role in the pedagogical work of career orientation, we were looking for schools with different types of maintenance and program type. In the research three-three different gymnasiums and vocational school / vocational secondary schools, and two vocational secondary school / secondary school took part and all of them are operated by different maintainers.

Territorial delineation of the research

The schools of the settlements I have chosen are located in the developed regions of Hungary. Schools in three settlements participated in the survey, an industrial center, a large city, and two small towns located in the Midwestern region. In order to protect schools, neither schools nor cities are identified. It is a fact that the narrower environment can always have depriving effects, but in this case, we are examining the macro and large data that can be accessed from the statistical data collection and we want to prove that the wider environment has a lot of resources compared to the more disadvantaged regions in the country. At the time of the investigation, each city had significant employers, a good route network and public transport. Significant employers can also be reached in the attractiveness of cities. It is true of the region that both the economy (primarily the industry) and in parallel employment and unemployment stand out from the national average. It has similar indicators in the field of education and employment, such as Budapest and Győr-Moson-Sopron County.

Methodology

Psychological and sociological testing methods can provide data that beside the teacher observations and school grades, allow me to understand the background factors of career choice decision process. When selecting the methodological tools, I had to pay attention to be able to provide support to the participants and the schools in the study based on the results. I have set

up a methodological appraisal to analyze the highlighted characteristics and competences (interest, value, ability) along with the knowledge of the abilities, behavior and career orientation of learners, and I compared this with the results of the questionnaire exploring the social background characteristics of families. I have applied two comprehensive, actual personality processes that have enabled personality behavioral features and career maturity – which has a significant role in career choice – to be characterized.

According to Rózsa, Nagybánai and Oláh (2006), a standardized procedure was used which was to sample a behavior at a given time that would allow scoring and grading, standards being available, and suitable for generic reactions and behaviors.

Applied methodology apparatus

- Individual career selection tests, competence measurements (Amthauer's Intelligence Structure Test, Pieron's Attention Test, Super Worker's Questionnaire, Achenbach Childhood Questionnaire, TODT Interests Questionnaire, Myers-Briggs Personality Questionnaire, Nurmi's Life Objectives)
- Quinn's organizational culture test
- A questionnaire for analyzing social background characteristics of families
- Mathematical statistics methods: correlation calculation, two-sided independent pattern variance analysis, Bonferroni paired comparison, χ^2 probes, nonparametric probes (Kruskal-Wallis or Mann-Whitney, cluster analysis)

Correlation calculates give answer for the fundamental question of whether there is a link between two or more variables and, if so, how closely it is. We have correlated the correlation between the organizational culture and the results of the work value. The variance analysis can be used to determine whether the groups in question are the same, but this procedure can not detect the cause of the differences. The fact that the first group is different from the second or third, or both, is shown by Bonferroni's paired comparison. The Bonferroni paired comparison can be used to examine the difference between pairwise averages, where the number of elements in the two groups may be different than that of the examined classes. This method was used to evaluate the results of questionnaires measuring the ability, values, track suitability, interest and behavioral characteristics. Interaction means that the effect of one factor is modified by the other factor. For example, the two components interact differently than alone

(eg the differences between the results depend on the type of school). χ^2 test was used for the Myers-Briggs personality questionnaire when we wanted to decide the "truth" of the relationship between the two nominal variables. This method, by itself, does not show the strength and direction of the link; it only answers whether there is a real link between variables at a certain probability. Among the pedagogues I used Quinn's organizational culture questionnaire.

From the tests, performance tests (Amthauer's Intelligence-Structure Test, Pieron's) were used for attention testing and personality testing procedures, within which a questionnaire was a forced selection (Myers-Briggs Type Indicator Questionnaire), and there was a mixed-type (demographic questionnaire), where scaled and free-form batches were included. The tests to be completed included two five-step scaling questionnaires (Todd's Differentiated Interview Questionnaire, Super Work Value), a three-stage scaling questionnaire (Achenbach's adaptation problem finding childhood questionnaire), a content analysis (Nurmi's Life Objectives) and a point distribution questionnaire, where 100 points should be distributed between four statements per item (Quinn's organizational culture questionnaire). During the 2013/2014 survey, Todd's inquiry questionnaire was omitted from the survey, because the professions and groups of professionals in the questionnaire became obsolete and inscrutable for students. Also, the question of child bearing behavior was omitted because differences in the interpretation of the first stage questionnaires did not reach the level of diagnostic intervention although the significant differences drew attention to the further examination of the issue.

In the selected tasks, we got the free production approaches because the results of the test investigation indicated that in the different types of schools we can expect more productive results for the bound production field tests. Among the listed tests, the ability measurements were time-bound (IST, Pieron).

Our investigative methods used in the research were used regularly to analyze the student's career choice and social status and useful social capital and value order, which sought to correlate between the type of school and the students' life goals, opportunities and competencies. For this reason, our hypotheses developed as follows.

Research hypotheses

We hypothesised the following at the start-up of the research:

1. The career orientation process of students learning in different training schemes (types of schools) can be characterized with the dominance of different skills, abilities, interests and personality features. They affect competences that are critical concerning the social inequalities.
2. In the process of the career orientation - based on determining features - there is a correlation between the type of the financial maintenance of the school and the organizational culture. The schools cannot equalise the unequal chances on the job market that come from the types of schools.

Itemized listing of the results

Summing up the research data we could identify the following characteristic facts among the students of educational institutes with different program types and financial maintenance at two survey times, in the school years 2003/2004 and 2014/2015.

- We found typical differences between the *family background characters and the job market related competences* of the students, which display the personality competences (attention, thinking, values) and the current status of other social characteristics, and the economic – cultural backgrounds of the families.
- The voluntary *attention* is a basic factor of acquiring information. In the case of grammar school students with good attention function the basis of acquiring knowledge is given. They are able to choose from stimuli, what goes on in the classroom distracts their attention less from learning, and are able to concentrate on less interesting things, too. Considering the quality indicators of the attention vocational school students perform considerably more weakly.
- Grammar schools are able to effectively raise their students' competence levels, reacting to expectations which come from parents with college and university graduates strongly over-represented, as well as social expectations and articulated criticism. Vocational grammar school students showed improvement in similar fields. In case of vocational school students the assumption that the schooling system is not able to sufficiently develop the socio-cultural knowledge coming from the families was confirmed again. The 10 year follow-up indicated an

increasing difference between graduates from schools ending with or without finals (general certificate of education).

- Based on the research data higher sensitivity – which appears for example in the raising level of angst -, the comprehension difficulties experienced in the intelligence structure test, the uncertainty of orientation in the school environment full of verbal orders, and the lack of problem solving thinking might all contribute to the fact that we detected several indicators of behavioural difficulties in the survey results of vocational school students and voluntary (trust-estate financed) school students.
- During studying the values we measured typical *value structures* in the three groups. Grammar school students prioritize the social values (family, partnership), while among vocational school students one of the most important values is acquiring formal acknowledgement (e.g. certificate of general education).
- Our psychological test of work-value structure also finds considerable differences between the groups. The values are mainly in connection with the organizational culture of the school and depend on the family values, social norms, and the knowledge about these two as well, so our results indicate an identity in knowledge throughout the whole tested sample.
- Regardless of school type and financial maintenance we found that for the young a certain work activity appears as important where they can be together with their companions who they are in good relationship with and receive good salaries on their own, preferably independently from others. In the training forms ending with finals (certificate of general education) the demand for self-realizing is appearing. Secondary vocational school students keep considering money important while prestige is coming to the foreground as well. Prestige is important with vocational school students.
- Based on the comparative study results the current structure is not able to make the disadvantaged groups catch up and to ensure equal chances. Based on results of ten years the difference between training forms ending with finals (certificate of general education) and vocational school continued to grow.
- Analysing the groups from the point of family background we are getting the descriptions of the following, typical grammar school, vocational grammar school and vocational school student, which corresponds well with the schooling

structure that ensures equal chances to less extent. In grammar schools higher education is over-represented, vocational grammar schools give the opportunity of social mobility and vocational schools freeze the disadvantageous situation and are the risk of disintegration.

- We found typical correlation between financial maintenance of schools which are mainly typical in the world of values and interests.
- Regarding the abilities students of schools maintained by self-governments and churches showed higher values. Voluntary (trust-estate financed) schools support reaching a certificate of general education in case of a lower level of abilities. They have more difficulties handling their emotional tensions and show more total problems with higher level of producing somatic symptoms.
- In self-government maintained schools from among the work-related values variety, social connections, independence, self-realization and the physical environment landed on the top of the list. These students have the widest range of interests with politics, economy, technology and mathematics among them.
- In one faith schools (maintained by churches) money and safety appear as new values, while variety and independence are work values with less emphasis. Interest for social activity is high.
- The work values of students of voluntary (trust-estate financed) schools are different from those of the two other. Values connected to aesthetics and control get the main emphasis. Interest for social activities, similarly to one faith schools is high.

As a summary we can state that vocational schools are the type of schooling where children with the weakest abilities land. Secondary schools cannot moderate this fall-back even if the students are motivated to enter the job market in the labour market situation of the region. However, the majority of these children will not become able to do independent vocational activity. For them even the social environment which is close to the western life standards, and the good opportunities on the labour market do not create the opportunity of the social mobility. Their desires narrow down. Getting a certificate of general education is an attractive, however not realistic target. So they concentrate on their closer communities in their values, this way the reference groups being more limited. In their everyday practice they do not meet grammar school students with good social capital.

The group of vocational grammar school students is in a special situation. This might be a mobility channel, a status maintaining or increasing channel for the children of striving, motivated parents with no higher than certificate of general education. They have good school competences and both alternatives promise a successful entry to the labour market in a region with good perspectives for the labour force. They personify the status-increasing opportunity for the family. However, it involves a lot of tension. Money and property come into the foreground of their values. Their attitudes to social values is rather negative, they are not committed to their chosen professions. Their career choices might have been motivated more by the labour market opportunities than their real field of interest.

As a closing statement we can say that our original assumptions were proven. We found typical differences in the studied personality traits, family backgrounds and resources related to educational schemes and maintenance types of schools.



Registry number:

DEENK/132/2018.PL

Subject:

PhD Publikációs Lista

Candidate: Irén Helén Sipeki

Neptun ID: PQPYBJ

Doctoral School: Doctoral School of Human Sciences

MTMT ID: 10033298

List of publications related to the dissertation

Hungarian book chapters (2)

1. Sipeki, I. H., Nemesné Somlai, G.: A sajátos nevelési igényű gyermek az iskolában.
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The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of Web of Science, Scopus and Journal Citation Report (Impact Factor) databases.

07 May, 2018

