
ABSTRACTS IN ENGLISH

Educatio 32 (1), pp. 183–188 (2023)
DOI: 10.1556/2063.32.2023.1.16

TEACHER SHORTAGE – STUDIES

ISTVÁN POLÓNYI PROMISES AND FACTS – A STUDY ON TEACHERS’ SALARIES AND THEIR IMPACT

The paper examines how domestic teacher salaries and their state support have evolved over the past decade, including international comparisons. The paper then analyses the impact of wages on the demand for teaching careers, the number of applicants and entry scores. Finally, the paper looks at the characteristics of the EU grant project envisaged as a source of teacher pay increases, the size of the resource and the potential pay increase it could generate, and the specificities of such a pay increase. In conclusion, the paper concludes that the lobbying capacity of teachers is weak and that, as a consequence, teacher pay and teacher pay settlements are well deferred and far from being a top government priority due to short-term political considerations. However, in the long term, the prestige and esteem of teachers is crucial for the quality of education.

Keywords: teachers’ salaries, impact of salaries on career choices, EU funding for teachers’ salaries, teachers’ lack of advocacy skills

PÉTER TIBOR NAGY NATURE OF DATA ON THE SITUATION OF TEACHERS

Although the most important news of the year 2022/2023 is that some groups of teachers have started an active protest in response to the Orbán government’s education policy, social policy and budgetary behaviour, it is equally important sociologically to understand why the vast majority of teachers have not joined this movement. The answer can be found by looking at teachers and teacher graduates not only as employees, but also as fully embedded in society. The paper shows that sectoral statistics for teachers are more biased than their sectoral statistics for other strata because there is no significant countervailing force (e.g. a chamber, or a major ownership group, etc.) controlling the data collection - which is thus entirely at the service of the educational administration’s objectives. Sociology of the teacher stratum, which is intended to complement data collection from a school administration perspective, is also more biased than sociology of other strata, because researchers and teachers who do not identify with the roles of teachers expected by society systematically avoid responding, and the results of teacher surveys are more ‘self-fulfilling predictions’ than surveys of other strata. The

solution is to draw inferences from teacher subsamples of non-educator-specific data surveys. The most important such repositories are the censuses. The publication of the 1869–1960 census tables on the Internet, while not objectively creating new data, has made existing data much more accessible. The 10% sample of the 1970–1990 census and the 2001–2011 census as a whole have recently become available, allowing us to describe the situation of each group of teachers with unprecedented detail.

Keywords: sociology of teachers, sociology of strata, data collection, census

PÉTER LUKÁCS

WHAT HAS CHANGED AND WHAT HASN'T CHANGED IN THE RE-PRODUCTION OF TEACHER SHORTAGE?

In 1986, the author published a paper entitled “Why the teacher shortage cannot be eliminated – if there is none?” in the *Pedagogical Review (Pedagógiai Szemle)*. In it he argued that in the system of education management and financing in Hungary at that time, the teacher shortage was irrecoverable because the system, by its very structure, always reproduced the shortage at a certain level. He argued that the view that “if we spend a lot more money on education, there will be no teacher shortage” is wrong under the circumstances. In this paper, he examines what has changed since then in the way the domestic teacher shortage has been re-produced and managed. It concludes that, until 2010, the mechanisms that had always reproduced the deficit up to a certain level continued to work as described earlier. However, after 2010, while the deficit reproduction continued, radical cuts in education budgets, drastic centralisation of educational governance and funding decisions, strict nationalisation of most of the institutional network, and the restructuring of the teacher pay system rendered inoperable the mechanisms that had kept the deficit at an acceptable level for decades. This has now led to a strengthening of protest movements by teachers, parents and students.

Keywords: Hungary, ever-renewing teacher shortage, education policy, financing of education, nationalisation, centralisation

MARIANNA SZEMERSZKI

TEACHER EDUCATION IN THE DATA

The study examines the characteristics of initial teacher education and their changes over the last decade. Using statistical data, it shows how the number of students, applicants and admittants to initial teacher education in Hungary is evolving, including the effects of the transformation of the training system and other legislative changes. The internal composition of those who choose teachers training not only varies significantly by training characteristics, but is also heterogeneous in terms of the secondary school characteristics of applicants and entrants and in terms of admission results.

Keywords: teacher education, legislative environment, features of admittants

BORBÁLA PAKSI
WILL THE INTRINSIC MOTIVATION LAST? – THE MOTIVATION OF TEACHERS (STILL) IN PROFESSION

The study examines some aspects of professional motivation of practicing teachers and their trends. Data from two large-sample quantitative surveys with nationally representative samples are used for the analysis. One of them is from the “Analysis of Complex Models of Teacher Continuous Professional Development at the Level of the Education System, the Organization and the Individual” (Models of Teacher Learning – MoTeL) project, which was carried out in the academic year of 2020/2021. The other is a survey conducted six years earlier to explore factors, including professional motivation, that help teachers stay in the profession. The results show a high level of similarity in the motivational structure of teachers currently in the profession and practicing teachers who were active six years earlier, with a stable dominance of intrinsic motivations. This may suggest that in recent years, intrinsic motivations – which the literature suggests are more supportive to staying in the profession – have been the dominant motivators behind the career choices of those leaving the profession, i.e. the intrinsic motivation pattern would no longer be sufficient to stay in the profession.

Keywords: teacher, nationally representative sample, professional motivation, extrinsic motivation, intrinsic motivation, change

MIHÁLY FÓNAI – ÉVA CSONKA
GRADUATE CAREER TRACKING OF GRADUATING TEACHERS

The paper focuses on career tracking in selected areas of teachers who have already graduated. The aim is to describe the social background, and professional life path of teachers at the beginning of their career. In addition it seeks to find contexts between the indicators of origin, university study characteristics and career start. The analysis is based on the data found in the Graduate Career Tracking System database between 2016 and 2021. The results from the areas being examined show that the situation of teachers initiating their careers is complex and controversial. Teachers starting their career are typically female teachers, they are first-generation students, and despite the relatively low status of their families, they have relatively significant parental and grandparental teacher background and examples. Their position on the labour market is also contradictory: in spite of perceiving low income and prestige, their professional knowledge matches their work both horizontally and vertically.

Keywords: teachers at the beginning of their careers, graduate career tracking system, family background, characteristics of higher education, matching of knowledge and work, job satisfaction

JÚLIA VARGA
REGIONAL DIFFERENCES IN THE TEACHER SHORTAGE

This article gives a descriptive analysis of the evolution of regional differences in teacher shortages. The previous slow and fluctuating increase in teacher shortages was replaced

by an extremely rapid increase following 2015 and 2016, and the differences between types of settlements where the schools are working have also changed. Previously, the teacher shortage had been decreasing upwards in the hierarchy of settlements, but several shortage indicators showed that the situation had worsened most in Budapest by 2019 and 2020. This is probably related to the fact that alternative job opportunities are best in the capital, where teachers may more easily decide to leave the profession. The sudden increase in the values of all the presented shortage indicators after 2016 also suggests that not only teacher supply but also the demand for teachers may have changed suddenly, which, given the coincidence in time, could be linked to the restructuring of secondary vocational education.

Keywords: teacher shortages, shortage indicators, regional differences

JUDIT LANNERT – SZILVIA NÉMETH
LOCAL PRACTICES IN THE MANAGEMENT OF THE TEACHER
SHORTAGE – BASED ON INTERVIEWS WITH TEACHERS,
HEADS OF INSTITUTIONS, AND EXPERTS

The lack of quality teachers as a topic appeared in the international literature at the beginning of the 2000s. The OECD already indicated at that time that the proportion of older teachers in the profession is increasing and that the provision of adequate supply is an increasing problem. Since then, the supply of properly qualified teachers and the infrastructural development of schools have been causing more and more headaches around the world. The experiences of recent years show that these difficulties do not escape Hungary either, and at the local levels, various solution methods and routines are being developed to deal with the difficulties that occur on a daily, institutional level. The study presents these local solutions, based on the analysis of interviews conducted with teachers, heads of institutions, and experts during the research exploring the issue of teacher supply in Hungarian public education commissioned by the European Commission Representation in Hungary.

Keywords: teacher shortage, teacher supply, institutional solution techniques, substitution practices, teacher workloads, institutional collaborations

RESEARCH ACTIVITIES

KRISZTINA VÁLYOGOS
THE RELATIONSHIP BETWEEN PROFESSIONAL SATISFACTION
AND THE PRESTIGE OF THE TYPE OF INSTITUTION

In an ever-changing vocational education and training system, teachers in secondary vocational education have a key role to play. We looked for answers to the following issues during our research: What effect does the prestige of the institution have on the teachers' sense of professional success? Based on our online questionnaire survey, we analysed the subjective sense of the professional success of responding teachers ($N = 168$) and

the role of knowledge transfer, value formation, socialisation, professional innovation, cooperation with colleagues and parents, creativity, problem-solving and self-learning success, as well as the existence of a professional qualification, participation in a disadvantage compensation programme and gender on their overall sense of success. Our hypothesis that the type of institution with higher prestige has a positive effect on lecturers' sense of professional success was not confirmed, but different factors determine the feeling of success for each type of institution was confirmed.

Keywords: vocational training, professional satisfaction, institution type, prestige ranking

ANNAMÁRIA ÓNODI LEARNING ACTIVITY OF UNDERGRADUATE STUDENTS

The goal of methodology development in education is to make the students able to learn the curriculum as efficiently as possible and to develop their competencies. For this, it is necessary to understand the different learning paths, habits, preferences, and motivations of undergraduate students. Based on 2,766 student opinions collected between 2017 and 2021, the study examines the students' learning activities, habits, the different learning paths, and the changes that occurred during this period. In our analysis, we identified four groups of students: 1) those who study continuously from multiple sources, 2) those who prefer textbooks and seminar work, 3) those who prefer lectures and seminar work, and 4) those with low learning intensity. Based on our results, the reason for the different student activities was not the different quality of teaching nor the students' different abilities, but rather their different motivations and attitude.

Keywords: tertiary education, learning paths, motivation, student opinion

ANITA KÉRI THE SATISFACTION AND LOYALTY OF FOREIGN STUDENTS IN LIGHT OF THE MEASURES TAKEN DURING

The satisfaction and loyalty of foreign students have previously been studied in the literature. A number of studies are scarce regarding how the COVID-19 measures affected the aforementioned factors. Therefore, this article reveals how the perceived effectiveness of the COVID-19 measures influenced foreign student satisfaction, loyalty, and their relationship during the pandemic. The study took place at a Hungarian higher education institution during the pandemic. Foreign students were asked in a form of an online survey. Results based on the responses of 91 foreign students show that the COVID-19 pandemic measures' perceived effectiveness had a significant moderating effect on foreign student satisfaction and loyalty relationship.

Keywords: COVID-19, higher education, satisfaction, loyalty, foreign students

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