

## FEATURES OF STUDENT EMPLOYMENT IN THE EASTERN REGION OF THE EUROPEAN HIGHER EDUCATION AREA

Zsófia Kocsis (University of Debrecen, Hungary)

**Abstract:** The international literature on educational research has been dealing with the issue of student employment for decades, and the following research draw attention to the growing trend of paid employment of higher education students. Ambivalent results have been obtained on the impact of paid work on studies on academic achievement (Hámori et al., 2018; Pascarella & Terenzini, 1998, Perna, 2010; Riggert et. al., 2006). Some higher education institutions and researcher have seen student employment as a risk factor. However more researcher's opinions that student work is as a complementary element of training aimed because it can confirm the relationship between education and the labor market. (Pusztai, 2016). During the analysis we used the results of NKFIH project of the CHERD (The Center for Higher Educational Research and Development). The research was made in the eastern region of the European Higher Education Area (in the higher education institutions of the eastern region of Hungary, and in the higher education institutions bordering the country) (PERSIST 2019, N=2199). Based on previous research, we hypothesize that the characteristics of student employment will vary from country to country. The socio-cultural background, institutional and individual characteristics of the respondents influence the frequency, motivation and type of employment. According to our results, Hungarian and Slovak students are characterized by regular work, and their work is not related to their studies. In contrast, in Romania, Ukraine and Serbia, a smaller proportion of students do work, but they have study-related job. Hungarian and Slovak students are motivated by independence and the financing of leisure activities. While in Serbia and Romania they want to gain experience, furthermore in Ukraine the acquisition of acquaintances dominates.

**Keyword:** student employment, part-time job, dropout, higher education

**Presenters' e-mail address:** [zsofikocsis6@gmail.com](mailto:zsofikocsis6@gmail.com)

# PRIMARY SCHOOL TEACHERS' ATTITUDE TO BOARD-GAMES AND THEIR BOARD-GAME PLAYING PRACTICE

Ana Juhász (Babeş-Bolyai University, Romania)

**Abstract:** The usage of games in the process of teaching and learning is always advantageous, because children prefer to learn playfully. They are particularly happy about board-games since their early ages. They do not learn consciously, but they enjoy playing together with their parents and siblings, because board-games bring together both family and friends. Playing board-games is not only a joyful activity, it also develops different skills of the player, as communication skills, strategy creating, problem solving competency, cooperation, etc. Nowadays there are many board-games on sale, active board-game playing communities organize events, and a culture of playing board-games is developing. Thus integrating board-games in educational activities seems to be a natural process to follow. But this integration has many obstacles, as time and curriculum constrains, the lack of methodological knowledge of the teachers, inadequate choose of educational board-games for some subjects, etc.

The aim of my research is to study primary school teachers' attitude to playing board-games and their board-game playing practice. We would like to find answers to the following questions: Do primary school teachers like to play board-games in their free-time? Do they have board-games and free-time to play? Which are the most popular games among primary school teachers? Why they like to play those games?

The research tool is a questionnaire with more sections regarding board-games developed by the author. For this paper a section related with teachers' attitude and personal use of the board-games is selected. Thus beside the 7 demographical questions 13 items are analyzed. From these items 10 are closed questions formulated as affirmations measured on a 5-level Likert scale, 1 item is a closed question formulated as a multiple choice question, and 2 items are open questions.

The participants are 75 in-service primary school teachers from 10 different counties of Romania who teach in Hungarian language, more than half (57%) of them teaching in rural area, 85% of them in traditional schools. 44% of the teachers have a vast teaching experience with more than 20 years of service in education. They are also well-qualified teachers, as 84% of the participants has a university level diploma and more than half (55%) of the respondents have obtained the 1st grade certificate, the highest level exam for school teachers.

The results show that a high percentage of the respondents (92%) like to play board-games, 41.3% of them play board-games often in their free-time, and 87% of use them in the classroom too. It is regrettable that 28% of the respondents, even if they like it, they don't have time for board-game play. 64% of the respondents have many interesting board-games at home, this also shows a positive attitude. The most popular games among the participants were the following: Activity, Rummy, Catan, Brain Box, Don't feel aggrieved, brother!, Pseudonyms, Dobble, Dixit, Monopoly, Tabu, Manage wisely!. It is mentionable that not for all the teachers the definition of a board-game is clear, as 14.7% of the teachers gave examples of other type of games, as card-games, puzzles. Teachers like the games enumerated by themselves, because these games are fun, are creative, develop logical thinking, help to relax, build the team, are interesting, are childhood favorites, help learning, develop concentration, get children accustomed to speed, teach strategies. The participants mentioned that board-games are near the reality, because children can learn practical knowledge through them, for example, how to buy and to furnish a flat. Half of the respondents like to play most those games where they have to develop complex strategies. But it is surprising that only 24% of the respondents don't like those games which are highly depends on the luck.

**Keyword:** board-game, primary school, in-service teachers

**Presenters' e-mail address:** antaljuhaszana@yahoo.com

## **TRADITION AND INNOVATION – CHURCH AND STATE EDUCATION IN THE EASTERN HUNGARIAN REGION**

**Gabriella Kelemen** (University of Debrecen, Hungary)

**Abstract:** The areas of the Hungarian National Competence Measurement are mathematics and reading comprehension. In Hungary, there have been student competence tests in grades 6, 8 and 10 since 2004. In our study, we analyzed the results of the sixth grade and the background indicators, the context, in the region of Eastern Hungary. A comparison of church schools and public schools that have been relaunched since the change of regime was made along several lines. According to the maintainers, the cross-sectoral comparison of primary schools operating in the Trans-Tisza Reformed Church District was divided into three groups. The indicators of the Reformed, other ecclesiastical and non-ecclesiastical primary schools were analyzed between 2011 and 2018. We identified the personal and material characteristics of the sectors as well as the student performance indicators. It can be seen that the Reformed schools operate in worse conditions when we look at the gym and the computer park. Human resources are not more favorable in Reformed schools, but teachers' perceptions of leadership are much more positive than in the other two sectors. Student effectiveness (Pusztai 2008, Bacskai 2012) was examined with a similar result to previous research. Examining the performance of the sectors using the expected value regression procedure, we found that at the end of the period, Reformed schools showed a more positive picture in math and reading comprehension measurements than non-church schools. Overall the study sheds light on the identifiable surplus in church education.

**Keyword:** tradition, church education, expected value, effectiveness

**Presenters' e-mail address:** [kelemen.gabriella31@gmail.com](mailto:kelemen.gabriella31@gmail.com)

# HISTORY TEXTBOOK RESEARCH BASED ON DIDACTICS OF HISTORY

Tibor Nagy (Selye János University, Slovakia)

**Abstract:** Research of the historical textbooks has a big impact in the case of our study. We have to create such a research process that is proper in the viewpoint of major didactics. It is called the didactics of History. This method has many forms and that is the reason why is to hard to define the aspects and the issues of this field in the 21st century. The main reason of this that the method that we are using nowadays are not just focused on textbooks. Moreover, the textbook is not just the only way or helping material that we can use during our teaching process, on the other hand some says that the importance is on them. We also analyze the relation between the independent materials with the connection of the didactical things, in our case this means the research of Historical textbooks in the viewpoint of didactics of History. The didactics of History also takes into account the outsider factors and because of this reason we also have to determine such factors that are relevant and have some kind of impacts on textbooks. The first is the adaptation of the new information and topics relating to the issue of textbooks and that is the primary requirement in our case. The second factor is the politics of education. Thirdly we need the discovery and the structure of the given period the methodology and the didactics.

We need such educational materials that are extensive and these also have to have a specific function that is not work just as a supplement, but it has to develop and improve higher skills. The textbook has to be such a role that based on the source oriented education of History and also the deeper learning acquisition in the case of the learner. Besides of these the issue has to fit into to age, does not have contain useless historical information and unnecessary topics.

**Keyword:** didactics of History, research of textbooks, helping materials, Historical textbooks, didactic relationship

**Presenters' e-mail address:** [big.big.tibor91@gmail.com](mailto:big.big.tibor91@gmail.com)

# THE ROLE OF VOLUNTARY AND PAID WORK OF HIGHER EDUCATION STUDENTS IN THE ENGAGEMENT TO STUDY

**Zsófia Kocsis** (University of Debrecen, Hungary), **Valéria Markos** (University of Debrecen, Hungary)

## **Abstract:**

In our presentation, we examine the characteristics of students' voluntary and paid work and the effect on academic engagement. According to our previous research, voluntary and paid employment of students is characterized by an increasing trend (Markos 2018, Kocsis 2017, Kovács et al, 2019). These forms of work have a number of benefits for future returns (Riggert et. al., 2006; Roshchin & Rudakov, 2015), nevertheless, at the same time, these activities can be one of the possible reasons for dropout (Masevičiūtė et al. 2018). In the present research, we used the PERSIST 2019 (N = 2199) database, which was collected in the higher education institutions of Hungary and in the higher education institutions bordering the country. We examine the relationship between working during studies (voluntary or paid work) and engagement to studies. We hypothesize that volunteer and paid work increase commitment to learning. In the case of paid work, the commitment to study would be enhanced by the horizontal fit of work and study. The correlations between the two forms of employment and the clusters of students' progress were examined. Based on the data, it can be stated that the number of volunteers is the highest among students on "the normal path" and they are the ones who can benefit from it, as it is also related to their studies. The number of regularly working students is overrepresented in "the sliding-passivation cluster". Among the motivations for paid work, independence and gaining work experience dominate, but the matching of work and studies is still typical for one-fifth of students.

**Keyword:** student employment, volunteering, higher education, dropout

**Presenters' e-mail address:** [zsofikocsis6@gmail.com](mailto:zsofikocsis6@gmail.com)

# PRIMARY SCHOOL TEACHERS' ATTITUDE AND BELIEFS ABOUT GAME BASED LEARNING

Tünde-Hajnalka Hari (Babeş-Bolyai University, Romania)

**Abstract:** As generations continue to change, so do the learners' learning needs too. The “baby boom” generation followed authoritarianism in schools and viewed playfulness with suspicion, while the X generation recognized that people do not only live by work (Fromann 2017:12). Generation Y is the one that forms the bridge between Generations X and Z, understanding the communication features of both. The Z generation, also known as the “Zoomer” generation, is no longer able to exist without their digital gadgets, they are constantly in online connection with their peers, they spend a lot of time playing games. They focus on variety, speed and instant feedback. The youngest generation is the alpha generation, a true net generation that gets to any internet page they are looking for with a few clicks, without any reading or writing skills. They are also happy to spend time playing games, but are also interested in everything that is not available on the internet with a few clicks. Taking these observations into account, the idea that there is a need in changing attitudes in the field of education, to organize lessons differently, to make them more dynamic when students can take an active part in different activities seems to be emerging. The game is perfect for this, activities which students are interested in, engage them while they can have wonderful experiences. The game, as a form of learning, greatly promotes the acquisition of the necessary knowledge, the development of skills, and the development of positive forms of behavior. Game-based learning is endowed with a well-defined educational purpose, in which the educator seeks to find the balance between playfulness and the transfer of knowledge necessary for everyday life, mainly through practice-oriented activities. Practice-oriented activities are favorable for students, as the current children are action- and experience-oriented, they strongly demand movement, but also fun, which together can create the flow experience made known by Mihály Csíkszentmihályi (1997). Children are fascinated throughout these activities and forget about the world around them.

During the game, the child enjoys the activity, refreshes and recharges with energy but feels less effort. This is why the game is suitable for knowledge transfer, building and developing skills and learning and creating values. The game offers many opportunities to learn about different situations and roles, to discover personal limitations and to develop imagination and creativity. An activity is intelligent if it can be successfully applied at different levels of education. However, there are few studies that reveal the causal relationship between play and learning and the attitudes and beliefs of educators towards the use of games in lessons, in game-based learning.

The role of educators is changing in game-based learning. In such cases, the educator who communicates the knowledge frontally will usually be a guide for the interactions between the students, the supporter of the development of their abilities and the user of children's great motivation. The integration of games in lessons attracts the students' attention, making them more active and motivated, happy to participate in spicy game activities. An interesting, well-structured game can be motivating for students (Józsa, 2002), through which success can be achieved in the love for a certain area, as well as in the emergence of the independent form of learning.

Interactivity and manipulation in a certain form can be easily incorporated into these activities, which have a central role in the theory of constructivist education (Piaget, 1970). Games provide a learning environment that supports active learning. Students become active hosts of the information (Pásztor 2014: 283), so that the playful activities, game-based learning contribute significantly to the development of students' basic skills, to the acquisition of knowledge and their skills and also to the correct formation of behavior and attitude to different life situations.

This dissertation provides an overview of the attitudes of teachers working in primary education towards game-based learning and their beliefs in this regard. Data collection was performed using an online

questionnaire, which was compiled based on the specialized literature. The questionnaire consists of 4 sections on game-based learning and playing, of which we have focused on one section in writing this article. We selected 19 questions, of which 10 were demographic questions. The 9 questions related to the topic require closed and open answers: the 7 questions that require closed answers are multiple choice or scalable questions, and 2 require open answers. The questions include the effectiveness of applying game-based teaching at different levels of education, the advantages and difficulties of using games in the educational process, the characteristics of a good game, the opportunities offered by game-based learning and the opportunities for motivation through games. Most of the responding educators consider the game to be applicable as a form of learning in elementary education. Game-based learning is considered to be most effective in pre-school and primary education (more than three-quarters of respondents), but also in general school, half of respondents answered the same. In high school or university, less than a quarter of respondents consider the game to be effective.

The most commonly listed benefits include effective student and educator work, experiential learning, increased motivation, attention, the feeling of being liberated and tension relief, ensuring collaboration, developing self-confidence, and ensuring a sense of success. Educators find the game most effective in developing collaborative skills, but almost half of respondents say it is also suitable for facilitating the playful acquisition of knowledge and supporting experiential learning. According to a quarter of respondents, the game develops communication skills, socialization skills, stimulates creativity and promotes active participation in activities. Even if there are few, some educators say that using games plays a role in stimulating motivation, fostering self- and peer knowledge, and developing strategic thinking.

According to the respondents, a good game gives “pleasure and experience” in most of the situations. Many say that “a good game theme arouses the player’s interest”, “challenges the player” and “its difficulty is balanced with the player’s abilities”. The majority of the respondents consider the lack of time for selecting, preparing, organizing and carrying out the appropriate game to be the biggest disadvantage. There are also a significant number of responses that call the rigidity of the curriculum, the limited schedule of the curriculum, and the crowded curriculum a difficulty. Most of the statements listed in the closed question about disadvantages are: “It takes a lot of time to apply the game in class” and “There’s not enough time for the teacher and students to get to know the game so much that they get the best out of it”. As an opportunity for further research, it would be interesting to examine how teachers’ attitude to game-based teaching changes after these types of trainings and then implement what they learned during their training.

**Keyword:** game based learning, primary school, teachers’ attitude

**Presenters’ e-mail address:** [haritunde@yahoo.com](mailto:haritunde@yahoo.com)

# ANALYSIS OF THE CURRENT HISTORY TEXTBOOKS IN SLOVAKIA FROM THE POINT OF VIEW OF THE CONCEPTS OF COLLECTIVE SELF-IMAGE AND ENEMY IMAGES

László Bese (Selye János University, Slovakia)

**Abstract:** From the perspective of future co-operation of two neighbouring nations is key what picture do the young generations build up about each other. It is an even more interesting issue when an ethnicity is significantly represented on the other nation's land. We can speak about thousand years long interlocking in the case of Slovakia and the Hungarians (Hungary), which led to many conflicts in the last two centuries. How do Slovak and Hungarian children living in Slovakia meet each other's past? The answer, though not the only answer is the public education, mainly the subject of History at the prime schools. In some parts of Europe, for example in the German - French relations the participants already got to the level when they could frame a common (written together) History textbook for the students, that shows the individual narratives of the given ethnicity, but also the mutual cultural roots. Although there was already an effort to build up such a Slovak - Hungarian pupil's book, but because of the opinion-differences of the two parts it never came into existence. In spite of all these facts we can state that the Slovak and Hungarian children in Slovakia practically use the same History textbooks on their lessons (however they were not written in co-operation), because the Hungarian pupils use the loan translation of the only textbook series licensed by the state. This analysis examines among others, what kind of collective self-images do evolve in these primary school History textbooks, just like the appearance of the Hungarian ethnicity. The tension between the two nationalities during the 19th and 20th centuries was followed by the turn up of so-called asymmetric enemy-concept, which can be described best with the help of the typology by Reinhart Koselleck. The main aim of this study is to analyse the given textbook series according to this typology, thereafter to show up the enemy-images in them, rooting in the 19th and 20th centuries. In the analysis we also take such aspects into account, like the social/ political background after the release of the series, that also led to a partly theoretic, partly laic debate. The final aim of this study is to draw attention to the hidden dangers of the current textbooks in use and to put some recommendations about possible corrections, as the realisation of such a textbook with the joint knowledges of the two nationalities seems too far yet.

**Keyword:** collective self-image, enemy image, history textbooks, Slovakia, Hungarian minority in Slovakia

**Presenters' e-mail address:** [laci.bese@gmail.com](mailto:laci.bese@gmail.com)



## RELATIONSHIPS BETWEEN EDUCATIONAL EFFECTIVENESS AND SETTLEMENT TYPES

Andrea Barabás (University of Debrecen, Hungary)

**Abstract:** Numerous studies have been made about the effectiveness of education and its social determinants (MacNeil et al. 2009; Masten et al. 2008; Pusztai 2009; Szemerszki 2016, etc.). We also know a lot about the variables along which disadvantaged schools can be effective (Bacsikai 2015, Széll 2018). In our presentation, we go around the socio-ecological approach in terms of the location of schools (Garami 2014, Forray-Kozma 1986). We are looking for answers to the following research questions: Does the type of settlement play any role in the development of school resilience? In which type of settlement do students from disadvantaged schools occur at a higher rate. We are also curious to find out whether smaller settlements have a better chance of resilience? What is the degree of resilience when examining different measurement areas (mathematics, text reading-writing)?

Our study is based on the competence measurement results of the Hungarian fourth-graders (N=1054) of the Covasna county in Romania and on the data of a database prepared on the basis of a self-made background questionnaire (KOV-ET-OM-2017). In our case, the results show that the majority of students in disadvantaged schools study in smaller settlements, but resilience does not clearly occur in smaller settlements. Unfavorable regional conditions and poorer family conditions amplify the impact of school and performance. In the case of urban schools, the Hungarian text comprehension and mathematics competence areas develop in a similar proportion, a difference can be found in the case of the Romanian language competence measurement results.

**Keyword:** educational efficiency, resilience, type of settlement

**Presenters' e-mail address:** [andrea.barabas17@gmail.com](mailto:andrea.barabas17@gmail.com)