

Recruitment and Professional Image of Students at One of the Regional Universities in Hungary

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Abstract

In this article we study the social recruitment and professional image of students at the University of Debrecen. Social recruitment shows significant differences between the faculties and the branches. The students in the high prestige faculties come from high-middle class and middle class families. The students of the faculties that were judged having average prestige are from the middle class and the rate of low-middle class students is significantly greater in branches with lower prestige. Important differences were found in the professional image of the students with an education major and not education majors and also in case of the „ideal professional” and the „practical, necessary knowledge”. Both are partly formed by the professional socialization of the students and partly by the stereotypes. As a consequence there are also big differences between the professional image and the future expectations of the students with an education major and with other majors attending the same faculty.

Keywords: Students, Gift Attendance Program, Recruitment, Prestige, Professional Image

In this study, we analyze some of the characteristics of the Gift Attendance Program (Talent Development Program) of the University of Debrecen⁴ regarding the recruitment of the students and the differences among branches. First we introduce the purpose of the program and the mechanism of the „selection” procedures.

The Gift Attendance Program of the University of Debrecen (hereinafter referred to by the University abbreviation: DETEP) was launched in the 2000/2001 academic year. László Fésüs, the first rector of the integrated university⁵ had a decisive role in its initiation. He firmly believed

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⁴ The program does not have an official English name, that is why we give possible name of this program as Talent Development Program of the University of Debrecen. In this article, we use the Hungarian abbreviation: DETEP (Debreceni Egyetem Tehetség gondozó Program).

⁵ In Hungary universities were desintegrated from 1950. Integration of the desintegrated universities took place in 2000. University of Debrecen has been formed from three universities and two colleges.

that as part of the integration, harmonization of the students' gift attendance program (talent development program) should be very important among the faculties that formed the new institution (Balogh & Fónai, 2003, Márton et al., 2006). László Balogh, a recognized Hungarian expert became the professional leader of the program, having coordinated it until recently⁶.

How did the program operate? Admission into the program was an important element – our data reports on the result of this process. On the basis of the existing program until the fall of 2008, 20% of the best second year full time students based upon academic achievement were offered the possibility to participate in the selection process. This was the first screening phase of the program. During the second screening phase students had to complete psychological tests (Raven, Super work-value questionnaire), questionnaires about their opinions, information about their socio-demographic background and their professional motivation. Based on these results an index was calculated. This index formed the basis for the Faculties to be able to select those who they could „invite” to the next phase of the program. The third step was a professional interview led by the faculties. On the basis of these interviews the leaders of the faculties could decide who would get into the program. Using this process, 3650 students took part in the first step of the selection process through February 2009. Of the 3650 students, about 700 students were finally selected for the program, which means about 2% of all the second year full time students.

DETEP has dual goals. One is to help the most talented students become university professors and researchers and the other goal is to prepare excellent professionals for the sphere outside the university. The program's most important elements are the same in each faculty: the professional, scientific work of the students is assisted by tutors, who help them form their educational studies and work with them until the realization awarding the degree. In addition, a professional translating program, career counseling, cooperation with “colleges for advanced studies” are part of DETEP. Each faculty provides important professional assistance to their students. The faculties and the university organize conferences and publish various types of publications to show the results of this professional activity. Students can obtain a scholarship and DETEP membership has other advantages as well: they have an advantage if they want to get a university grant, and they can apply for being faculty demonstrators⁷ and can also enter PhD education. As a result of the professional and financial support remarkable work has been created. One of its signs is that the students of the program are successful TDK⁸ (Scientific Student Circle) contestants as well. The number of faculty demonstrators and scholarship winners is very high among them. We can say that students who were selected for the gift attendance program (Talent Development Program) became the most successful students of the university, which proves the *raison d'être* of the programme and shows its efficiency.

The program of course responds to the structural changes of higher education. As a result of the development of BSc programs and the emphasized tasks of the higher educational gift attendance programs (Talent Development Program) we have modified the program which takes the characteristics of the BA and BSc education⁹ into consideration. The program has also formed better contacts with other gift attendance programs (Talent Development Program) like “colleges for advanced studies” and TDK (Science Student Circle). Another further goal is to create a unified gift attendance program that was started in 2008. In our recent study we analyze some of the dimensions of the database of those 3183 students who took part in the selecting process in the „first phase”. Our analyses are mainly descriptive; one the comparisons was made among faculties and between students with an education and not an education major – we have other

⁶ Dr. Balogh László is the chair of the Hungarian Gift Attendance (Talent Development) Council and the expert of the „Gift Point” (Talent Point) of the University of Debrecen.

⁷ Such students who get scholarship for one semester and who take part in the educational organizational and research organizational and professional work of the faculties.

⁸ TDK is Science Student Circle: a professional-scientific competition organized in every second year, where students write studies and give conference lectures in several rounds.

⁹ BA and BSc students of the Bologna process.

comparative national data in case of student recruitment, and in other fields we have only few data (in this recent study we do not analyze the Super work-value test and the Raven test, but in these cases we might perform comparative analyses on a certain level (see eg Fónai, Zolnai & Kiss, 2005, Fónai et al., 2010). In our further analyses referring to this topic, professionalization and career choice literature will form the interpretative frames.

Characteristics of the recruitment of students to the program

With respect to student recruitment the distributions according to faculties, genders, counties and the qualification of the fathers were analyzed. Distribution among the faculties more or less matches the rates of how many students attend each faculty. However, since the participants were volunteers the results could be distorted by the bias of the participation rates, and the fact that during the course of the research new faculties appeared (See: Appendix. Table A1). The number of the students of each faculty is modified by the time in which the faculty was established or the period for which it has been an individual faculty.

The *distribution according to gender* among those who got into the program and the overall number of students in the faculties (total number) shows considerable bias during the time of the study (from the 2001/2002 to the 2007/2008 school year)¹⁰. On the basis of the available statistical data there were 27693 second year full time students during this period and of those there were 16371 women and 11322 men, that is 59.9% of the students were women and 40.1% were men. In case of the upper fifth there were 2140 women (67.4%) and 1033 men (32.6%) who were selected for the program of DETEP based upon their scholastic record.

This means that *more women got into the selection process of the program* than men. This phenomenon is explained by the scholastic record and the genders, and the well-known phenomenon according to which the school performance of women is better than that of men even in higher education, as well (Fényes 2010, Fényes & Ceglédi 2010). There are fewer differences in the distribution according to counties although slight differences can be seen according to the place of residence, as well (Table 1).

Table 1: *Distribution of students according to counties (First seven counties)**

Counties	Total number of students in a year		Those who entered the measurement process of DETEP	
	person	percentage	person	percentage
Hajdú- Bihar	11682	42,2	1082	39,7
Szabolcs-Szatmár-Bereg	5796	20,9	581	21,3
Borsod-Abaúj-Zemplén	3421	12,3	371	13,6
Jász-Nagykun-Szolnok	1480	5,3	156	5,7
Budapest	522	1,9	123	4,5
Békés	817	2,9	118	4,3
Heves	916	3,3	107	3,9

*N = 2728 (Not everybody gave the data of their residence)

Source: October statistics, University of Debrecen, Neptun students' database

¹⁰ While writing this study we took the database of the Neptun system of the Debrecen University into consideration. The annual statistics are only partly appropriate to the determination of the basic numbers, as it provides only the data of the new entrants and the graduates. This is why we based on the Neptun system. We are very grateful to the staff of the University Student Information Centre for their help.

The University of Debrecen has strong regional ties. Six tenths of its students come from two counties and more than eight tenths are from the surrounding region. Territorial recruitment of students of course depends on the branches as well. In some cases certain branches regional ties are stronger and in other cases the schooling district is stronger. These tendencies are also prominent with the students who entered the measurement process. Only Budapest and the Békés County seem to differ slightly from this tendency. However, because of the lack of an adequate number of responses, conclusions must be carefully drawn and not infer that there was a large number of students from this area in proportion to the total students in a given year. The representation of the university in its own county given below is conspicuous. Anyway, the distribution of the sampled students according to their residence is close to that of the total number of second year students.

The difference is higher in case of the social recruitment of students. This type of secondary school seems to be definitely faculty and branch dependent. In case of branches (faculties) with higher prestige, the proportion of those who graduated from eight or six-grade secondary grammar schools is higher than in the case of the other branches, which mostly teach students from four-grade secondary grammar schools or secondary technical school. (See: Appendix A. Table 2).¹¹

The fathers' educational level shows the differences among faculties much more.

Table 2: Fathers' educational level (percentage)*

Faculty ¹²	Did not complete elementary school	Completed elementary school	Vocational school	High school graduation	College	University
FL	0,5	3,2	29,9	31,0	11,8	23,5
FM	0,0	2,3	26,0	30,2	14,0	27,5
FAERD	0,0	5,8	31,8	32,3	14,2	15,9
FAS	0,2	3,7	34,4	29,2	15,7	16,4
FH	0,2	2,5	40,4	27,9	11,3	17,1
FD	0,0	2,6	20,5	30,8	17,9	28,2
FCEAE	0,0	3,1	42,0	26,0	12,2	16,8
FP	0,0	6,5	30,4	23,9	21,7	17,4
FI	0,0	9,7	23,3	42,7	5,8	18,4
FE	0,6	3,0	31,1	26,8	16,5	22,0
FT	0,0	5,2	36,0	35,5	11,8	11,4
FSA	0,0	3,0	36,1	34,2	14,7	11,7
FPH	0,0	8,3	16,7	50,0	16,7	8,3
FNS	0,5	5,1	29,9	34,5	11,0	19,0
Total	0,3	4,1	33,5	31,8	13,2	18,1

* Up till now 13 students participated in the measurement processes from the Faculty of Public Health – their data cannot be analyzed but we report them in the whole study.

¹¹ In Hungary, eight-grade secondary grammar schools were established again in the 1990s. Before 1945 Hungary had such secondary grammar schools. Also, in the 1990s six-grade secondary grammar schools were established. They are called „structure changing” schools. In secondary technical schools besides passing the final exam, there is professional pre-training as well.

¹² Names of the Faculties: FL: Faculty of Law, FM: Faculty of Medicine, FAERD: Faculty of Agricultural Economics and Rural Development, FAS: Faculty of Arts and Sciences, FH: Faculty of Health, FD: Faculty of Dentistry, FCEAE: Faculty of Children's Education and Adult Education (previously: Hajdúböszörmény Faculty of Pedagogy), FP: Faculty of Pharmacy, FI: Faculty of Informatics, FE: Faculty of Economics, FT: Faculty of Technology, FSA: Faculty of Sciences of Agriculture, FPH: Faculty of Public Health, FNS: Faculty of Natural Sciences. In 2009 the name of the Faculty of Agricultural Economics and Rural Development changed, its new name is Faculty of Applied Economics and Rural Development.

The rate of the fathers with vocational school is higher in the college and the agricultural faculties than in case of the other faculties. The rate of the fathers with high school graduation is the highest in the Faculty of Informatics, this is the typical educational level – in this faculty the educational level of two thirds of fathers is maximum high school graduation. The rate of fathers with college graduation is higher in the Faculties of Arts and Sciences, Economics, Dentistry and Pharmacy, while the rate of fathers with university degree is the highest in the faculties of Dentistry, Medicine, Law and Economics. It seems that there is a substantial connection between the type of the secondary school, the fathers' educational level and the faculties – children of fathers with higher educational level graduated from secondary schools with higher prestige and they attend branches with higher prestige as well.

The *educational level of mothers* differs from that of fathers in two ways. The rate of mothers with vocational school education is lower and the rate of mothers with high school graduation or mainly with college degree is higher, while the rate of mothers with university degree is lower than in case of fathers – these tendencies correspond to the marriage pattern of the last decades when a skilled worker father married a woman with high school graduation or when the mother with high school degree or college degree usually married a father with a university degree. The rate of fathers and mothers with high educational level is the highest in the faculties of law and medicine. These are the faculties where the difference is the smallest between the educational levels of the parents.

Table 3: Mothers' Educational Level (percentage)

Faculty	Did not complete Elementary School	Completed Elementary School	Vocational School	High School Graduation	College	University
FL	0,5	7,2	20,1	29,9	18,6	20,6
FM	0,0	5,5	14,2	31,4	23,4	23,0
FAERD	0,4	6,7	24,7	33,5	25,5	11,3
FAS	0,0	5,5	21,4	36,2	21,1	12,3
FH	0,0	7,1	21,7	36,8	17,8	11,5
FD	0,0	2,6	15,4	33,3	23,1	23,1
FCEAE	0,0	4,5	21,0	45,1	18,0	9,8
FP	0,0	10,4	14,6	20,8	29,2	22,9
FI	0,0	2,7	12,7	42,7	20,9	16,4
FE	0,6	3,5	16,9	36,6	21,5	18,0
FT	0,0	7,3	23,4	40,4	17,9	7,3
FSA	0,4	5,0	22,0	40,4	20,9	7,1
FPH	0,0	7,7	15,4	30,8	15,4	23,1
FNS	0,1	5,7	16,6	37,6	22,2	13,5
Total	0,2	5,7	19,0	36,5	21,2	13,7

Source: DETEP, 2002-2008

Recruitment of students with an education major

One of the difficulties in the interpretation of results was the identification of those students who want to become teachers. There were not any specific questions in the questionnaire that

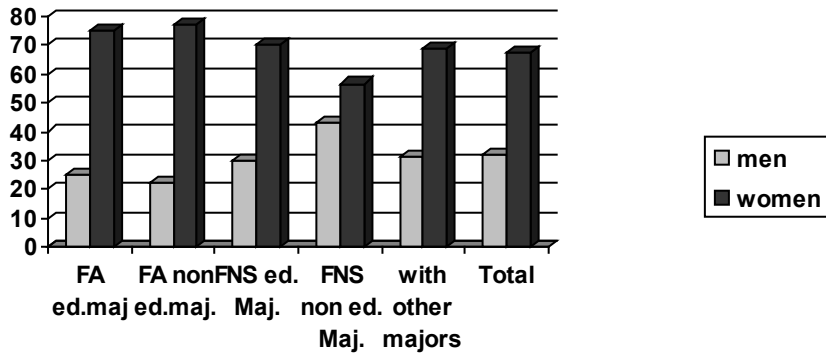
would identify if the students want to become teachers after graduation. The identification of this group could only be made on the basis of their selection of their main or sub-branch area of study. In case of certain branches it was clear, but in case of other branches identification was more difficult. At the beginning of the 2000's „having just one major” became very popular. Selection of just one major did not in itself provide any information because the students had not picked the necessary specialization courses that were needed to become teachers and would allow for identification. Thus, the identification of students with education major remained within narrow frames, that is information about the students was investigated individually to decide whether they were students with an education major or not.

Table 4: *Distribution of students according to branches*

	Person	Percentage in the whole sample
Faculty of Arts, education major	200	6,3
Faculty of Arts, non-education major	204	6,4
Faculty of Natural Sciences, education major	104	3,3
Faculty of Natural Sciences, non-education major	467	14,7
With other majors:	2218	69,3

Source: DETEP, 2002-2008

With reference to gender it was predicted that more women will choose to become teachers than men (Figure 1). This prediction was supported. There was a significant difference ($p < 0.00$) in gender between students with education and non-education majors.



Source: DETEP, 2002-2008

Figure 1: *Distribution of students according to gender (percentage)*

As regards the family and social background of the students with an education major it was predicted that they were from lower-middle class, or middle-class families and the marriage

patterns of their parents including school graduation fits the pattern of the 1960s-80s. These hypotheses were partially confirmed after comparing the family background of students with an education major to other majors. It was found that more students who were not education majors have fathers with a degree. Students with an education major are more likely from (lower) middle-class (with final exam or skilled worker) families. A comparison between the Faculty of Arts and the Faculty of Natural Sciences shows that in the Faculty of Natural Sciences only a small proportion of students have fathers with college or university degrees. This is also the case for students who are not education majors but it is more striking in the case of students with an education major (Table 4).

Table 4: *Fathers' Educational Level according to Faculties (percentage)*

	FofA education majors	FofA non-education majors	Fof Nand S education majors	Fof Nand S non-education majors	Other majors	Total
Maximum elementary school	8,3	13,2	10,1	8,4	8,2	8,7
Vocational school	29,3	27,5	19	28,5	28,3	28
Final exam	28,8	25,4	46,0	32,9	31,6	31,7
College	16,2	16,9	7	12,2	13,4	13,4
University	17,3	16,9	17	17,9	18,5	18,1

Source: DETEP, 2002-2008

Compared to the national average at the end of the 90's there are more applicants to the program today in higher education with low-educated parents (Róbert Péter mentions similar processes – compare: Róbert, 2000).

The annual October statistics report of higher educational institutes refers only to the counties of the students' residence, thus a comparative analysis can only be made on the basis of national representative examinations (Róbert, 2000). Based upon this data the rate of students with an education major whose parents completed only secondary school (with final exam) is less than the national average on Faculty of Arts and much higher on Faculty of Natural Sciences.

A significant characteristic of the students with an education major in the Faculty of Natural Science is that they belong to the non-degree holder families (middle and upper-middle class) and not to the lower social groups (who completed 8 classes of elementary school or skilled workers). *In this faculty a teacher's career will be chosen mainly by the children of those fathers who graduated from secondary school and passed final exam. This rate is higher than in the Faculty of Arts and reflects a middle-class position.* Those students who attend the Faculty of Natural Science and whose fathers are skilled workers prefer to be non-education majors. One must take into consideration that in this sample the number of students with a non-education major in the Faculty of Nature and Sciences is four times higher (467 persons) than the number of students with an education major (104 persons).

For students in the Faculty of Arts differences in family background between students with an education major and students with non-education major were not large. Although children of parents who completed secondary school and then passed the final exam select a teaching career here as well, the difference is not as big as in the Faculty of Nature and Science. Children of skilled workers still prefer selecting a BA teacher career.

The educational level of fathers differs more between the two groups examined in this study than the educational level of mothers. It is worth pointing out the effect of the mothers' educational level on the selection of a teaching career. Among BA students there are remarkably few students with an education major whose mothers graduated from universities (Table 5.).

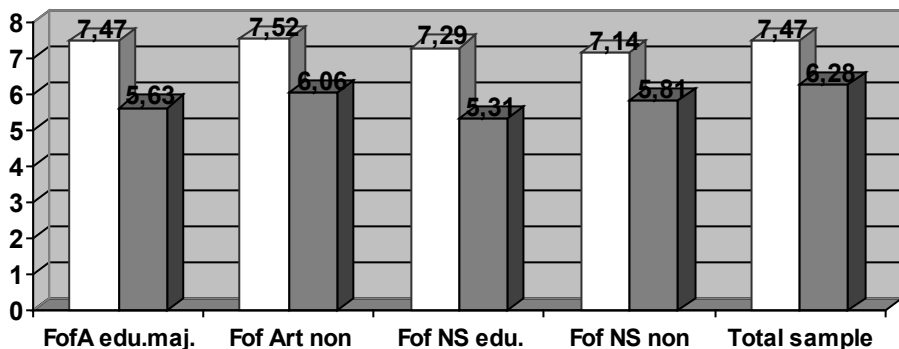
Table 5: Mothers' Educational Level according to Faculties (percentage)

	FofA education majors	FofA non-education majors	Fof Nand S education majors	Fof Nand S non-education majors	Other majors	Total
Maximum elementary school	9,0	10,3	6,7	6,2	7,3	7,5
Vocational school	18,0	16,2	18,3	16,7	17,2	17,1
Final exam	38,0	35,3	39,4	35,8	36,4	36,5
College	22,0	18,6	18,3	21,9	21,2	21,1
University	9,5	15,2	14,4	14,2	14,1	13,9

Source: DETEP, 2002-2008

Students' view of the prestige of an education major

In the assessment of their own faculty we expected that the ranks¹³ will be based upon the ranks within the university and the prestige of certain branches. This rating is closely related to the prestige of those professions and the selected branches with the ranking formed by mutual perception, stereotypes and prejudices (Figure 2).



Source: DETEP, 2002-2008

Figure 2: The prestige ranking of branches - self-ranking and sensed outside ranking (on a ten-grade scale)

There is a general tendency for students to perceive that their branches are ranked lower by others

¹³ Ranking basically show the prestige of each branch and profession and their mutual knowledge and acceptance.

then they themselves rank the branch. It can be the perception that they as a group think that others do not know their branches and this is the reason why others do not rank them higher. In case of those branches where the professions built on the selected branch have low social prestige students believe that this is the reason of their low ranking by others. Meanwhile they themselves think that although the prestige of the selected branch is really low or moderate, the branch itself is difficult and the education is of high quality – there are few branches where students would rank themselves and their branches low as well. The summary of their opinion is that only those who can judge the situation of branches in a real way are those who are inside and part of it and that they perceive outside ratings as based upon stereotypes; it is a normal group sociological phenomenon. The justification for why others rank their branches at certain levels agrees with why and how they themselves evaluate their own branches. A common justification is that others do not know the branch, and the branch is difficult or fashionable. There are significant differences in other rankings like prestige, utilizable knowledge and how they can find good workplaces. Let's explore to see the factors associated with the branch rankings, first of all the self-ranking (Table 6, Table 7).

Table 6: *Why is your branch ranked here. Reasons of the external perceptions (answers given to open-ended question – the first 15 statements. Percentage: the rate of those who have agreed with the given statement in percentage)*

	F of A with education majors	F of A with non-education majors	F of NS with education majors	F of NS with non-education majors	Total Sample
Utilizable knowledge	8,5	12,3	14,4	15,6	14,6
The branch is not known	7,5	10,3	18,3	13,7	13,3
Difficult branch	10,0	8,3	15,4	16,1	13,0
Fashionable branch	13,0	7,8	20,2	15,2	10,9
High quality	12,5	12,7	7,7	9,0	10,2
Average branch	11,5	3,9	7,7	8,8	9,9
Needed/wanted branch	14,5	5,9	9,6	10,7	9,3
Good possibilities to find good workplaces	5,0	7,4	2,9	7,9	9,1
High requirements	8,5	11,3	4,8	8,4	9,0
Low level	9,5	10,3	20,0	9,6	7,7
Profession with high prestige	7,0	9,8	2,9	4,5	7,2
High quality education	9,0	4,9	11,5	7,9	7,0
High prestige	9,5	8,8	16,3	7,5	6,7
Recognized professors	18,5	7,8	7,7	6,4	5,7
Misjudged branch	4,0	8,8	4,8	3,6	5,2

Source: DETEP, 2002-2008

Table 7: *Why is your branch ranked here. Reasons of the external perceptions (answers given to open-ended question – the first 15 statements. Percentage: the rate of those who have agreed with the given statement*

	F of A with education majors	F of A with non-education majors	F of NS with education majors	F of NS with non-education majors	Total Sample
The branch is not known	11,5	23,0	21,2	27,8	21,3
Difficult branch	12,5	12,3	24,0	15,8	16,0
Misjudged branch	13,5	12,7	9,6	8,8	10,2
High prestige	13,5	5,4	18,3	10,7	8,7
Low prestige	14,5	7,4	19,2	13,9	8,5
Fashionable branch	7,5	1,5	16,3	7,1	7,6
Average situation	7,0	4,9	5,8	7,7	7,4
Utilizable knowledge	7,0	7,4	13,5	6,4	6,9
High quality	6,5	9,8	12,5	6,5	6,4
Needed/wanted branch	6,0	3,9	6,7	4,7	5,9
High requirements	4,0	10,3	1,0	2,6	5,7
Stereotypes	4,5	2,9	9,6	8,6	5,6
Low quality	7,5	4,9	11,5	5,8	5,0
Good possibility to find good workplaces	4,0	3,9	1,9	4,5	4,2
The prestige of the profession is high	2,5	5,9	1,0	3,9	4,1

Source: DETEP, 2002-2008

Essential differences between their own ranking and the ranking made by others (supposed) can partly be explained by the external perceptions of the profession – one of its manifestations can be seen in the mutual ranking. If the difference can be explained by the situation of the potential professions, that is by the stereotypes and perceptions about their situations, then we can say that the ranking of students with an education major indicates that loss of status has occurred in the case of teaching profession.

Characteristic incongruency can be seen in the justification of the individual ranking and between the two rankings. The self-image of the students with an education major in the Faculty of Arts reflects the level of their own branch and can be characterized by more coherent justifications, because they emphasize utilizable knowledge, the needs of their branch and high quality education. Conversely, we can see serious incongruencies in their case as well: they can perceive what the others think about their branch that is if it has high or low prestige and a high or low level – it is related to the important differences between the branches and the ambivalent interpretation of the branch and professions. The self-image of the students not majoring in education of the Faculty of Arts is incongruent too, as they justify the external ranking of their branches (fashionable, average, high requirement, misjudged). In their case, the sense of external evaluation seems to be more coherent where clearly high requirements come into view. The self-image of students with an education major in the Faculty of Nature and Science is a bipolar

self-image: besides having a high level and requirements (more characteristic), low levels appear as well. However, this bi-polar self-image is a warning sign. The question is what it is to do to about it and this study was not able to answer this question. One conclusion that may be drawn is that the more motivated students with better grades feel the problems of the scientific teacher's education of recent years, the smaller is the students' interest and the number of the students who can be admitted. It can probably indicate a split between the students with an education major and with other majors, and there will be a well performing and more talented group and a worse performing group. The students who are not education majors of the Faculty of Nature and Science have a more coherent self-image: they consider their branch more difficult, helping them to find better workplaces – but at the same time it is as if they felt that external ranking did not take it into consideration, and that there are many stereotypes in the judgements.

Characteristics of students with an education major and that of teachers as professionals

During our measurement procedure we examined how the students see their own profession. In the questionnaire they had to characterize the knowledge and characteristics of the „good professional” necessary to their own branch. Characterization of the “good professional” was mainly the characterization of the “ideal” professional. Moreover, students were asked to describe practical knowledge: “what characteristics and knowledge they consider to be important to their selected profession”. In both cases open-ended questions were used and were coded by about thirty key words: among them the ranking of the first fifteen will be introduced and analyzed (Appendix Tables A3 and A4).

Overall, the characteristics of the “ideal professional”, “*professionally prepared*” and “*informed*” were rated the highest by students. The practical expectation is similar with “*thorough professional knowledge*”, the dominant characteristic overall from all the professions and in addition general awareness and good communication had important roles. The characterization of the „ideal professional” was depicted in a more plastic way; the role of other components was more significant in this case.

Students with an education major of the Faculty of Arts characterized the “*ideal professional*” as being informed, flexible, with extensive knowledge, helpful, with good interpersonal skills and empathic. For this same group, in case of „*practicum*” they underline communication, knowledge of languages, empathy and openness. In this group the two „images” partially coincide. The „*good professional*” for the students with an education major in the Faculty of Nature and Sciences is flexible, helpful, likes his profession, while “*practical*” knowledge and ability require awareness, language knowledge, practical skills and synthesizing ability. There are requirements that are independent of the faculties and that are equally important for students with teacher major in both the Faculty of Arts and the Faculty of Natural Sciences, such as flexibility, awareness and language knowledge.

On the basis of the choice of the *students who are not education majors in the Faculty of Arts*, the “*ideal professional*” is empathic, is able to develop, has good interpersonal skills and is creative. In „*practicum*” we can see the same: good communication skills, empathy, openness to the new and open-mindedness. In case of *students who are non-education majors in the Faculty of Nature and Sciences*, the “*ideal professional*” should be open-minded, precise, able to develop, should like his job and should be purposeful, while in case of „*practicum*” they prefer practicality and synthesizing skills. *Students with education majors* emphasized preparedness, information, flexibility and helpfulness of the “*good professional*” and among practical knowledge and characteristics they found thorough professional preparedness (a general expectation), language knowledge and man-centeredness of importance.

In the “*Faculty of Arts*” *speciality* is independent of whether they are an education major or not: an „ideal professional” has good interpersonal skills, is empathic, open and man-centered. The particular view of the Faculty of Nature and Sciences is that the “ideal professional” is a good professional, well-prepared, likes their job, is practical and has the ability to synthesize. These characteristics seem to fit the *real* differences between the branches and the professions which are significantly modified by the stereotypes about professions.

Would students select their current branch again? Answers to this question are appropriate to the characterization of the satisfaction, the students’ expectations and their career aspirations as well. Slightly more than half (53%) of the students with an education major in the Faculty of Arts would select their branch again while the three fourths (76%) of students without an education major would select their branch again. Among students with an education major in the Faculty of Nature and Sciences, this percentage is much lower. Forty-four percent (44%) of students with an education major and 64% of students who have another major would select their branch again. Compared to 69% of the total sample this result is distressing. Students with an education major are more dissatisfied than students with other majors and students in the Faculty of Nature and Sciences are more dissatisfied than students in the Faculty of Arts. Students with an education major had been admitted before the „Bologna system”, so their dissatisfaction was developed during the previous teachers’ training system. In addition, the *loss of status* of a teacher’s career must have affected their opinions as well.

The students feel it – it is supported by the university rankings and the expectations to the future of their selected profession as well (Ceglédi & Fónai, in press) Furthermore, it is also supported by the causes of the students as well (Appendix, Tables A5 and A6). Those who would select their profession again would do it because of the possibility of their profession and because they have plans for it. Students with an education major stressed the diversity of the profession and considered it important that they got what they had expected and in their case a degree itself is important as well. Those who would not select their branch emphasized the quality of the education and the low salary prospects – thus, there is a rejection of the *education* and not only to the profession. It is worth taking these results and students’ expectations into consideration for example in connection with the „laic” judging of the professional competencies.

What is considered to be important during university years?

The question regarding what students who would like to be teachers consider to be important during the university years was important to investigate. There are many different values that can be found within the statements listed in this block of the questionnaire. The answers to those questions help to understand the teacher’s career point of view. Statements are about human values, professional plans and individual ambitions of the future teachers. The statements that first were thought to be irrelevant brought surprising results. The students had to evaluate the following statements relevant to the university years on a four point scale. The overall ratings from the most important to the least important follows: friendly relationships, good average grades, forming relationships that can be fruitful for the future, the degree itself, preparing for the profession, TDK (Science Student Circle) work, recognition from the professors, recognition from the students, the city’s opportunities, foreign scholarship, using the educational possibilities, quiet life, „just to hang on”, exciting parties (Appendix, Table A7).

Not every statement between the students with education major and students with other majors was significantly different. For example, forming relationships and instrumental efficiency (good marks and degree itself) were equally dominant in both groups examined. But in the case of the future teachers of natural sciences it is conspicuous that „degree itself” is the less important for them. It also can be said about them that they are characterized by an ambivalent career image.

From among the indicators of effectiveness rather the individual career building is stressed (TDK, Scientific Student Circle, and abroad) while the preparation to the profession relegated to a lower position. The importance of the recognition of professors and students is about average in their cases. Although the opportunities in the city were valued important by all students who were non-education majors in both faculties rated "exciting life and parties" higher than education majors. They use the educational possibilities less than their fellows in the faculty but the difference in comparison with the Faculty of Arts is larger: future teachers learning at the Faculty of Arts evaluated this statement about 0.4 higher. The preference for a classical art education can be well observed in the case of a student in the Faculty of Arts and mainly in the case of students with a non-education major. Friendly relations are more important for liberal arts students than natural science students.

As regards free time we can say that students with education major are more inclined to have a „quiet life, just hang out” attitude and against „exciting life and parties” than students with a non-education major. The importance of friendly relations is about average or lower among students with non-education majors (the judgment of professional relationship building is similar to friendly relations).

The situation of the profession

It appears that students with an education major expect relatively low prestige and income and little power from the profession. But at the same time the following question arises: „OK, it is bad but does it have any future?” Why do those who select the more and more depreciating teacher’s career evaluate higher than those who select other careers? This study has tried to bring some light to the issues of ambivalency and incongruency in the teacher career’s image.

The expectations of students with an education major show that they see the situation of the profession worse in all areas compared to other professions. These differences can be seen between students who are education majors and those who are not in both the Faculty of Arts and Faculty of Natural Sciences. However, students with an education major in the Faculty of Natural Science see the situation of their selected profession a bit better than the students with an education major of the Faculty of Arts. The incongruency of the career image can be seen overall in the difference between the different dimensions and the „future of the profession” is characteristic to all branches. But in light of the results of the total sample it is primarily a characteristic of low status, deteriorating status and incongruent professions. The situation of future teachers corresponds to the incongruent and status loss of professions (Table 8).

Table 8: "What do you see the professions' ..."(on a ten point scale)

	Students with education majors in Faculty of Arts	Students not education majors in Faculty of Arts	Students with education majors in Faculty of Nature and Sciences	Students not education majors in Faculty of Nature and Sciences	Total sample
Future	6,57	7,37	6,53	7,32	7,29
Prestige	5,81	6,80	6,17	6,64	6,81
Prevailing options	5,90	6,77	6,28	6,66	6,55
Salary prospects	5,70	6,14	5,81	6,29	6,47
Human appreciation	5,96	6,70	5,78	6,27	6,44
Advocacy skills	5,23	6,14	5,67	5,98	6,25
Autonomy	5,26	6,23	5,17	5,45	5,94
Power	4,80	5,44	5,23	5,35	5,76
Civic engagement	4,82	5,82	5,02	4,84	5,49

Source: DETEP, 2002-2008

Summary

Social recruitment shows significant differences between the faculties and the branches. The students in the high prestige faculties come from high-middle class and middle class families. The students of the faculties that were analysed having average prestige are from the middle class and the rate of low-middle class students is significantly greater in branches with lower prestige. This has significant impact not only on the judgment of the faculties and branches, but on the career image as well – the career image of those students who come from higher status families is less ambivalent and incongruent. These processes can substantially be altered by the real situation and the contradictions of the profession itself. The best example of it is the situation of the medical students.

As regards the judgment of the professional image and the professions, the starting point was that the students of the different branches know the general situation of the professions related to their own branches and the profession and it affects the judgment of the branches and professions. It is reflected in the ranking of the students with an education major and with other majors and in their judgments as well. The ranking of the branches are formed by the positions within the university and they are partially formed by the social recruitment of the students. In addition, they are formed by social position and prestige of the professions and the stereotypes reflecting them. Important differences were found in the professional image of the students with an education major and not education majors and also in case of the „ideal professional” and the „practical, necessary knowledge”. Both are partly formed by the professional socialization of the students and partly by the stereotypes. As a consequence there are also large differences between the professional image and the future expectations of the students with an education major and with other majors attending the same faculty.

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Annexes

Table A1: *The distribution of students who were in the first phase of DETEP according to faculties**

Faculty	Person	Percentage
Faculty of Agricultural Economics and Rural Development,	239	7,5
Faculty of Law	195	6,1
Faculty of Medicine	274	8,6
Faculty of Arts and Sciences	511	16,1
Faculty of Health	253	7,9
Faculty of Dentistry	39	1,2
Faculty of Children's Education and Adult Education	133	4,2
Faculty of Pharmacy	48	1,5
Faculty of Informatics	110	3,5
Faculty of Economics	172	5,4
Faculty of Sciences of Agriculture	283	8,9
Faculty of Technology	220	6,9
Faculty of Public Health	13	0,4
Faculty of Natural Sciences	689	21,37
Total	3183	100,0

* The data of the individual faculties have been published since the establishment of the faculties
Source: DETEP, 2002-2008

Table A2: *The distribution of the students according to the type of the secondary school (percentage)*

Faculty	Four grade secondary grammar school	Six-grade secondary grammar school	Eight-class secondary grammar school	Secondary technical school	Youth division
FAERD	38,8	31,8	9,3	18,7	0,5
FL	48,5	35,5	8,3	4,1	1,2
FM	46,4	36,5	12,9	0,4	0,0
FAS	44,4	36,5	8,8	6,8	0,9
FH	54,0	17,4	5,4	24,1	3,1
FD	51,4	29,7	8,1	0,0	0,0
FCEAE	41,9	24,8	2,9	23,8	1,9
FP	54,5	31,8	11,4	4,5	0,0
FI	45,5	17,3	2,7	31,8	0,0
FE	44,3	26,4	9,3	17,1	3,6
FSA	39,5	36,3	4,9	14,4	0,8
FT	33,1	8,4	2,8	52,2	2,2
FPH	76,9	0,0	0,0	15,4	7,7
FNS	41,7	36,7	9,2	8,0	0,9
Total	43,8	30,6	7,8	14,4	1,2

Source: DETER, 2002-2008

Names of the Faculties: FAERD: Faculty of Agricultural Economics and Rural Development, FL: Faculty of Law, FM: Faculty of Medicine, FAS: Faculty of Arts and Sciences, FH: Faculty of Health, FD: Faculty of Dentistry, FCEAE: Faculty of Children's Education and Adult Education (previously: Hajdúböszörmény Faculty of Pedagogy), FP: Faculty of Pharmacy, FI: Faculty of Informatics, FE: Faculty of Economics, FT: Faculty of Technology, FSA: Faculty of Sciences of Agriculture, FPH: Faculty of Public Health, FNS: Faculty of Natural Sciences.

Table A3: „What makes a good professional?” (answers to open-ended question – the first 15; percentage; those who agree with the given statement)

	Students with education major in Faculty of Arts	Students not education major in Faculty of Arts	Students with education major in Faculty of Nature of Sciences	Students not education major in Faculty of Nature and Sciences	Total sample
Professionally prepared	31,0	42,6	32,7	40,0	39,7
Informed	40,0	27,5	26,0	26,1	30,0
Flexible	26,5	19,6	26,9	16,3	17,9
Dedicated	12,5	14,7	13,5	14,6	11,9
Extensive knowledge	13,5	7,4	8,7	15,6	10,6
Preccise	4,0	1,5	2,9	15,2	9,3
Helpful	8,0	6,4	9,6	5,1	9,3
Empathic	8,0	17,6	8,7	3,0	8,6
Able to develop	7,0	11,8	2,9	11,8	8,2
Likes his job	9,0	7,4	16,3	11,6	8,0
Good interpersonal skills	11,5	11,8	8,7	3,9	7,9
Purposeful	8,0	5,9	6,7	7,5	7,4
Creative	6,5	11,8	8,7	6,4	6,5
Reliable	2,0	3,9	—	2,4	3,9
Determined	4,0	2,0	—	1,5	3,0

Source: DETER, 2002-2008

Table A4: “Knowledge and abilities” (answers to open-ended question – the first 15; percentage; those who agree with the given statement)

	Students with education major in Faculty of Arts	Students not education major in Faculty of Arts	Students with education major in Faculty of Nature of Sciences	Students not education major in Faculty of Nature and Sciences	Total sample
Thoroughful professional	44,5	55,9	49,0	60,0	57,0
General awereness	9,0	10,8	14,4	11,1	10,9
Good communication	11,5	18,1	9,6	3,0	10,0
Language knowledge	12,0	7,8	10,6	9,2	8,5
Empathy	9,5	16,2	3,8	1,1	8,1
Practicality	2,0	4,4	8,7	9,2	7,0
Advanced logic	0,5	2,0	1,9	2,8	4,5
Opennes to the new	6,5	8,3	1,0	3,4	4,5
Self-developing	2,0	3,9	3,8	4,9	4,4
Synthesizing ability	1,0	2,9	6,7	9,0	4,3
Application of knowledge	5,0	5,9	1,9	4,5	4,3
Open-mindedness	4,0	7,8	2,9	4,7	4,2
Precision	1,0	2,9	1,0	3,6	3,9
Legal knowledge	1,0	1,5	—	1,1	3,6
Man centered	5,5	4,4	3,8	0,4	2,5

Source: DETEP, 2002-2008

Table A5: *Would you select your major again – the judgments of the yes answers (those who agree with the question in percentage)*

	Students with education major in Faculty of Arts	Students not education major in Faculty of Arts	Students with education major in Faculty of Nature of Sciences	Students not education major in Faculty of Nature and Sciences	Total sample
Because of the possibilities	23,5	36,8	36,5	43,3	35,2
He has plans with the branch	37,5	17,2	55,8	30,2	23,9
He got what he had wanted	13,5	18,6	11,5	15,2	14,9
Multicolored	20,0	4,4	21,2	10,9	10,6
Because of the degree	18,5	14,7	9,6	8,1	8,0
He has always wanted it	4,0	3,9	2,9	3,6	3,8
High quality education	3,0	3,4	1,9	1,1	1,8
It has future	—	1,0	—	0,4	1,0

Source: DETEP, 2002-2008

Table A6: *Would you select your major again – the judgments of the no answers (those who agree with the question in percentage)*

	Students with education major in Faculty of Arts	Students not education major in Faculty of Arts	Students with education major in Faculty of Nature of Sciences	Students not education major in Faculty of Nature and Sciences	Total sample
Because of the low level	25,5	12,3	12,5	12,6	14,0
Low income	8,5	7,8	10,6	8,4	7,8
He changed his mind	3,5	3,9	1,9	2,4	3,3
The investment is not commensurate with the results	2,0	3,4	1,9	1,1	1,9
He had failures	2,5	0,5	3,8	0,6	1,0
It was not what he had expected	1,0	0,5	—	1,3	1,2

Source: DETEP, 2002-2008

Table A7: *What do they consider to be important during the university years (on a four point scale)*

	Students with education major in Faculty of Arts	Students not education major in Faculty of Arts	Students with education major in Faculty of Nature of Sciences	Students not education major in Faculty of Nature and Sciences	Total sample
Friendly relations	3,54	3,64	3,40	3,10	3,52
Good grades	3,58	3,53	3,59	3,44	3,49
Forming relationships for the future	3,31	3,37	3,49	3,44	3,41
Degree itself	3,31	3,27	2,91	3,28	3,28
To prepare for the profession	2,96	3,37	2,62	2,95	3,11
TDK (Science Student Circle) work	3,18	3,02	3,40	3,10	3,05
Recognition from the professors	3,04	3,09	3,03	3,14	3,04
Recognition from the students	3,15	2,94	3,08	3,03	3,02
Opportunities in the city	3,11	2,94	3,32	2,98	3,01
Scholarship abroad	2,93	2,87	3,06	2,81	2,86
To use the educational opportunities	3,02	3,09	2,68	2,77	2,84
Quiet life, „to just hang out“	2,34	2,11	2,58	2,27	2,28
Exciting life, parties	1,85	2,26	1,86	2,04	2,09