Exploring the characteristics of student well-being and self-esteem among high school and university students

Krisztina, Nagy; Zita, Gál; Szilvia, Jámbori; László, Kasik & József Balázs, Fejes

Abstract

The study of subjective well-being and self-esteem of adolescents and young adults is often discussed in psychological and educational research. Self-assessment and self-image are primarily formed in social environment; school environment is an important stage after the family. Student well-being refers to the subjective, emotional and cognitive evaluation of experiences at school, and most often described by the dominance of positive experiences and satisfaction with school performance. The emotional attitude towards school and school life is constantly changing from the beginning of schooling, which also influences the development of social relationships in addition to school performance. The level of self-esteem in adolescence is lower than in childhood, but it is rising again in young adulthood (Hascher, 2004, 2008; Pollard & Lee, 2002; Aszmann, 2003). The research questions of this study refer to the well-being and self-esteem of the 355 students involved. Among the participants of the research, the 9th grade pupils of secondary school (N=167) completed the Hungarian version of the questionnaire on school well-being (Hascher, 2004) and the Rosenberg Self-Esteem Scale (Sallay et al., 2014). For university students (N=188), only the answers to the questions of self-evaluation were analysed. According to the results, the questionnaires were reliable. In the case of self-evaluation, the factor analysis proved the repeatedly verified structure, and in the case of the adapted questionnaire, some factors were renamed due to the reorganization of the questionnaire items. Correlations have confirmed the coexistence of a higher level of self-esteem with positive school well-being.

Keywords: self-esteem; school and student well-being; school environment; school relationship; adolescence

Goals, plans and learning strategies of adolescents and young adults

Szilvia, Jámbori; József Balázs, Fejes; Zita, Gál; László, Kasik; Hangya Lilla, Szabó & Krisztina, Nagy

Abstract

Getting to know how young people think about their future and what factors affect their thinking is essential from the perspective of their success at high school and in higher education. The study aimed at comparing the time perspectives, goal orientations, learning strategies and procrastination behaviors of high school and university students, exploring their relationship to achievement as well as at revealing the underlying connections. The following instruments were used: Time Perspective Inventory (Zimbardo and Boyd, 1999; 2012, in Hungarian: Orosz et.al., 2015); Active Procrastination Scale (Choi and Moran, 2009, in Hungarian: Szabó, 2012); 3 x 2 Achievement Goal Questionnaire (Elliot et.al., 2011, in Hungarian: Urbán et.al., 2014); Learning Strategies Questionnaire (Pintrich et.al., 1991, in Hungarian: D. Molnár, 2013). The psychometric properties of the instruments were found to be satisfactory in both age groups. Present-hedonistic and present-fatalistic time perspectives were more common among high school students, whereas for university students, the future-oriented and the past positive time perspectives were more dominant. Although adaptive goals and learning strategies were more common among university students, they also tended to use less effective learning strategies to memorize information. Task goals seemed to have the strongest relationship to learning-related individual
characteristics like the various learning strategy scales or performance satisfaction. Moreover, the analysis of the relationship of goals and time perspectives confirmed that task goals are more adaptive than self-goals, as the former had stronger connections to future orientation, which is considered to be a positive characteristic.

Keywords: goal orientation, time perspective, learning strategies, procrastination

Identity status among adolescents and young adults in relation to self-esteem and perceived social support

Hangya Lilla, Szabó; Szilvia, Jámbori; Zita, Gál; László, Kasik & József Balázs, Fejes

Abstract

One is the most important function of identity is beside the role in self-determination process, how one person behaves in interpersonal and social context (Baumeister, 1986). During the identity forming process the role of reference groups and significant others become to increase. Their social support as psychosocial resources could promote the identity forming process (Kaplan, Cassel, & Gore, 1977). The identity in adolescence could influence young people future orientation, self-esteem, and could determine the attitudes towards social contexts (Szabó, 2010).

The aim of the research is one hand to determine the identity status of 9-10th grade adolescents and 1st year BA students, and second hand to explore the relationship between identity status, self-esteem and perceived social support. Subjects had to fill in Rosenberg Self Esteem Scale (Sallay, Martos, Földvári, Szabó & Ittzés, 2014), EOM-EIS-II- Interpersonal Subscale (Bennion & Adams, 1986, in hungarian Biegelbauer, 2003; Szabó, 2003) and Multidimensional Perceived Social Support Scale (Papp- Zipernovszky, Kékesi & Jámbori, 2017).

Our results demonstrated that the higher level of self-esteem and the higher level of support from friends and from significant others could promote identity achieving. Identity diffusion correlate with lower level of self-esteem, significantly lower level of social support from friends and significant others. Our study proves convincingly the relevance of self-esteem and social support among adolescents and young adults in identity forming process and to achieve identity.

Keywords: adolescents, young adults, self-esteem, social support, identity forming

Gender differences of social problem solving among high-school and university students

László, Kasik; Zita, Gál; Szilvia, Jámbori; József Balázs, Fejes; Krisztina, Nagy & Hangya Lilla, Szabó

Abstract

The aim of our longitudinal research was to study the gender-related characteristics and differences of social problem solving among 9th–10th grade high school students and 1st–2nd year university students. Besides these differences we analysed the age characteristics and the changes of social problem solving with age. We administered the SPSI–R (Social Problem-Solving Inventory–Revised, D’Zurilla et al., 2004; Kasik et al., 2009) and the NEGORI (Negative problem orientation, Kasik et al., 2018) questionnaires. Both questionnaires had good reliability in all subsamples in this research. The age-related changes of social problem solving show a similar pattern to previous Hungarian and international studies. The negative orientation and avoidance increased among high school students, while there was no significant change for the university students. A more detailed analysis of negative orientation (with NEGORI) show confirmed the pattern of SPSI–R among high school students, but not among the university students. According to our results, we found more gender-related differences among high school students, than among university students. Further analysis is required in order to verify the impact of environment on these age and gender-related differences.

Keywords: social problem solving among high school and university students, gender-related differences, SPSI-R, NEGORI
Comparison of handwriting and typing in the “Mozgásjavító” Elementary School
Melinda, Péntek-Dózsa & Beatrix, Séllei

Abstract

Handwriting is one of the most difficult and finest coordinated motion performance. In our digital world, however, with the spread of computer literacy, the need for handwriting and the primacy of typing versus handwriting is becoming increasingly questionable. Illegible handwriting or exhausting writing itself can negatively affect children’s self-esteem and their performance in school. In case of children with reduced mobility, especially children with fine motoric dysfunction, this issue is even more pronounced. We examined the handwriting and typing performance of primary school students with reduced mobility in copy and dictation tasks (n = 123). We have found that students’ hand functions have a significant influence on pencil gripping and typing method as well as the legibility of handwriting, but is less related to typing performance (R²=22.8%, p=.024). Students write significantly faster with a computer than with handwriting (18,411 ≥ t ≥ 14,279; p=.000 and the average difference rate is 3-400 graphemes), but it is also true that children who perform poorly in handwriting would underperform in typing tasks as well and vice versa (.872 ≥ r ≥ .744). Writing skills of students with reduced mobility are significantly lower than the skills of typically developing students. Findings also point out that students are immediately aware of the spelling mistakes when typing and they correct them right away even without consciously noticing the correction while they do not make error corrections in handwriting - we have found significantly more errors in handwriting tasks than in typing tasks.

Keywords: writing, handwriting, typewriting, students with physical disability, cerebral palsy

Anomalies in Higher Education Financing in Hungary
István, Polónyi

Abstract

The study examines some recent developments in Hungarian higher education funding with some historical and international outlook. Its purpose is to present the causes of the anomalies that we are experiencing today (such anomalies include, for example, new institutional indebtedness and their central support, as well as instructor layoffs at some universities, and a sudden increase in tuition fees). The anomalies are surprising because, according to the government, the introduction of the Chancellor’s system was successful in consolidating higher education.

The paper states that the last ten years of Hungarian higher education were characterized by the transformation of the financing system, in addition to the reduction of state resources. In international comparison, the government support for domestic higher education compared to GDP is significantly below the average of developed countries. The government tried to deal with institutional management difficulties and indebtedness with the introduction of the Chancellor’s system. (which drastically reduced autonomy), and by providing ad hoc, hand-guided cash grants. However, the financial condition of the institutions is permanently bad, which is obviously at the expense of quality, as the institutions are forced to dismiss older and more experienced trainers, and the conditions of education also deteriorate. Without widening public resources and widening economic freedom, the situation will continue to deteriorate. It is becoming increasingly evident that the idea of a government strategy to make Hungarian higher education institutions world-class is unrealistic.

Keywords: higher education funding, consolidation, Chancellor system
Politicians of the education on the “roller-coaster of the reform”

György, Jakab

Abstract

The paper examines the education system’s continuous reformation over the last few decades via the discursive analysis of the concept of educational reform. It presents two narratives - “Marathon reform”, “Just reforming not ..!” through which it highlights the unique and idiosyncratic mind-set of the Central Eastern European intelligentsia and the complex relationships between education and politics.

Keywords: discourse, education policy, educational reform, “Marathon reform”, “Just reforming not ..!”

The role of sleep in explicit memory processes from the aspects of emotional salience

Eszter, Csábi & Ágnes, Zámbó

Abstract

The aim of our study was to investigate the effect of sleep and emotional salience in explicit memory processes. Thirty-four students participated in the experiment in two groups: in a sleep group and in a wake-group. We used word-pair task to assess explicit memory performance that contained emotionally negative, positive and neutral word pairs in an equivalent rate. There were two sessions for both group: Learning Phase and Testing Phase separated by 12 hours’ offline period with sleep for the sleep-group and 12 hours awake period for the wake-group. We revealed that the sleep-group demonstrated better performance from evening to morning compared with the wake-group caused by that the wake-group showed higher forgetting rate on the explicit task. Furthermore, we found higher improvement in the emotionally negative and neutral words in the sleep-group. These findings suggest that sleep facilitates the explicit memory consolidation, especially the emotional memory processes.

Keywords: sleep, emotions, consolidation, explicit memory

The task of children’s homes in the education of Roma children

Erzsébet, Rákó

Abstract

In Hungary Act XXXI of 1997 introduced significant changes for the child protection system and since then the law itself has been altered several times. Looking back over the last twenty years, two major changes can be observed in the placement of children. The first is that in the post 1997 period the number of residential homes and the number of people living there increased significantly thanks to the transformation of the children’s homes. These residential homes provide family-friendly environment for a small group of children. The second important change is the preference of foster care. 2002 was a milestone of this process, when more children were placed to foster parents than in children’s homes for the first time. (In 2002, 10,026 minors and young adults lived in children’s homes and 10,576 of them with foster parents. KSH, 2018). By now this trend has been strengthened and more than half of the children removed from their families are accommodated at foster parents. The number of children involved in child protection has increased in recent years and according to research Roma children are overrepresented among them. The paper reviews the past research of Roma children in child protection services and examines the professional programs of children’s homes and residential homes in order to study how they contribute to the development and preservation of the identity of children belonging to national and ethnic minorities.

Keywords: children’s home, child protection, professional program, Roma children
Cél, terv és tanulási stratégiák, személyes és társadalmi fejlődés

Az ország bármely postáján, az Országos Posta Zrt. Postacím: 1900 Budapest

Maják Gábor – Jámbor Sibilla


A tervben azonosított hivatkozások nem szerepelnek az esetleges vagy hivatalos nyomtatott alapokban.

A nagyobb közösségek számára a személyes és társadalmi fejlődés tanulmányai szorosan összekapcsolódnak.

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