

**The bases of values in the motivation of the choice
of career among professional nursing students and
students learning at teacher's training college**

Doctoral thesis

Kovácsné Tóth Ágnes

Semmelweis University
Pathology Sciences, Doctoral School



Consultant: **Dr. Balázs Péter** professor, Ph.D.

Official critics:

Prof. Dr. Fehér János, university professor

Prof. Dr. Gardó Sándor, university professor

The chairman of the university examination for
doctorate committee:

Dr. Forgács Iván university professor, Ph.D.

The members of the university examination for
doctorate committee:

Dr. Barabás Katalin university docent, Ph.D.

Dr. Czinner Antal university professor, Ph.D.

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INTRODUCTION

For the profession of teachers and nurses we need well trained, highly qualified employees with a sense of vocation. The choice of caring professions requires special abilities from the individual.

An important part of one's social adapting, that is of socializing, is the choice of career, while the preparation for a profession or career is called career socializing. So career choice is a kind of possibility to express your own desires, then through your chosen career to achieve self-realization, within the framework of which a specific individual can move on a large scale. The possibilities of realization according to individual needs are not at all free of problems.

Many factors influence the career choice of the young who are standing in front of career choice: their gender (Gati I. et al. 2001, Mullis RL. et al. 1998) and proper ethnic place (Nurmi JE. Et al.), the social and economic status of the family, the level of the parents' education, their professions and attitudes (Snell AF. et al. 1994.), the self confidence of the young person (Bandura A et al. 2001.), and also the expectations of an influential person who is really important for the young person (Mau W. et al. 1998.).

In our modern society it is becoming more and more important that the individual should find a suitable job for him/herself, which is in harmony with his/ her labour values.

Value-orientation can have a motivational influence on action. It follows from the invisible or open normative roles of values that they serve as a standard for the action and career choice of the individual.

In my doctoral dissertation I made a special summary of the evolution of the profession of nurses and teachers, about its development and the training which leads to this profession, the professional strategy of career choice and its influencing factors and values linked to career choice. With the results of our quantitative inquiry we got to know and compared their social characteristics, the motivation in the choice of career, their values and the interference of these factors for professional nursing students studying in the further education of health and those students who take part in teacher training.

AIMS

The most important aims of our cross-sectional analysis were the following:

- To analyze the layer-specific characteristics which can be found in the social background of professional nursing students, and also of teacher-students, some structural relations, their personal and social motivations and also their influence on career choice.
- To compare the attitude in the career choice of professional nursing students and those taking part in teacher training, and the factors which influence career choice.
- The analysis of motives in career choice.
- To explore the value judgement of students in connection with career, the subjective opinion in connection with the social status of the profession, the successfulness of the career choice and their connections with the development of the future career.
- To analyze the way of spending free time activities.

- To get to know and compare the professional future plans of professional nursing students and teacher-students.
- To compare the value preferences of student groups.
- To explore those values which are linked to a profession in the course of career choice and to compare them according to professions.

METHODS

Our quantitative comparative sociological research was made among professional nursing students and teacher-students learning at a teacher training college.

The survey of professional nursing students: With the participation of regular professional nursing students learning in Hungary, by involving all the faculties of health care (Budapest, Győr, Zalaegerszeg, Szombathely, Szeged, Gyula, Nyíregyháza). By asking questions we used a self-filling method. Altogether 518 women students were interviewed by this questionnaire, out of which 381 persons (76%) gave us appreciable answers.

Control group: the survey of students taking part in teacher training. The survey was carried out in February-April 2005, at Károly Eszterházy College in Eger, and at Dániel Berzsenyi Dániel College in Szombathely (among students taking part in a 4-year teacher-training). Out of the sent 500 questionnaires 402 (84%) got into our database.

The draft questionnaires of the present sociological survey were tested on experiment interviews, we also did their reliability and validity inquiries as well.

The analysis of facts and figures was done with the help of SPSS program—package, with the help of descriptive statistical methods.

Besides distribution analyses, for the measuring of relations between variables we used Pearson χ^2 test ($p < 0,05$), while at the comparison of student groups we estimated a chance quotient (EH, or with the English abbreviation from *odds ratio* we used OR), at an interval of 95% confidence. Out of multi-variable analyzing methods we carried out a special case of factor analysis, namely the main component analysis.

RESULTS

The analysis of those factors which influence career choice attitude and career choice

At data survey we made an inventory of external and interpersonal motivations. In making a decision the strongest factor for students' career choice proved to be „helping people” and „being interested in the profession”- for both professional nursing students and teacher-students it clearly influenced their decisions. Among nursing students in the third place there is „a steady workplace”, while in the case of teachers it was in the fourth place. Social esteem is in the fourth place for nurses, and it is in the third place for teachers. The influence of the family and friends was at a nearly same rate. The majority of students were less or not at all influenced by the career possibility. The influence of a teacher predominates better in the case of teacher-students. At the bottom lines of motivation there is „the possibility of earning a lot of money” and „I was not admitted anywhere else”.

We also analyzed the gender differences of motivations in career choice in the case of professional female nursing students and it was „helping people” for 41,3% of them, while for 16,3% of male it appeared in the first place ($p > 0,001$), so the

chance quotient is $OR = 0,417$, 95% $95\%CI: 0,182-0,958$. Among teacher-students 22,9% of female, and 12,3% of male ($p > 0,000$), „were highly motivated by” helping people. Expressing it by a chance quotient it is $OR = 0,293$, 95% $95\%CI: 0,138-0,620$. From the proportion of answers it follows that the female marked the answer expected from society at a higher rate. It is an interesting result that social esteem was twice more often marked by male than the factor „I was highly motivated”: 5,2 % of professional nursing girls, and 10,5 of boys ($p > 0,1910$). Analyzing it by a chance quotient boys taking part in the sample choose with an 8 fold chance the career of a nurse because of „social esteem”. $OR = 8,000$, 95% $95\%CI: 1,859-34,423$. It was 3,6% for female teacher-students and 8,2% for male ones ($p > 0,151$), and the calculated chance quotient was $OR = 2,000$, 95% $95\%CI: 0,769-5,198$. As a summary we can say that „social esteem” has a bigger influence on the choice of the male.

Negative influences (compulsory choice) are in the last places in both cases of students (teacher=9, professional nurse=10). In reality it is quite often to have a compulsory choice, and knowing this, we can assess more accurately the power of real motives.

The type of the secondary school has a big influence on the chances of further education. The majority of students graduated from grammar schools ($N_{nurse} = 47,0\%$, $N_{teacher} = 68,7\%$), and from specialized secondary schools ($N_{nurse} = 40,9\%$, $N_{teacher} = 20,1\%$). The type of the school takes for granted to have an adequate career choice.

38,6% of nursing students and 15,7% of teacher-students place the choice of the career for primary school years. Teacher-students choose their career in primary school years with one-fifth chance rather than

nursing students OR=0,228, 95% CI:0,148-0,352. More than 50% of teacher-students place the choice of the career for the last period of their secondary school years, it is the last year of secondary school for: 38,1%, it is after taking the final exam for: 27,1%. It is only a quarter chance for teacher-students to make an early career choice OR=0,266, 95% CI:0,137-0,517.

The soundness of career choice can be shown by the fact that the majority of the participants in the research have marked ($N_{\text{nurse}}=83,9\%$, $N_{\text{teacher}}=58,9\%$, $p>0,000$) the faculty of college correspondent with their current studies in the first place and more than three-quarters of those who took part in the sample had a successful admission for the first time ($N_{\text{nurse}}=84,3\%$, $N_{\text{teacher}}=65,4\%$). In the case of teacher-students 17,2% marked the faculty in the second place and 11,2 of them marked it in the fourth place. More than 80% of nursing students and teacher-students had a successful admission for the first time ($N_{\text{nurse}}=82,7\%$, $N_{\text{teacher}}=82,3\%$). Through our research we analyzed the stability of the choice, and also what other jobs occurred through their applications: it was predominantly the career of public health and the career of a teacher in the case of nursing students. In the case of teacher-students it was the career of an artist in the first place, the next one is a technical one and the career of an economist, but as a steady one there is also the desire of getting the university diploma of a teacher in further education.

Value judgements linked to students' profession and career choice

For the judgement of social status we used a scale of 5 degrees (1=very low, 2 =low, 3=medium, 4=high, 5=very high), in which we asked them to give a

subjective marking transmitted by society. The average value of self-placement is $N_{\text{nurse}}=2,46$, $N_{\text{teacher}}=2,89$, the dissemination value is $N_{\text{nurse}}=0,94$, $N_{\text{teacher}}=0,75$. According to the participants in the research society undervalues the profession of nurses and teachers.

Between the social judgement of professions we have hardly found any tendentious internal differences. We can still interpret the differences between genders, nursing profession is higher appreciated by female teacher-students and male nursing students than by their mates, but the degree of difference is not significant.

Professional nursing students consider career choice to be more successful, because 82,9 % of those who were asked wanted to find employment in their acquired profession. The answers of teacher-students are less uniform, because more than half of them considered the career choice to be partly successful, but only 38,1% of them want to find employment as a teacher after graduation. We cannot observe a significant difference in the answers in connection with the distribution of training venues and the division by genders.

The expected increase of the social status in the profession of nurses was mainly predicted by nursing students $N_{\text{nurse}}=51,2\%$, $N_{\text{teacher}}=24,1\%$. (OR:4,323; 95% CI:3,058-6,111). In this respect teacher-students were more pessimistic.

We can also discover an interesting inconsistency: 60,8% of the asked ($N_{\text{nurse}}=73,4\%$, $N_{\text{teacher}}=47,8\%$) - despite these- would not recommend the profession of a nurse for their child.

The analysis of free time activities

The differences in spending your freetime and cultural consumption play a determining role in the life of young people. During their free time besides culture they do such activities like sports, movement, excursion, and hobby. Their much liked activity can reflect the scale of values.

Students prefer spending their free time with their family ($N_{\text{nurse}}=49,3\%$, $N_{\text{teacher}}=36,8\%$) and with friends ($N_{\text{nurse}}=44,6\%$, $N_{\text{teacher}}=58,2\%$).

In the questionnaire there is a list of spending their beloved freetime activities. The highest card value was given for reading, sporting, tourism, programs with family and friends. A high value was given for sporting, hiking as a relaxing programme. Dancing/entertainment category comprises a very wide scale. Most of them mean "having a party" by it, which represent musical-dancing places of amusement, a disco in most cases. *Learning* as a feature of college life is also present. The relatively high card value of relaxation makes you think. At the interpretation of the given activity they usually mean inactivity, that is doing nothing, they just spend their time in a passive way. Teacher-students rather spend their freetime in an active way (sporting: $N_{\text{nurse}}=28$, $N_{\text{teacher}}=35,3$, hiking $N_{\text{nurse}}=25,9$ $N_{\text{teacher}}=29,6$) and passive relaxation, sleeping is present at a higher rate in the case of professional nurses ($N_{\text{nurse}}=26,3$, $N_{\text{teacher}}=13,8$).

The professional future plans of professional nursing students and teacher-students

The career plans of professional nursing students: 82,9% of those who answered our questions intended to find employment as a nurse, so they are optimistic

in connection with their career. The division by areas of public health: provision for sick patients confined to bed (hospital care) is 46,5%, outpatient specialized care is 16,8%, in basic provision area it is (in district) 9,4% and in domestic nursing service it is 6,8%.

Traditional professional fields can be found in majority among the plans of out of bed-patient departments. The most loved departments are: internal medicine, children's ward, surgery and intensive department. The proportion of those who did not answer is 54,6%. We took it for granted - based on the received facts and figures - that this ratio is high because many of them haven't decided yet in connection with the professional direction. In the employment plans for the third and fourth-year nursing students we can find internal medicine, while the majority of the first-second-year students would choose pediatrics.

The career plans of teacher-students: 38,1% of them don't have the intention to get employment in their acquired career. 48,0% of the students would like to find employment in schools supported by the local government, 6,2% of them would choose a church school and 4,7% of them would like to work in a foundation school (not church) (41% of them didn't answer).

Among the future anxieties linked to the career of nursing students most have marked low income and low esteem level. Those who rejected the job have marked -as a further reason- the low level of the job considering the qualification, as well as the difficulties in the harmonization of the career and family life. Teacher-students have mentioned inflexible working hours and also a job of a lower level than their academic qualifications. 3,9% of them cannot

harmonize their teacher careers with the family. Nursing students rank the job of a low standard and family life among the same difficulties.

57,5% of those nursing students who answered, and 53% of teacher-students plan to have employment abroad. The most often mentioned motivating values they mentioned was learning a language.

In the second place nursing students mentioned the obtainment of higher professional knowledge, which was highlighted by 55,7% of them in the future foreign employment, while in the case of teachers it was yearning for adventures. In the third place these two motivational values changed places. For both student-groups the last motivation which ends the sequence is financial and moral appreciation. It is a very interesting result in the case of teacher-students that the lack of moral appreciation- as a factor for foreign employment- is very low.

The venue of higher education influenced the answers in connection with future foreign employment plans. In the western regions of Hungary, students studying at nursing colleges near the border planned a foreign employment at a much higher rate than those who study at institutions near the eastern border of the country ($p=0,035$). We have an inverse ratio in the case of teacher-students: 60% of those who study in Eger would like to work abroad, while only 47,8% of those who study at the college of Szombathely ($p=0,001$).

Nearly a quarter of students have already made preparations in order to have employment abroad ($N_{\text{nurse}}=21,3\%$, $N_{\text{teacher}}=23,9\%$).

Research made by Roceach test

Target value preferences:

For both student-groups in the first place -as a value - we found „The security of the family (caring about our loved persons)”, in the second place „Happiness (satisfaction)”, in the third place „True love (intimate physical and spiritual relationship)”, at a very near average value. In the middle of rating- with equal order of rank- there was „Peace (a world free from war and conflicts)”, „The security of the native land (protection against external attacks)”, „Human self-esteem (consciousness, self-esteem)”, „Liberty (independence, option)”. In the 17th and 18th place there is „The world of beauty (The beauty of nature and works of art)”, „Salvation (redeem, immortal life)”.

For the interpretation -in the order of ranks- „salvation (redemption, immortal life)” we could not find other explanation than age feature, as 56,7% of the students got religious education for a longer period in their childhood. The least important value for students in sequence are: „salvation (redeem, immortal life)” $N_{\text{nurse}}=54,1\%$, $N_{\text{teacher}}=42\%$, „The world of beauty (The beauty of nature and works of art), $N_{\text{nurse}}=12,1\%$, $N_{\text{teacher}}=10\%$.

Asset value preferences: In the case of professional nursing students and teacher-students „Trustworthy (honest, sincere)” is a value standing in the first place. „Responsible (reliable)” as a value is in the second place. In the tenth place of the scale there is „Polite (well-mannered, well-educated)”. In the 17th and 18th places there is „Obedient (dutiful, respectful)” and „Creative minded (innovative original minded)”. „Logical thinking (rational sensible)” and „Independent (self-reliant, with a strong personality)”.

as an individual intellectual value-pair occurred in the second part of the scale, so they are not the most important values, and their correlation coefficient is low. „Clean (tidy, neat)”, „Disciplined (with self-control)”, and „Obedient (dutiful, respectful)” values usually indicate the sense of authority. At evaluation their importance was different in the case of the people who answered, so we can make the conclusion that students do not follow a typical model. „Obedient (dutiful, respectful)” category is connected with Christian values. 55,8% of the students are attached to a Christian denomination. In the 17th and 18th places students placed the values of „Obedient (dutiful, respectful)”, „Creative minded (innovative original minded), so similar to the values of Salvation (redeem, immortal life)” probably the same people disfavour one type rather than the other one.

Super labour value test

A person's orientation was examined along the values related to the course of life. The 45 statements of the Super test were measured by a 5-scaled scale (1=It is not important at all, 2=It is not very important, 3=It is important, 4=It is quite important, 5=It is very important). The average of rough points in circle values were treated as so called „priority values”, which was a dependent variable. The main direction of the research was to determine the deviation from the average in the case of student-groups and the influence of independent variables. The comparison of students' values were done by the average and dissemination of the whole sample. We also analyzed the fact that by the analysis of factor and main component-how much we can justify the theoretical and practical factor-

structure and how much the connection is statistically real.

The summary of significance averages- received from the sample- shows that in the group of teacher-students average values can be found within a wider limits of value (12,63-8,3) than in the case of nurses (12,03-8,82). But in both cases the value difference, which means the base of the order of rank, is low-it can refer to the fact that students participating in the sample prefer more values at the same time, or they reject them. It comes from it that it is difficult to show a significant difference. Because of the slight differences in the significance averages of some circle values - only highly preferred and refused deviations were analyzed. The interpretation of social connections can be referred to interpersonal relations which can be created at work, it is important to find the source of pleasure in work.

In the case of professional nursing students the altruistic scale of values can be found in the first place in career choice, while it is in the 9th place in the case of teacher-students, so it cannot be found in the first half of the scale. It is characteristic to have an altruistic attitude in career choice only with half a chance in the case of teacher-students than in the case of professional nursing students (OR:0,5441, 95%CI:0,321-0,922). In the case of teacher-students self-assertion was in the first place, which emphasize self-reliance and individuality. In the second place there are social connections. Self-assertion is the third one in the case of professional nurses. Teacher-students choose their career because of social connections with a higher chance than professional nursing students (OR:1,058, 95%CI:0,628-1,7812).

Guiding was placed in the last place for both student-groups. Value can be connected to management, and to managerial jobs. Value includes the planning and managing of others' work.

Both for male and female student's social connections and self-assertion were among the highly preferred values. Financial things are ranked in the eighth place for both groups, so well-paid jobs are not so important for individuals. Job performance was a little bit higher appreciated by male students, which means they appreciate evident results, and focus more on products. We have found an essential deviation in the preference of altruistic values. These are more appreciated by female (3.) than male students (10.).

The period of career choice did not influence students in the choice of labour value preferences. Facts and figures with the highest and lowest value are the same for both student-groups.

Variety is the strongest value linked to work in the case of those first-year students who have just started their college studies. This is the only one which got an average of more than 12 points, so students gave 4 points for those categories which belong to it, which means that they find it important to have job satisfaction and pleasure. But it also means that college studies created positive possibilities for students. Social status was placed in the second place, by this they expressed their optimism in connection with the future. Rejected values were management and hierarchy. The circle values of the fourth-year students were the same.

The most preferred values of teacher-students were self-assertion and social connections. self-assertion can emphasize independence, which remains in the first place even in the year of graduation. „Social

connections" value is not necessarily connected to work, it rather reflects age characteristics.

Based on facts and figures we can conclude that students are reinforced in their career choice by their training.

The factor-analysis of Super labour-value test

As a first step we made a preliminary data structure analysis with the aim to find out if it is worth making a main-component-analysis and factor-analysis. Both methods have justification if their variables are correlated, because in case of correlation we can reduce the set of facts and figures (so we are able to express the majority of information hidden in more components with a relatively lower number of components or factors). In case if there is correlation, each variable is valuable and unique in itself, with the combination of other variables it has information which cannot be expressed. We made two experiments to prove if correlation matrix differs significantly from unit -matrix (on the diagonal line of unit -matrix there are values of one, all the other values of the matrix are zero): Bartlett-type of spherical test and Anti-images matrix.

According to Bartlett test correlation matrix differs significantly from unit-matrix (the value of the test function is 6494, the test function has 105 free scales of a chí-square distribution; the degree of freedom means the number of correlations by twos, which can be calculated like this: $0,5*(m^2-m)$; at present we have 15 variables, so $0,5*(15^2-15)=105$ correlations.

The numbers which can be found on the diagonal line of Anti-image Correlation matrix are the most essential ones, sample-suitability values, which are identical with the variables of KMO test. Their values

are favourable at each variable. According to preliminary research, the planned statistical assessments can be done.

At the main-component-analysis our aim was to substitute the majority of information concentrated in many variables by one or a few variables, so in this way we could reduce the number of dimension in the original bigger database and to make it more clearly arranged. Our second aim was to have a more thorough-analysis among the relations of variables.

According to the results of significance-factor, the majority of information, which is present in the original 15 variables, is embodied in 3 components.

Naming the factors is quite difficult. For this we used all our knowledge and we tried to name the factors characteristic for one factor with a characteristic name which was typical for a common factor.

1. factor: Individual achievement factor

2. factor: Interpersonal value factor

3. factor: Economic factor

We can test them from different points of view (gender, class/ year, social status etc.) and see what is characteristic for different groups.

At testing groups of students, the average of the first high card value was: 0,589 in the case of professional nursing students. In the case of teacher-students the high card value was: 0,743, so in their lives the first main component plays a more important role. In the case of professional nursing students all three factors are stressed.

In the case of first-year students economic factor got very low points, while in the case of fourth-year students factor importance is nearly identical. In the case of male and female students we did not find any

differences. In the period of career choice the first factor was emphasized by students.

In connection with the influence of social status we got very low points, but in the case of those who marked career social status at a low level we could see that the economic factor played an even lower part for them. In connection with their future social status factors were chosen to be of the same importance.

At the main-component-analysis we considered those results which were brief and better arranged ones.

CONCLUSIONS

In further education there are traditionally „female” and „male” faculties, which also show connection with the later chosen career. Among women those faculties are popular which focus on preparing them for human relations and caring professions.

Similarly, through our research we found a bulk of women: at nursing faculty it is nearly 92%, and it is 70% at teacher-training faculty. According to our data, age averages are the same, but it is interesting that in the case of professional nursing students the maximum age is 35, and it is in harmony with the statement that in 2007 nursing faculty was popular among the youngest and the oldest age-group.

Considering demographic variables parents' common education has a bigger role in the career choice than their one-by-one education (separately the qualification of the mother and the father). The career of a nurse and teacher is chosen by children whose parents got a low qualification level (the father who graduated from a vocational school/trade school, the mother who graduated from a secondary technical school / grammar school). It is not typical that the

parent leaves his/her profession to somebody within the family. The students become first-generation intellectuals.

The analysis of motivations in the career choice

In the questionnaire the alternatives of career choice were on a wide scale. In the choice of the career of nurses and teachers the primary motivation is of altruistic nature and also the human characteristics of the chosen career.

At the same time in the third and fourth places the students marked as the most motivating factor „a steady job” and „social esteem” similar to previous research. But we have to pay attention to the fact that social reforms did not leave the question of human resources untouched in public health and education either.

Instrumental motivation (the possibility of earning a lot of money) was marked in the 9th and 10th places, so as a career motivation it does not have an essential role for the participants in the survey.

Different motives were chosen in a different sequence by the students, but the 1-4th motives of the scale are the same for both groups. In the answers of professional nursing students average values are higher, so there is a difference in the individual preference of motives (the sum of the first half of nursing scale is higher). In the further sequence of motives there are differences, but it is a very interesting result that the accumulated value is equalized for student-groups. In the answers according to genders, in the case of girls we got a higher value for „helping people”.

This result can also reflect the roles which can be connected to female gender. The results of career

motivation-analysis can be distorted by socially required answers as well, as society expects „helping people” and „being interested in the career” to be the strongest motivating factors for students.

Value judgements in connection with profession and career choice

A crucial proportion of professional nursing students and teacher-students considered their own profession of low social status.

Our survey has reinforced the results of our previous research in connection with social status, that is: those participating in health or teacher-training considered their own professions to be of specifically low social status. We have found differences between the answers given by professional nursing students and teacher-students. We can state that nurses value the social status of their profession to be lower than those who are teacher-students, despite these, their majority would choose this profession.

The analysis of freetime activity

In accordance with the culture of our age, it is typical for students to have a modern, social, youthful structure-activity. Among them we have ranked: reading, sporting, dancing, going to the cinema, listening to light music and activities connected to the computer ($\sum_{\text{nurse}}=158$, $\sum_{\text{teacher}}=178,3$).

It is not typical to have a traditional cultural activity, that is: going to the theatre, going to light or classical music concerts ($\sum_{\text{nurse}}=2,2$, $\sum_{\text{teacher}}=4,9$). The results indicate that the two student-groups are not sharply isolated from each other. A sharp, significant difference cannot be found.

The professional future plans of the students

More than three-quarters of professional nursing students would like to find employment in their acquired profession. The most preferred area is the traditional bed-patient supply, which is similar to the results of other kinds of research, but basic provision and domestic health care were present in the answers.

Following Hungary's joining to the European Union (1st of May, 2004.) the strongest motivations are learning a language in the case of foreign employment, improving professional knowledge and yearning for adventures, but material goods are also highly dominant factors, especially in the case of professional nursing students.

Roceach test research

From data we can suppose that the agreement in value systems are due to the influence of generation factors and – school qualification, so the students participating in the sample carry intellectual values.

Super labour-value test

In the case of professional nursing students the highest average rough points were obtained at altruism value-circle. A high order of rank was given for social connections (12,03), self-assertion (11,75) and human value (11,28). According to the order of rank, we can state that the most important values necessary for doing the profession were highly ranked among the students.

SUMMARY

Education, training are the motives of modern societies, they serve as a means of transmitting knowledge, they

reproduce human capital and are motive powers of economy. The acquired school qualification and the obtained profession have an influence on your career. Simultaneously with the highest school qualification, there is an increase in the possibility to be employed for the individual and also an increase in the number of potential jobs to be fulfilled.

Our cross section analysis was done among professional nursing students learning in higher education at the faculty of health, and also among teacher –students. According to our results, among caring professions the strongest professional motivation seemed to be helping people and being interested in the profession. In the respect of population samples, we attributed the bigger role for parents' common education in the choice of a profession rather than for the different qualification of the father or of the mother. It is typical that jointly lower qualified parents' children usually choose the profession of a nurse or a teacher, as college means for them the channel of becoming the intellectuals, joining the cultural values of the world of the intellectuals. Those participating in the education of health science and teacher training find the social honour of their acquired profession definitely low. Despite all these, the majority of nursing students, if they were given the chance to make a decision again, without any negative judgement and despite their professional practice, would choose the same profession.

THE INVENTORY OF MY OWN PUBLICATIONS

Publications linked to dissertation

- **Kovácsné TÁ**, Feith HJ, Balázs P. (2004): The career motivation of professional nursing students and their wastage. *Nurse/ Nővér*, 17: 9-14.
- Feith HJ, **Kovácsné TÁ**, Balázs P. (2005) Female roles in the future prospects of professional nursing female students. *Nurse/ Nővér*, 18: 3-9.
- Feith HJ, **Kovácsné TÁ**, Balázs P. (2005) HEALTH-VALUE? Lifestyle and health behaviour among professional nursing female students. *Health improvement/ Egészségfejlesztés*, 46: 1-15.
- **Kovácsné TÁ**, Feith HJ, Balázs P. Nánási J. (2005) Vol'ba povolania diplomovanych sestier v Mad'arsku. *Sestra* 9: 12-13.
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