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**DEVELOPMENT OF THE STATUS MANAGEMENT
COMPETENCE OF TEACHERS**

Theses of doctoral (PhD) dissertation

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1. Introduction

Today, in Hungary, there is strong segregation in primary and secondary schools of public education institutions, one of the signs being that students with a weak social background are separated and are thus placed at a disadvantage. It is common that for children of undersociated, mostly poor families, the school does not provide the possibility of social ascension, and therefore they suffer a failure and disadvantage because of their origin. The consequence of this phenomenon is that the country is losing many talents that could contribute to the development of the country as an adult (*Nahalka, 2017, 2016; Radó, 2017, 2007*) by the inability of schools to raise and educate children from disadvantaged families effectively.

Even in schools where children are raised together, taught by disadvantaged and non-disadvantaged children, segregation may be present. An example of this is the creation of two (or more) classes with different levels of knowledge (e.g. high-level and catching-up), a study group, where the catching-up class or group is generally a collection of disadvantaged students, which inevitably leads to the creation of inequality of opportunities (*K. Nagy, 2016*).

In order to understand the development of the inequality of opportunities (hereinafter referred to as 'unequal opportunities'), scientific research offers three interpretation models, which are presented primarily by using the study of *István Nahalka (2016)*. The first interpretation model is the *deficit model*, which is most characteristic of the Hungarian pedagogical approach. According to this theory, the inequalities that are important for the school are created because there are children who are already at a disadvantage in public education because of their social background. They have less knowledge, less communication skills, negative behaviors, and inadequate standards for the school. These deficits lead to worse learning achievement and results, stagnation of development, early school leaving. The schools are trying to remedy these disadvantages, organising up-to-date activities for 'disadvantaged' children, but as there is generally not enough human resources to carry out the task, the result is not achieved.

The second theory of interpretation is the *segregation model*. In explaining the development of inequality, this model does not deviate from the deficit model-so it is still children from their family who are at a disadvantage to school – but this interpretation makes the school system responsible for the deepening of differences between students. The theory is that the whole point of school selection is to separate the children of disadvantaged families from the point of view of the majority. As a result, disadvantaged children learn in homogeneous groups in terms of their family background and socialization, there is no traceable positive pattern in their behaviour, learning is often not valuable, but there is no person in their environment that would encourage them in this respect. In this interpretation, the inequality of opportunities is caused by the separation of the children of the two social groups from each other.

The third interpretation model was developed as a criticism of *the latent discrimination model*, the deficit and segregation model. According to the latent discrimination model, children do not come to school with disadvantages, but the system of functioning of schools generates these differences, because public education institutions adapt to the knowledge, communication skills, behavioural forms and standards of children with a good (or better) social background. Children who deviate from this are at a disadvantage because schools are unable to adapt their methods and reduce their disadvantages. According to the latent discrimination model, children from socially disadvantaged, often poor families do not know less about the world but have different knowledge, weaker verbal communication skills than those from a better social background and a more affluent family, which the public education institutions are not prepared to overcome.

Reducing the inequality of opportunities is a difficult task that has to prepare teachers who have the most deficit and segregation models (Nahalka, 2016). They need to be made aware of effective procedures and methods that help to create a co-education of children with a preference for equity¹, which can ultimately be a contributor to social mobility, using the differences indicated by the latent discrimination model. One way to do this is to use a set of methods involving student *status management*. Status management is a pedagogical process or intervention aimed at creating an interaction between pupils from an equal or nearly equal

¹ From the point of view of my dissertation, focusing on the classroom, by fairness, we mean that equal access to the curriculum is provided to all students, that each child is given a good quality, quality education, for which challenging and motivating tasks are available. It is also a sign of fairness that communication between classmates is made from an equal status.

status, which means equal access to tasks ²and, as a result, the opportunity for all children to develop (K. Nagy and Révész, 2019).

2. Problem raising

Status management is a known concept, but few teachers are familiar with the implementation of it, one of the reasons being that at present only a few Hungarian teachers' training institutions exist where they prepare the trainees (or some of the trainees) properly for their application. Among the three stages of teacher training, which are broken down by *Iván Falus* (2013, 2006) for initial training, admission to public education³ and further training for teachers in training, the teacher training is the one that can respond most rapidly and dynamically to the technological development, the changed pedagogical expectations and challenges as a result of social and economic needs, thus offering immediate solutions to the development of teachers (Nagy, 2004; Mihály, 2005).

However, the trainings of higher education institutions are difficult and belated to meet the requirements. This statement is supported by a survey conducted in 2016, where we examined the topics of the pedagogical-psychological module of the Hungarian teachers' training universities. The exploratory study looked for the answer to the dominance of differentiated education in the five most popular teachers' training institutions, the use of cooperative techniques and the preparation for the use of ICT tools⁴. The results indicate that these content is pushed aside from traditional courses and course contents that have existed for decades (K. Nagy and Pálfi, 2017).

We believe that teacher training can make a significant change in a relatively short period of time by reaching a large number of practicing teachers. The question is whether the required seven-yearly training of teachers⁵ is effective, to what extent it contributes to the

² 'Equal access' means both physical and intellectual access. Physical access means that during group work the task is accessible to all students, partners do not exclude anyone. Intellectual accessibility means overcoming language barriers. A student who is having difficulty in communicating verbally should have more detailed explanations to make the curriculum and the task clear to him.

³ The term is used by Ivan Falus (2013) in three of basic, introductory and further training, in which, during the initial training, he means trainees on the pedagogical field.

⁴ With the subjects examined, we wanted to assess the innovative nature of the subject of the higher education institution.

⁵ 277/1997. (XII.22.) government decree on further training of teachers, the teacher's exam and the benefits and benefits of further training participants.

development of the practical work of a teacher, to what extent it affects its pedagogical activities.

In my dissertation I present research aimed at improving the efficiency of teacher training aimed at learning about student status management and thus creating equal opportunities in the classroom and developing the status management competence of teachers.⁶ Just as understanding and commitment to the latent discrimination model that explains the emergence of inequalities requires a pedagogical culture and / or a change of attitude to status management. According to the theory of learning, which is now most adaptive, constructivism, the creation of knowledge is a unique process for all individuals, whether children or adults, and the improvement of the existing design (*Nahalka*, 2013, 2002). On the basis of this finding, further training should have an impact on the personal approach and practical activities of teachers.

The importance of my dissertation is that the publication of the results of the research and its inclusion in teacher training and further training is highly justified because the complex basic program, which currently addresses hundreds of schools and thousands of teachers, developed in the framework of the national pilot project led by the University of Eger, is experiencing difficulties with regard to training, which shows that the majority of qualified teachers. The phenomenon must be addressed by the trainers.

3. Objectives

The problem raised by the dilemma – that the effective acquisition of status management requires further training of teachers, which can achieve a personalised, change of attitude and have a positive effect on practical activities-resulted in the research presented in this dissertation.

The aim of the research is to conduct an investigation with the results of which pedagogical further training can be developed to familiarise the status management, and the acquisition and application of the knowledge of status management can be more effective. In

⁶ As regards the wording of the thesis, it should be clarified that the research process was carried out by a research team, i.e. the findings on joint work are first-person plural. I will describe it personally, but I will present the research in this paper, therefore the references related to the description and description first-person singular use it personally.

order to achieve this, during the research process we identified the factors that influence the decision of teachers on the acceptance and application of status management. Our assumption is that if we know the factors influencing the decision and their impact on teachers, the trainer can provide personalised development during further training, which can lead to a more effective learning of status management for the teacher. However, since the trainer does not have sufficient time to obtain all relevant attributes for personalized differentiation and preparation of the teachers participating in the training, general and accessible information such as the sex, age, qualifications (teacher or school-marm) of the teacher, and the location in the city or village of the school where he/she works. The aim is to provide the trainer with this information in a personalised manner to acquire the knowledge of student status management.

4. Description of the research process

Our research consists of *three pre-emptive research* and a *trial measurement* and *primary research*. In our primary research we deal with factors influencing the future application of status management and their impact on each other, and we examine the moderating effect of the nominal data and variables that can be obtained by the trainers. To do this, we assess primary school teachers, which can be achieved through educational innovation⁷. In order to get to the examination of the factors affecting the decision-making of teachers, we have carried out pre-emptive research, which is necessary to carry out the primary research.

The following is a brief description of these pre-emptive research.

4.1. The first pre –emptive research-training interviews

The first narratives conducted as a background survey were conducted among the trainers who presented the status management. The purpose of the interview was to explore the informational possibilities of the trainers, so the aim was to find out how much information

⁷ EFOP-3.1.2-16-2016-00001 the proposal entitled "Methodological renewal of public education to reduce school leaving without education – introduction of a Complex Basic Programme in public education institutions, methodological preparation of teachers to prevent school leaving without education"

the trainer had on the teachers participating in the training at the beginning of the further training he held.

According to the theory of constructivism, personalised differentiation is essential for the effective teaching and learning of a person to be developed. In order to achieve the effective development of teachers, personalized differentiation, personalization is necessary, and the unit of knowledge to be acquired is adapted to teachers. The problem is, however, that the trainers have neither the time nor the opportunity to know the teachers they have trained to the extent necessary for their individualised differentiated training (in particular with regard to the exploration of pre-knowledge, learning habits, attitudes and views on the subject). Since the aim is to organise effective teacher training, the trainer can rely on the information that he has had the opportunity to obtain until the start of the training.

According to the study, the information obtained by the trainers is the following socio-demographic data: *gender, age, area of education* (what type of teacher) and the territorial location of the school, i.e. whether it will develop *rural or urban teachers*. Although in the absence of time and information, there is no possibility of personalized differentiation for a trainer, in the possession of the available data, further training can be adapted to the teachers participating in the training by making certain aspects of the training more highlighted by the trainer. This is supported by the knowledge of the gender, age, education area and the school's territorial location.

4.2. The second pre-emptive research -training questionnaire survey

The sample of the second pre-emptive research was composed of the trainers familiarising themselves with the status management. The aim of the measurement was to learn about the educational experience of the difference between the effectiveness of the development of the teachers they have trained ⁸on the basis of the nominal variables (gender, age, cultural area, type of school) revealed during the first pre-emptive research. Is there an important difference in research between groups created according to nominal variables in terms of preparing them for status management? Responding to this question was the starting point for conducting primary research and providing the assumptions for the research process as a whole.

⁸ The reason is that the trainers form the subjects of the questionnaire survey is that, unlike trained teachers, they are the ones who have adequate background knowledge and are able to make a comprehensive and comprehensive statement about the preparation for status management.

The measurement was carried out in the course of the training courses providing information on status management by means of an online questionnaire. In response to questions to be decided, the trainers indicated their experience with the development of teachers divided into groups based on nominal variables. The groups set up are women-men; under 35 years of age, between 35 and 50 years of age, over 50 years of age; teachers-teacher-marm; rural-urban educators.

Summarising the results of the training questionnaire survey, it can be concluded that based on the experience of the trainers who know about the status management, there is no significant difference between age and the type of municipality of the school in relation to the attitude of teachers to the status management. In terms of gender differences, training experiences are already divided, while teachers and teacher-marms are thought that teacher-marms are more accepting and more inclusive regarding new knowledge.

4.3. In the third pre-emptive research, Trainer open questions in the investigation

The third pre-emptive research was a qualitative study carried out among the previously surveyed trainers, in which we examined the training experience using an online questionnaire of open questions. The aim of the investigation was to explore the factors that influence teachers on the knowledge and acceptance of status management.

Prior to conducting the investigation, we studied the acceptance model, different, continuously adapted, modified versions of the Technology Acceptance Model (TAM). TAM is a widely accepted and applied model for measuring acceptance against a new knowledge/device/technology. The data that are relevant to our primary research were derived from the factors of the modifications of the TAM, i.e. the factors influencing the acceptance of teachers, the effects of which are examined in our research.

The experiences described by the trainers have been qualitatively analysed with the help of a category system prepared by ourselves. After encoding and analysing responses, the following factors were identified: *perceived utility*, *perceived simplicity of Use*, *attitude*, and *self-efficiency*.

The majority of the trainers reported negative factors affecting teachers in relation to the future application of status management. These relate primarily to the lack of time and

assets and the lack of management support, as indicated by the teachers to the trainer. As a researcher of the subject, as a trainer and as an employer of the method, I note that the application of status management is not conditional on the existence of time, instrument or professional support. The status management requires an open, accepting approach from the teacher, which does not require the above-mentioned external assistance (time, instrument, professional support). However, as a significant proportion of the trainers experienced this in the course of their training with teachers, this factor (help) was also included in the elements to be examined. On this basis, we added another factor (*perceived usefulness, perceived simplicity of Use, attitude, and self-efficiency*), which we have summed up as *obstacles*.

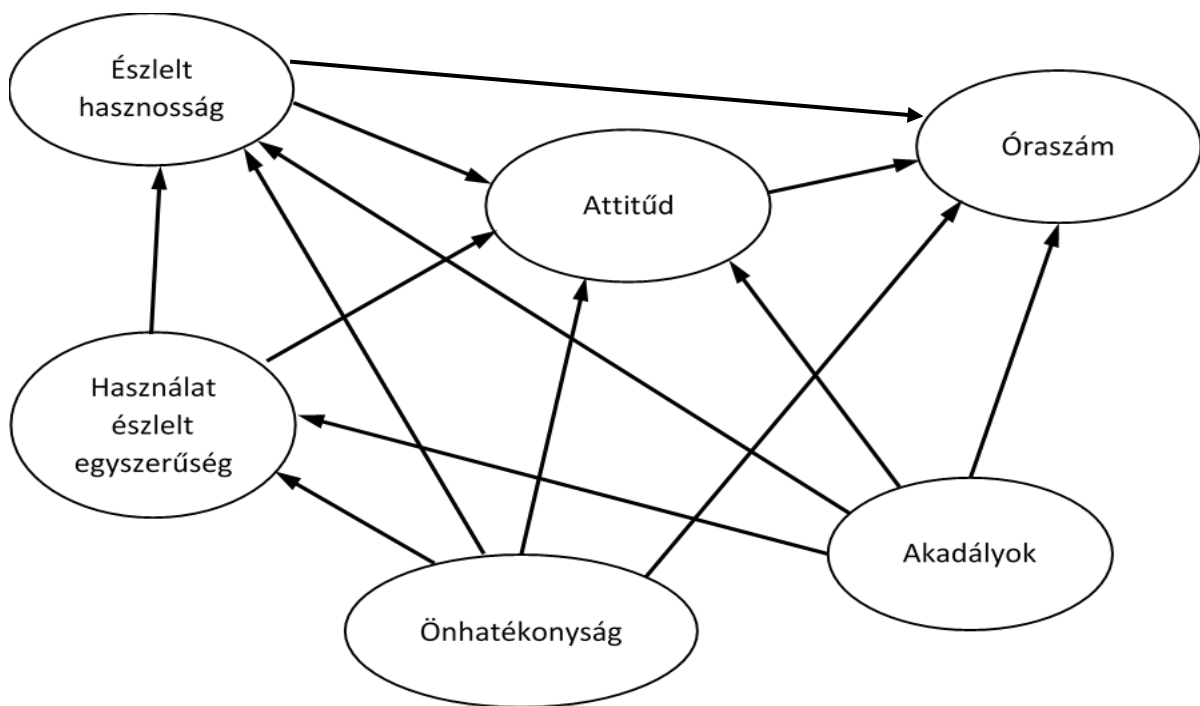
The third pre-emptive research was significant for primary research because in this study the factors that can be identified by examining the impact of which can be found how the trainer can better prepare teachers for the application of status management.

5. Test measurement

In the following sub-chapter, I shall describe the process and results of the test measurement.

5.1. Test measurement

Significant links between previously identified factors (latent variables) and their strength are detected during the test measurement. In order to achieve this result, we perform a PLS road analyzing. PLS road analysis works with internal and external models. The internal model consists of the links (paths) between factors and them, while the external model consists of so-called indicators, which are the statements of the questionnaire related to factors (the questionnaire statements are presented in the presentation of the measuring instrument). The *test model* used for the test measurement describes the *assumed* relationship between factors.



1. test model used for the test measurement

In the test model, the "number of hours" factor, which is the actual application, is displayed in addition to the previously detected factors. We asked the teachers in the sample how many KIP classes were held after the training. This measure validated the application.

During the design of the test measurement, we decided not to make statements about the use of status management, but about the KIP method. The reason for this decision is that in order to assess the actual application, we needed the number of hours organised according to the KIP method, which validates the application. It is not possible to assess this in relation to the application of the status management by asking since if the teacher does not apply the status management properly, even if he/she confesses that he/she is using it, he/she does not have an effect with it. In addition, the procedure for status management is difficult to take into

account, it is difficult to judge when it is applied by a practicing teacher. Like praise, there's no record of that. While this validation can be made more easily in relation to a method, as documentation is also produced in institutions familiar with the KIP method and applying it later, teachers are required to indicate it in their own syllabus.

Among the paths included in the test model, we look for those that show significant links. Significant links received after data analysis will be included in PAM, the significance of which is that in primary research the relationships obtained here will be analyzed.

Previous research (*T.*) to establish the relationships in the test model Nagy and Bernschütz, 2017; Kovács and Bodnar, 2016; Lee, Kozar and Larsen, 2003; Davis, 1989, 1986).

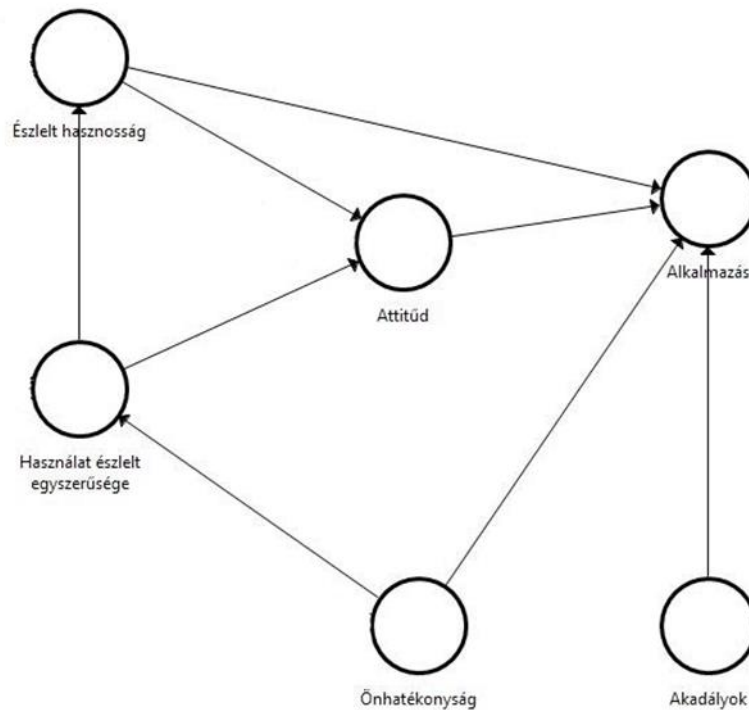
5.2. Demonstration of the test result

Until this part of the research process, the nominal variables (gender, age, cultural area, type of school) were detected, and the assumptions about their moderating effect were identified. Factors affecting teachers' decision to apply status management (*perceived usefulness, perceived simplicity of Use, attitude, self-efficiency, obstacles*) have been identified.

In the assessment of our primary research, we will examine the dominant role and impact of these factors on each other. In order to do so, it is necessary to explore significant links between factors. We set up a model by analyzing the results, which describes the factors and the significant links between them, and on this basis, we can analyze the data of our primary research. This model will be called PAM (Pedagogical Acceptance Model), which will be an innovative acceptance model based on the model of TAM for the pedagogical environment.

5. *Figure* shows the PAM model, which is described in our primary research on significant relationships between factors. The model shows significant links between the factors previously identified and those to be examined in our primary research. *Perceived utility* and *perceived simplicity of use* have a positive influence on *attitude*, which has an impact on actual *use*. Based on previous research, it can be concluded that the *perceived utility* alone has an impact on the *application*. The results of our test show that *self-efficiency* has a positive impact on perceived simplicity of Use and on actual application. The factor

identified as *obstacles* has a negative effect on the *application*, but the results of our investigation show no impact on the other factors.



2. Figure 1: PAM

6. Primary research

In our primary research, we examine the factors influencing their decision to apply status management, their impact on each other and the moderating role of nominal variables through a survey of more than 527 teachers.

Prior to conducting primary research, the training of teachers carried out in the months of May and June 2018 is an important step. One of the further training courses aimed at the introduction of the complex basic program was the DFHT-KIP training, within which teachers learned about the importance and possibility of applying status management through the KIP method. The 20 contact hours were followed by an online unit of 10 hours, during which teachers were self-developed using online materials and lessons recordings. In addition to participating in further training, the condition for continuing training was to prepare a task illustration certified by the trainer.

The questionnaire used for our primary research was sent out in October, one month after the start of the school year. We waited this time to give teachers the opportunity to test the status Management in their pedagogical environment, to experience its benefits, its application difficulties, to observe its impact on their students. The experiences gained during this period helped teachers involved in our research to provide relevant responses to the application of status management.

6.1. Presentation of results

In summarising the results of the PLS road analysis, it can be concluded that in the case of 527 teachers we surveyed, *self-efficiency* and *usefulness* are the most dominant in the future application of status management, and their strengthening must be borne in mind by the trainer. The *obstacles* we measured and the *attitude* factor had a weak impact when the application was made.

Summary of the results of the multi – Group study (MGA-multi -group analysis):

- In the case of men, the *usefulness* factor is more dominant than in the case of female teachers, while in the case of women, although not significantly, attention is needed to strengthen the *simplicity of Use*.
- Among the factors influencing the use of status management for teachers over 50 years of age, *self-efficiency* is the dominant factor, which needs to be confirmed.
- In the case of teachers, it has been shown that *attitudes* and *self – effectiveness*, compared with teachers, are most affected by the decision to apply status Management in the future.
- In the case of teachers teaching in urban schools are influenced stronger by *attitude* factor, the factor of *self-efficiency* needs to be confirmed for the purposes of applying status Management in the future.

7. Conclusions

In our primary research, the impact and the dominant role of factors affecting the future application of the status management revealed during historical research and the moderating impact of the nominal variables was examined. The main purpose of our research was to learn more about the decision-making of teachers through nominal variables in relation to the future application of status management. By analysing the results obtained, we hope that the optimization, development of the information on status management, through the possible restructuring and emphasis of certain thematic elements of the further training on status management.

At the beginning of the further training, the trainer must make an immediate decision on the structure of the further training, without having sufficient information on the teachers to be developed by him. However, as soon as you start further training, you will get an idea of the composition of the teachers. In the following We offer proposals based on the research we have carried out which give the trainer a conscious choice based on the composition of the teachers alone.

I shall make the proposals by separating the factors and the thematic units affecting them and assigning the nominal variables to them.

7.1. Usefulness

Based on the results obtained during our research, it can be concluded that the *usefulness* of status management plays a dominant role in the decision on the future application of status management for *male teachers*. In the following, I highlight the thematic units of further training, which underline the development of male educators can become more effective.

If a significant number of male teachers are present in the further training, it is necessary to strengthen the theoretical part and the simulated lesson organized according to the KIP method from the first thematic unit of further training (*pedagogical cultural change*). During the theoretical part, the teacher gives a short lecture on the creation of a fair classroom and the use of the KIP method using a ppt presentation. This component affects the usefulness factor of teachers. During the simulated class, teachers experience status management as students, so this also shows its usefulness. The strengthening of these two thematic parts in the case of men promotes the likelihood of future application of status Management in a positive direction.

In the second thematic unit (*strategy*), the schedule provided in the *training manual* shows that it is possible to keep and organise repeat simulated hours "*on demand*". Of course, the teacher can decide to keep this on the basis of asking the teachers involved in the development whether they want it, but, based on the results of our research, he can also decide that if there are more male teachers or a significant proportion of them, it is advisable to increase the usefulness factor, and therefore he decides to take more time.

In the third thematic unit (*opportunities for developing pedagogical competencies*), the trainer will engage in a professional discussion on the impact of the status of students, the management of under-motivation, the resolution of behavioral problems. In this conversation, the trainer also reveals his / her own experience and the views of colleagues already applying status management. For male teachers, the emphasis of this discussion also reinforces the possibility of applying status management in the future.

7.2. Simplicity of use

During the examination of the factors influencing the decision of *female teachers* on status management, it was found that they were affected by the *simplicity of using* status management in the decision on future application. It is necessary to stress that the value obtained is below the threshold of significance, but since it is close to it, it is worth keeping in mind that this factor is worth paying attention and emphasis when developing female teachers.

The decision of female teachers on status management can be moved in a positive direction if the analysis, elements, and rules of the task illustrations used in the second thematic unit of further training (*strategy*) during the lessons organized according to KIP are made, and the idea of preparing this is underlined. The trainer will then provide teachers with an overview of the role, impact, mandatory elements, and examples of appropriate innovative tasks used in KIP. This part of the further training can strengthen the simplicity of use, which has a positive influence on the decision of female teachers to apply.

In the same thematic unit, teachers are assisted in how they can start implementing KIP, and therefore status management, at institutional and classroom level. The discussion of this can be reinforced by the simplicity of the use of female teachers by answering questions raised.

Although it is no longer a contact clock unit, the E-learning course is important to confirm simplicity of use. On the accessible online interface, teachers can access ideas to edit task illustrations, watch videos about effective status management, for which they can consciously self-develop through an observation line. Online self-improvement reinforces the perception of the simplicity of using status management. The more positive examples of the use of status management, the more innovative job illustrations they read, the easier they see the status management as feasible, thereby increasing the simplicity of use. This could lead to an improvement in the likelihood of future use for women.

7.3. Self-efficiency

Based on the analysis of the results of our primary research, we have determined that the self-efficiency factor has the most impact in three separate groups: for *teachers over 50 years of age*, for *teacher-marms of lower classes* and for *teachers in the city*, this factor is more dominant.

In the second thematic unit (*strategy*) of further training, the work illustrations previously known are prepared, edited, and co-conceived, either in groups of literacy or sympathy or as independent work. The teacher encourages teachers to try to create tasks that involve the possibility of status management. With this professional support, the teacher strengthens the self-efficiency of teachers. On this basis, our proposal for the trainer is that if the majority of teachers he/she develops are over 50 years of age or teachers rather than teacher-marms in the given further training course, or teachers-teacher-marms working in the city to be developed, it is appropriate to focus on the preparation and construction of task illustrations or even more time.

The e-learning part mentioned in the simplicity of use factor also strengthens the self-efficiency factor by using online self-improvement and by studying available on this internet interface, so the possibility of online learning is also of paramount importance for these groups.

7.4. Attitude

Although the result of the PLS road analysis showed that attitude has a weak impact on the decision to apply status management in the future, when comparing groups based on nominal data, we obtained the result that attitude affects *rural teachers* more strongly than teachers in urban schools.

In the first sub-unit of the further training (*pedagogical culture change*), the teacher starts the development with an introductory conversation to explore and discuss problems, successes, failures in the classroom. This conversation affects the attitude of teachers, but it is not directed directly to the status management, but it is mentioned/can be mentioned by revealing the views of teachers and presenting the experiences of the teacher. The first simulated KIP class is also organized in the first thematic unit, which – bypassing the class as a student-has a beneficial effect on attitude, so the decision of the rural teachers on the future application of status management can be moved in a positive direction.

In each unit of the further training, there is educational situation role-playing. The importance of these is that with their knowledge and use in classwork, teachers can sensitize their students. They can help lead them to effective co-operation, to help each other. In further training, these playings appear as a simulated lessons, so that teachers first learn about them from the role and perspective of the students, and then the professional discussion about the effects only takes place afterward. The presence and conduct of these games also strengthen attitude, their emphasis is significant in the case of village teachers for the purpose of the application.

In the second thematic unit (*strategy*), as mentioned in the case of male teachers, the trainer decides to keep the "On Demand" repeat simulated class. If the teacher develops rural teachers in the majority of the training course, we recommend that the repeat simulated class be held.

In the third unit (*opportunities for developing pedagogical competencies*), the trainer will open an informal discussion on the importance of positive reinforcement, status management, the resolution of students ' undermotivation, and behavioral problems. Since then – besides usefulness-attitude is strengthened, it is more important for rural teachers, we recommend emphasising it.

8. Summary and follow-up

Our research focused on the examination and deeper analysis of the decision taken by teachers on the future application of status management. We have revealed the experiences of the trainers who familiarize themselves with status management in relation to the transfer of status management. We learned about the influence and dominant role of factors influencing the decision of the teachers in our research. We explored and examined the moderating effect of the groups created on the basis of the nominal data obtained by the trainers, and analysed the differences between them, focusing on factors influencing the future use of status management. We have made suggestions to improve the transfer of status management through the information and data obtained.

In addition, our aim was to introduce and test a method of analysis, a statistical procedure, which could help us get to know the decision of teachers on the future application of status management in our new knowledge research. Further research is carried out by a deeper understanding, analysis of the factors we examine, or by conducting factor-specific studies. The obstacles examined in our research, which we estimate have had a weak effect on the application, would require a deep, comprehensive study aimed only at detecting and possibly remedying inhibitory factors. The calculations used in our primary research can be further shown on a larger, representative sample. In addition to the factors treated at the center of our research process, the examination and analysis of other influencing forces may also have significant potential. Further research on the knowledge of teachers ' decision-making could be carried out through the further development of another method or procedure, which could also be significant for the development of educational science.

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