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STUDENTS ORGANISATIONS COULD HELP INTEREST, ACHIEVEMENTS AND SUCCESS OF ITS MEMBERS

Abstract: This research – which is done at all the Faculties of our University of Applied Sciences, Budapest Business School - is based on a long-term study which aim is complex. On one hand, we would like to observe the motivation of students in colleges for advanced studies and analyse motivations to find out how we can develop their commitment for the organisation. On the other hand, we are searching for answers, how can we recruit new potential members and what kind of professional or scientific lectures and courses they are interested in. Study programs are short at the University, and first year students rarely take an active part in this organisation, so the changes are very frequent. It is the same situation at the other faculties, too. The advanced study program is planned for every semester. Year by year it is needed to renew the membership, and the leadership who give directions to the organisation. We would like to support this important aspect as well in our study, and to support the members and the leadership of the organisation in how they can work more effectively as a manager after their studies. We would like to analyse the expectations of the members, our university, and of the stakeholders, too. We observe how the organization can take part in the academic reinforcements in the future.

We started research with constructing a relation- and sensitivity map to find out the connections inside and outside these student organisations. For this study, the used methods were a questionnaire survey with the members, and a focus group interview with the leaders of these organisations. In this questionnaire, we asked about students' social background, joining motivations and scientific activities. We conducted focus group interviews to find out their expectation for the organisation and the members. Further research could be done to find out the expectations of the stakeholders, the University and each Faculty of these student organisations.

In order to help development of its talented members, colleges of advances studies need to receive an image of effects of structural changes in the organisation, or of the expectations. They have to organise the community as a big team who likes working on projects together, and a study program of its members interest, also to inform them about possibilities of doing scientific work, taking part in training and competitions, in order to keep the high level of the scientific values. Beside the leader team, it is important to know how they can find new proactive members for the colleges and how to support them during and after the University studies. These were all important aspects of our study.

Keywords: advanced studies, expectation, motivation, student organisation, values

1. INTRODUCTION

As being students and professors at Budapest Business School and as being members of the Colleges of Advanced Studies, we were always interested in the structure of the organisation especially of the management in every four faculties, leaders' expectations of the members, and the leadership towards each other, and themselves. Budapest Business School has four colleges of advanced studies, one at each faculty, three in Budapest, one in Zalaegerszeg. We noticed that the management puts the emphasis on the community from the professionalism. We thought to find a solution to this and needed to understand the underlying causes. That is why we started this research about the management and the expectations of the leaders. We formulated three hypotheses on the topic, which could help us to find the appropriate solution to the problem mentioned above. These were the following:

1. The members of the colleges of advanced studies identify the organisations as professional not communal.
2. The most important expectation of the leaders from the members are the efforts to maintain the organisation and its efficiency.
3. The most important expectation of the members from the leaders is the opportunity to the professional improvement.

2. COLLEGE OF ADVANCE STUDIES

When we think about colleges of advanced studies, we may define it as if the college of advance studies is an autonomous institution that provides high-quality professional training; community building which goal is educating intelligent intellectuals who are sensitive to social problems.

The Hungarian colleges of advanced studies form a special segment of our higher education system. They are often classified as elements of talent management system and are sometimes referred to as part of the civil sphere. They are an area of knowledge and skills that can be developed through educational activities; usually include professional competences appropriate to the educational field of the institution. Another is the field of skills developed by the „existence” in the college as communication, management skills, and the skills needed to make decisions for example during banking simulation competitions.

In general, interview experts had been identified primary to find talented students, developing their talent and skills and balancing the chances of the students with social disadvantages in higher education which role is interesting as seen in the tutor system. Although the existing Higher Education Law provides an opportunity to develop a tutoring system, universities have rarely used that (ADITUS, 2011).

Generally, we may say that there is not a national talent management strategy in Hungary and unfortunately, at universities we have encountered few truly integrated systems. With its full informality, the Hungarian college of advanced studies movement is unique while many other forms of elite training have developed in European and American education systems. Hungarian colleges of advanced studies have many common features with British elite colleges, French grand école societies and organisational units of elite universities. In Hungary, talent care has been the focus of colleges of advanced studies, while abroad is often referred to as broader elite training (Feledy et al, 2014).

The second part of XX. decade in the philosophy, biology, psychology, education, economy and in the sociology appeared the question of motivation. In different fields of science tried to draft a definition that involve control elements of scientific and daily activity of the behaviour of humans and the question related to taking leadership in an organisation.

A hypotenuse theory was not born but an agreement took shape in connection with the fact that „the question behind the concept of motivation is what moves it how the human act” (Reisz et al, 2008: 245). In a multidisciplinary definition like this, considering that that definition can be diversely interpreted to review meaning interpretations that often appear in the literature apart from area of science.

We may say that the internal tension that encourages people to take a step up in the professional ladder often appears in human behaviour. The meaning of the term learning motivation is very complex and cannot be classified in a simplified conceptual framework. In addition, the definition highlights that the individual has an outstanding role in this process because he/she is an active participant in the learning process (Péter-Szarka, 2010).

Réthyne (2001) distinguishes the four levels of the learning motivation: the interned (intrinsic) and the exterior (extrinsic) motivation and between these two the prestige motivations.

When the motivation does not only come from his/her assertiveness but from the desire of acceptance by the environment then we are talking about prestige motivation. This is a type of motivations rarely mentioned between intrinsic and extrinsic motivations. We may say that taking part in the management could involve extrinsic, intrinsic and prestige motivations as well. Understanding the members' motivation is a key element in the organisation because they are the basics of a successful management. There were lots of studies related to motivations in these student organisations but the expectations of the members to the management, to the organisation and to each other was not previously researched. That is why our hypothesis are based on logical thinking.

2.1 The Maintainer and financial structure in the organisation

These student organisations are divided into three large groups according to their maintenance structure. The most widespread form of maintenance when a maintenance institution is a (state or church) or higher education institution. Most colleges also belong to this group. Currently, faculty colleges operating at the university are also included in this group. The other two are when the maintainer is an organisation separate from the university and when the college operate in the form of an association as a public benefit organisation.

Dependency relationships of colleges appear in four areas: the regulation when the college of advanced studies is organised as an organisational unit of the university, the housing that is not relevant to the Budapest Business School's colleges of advanced studies, financing - if the college is an organisational unit of a higher education institution then it is managed within the given university's budget-, recruiting- if the college belongs to a particular higher education institution it is quite evident that the majority of its members will be out of this institution (in this case we may talk about symbiosis rather than dependence.)

2.2. Achieve management efficiency and sustainability with understanding applying motivations to colleges of advanced studies

To maintain sustainability and an efficient management we need to understand the applying motivation of the current members of colleges of advanced studies. Among the student organisations, in the college the members receive benefits through their group membership. Because of its profile, only those apply to the organisation who are dedicated, aspiring to professional development and they invest time in expanding their knowledge and horizons.

Based on the Szilágyi and Duráczky's questionnaire (2018) and two other surveys (Hungarian Youth Research 2016 and Active Youth 2015), the authors analysed the applying motivation and social background of the students as well as their correlation.

The social background was determined based on four factors: parents' education attainment, place of residence, employment and foreign language skills. The primary motivation for applying for colleges of advanced studies was measured by pre-defined response options, which included increasing professional knowledge; building professional relationships; solving housing; community and programs; leveraging talent; improving university learning outcomes; scholarship opportunities; teacher recommendation; student recommendation; improving their situation in the labour market. More than a third of their respondents have chosen to increase their professional knowledge and almost fifth have chosen the community and programs as their primarily applying motivation. The other two frequently chosen motivations were building professional relationships and solving the housing situation. Building and managing professional relationships was important to the responders so we may say they take care about their professional life during their studies.

3. METHODS

3.1. Focus group

To understand the structure of the examined organisations, we organised a focus group discussion. In the discussion eight participants were invited, two leaders from each college of advanced studies. The main topic of the discussion was how they operated and what their expectations are from the members. The discussion took place in the focus room of the Budapest Business School and it was led by the principal researcher.

The first part of the discussion involved the talent care and the role of colleges of advanced studies in finding talents and maintaining talent care. Other issues concerned the possible expectations of outer organisations (the head of the university, companies, lecturers, students) both from the members and the leadership of the organisations. Then the main question was discussed that was about their expectations of the members and the leadership towards each other and themselves. By the answers of the participants, a questionnaire was put together on the issues above. Several other topics, not strongly connected to our research, were affected in the discussion like the Conference of Scientific Students' Associations and the role of the leadership of the university in talent care as well.

3.2. Questionnaire

The first question of our questionnaire asked the respondents' student organisation to make sure that only those filled out the questionnaire who were members of college of advanced studies at Budapest Business School. After the starting question, there were thirty-nine other questions. The first block of the questionnaire asked about the students' personal data, social background and collected information about their studies, such as the beginning of the training and their grade averages. Then the questionnaire asked about their scholarly performance and scientific achievements they have made while being members of the organisation.

The following part measured the motivation of the application and of the activation connected to the colleges of advanced studies. The first question of the next section was an opened question that asked about the first three things they associate on college of advanced studies. Based on this question we could build a model, which shows how the students' think about their own organisation in each faculty. After that, the respondents had to answer a onetime and a multiple-choice question about their applying motivation and rate twelve statements to measure their motivation of the activities connected to the college of advanced studies. The first two questions and possible answers were adapted from a former Hungarian research (Szilágyi and Duráczky, 2018) and the statements were adapted from the Academic Motivation Scale (Vallerand et al, 1992; Tóth et al, 2018). The last question of this section was about the benefit that the members of these organisations got from the membership of their college of advanced studies. In this multiple-choice question, they could choose from the same twelve answers as in the questions about the applying motivation. These were the following: increasing professional knowledge; community and programs; participation in competitions; scholarship opportunities; leveraging talent; teacher recommendation; student recommendation; building professional relationships; maintaining a leader position in professional life; opportunity to study or work abroad; improving their situation in the labour market; participation in organising programs.

The following section was one of the most important from our point of view. There were thirteen questions about the students' scholarly performance. They were asked about their professional performance like taking part in competitions, researches and courses, if they participated in Scientific Students' Association, how many scholarships they won. By using linear scale, we could measure the respondents' contentment with their own professional performance and participation in social life during their stay in the organisation. These could be filled out quickly and gave us an accurate representation of the results and activities of each organisations.

The last block – which is the most important in our point of view – was about expectations of the members and the leadership towards each other and themselves. These questions were formulated based on the results of the earlier mentioned focus group. After the questions that asked about the members status (leader, former leader and others) there were questions about the expectations of the members and the leadership towards each other and themselves. The leaders had to fill out a multiple-choice question about their expectations toward the members. The possible answers were the following: active participation in the university's events; the knowledge of the rules within the organisation; a dignified representation of the college of advanced studies on professional programs; the active participation in the committee work; active participation on the social events and programs of the organisation; aspiration to maintain and operate the organisation effectively; promoting the organisation among students and lecturers; contact with the corporate sector. The members could choose three of the following possibilities about their expectations to the leaders: opportunity to develop professionally; professional programs; social programs; the possibility of developing personal competencies; supporting participation in professional-scientific life; to provide a forum for speakers in matters relating to the college of advanced studies; information flow on internal operation and events; an overview of managers' activities; contact the leadership of the university. After these, the last two questions were about the about the relationship between colleges of advanced studies in each faculty.

3.2.1. The measurement of how the respondents think about their organisations

To measure how the members of the colleges of advanced studies think about their organisations, we divided the answers into four sections: individualism, collectivism and professionalism, community. Then we observed how the answers of the sections fit to each faculty, we counted an average, and the results were placed in a coordinate system. The X-axis was for the pair of the individualism-collectivism and the Y-axis was for the pair of the professionalism-community. If we have two positive data in both axis, we may say that the professionalism in the faculty is more important than the community programs, but the members would like to reach the appropriate professional level in a team. If we had two negative data, we may say that community programs were more important than professionalism in that faculty and the members would like to achieve their professional goals individually.

3.2.2. Sharing of the questionnaire, and the respondents

The questionnaire was sent on February 26, 2019 to every member of the organisation at every faculty. On 4th March every member received an alert message and every member from the management from every faculty shared a post about it on social media platforms to encourage the members to fill out the questionnaire. It could be filled out from the dispatch time until 8th March. During this time, at least 65% of students from Budapest colleges of advanced studies, but only 15% of students from the college of Zalaegerszeg filled out the questionnaire. We received 70 valid answers from the 88 active and passive members. The questionnaire was self-filled, secret and voluntary, therefore we needed to count with self-selection bias during the evaluation of the results, however we think valid conclusions can be drawn from the acquired data.

Besides the questionnaire, we organised a meeting in the form of a focus group where two leaders were invited from every faculty. We asked their opinion about the university talent care what their expectations are from the members and from the organisation. We also asked them about their plans and their collaboration with each other. We would like to be informed about the weaknesses of their organisation and we expect solution proposals for those problems.

4. RESULTS

4.1. The role of the organisations in talent care, expectations and benefits

Based on the mentioned focus group discussion we can say that the structure of the colleges of advanced studies are similar except in Zalaegerszeg. While the three colleges in Budapest have permanent members, elected leaders and requirements to members, in Zalaegerszeg they are happy if someone participates in a competition or on a non-mandatory course. This could be because they launched the organisation only a few years ago while the other organisations are functioning since the end of the twentieth century.

In the first part of the focus group discussion, the participants discussed that the colleges of advanced studies are key actors in talent care because the organisations and its members are one of the most important mediators between the university management and the students in terms of academic activities. Usually the leaders -especially the student president – of these organisations are the keys to the efficient communications. During their activity, they can make valuable contacts and links both to the professors, other student organisations, companies, leaders of the universities and students as well.

After they discussed the role and importance of the colleges of advanced studies in talent care, another topic came: the leaders' role to maintain the organisation and motivate the members. They agreed that the student leaders' responsibility is to give every opportunity and support to the members to participate in courses, competitions, conferences and take part of organising inner programs. Despite of this, it was unexpected that when they had to characterize the organisation, they mentioned words community, team, active, innovation, motivation, opportunity but they did not say anything scientific or professional like conferences, science, competitions or contacts.

The next part of the discussion was built to the problems what the participants see in the organisations. In each faculty, they said something else, like the obscurity of the organisations at the university, bad communication inside the organisations, lack of money, lack of the member's motivation and the low level of the activities. The last one is one of the keys when we were talking about extra-curricular activities, but when the members have to work while studying it is hard to conclude whether they do not want, or do not have time to participate in these activities, research work and courses.

In the last part of the conversation they did not agree in one question, which is the following: Whose responsibility to motivate the members to be not just an active but also a proactive member of the organisation? It is his/her, or the leaders responsibility; and if it is the second one, how can they help them. This is one of the main questions, which we would like to find out in the near future.

4.2. Communal and professional orientation of the members

In our point of view, in order to take a leadership position, it is important to be able to work in a team, to encourage the others to do their best in the organisation and to broaden your mind with professional knowledge. That is why we put the professionalism (X-axis) and collectivism (Y-axis) to the positive sides in the coordinate system.

According to the diagram, we may say that at the faculty of KVIK, the members would like to achieve their goals individually, and they prefer community programs more than the professional ones. The other three faculties would like to get the professional knowledge from the organisation at first place, but they also like to use that individually. We may say that the results did not meet with the previously mentioned criteria of taking a leadership position so every faculty need a change in this case because every new member need assistance from the elders. But if the elder members would like to achieve their professional goals individually then there is not any opportunity for the new members to learn and to be able to take a position in the management.

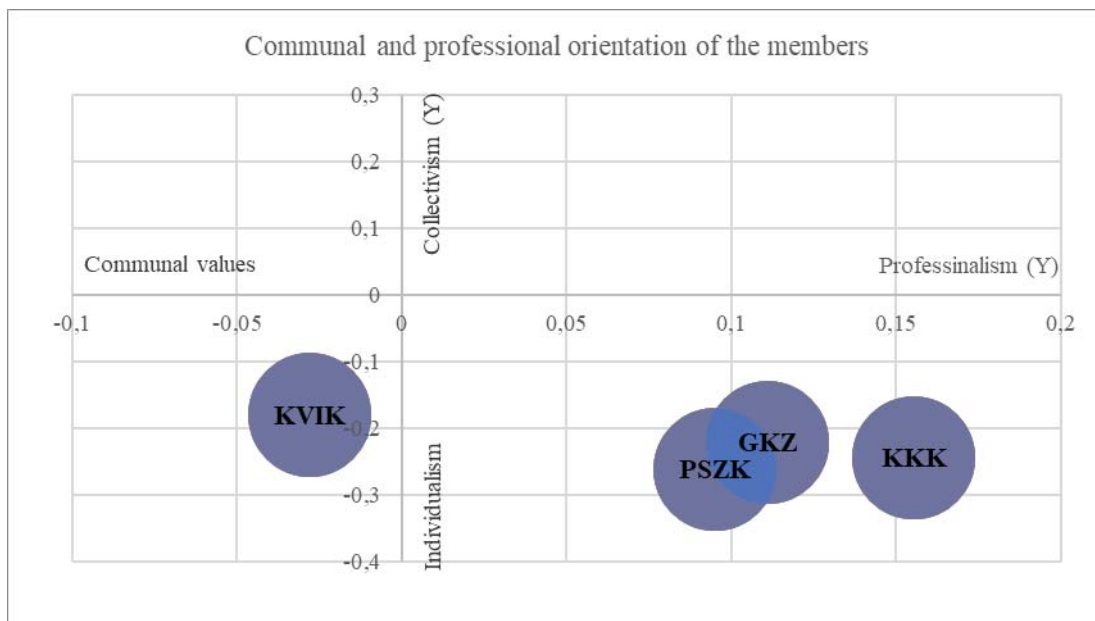
Table 1: The measurement of communal and professional orientation of the members, collectivism and individualism

Faculty/Coordinates	x ₁ (communal values)	x ₂ (professionalism)	y ₁ (collectivism)	y ₂ (individualism)
GKZ	0,333	0,222	0,0247	0,333
KVIK	0,208	0,236	0,139	0,319
KKK	0,444	0,289	0,044	0,289
PSZK	0,298	0,202	0,083	0,345

Source: own compilation

According to the diagram (Picture 1) we may say that at the faculty of KVIK the members would like to achieve their goals individually (-0,18), but they preferred community programs more than professional programmes (-0,03). Because of the results we may say that at the faculty of PSZK the individualism had the highest value (-0,26) among Budapest Business School faculties but despite of the tendency of KVIK, at the PSZK they preferred professional programs more than community programs (+0,09). According to the results we may say that at the faculty of GKZ, members would like

to achieve their goals individually (+0,11). In addition, observing the faculty of KKK we may say that the members preferred individually thinking (-0,24) and they expect professional programs (+0,16) from the organisation. We think that in order to obtain the sustainability every faculty need a change because every new member need assistance from the elders and if the elder members would like to achieve their professional goals individually, then there is not any opportunity to the new members to learn.



Picture 1: Communal and professional orientation of the members by faculty
Source: own compilation

4.3. Expectations

4.3.1. Social background

We examined if there are any correlations between the respondents' social background and their motivations and expectations to each other, but there was none.

4.3.2. Expectations of the leaders from the members



Picture 1: The leaders' expectations from the members (%), N=70
Source: own compilation

The results (Picture 2) show that the most important expectations of the leadership is the participation of the members in community programs organised by the college. This was the only item achieving a three-fourth majority (76,2%). There was another item chosen by more than seventy percent, which is the appropriate representation of the colleges on professional programs (71,4%). These two results verify our assumptions that there was a change of values of the organisations, namely the community values have out ruled the professional side. There was one more question with answers achieving over two-third, members are expected to actively participate in the committees' works (61,9%). The committees play a key role in the college's life, but it is not obligatory to be a member of a committee in all of them. Slightly more than the half of the leadership expect the active participation at events of the university and of the faculty, events participation (57,1%) and the effort to maintain the organisation and its efficiency (57,1%) were also observed. This was chosen by less than 60% of the leaders because usually every organisations' aim to maintain itself. Even less of the leaders chose the "promote to the college professors and/or students" option (28,6%). The less important expectations of the members are the "keeping contact with the companies" (9,5%) and the "knowing the inner rules of the organisation" (4,8%). This last one is unexpectable because the main values and aims of the organisation and the members' rights are written in that. Totally, we can say that the most important expectation from the members is the representation of the colleges and the participation in inner community programs. This could be one of the causes of the organisations value-change from professional to more communal.

4.3.3. Expectation of the members from the leaders



Picture 3: The members' expectations from the leaders (%), N=70
Source: own compilation

The answers (Picture 3) which we got to the question of the members' expectations from the leaders, shows, that the community programs are important also for the members – it was chosen by 42,9% of the respondents – but these are not the most important ones as in the case of the leaders. The most important thing for the members is to be informed of the internal operation and events. Almost half of the respondents (47,1%) chose this option. Considering that these colleges are professional and scientific organisation it is not surprising that besides the last two, the expectation of having professional programs (37,1%) and the expectation of the opportunity to improve our competences (30,0%) has been chosen by more than the third of the respondents. The two next options are more individually than communally important things. More than one-fourth of the members expect an opportunity to improve his or her competences (27,1%) and a bit less of them expect the support of their participation in professional activities (22,9%) for the leaders. All four colleges are maintained and supported by the faculty, it is interesting that only 12,9% of the members expect from the leaders to keep in touch with the leaders of the university. This can suggest that - since the most expectable things are the information about the operation, - the members do not know how exactly the organisation is functioning. Summarizing the results, we can say that one of the problems in the organisations besides the lack of professional and scientific needs is the lack of how these organisations are functioning.

4.3.4. Other correlations

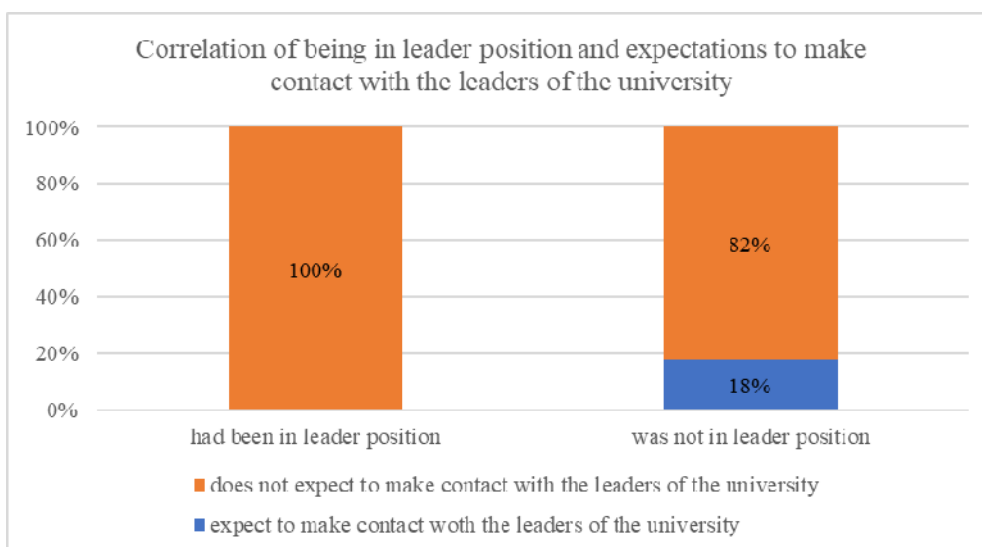
We have compared the expectations from the leaders depending on whether the respondent is a leader now, or was a leader earlier. We found the following two correlations. The first question was if the members want the leaders to organise professional programs (Picture 4) ($p=0,003$; Cramer's $V=0,355$). Ten percent of those answered yes from those who are or were leaders 90 percent said that they do not expect the leaders to organise professional programs. Now let us consider those who were not leaders yet. From this group 48 percent expected from the leaders to organise

professional programs. The remaining 52 percent said no to the same question. That is close to half of the non-leader members who expect the leaders to organise professional programs. This phenomenon might be explained by several reasons. The first one is that the organisation of such a program is time-consuming and requires keeping contact with several stakeholders. The other reason might be that the personality of the actual leaders is closer to the community values and they really do not want to participate on professional programs of the colleges of advanced studies.



Picture 4: The correlation of being in a leader position and expectations about professional programs
Source: own compilation

The next observation (Picture 5) is about the relationship towards the leadership of the university. If we look at the answers to the question on keeping touch with the leaders of the university, it can be seen that those who are non-leaders want a closer connection compared to those who are leaders of the colleges. This question has a special importance because the colleges are sponsored by the faculty and the university in every field. Surprisingly zero percent of the leaders wanted to communicate to the leadership of the university, while 18 percent of the non-leaders wanted the same thing. We find both numbers very low. In fact, the colleges depend financially from the sources of the university, depend on the leaders' decisions and depend on the infrastructure of the faculty like using the advertising boards for their own announcements or the striving to provide housing. This can be explained by the difficulty and discomfort feeling of the student leaders to regularly address the leaders of the university. This argument came up earlier in the focus group discussion as well. The members are not aware of the exact mechanism of the colleges hence they do not see the importance of this question.



Picture 5: Correlation of being in leader position and expectations to contact the leaders of the university
Source: own compilation

5. CONCLUSION

Our first hypothesis that “the members of the colleges of advanced studies think about the organisations as professional and not communal ones” is only partially verified. It held among the students of KVIK college but has been proved to be false in the other three colleges. We have formulated our hypothesis as members of the KVIK college seeing that our members think in this manner. It is very unfortunate that the members of the KVIK college preferred the community values, but on the other hand, it is reassuring that the other three colleges remained more on the professional side. It was also observed that although these colleges are supposed to be based on communal work and communal values, the members look more for the individual possibilities rather than the communal ones. Our research has proved that there can be a danger towards an organisation where the communal side dominates the scientific and professional values and early observation of this phenomena might be an indication for the members and the leaders for the necessity of a change.

The second hypothesis is that “the most important expectations of the members from the leaders are the efforts to maintain the organisation and its efficiency”. This hypothesis was refused. The top expectation was the participation on the community programs, and this item reached only the third place out of eight. The maintenance of the organisation by the members is expected only by 50 percent of the leaders. Considering that this is a semi-volunteer type of organisation, the sustanment of the college should have a first priority.

The third hypothesis is that “the most important expectation of the members from the leaders is the opportunity to the professional improvement.” This hypothesis was also refused. To the question that was asked about the members’ expectations from the leaders this option was not in the three most popular answers. Only 36 percent of the members chose this option, which made this to the fourth most popular answer. The most important expectation was to be informed of the internal operation and events. This confirms that the members are not satisfactorily informed about the organisations’ operation. This means that they do not know what it means to be a college of advanced studies and what way and under what conditions does it operate. They do not even know what leaders are supposed to do to the efficient and sustainable operation of the organisation. It can be said that for the better operation the members should be better informed on the role of the leadership. We believe that with these changes these professional organisations could become more effective and more scientific student organisations.

The extension of this research to well-operated colleges might be an indication on how to run and manage our colleges for an efficient organisation, representing those features that are expected from colleges of advanced studies in a common good sense. After that survey our questionnaire should be regularly filled in, maybe updated in order to observe, predict and maintain sustainable college it’s achieving its own goals.

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