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The Reflection of Covid-19 Distance Education in Health Profession in Czechia: Comparison of View of Higher Education Teachers and Students

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Abstract

The paper focuses on the perception of Covid-19 Distance Education in health care profession in Czechia from perspective of higher education teachers and students. The study answers two research questions: 1) How satisfied were health profession students and teachers with their education during the COVID-19 pandemic? and 2) How did the perspectives on education in terms of methods differ between health professions teachers and students with education during the COVID-19 pandemic? The research used mixed methods research (quantitative survey and focus groups). There is a significant distance between students' and teachers' perceptions of online education and its forms. Teachers see online education less negatively (29%) than students (51,1%). One of the reasons, it was the lack of communication and support from HEIs. Teachers have didactic problems in managing their teaching, especially when they try to activate students. On the contrary students perceive themselves as active, but this does not entirely correspond to the view of their teachers. Students remain more conservative in their perception of online learning. However, student do not perceive any teaching method simple negatively. An exercise followed by simulation teaching and demonstration teaching and lecture are the best rate the form of teaching by students. Teachers rate demonstration and simulation teaching, discussions and exercises the best.

Keywords: covid-19; higher education; health care, online learning

1. Introduction

This paper focuses on the education process of health professional students, specifically general nurses (Quinn, 2000; Freshwater, 1999; Jack et al., 2017) and paramedics (Xue-man, 2006; De Luca et al., 2017) and their teachers (Gillespie & McFetridge, 2006). These professions are classified as health professions (Gelfand, 2013; Kienle & Kiene, 2011) having their place in university education (Pursell & McCrae, 2021). The most common form of graduation is a bachelor's degree, but there is also postgraduate education for general nurses (Gerrish et al., 2003). These professions are undergoing a process of gradual professionalization not only in

the Czech Republic (Swick, 2000; Švec, 2019). Therefore, their education in the university setting is given increased attention and social importance (Board, 1999).

Looking into the research discourse, we can say that the field of health professions education is strongly practice-oriented (Biley & Smith, 1998; Freshwater, 1999; Alinier et al., 2004; Ankers et al., 2018; Bergström & Lindh, 2018). That is, their education can be described as one that is directed towards the realisation of specific skills, a practically oriented helping profession (White & Winstanley, 2014; Svec, 2019)

The situation with the advent of COVID-19 and the closure of universities to teaching has significantly reduced the practical training, simulations and demonstrations in teaching and posed new challenges to the education of the profession. This topic is widely reflected in the literature (Carolan et al., 2020; Dewart et al., 2020; Aslan & Pekince, 2021; Ramos-Morcillo et al., 2020). Our research, however, does not focus on describing best practices or recommendations, nor on issues related to stress, but follows the reflection of student and teacher perspectives on the whole process of transformation and move to online teaching (Subedi et al., 2020; Olum et al., 2020).

What is missing in the research field is not only a view of the national situation associated with the Czech Republic, but also some aspects of the different perspectives on teaching by students and teachers are not sufficiently reflected in the literature. Our study will therefore aim to fill this missing knowledge. The study answers two research questions:

- 1) How satisfied were health profession students and teachers with their education during the COVID-19 pandemic?
- 2) How did the perspectives on education in terms of methods differ between health professions teachers and students with education during the COVID-19 pandemic?

1.1. Health Professions Education in the Czech Republic

The first Czech nursing school was founded in 1874 in Prague and offered mainly short-term, free courses for nurses. In 1881, however, it had to close its activities. Nursing was (until the World War) largely linked to the work of religious sisters, who were educated within religious education systems and mainly by practice. In 1916, the Czech Provincial School for Nursing of the Sick was established at the General Hospital in Prague, combining theoretical studies (first year) and practical training in the hospital (second year). The study is completed by a state final examination. After 1948, the study was conceived as a secondary school course, after 1989 it

was professionalised and specialised within the framework of secondary education. In parallel, there is university study (since 1960 at Charles University). Since 1992, a three-year bachelor's degree has been formed, which has been the basic axis of education until the present day (Kutnohorská, 2010; Vaňková & Bártlová, 2015; Habermann & Uys, 2006). The number of study programmes and places where the field of nursing can be studied is also gradually expanding (currently 13 universities). At seven of them it is also possible to pursue a follow-up master's degree. There are also doctoral programmes linked to nursing or partly corresponding to the nursing profile.

Thus, it can be claimed that the study of nurses in the Czech Republic is developed at the level of secondary and tertiary education (in all three phases of study), we can talk about full professionalization and gradual academic emancipation of the study and its gradual development. There is a long-term trend of professionalization consisting in the gradual replacement of secondary-educated staff by university-educated staff, a tendency that can also be seen in the world (Smith, 2015; Miers, 2002; Sztembis, 2006).

The paramedic education is younger. Since 1991 it has been possible to study it as a two-year post-secondary course. In the following period, students had the choice between a three-year higher vocational education and a bachelor's degree. As of 2019, we can speak of full academic professionalization, as the study is linked to the bachelor's degree and can be followed at 9 universities.

2. Methodology

The research used mixed methods research (Creswell et al., 2003), i.e. a mix of quantitative and qualitative research. First, a quantitative questionnaire survey was conducted and sent to all Czech HEIs offering general nursing and paramedicine degree programmes. The questionnaire was distributed in cooperation with the schools to teachers and students of master

A quantitative survey was conducted at the turn of 2020/21. Two questionnaires were prepared. One for students and one for teachers. Most of the questions were comparable to each other. The questionnaires contained a mix of opened and closed questions, and it were filled by 294 students and 76 teachers (Table 1). The table shows the distribution of gender in the research sample. In both surveyed populations, the ratio of women to men is comparable - 29% for teachers and 28% for students are men. The responses of both groups are therefore equal in terms of gender.

Following the questionnaire survey, focus groups were conducted with students and teachers in the spring of 2021 to gain a deeper understanding of the questionnaire data. Quantitative data was analysed by basic descriptive statistics (Satake, 2015). We used open, axial and selective coding for analysing focus groups results.

Table 1. Gender of the sample

	Men	Women	Total
Students	81	213	294
Teachers	22	54	76

3. Results

For the sake of clarity, we will divide the results section into two parts. In the first we will focus on the students' questionnaire responses, in the second on the teachers' responses. The discussion will then compare the responses and place them into the broader context of other research findings from the Czech Republic and the world.

3.1. Students

If we analyse the evaluation of student learning during the closure of universities during the state of emergency, we can say that a slight scepticism prevails. On the one hand, we can see that 21.7% evaluate online teaching as a good substitute for face-to-face teaching, but the opposite opinion is held by 51.1% of respondents. The remaining 27.2% hold a neutral opinion.

In this context, the students' perspective on the work of their teachers is interesting. 34% of the students have a positive opinion of them, 37.4% have a negative opinion, which can be considered as almost balanced figures given the sample size. Another 28.6% are neutral. Thus, it can be said that students evaluate more positively the efforts of their teachers than the outcome of their educational process. Meanwhile, there is a strong central neutral value in both questions.

The next question shows that students themselves are not used to critical reflection on their own education, that their approach to teaching is in some ways ambivalent. 35.7% of the students rate themselves as active (28.5% rate themselves as such in regular teaching) and 25.8% as passive (30.1% in regular teaching). The neutral value of 38.4% (41.4%) indicates a reluctance or inability to self-evaluate rather than a truly representative figure. At the same time, it appears that **the online environment leads to activation** – increasing the proportion of active and

slightly decreasing the proportion of passive. But the problem with this item is its large neutral value.

Yet, it can be argued that students perceive themselves as active, which in the context of struggling teachers and rather negative evaluations of online learning points to deeper or systemic problems than perhaps the commonly available categories of "bad and overworked teachers" and "lazy passive students".

Interesting data can be seen in student evaluations of teaching methods (Figure 1). Figure 1 shows Evaluation of individual teaching methods by students on a scale from 1 to 5 (evaluation is like in school - 1 indicates the best grade, 5 the worst). If, as in the previous one, we consider the sums of the two most positive answers, it can be argued that the most highly rated form of teaching is the tutorial (87.0%), followed by simulation (83.3), demonstration (73.1) lecture (72.1) and discussion (67.7%). These results are surprising for several reasons. First, it can be said that students prefer active forms of learning with the teacher, and as whole self-contained thoughtful blocks. Discussion is rated significantly lower than exercises, indicating a certain conservative element to the approach to teaching.

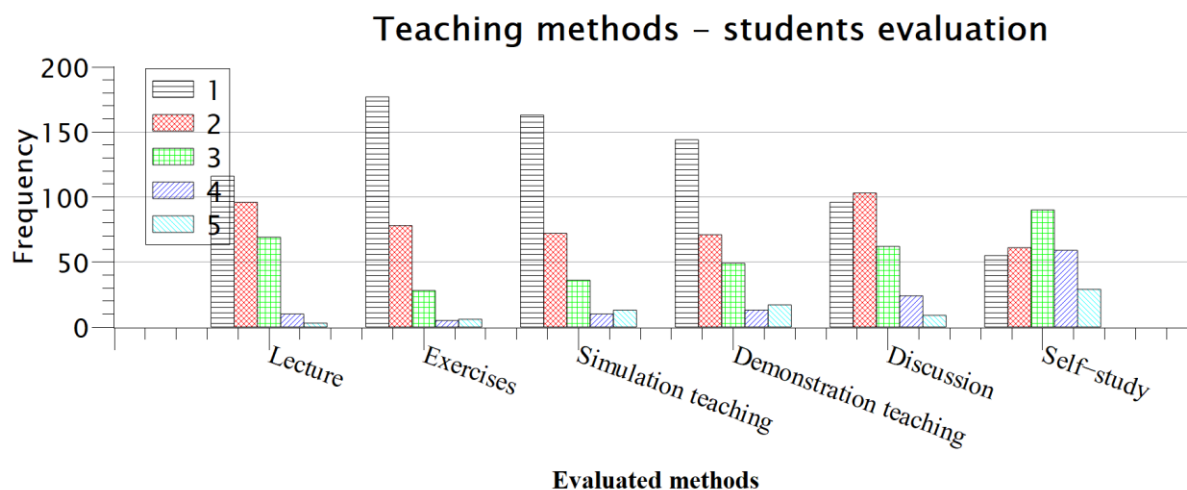


Fig. 1. Teaching methods – students' evaluation

In terms of forms, self-study is the most balanced (39.5% positive and 30.0% negative ratings), which can be seen as an interesting impulse towards the quality of education and a gradual reduction of this form. Besides being the most varied, it is rated as the least preferred.

In the Czech academic environment, lectures are perceived as a more prestigious form of teaching, and are therefore evaluated separately, for example in habilitation procedures, and by

law the best qualified academics participate in them. However, students are more likely to evaluate exercises, simulations and demonstrations, forms in which junior teachers or PhD students are primarily involved. We consider this information to be crucial towards further curriculum development in health professional study programmes.

3.2. Teachers

When asked to what extent teachers try to include activation elements in their teaching, 48.6% of the teachers answered positively and 27.1% negatively. Thus, it can be argued that through the teachers' lens, activation elements are included, and students have the space to be active.

Positive responses to students' activity can be seen in 32.9% of the responses, while passivity can be seen in 28.8% of the responses, that is, according to the teachers, the students are moderately active, which in the context of the previous response leads to the finding that the students are responding with their activity to the creation of activation elements in the classroom.

It is interesting to compare this with traditional teaching, where students have admitted activity at 53.4% and passivity at 20.5%. Thus, according to the teachers, both the proportion of passive students and (much more significantly) the proportion of active ones drop significantly. The comparison with the students' reflection is interesting here. The neutral position is significantly smaller (38.4% and 26%), teachers are optimistic about activity in regular classes (fundamentally disproportionate with students) and essentially correlated with students' perceptions of passivity. There is also a difference in that while teachers believe student activity in online instruction has decreased, they themselves believe it has increased. There may be several reasons for this disproportion - a degree of subjective evaluation, experience with a different target group, sampling error, etc.

To what extent did your distance learning replace the quality of full-time teaching in the past semester? We can see a strong neutral rating of 47.4% (here teachers seem to be undecided or less able to self-reflect), a positive rating of 23.7%, which is very similar to the students, and a negative rating of 29%, which is much lower than the students. Teachers are therefore more optimistic than students in evaluating their own teaching.

Teachers believe (Figure 2, same scale as Figure 1) that their students are most comfortable with demonstration teaching (86.7%), simulation teaching (85.3%), discussion (81.3%) and exercises (80%). What is particularly interesting about these data is the significant

overestimation of discussion, underestimation of exercises and especially lectures (54.7%). These results show that teachers have little idea of how the exercises are conducted (underestimating them) and are significantly more progressive than their students. A look at the selected forms clearly shows that teachers want the lessons to be practical, illustrative and interactive, while students seem to be more conservative.

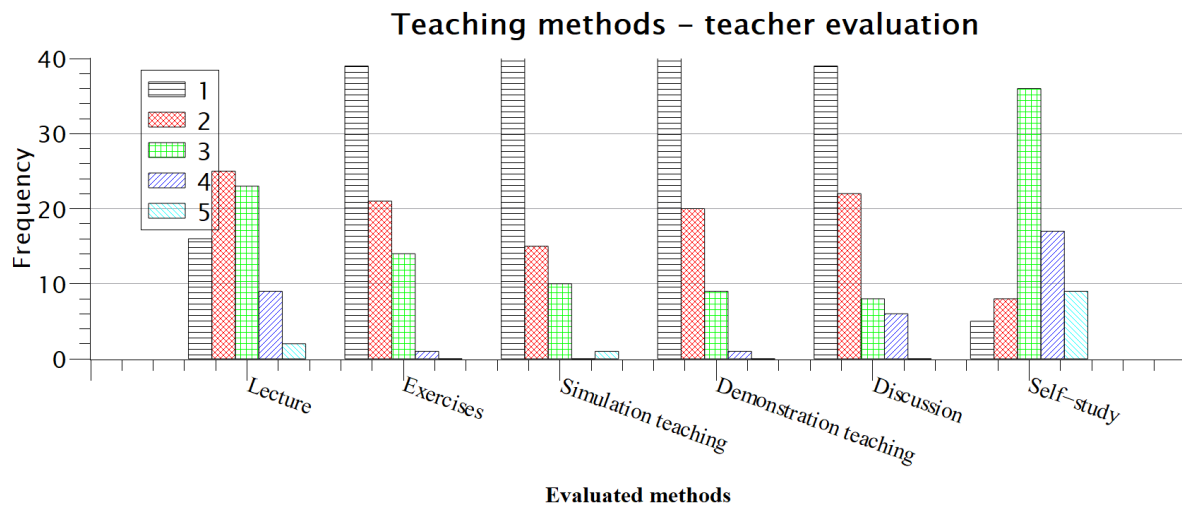


Fig. 1. Teaching methods – teachers' evaluation

3.3. Answers to the research questions

At this point we can provide a basic summary of the answers to our research questions.

- 1) How satisfied were health profession students and teachers with their education during the COVID-19 pandemic?

To sum up, a slight scepticism prevails among students and the absence of experience with any systematic self-evaluation in the field of education can be observed. They perceive themselves as active, but this does not entirely correspond to the view of their teachers. On the contrary, the teachers seem to have a desire to teach actively and to activate the students, but this effort is met with misunderstanding rather than acceptance by the students. Overall, the results point to a certain student apathy, which corresponds well with the results of earlier studies conducted abroad. Students are also more sceptical about substitution of full-time (off-line) learning by distance learning than teachers. As we found in focus groups, one of the reasons, it was the lack of communication and support from HEIs with students during distance learning.

- 2) How did the perspectives on education in terms of methods differ between health professions teachers and students with education during the COVID-19 pandemic?

An exercise followed by simulation teaching and demonstration teaching and lecture are the best rate the form of teaching by students. Teachers rate demonstration and simulation teaching, discussions and exercises the best. It can be said that a closer look at the results shows the importance of a variety of forms of education in the health professions, where one mode of teaching does not dominate over the others. The underestimation of lectures and the underestimation of exercises by teachers and, conversely, the overestimation of discussions is fundamental. It can be concluded that the view of Czech students is more conservative in relation to teaching methods than those of teachers. However, results show a relatively high level of satisfaction or at least a neutral attitude with all forms of teaching among students, while teachers are more divided in their opinions.

4. Discussion

The first area of research focus was student activation (Mason, 2000; Zhang et al., 2007) in online learning. The topic has been theoretically reflected by, for example, Anderson (2003) and Abrami et al. (2011), who point out that it is the interactivity and activity of students that is crucial for the actual online learning. Xiao (2017) highlights the important role of the teacher, as does Parker (2020). It appears that the level of student interactivity and activity will be closely related to the overall performance of the teacher (Sharp & Huett, 2006). Students themselves are neutral about their teachers' work, and teachers in our research emphasise their own willingness to work with interactive elements and tools (Shin & Eom, 2020; Gokbulut, 2020) of various kinds. We believe that this is where one of the key points of the evaluation of the whole educational process will be, because the role of the teacher is a crucial, though not the only parameter leading to the activation of students in online learning. In some respects, similar results are reported, for example, by Chen et al. (2020).

A rather complicated issue is the quality and potential of online learning as a substitute for traditional face-to-face teaching in a university setting (Bao, 2020; Rashid & Yadav, 2020). Duraku and Hoxha (2020) point out that the whole issue needs to be viewed in the broader context of digital wellbeing (Blake et al., 2021; Burns et al., 2020), which is fundamental to the quality of education. It turns out that content or formats alone are not the only determinant and that it is the emphasis on making both students (Sahu, 2020; Burns et al., 2020) and teachers (Passey, 2021) feel good during learning that is critical to educational outcomes. This theme

was also partly mentioned by teachers and students in our research (in the qualitative part), but it was clear that it does not have a sufficient tradition in the Czech environment. The prevailing paradigm in the Czech environment is still not pragmatist or body-emphasizing enough (Johnson, 2015; 2018).

At the same time, we have to point out that the topic of online quality of teaching is specifically strongly reflected in medical or health-oriented literature (Halcomb et al., 2020; Rosa et al., 2020; Halcomb et al., 2020b; Oducado & Estoque, 2021). A positive discourse can be traced in it (Carolan et al., 2020) that highlights the importance of the pandemic as a catalyst for change in not very flexible education, while also drawing attention to the fact that the pandemic created many new situations in which practice development and value-based learning occurred. It would be a mistake, therefore, to work with a model of a return to the pre-Covid-19 era. In contrast, the literature focusing on general nurses seeks transformative change. This is despite some research documenting fewer positive experiences (Li et al., 2021; Guillasper et al., 2021; Nemati et al., 2020). This highlights the fact that not every change is necessarily positive and that we need to look for systematic examples of good innovative practice.

Didactic methods or forms of education are an important topic of our research (Butler, 1992; Hussain et al., 2011; Mangram et al., 2015). A fundamental question is whether lecture forms are dead or still functional (DiPiro, 2009; Kassebaum, 1991). Zinski et al. (2017) point out that there are differences in responses by year. Our results show that lectures are still a demanded, though not the only, form of appropriate college education. However, in contrast to DiPiro (2009), didactic nostalgia for lectures does not prevail in our sample, but rather a desire for activation and discussion (Sadeghi et al., 2014; Ghotbi et al., 2013; Chilwant, 2012). Thus, it can be argued that lectures will be maintained in the future, as an integral part of academic education, but new proportions to other forms of teaching will have to be sought (Zinski et al., 2017) and a rethinking of how lectures should be designed (Zeraati et al., 2015; Kermaniyan et al., 2013). Both the analysed studies and the outcome of our research suggest that the design of lectures will have to change intensively as Covid-19 is likely to emphasize the modernization of the entire curriculum (Kang, 2021; Gomez et al., 2020). At the same time, we have to emphasize that this change is a hotly debated topic in the literature, both in the general education literature and that focused on medical disciplines. It is therefore possible to identify a certain discourse of change focused on appropriate educational forms, which corresponds well with the results of research among teachers and students.

A fundamental question focuses on student and academic satisfaction with teaching in a pandemic. It can be said this is a topic relatively saturated by research (García-González et al., 2021; Mechili et al., 2021; Hussien et al., 2020; Oducado & Estoque, 2021). In general, there is a consensus that the pandemic situation has had a negative impact on students' psychological well-being and that the transition to online education has been associated with a high burden, stress and demands on the environment in which education occurs, which, in the context of restrictions on personal movement and travel, closure of study rooms and libraries, has had a negative impact on the well-being of both students and academics (Lowman et al., 2020).

5. Conclusion

In the context of the international research field, our study makes several important points that are crucial in relation to health professions education:

- Our research has shown that there is a significant distance between students' and teachers' perceptions of (online) education and its forms. While teachers are more inclined towards modern, literature-supported forms of education, students remain more conservative but at the same time critical of teaching as such.
- For students, there is no method of teaching that has been tested in a questionnaire that has a clearly negative reception. Self-study is the most problematic, but otherwise it can be said that students perceive a variety of educational forms as functional, which is an important finding for the future development of education.
- Online education in the Covid-19 era has brought a certain passivity or scepticism among students in health professions education. From the results, they seem to lack developed competencies for learning, the ability to work with their own progress and self-assessment. This is a topic that should be addressed in the training of these professions, also in view of the importance of lifelong learning in them.
- Teachers have didactic problems in managing their teaching - even though they try to activate students, a certain systematic failure can be seen. In this area, new practices and approaches should be sought to improve the quality of online education in health professions in the country.
- Students need systematic support during distance education from their higher education institution.

At the same time, it has become clear that topics and emphases addressed in our research are very similar to those addressed in the literature and in the mainstream research field. We believe

this is a sign of a certain professional stability and quality of the professionalization of education, which is perceived by these professions as an essential prerequisite for the long-term maintenance of university and professional development.

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Home-schooling during the lockdown in England

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Abstract

Since the start of the pandemic, schools around the world have closed their doors to children to prevent the spread of the Coronavirus. This meant that many parents were forced to start home schooling their children which requiring significant efforts, knowledge, and the right equipment. Home schooling, or 'Elective Home Education', requires parents to ensure that their child receives efficient full-time education appropriate to his-her age and ability (Department for Education, 2019). Home schooling has become the new 'norm' during the first and third lockdowns in England. This paper reports on relevant policy analysis, empirical research/literature review and findings from semi-structured interviews with parents who home schooled their primary school aged children. Findings indicate that the habitus of familial environment and the social position of field are significant determinants of education outcomes, in which the cultural and material deprivation have played a part. This paper highlights that home schooling has brought inequalities in educational experience into sharp focus and has shown the importance of embodied preferences and cultural goods in the drive to improve outcomes across the country. Had cultural approaches not been so different, the experiences of children from the North and the South, and from richer and poorer families, would not have been so different. Findings also shows how financial privilege does not provide an escape from stress and how parents' well-being, regardless of their economic background, has been affected by home- schooling.

Keywords: home schooling; social class; cultural capital; cultural deprivation

1. Chronology of the pandemic - March 2020 to March 2021

The first UK confirmed death from COVID-19 was reported on 5th March 2020 (Public Health England, 2020). On March 20th, 2020, the World Health Organization declared COVID 19 a pandemic and on March 23rd, 2020, implemented a strict lockdown in the country which included schools for most children. Parents were expected to provide education at home for children not attending school. According to government guidelines, if home schooled, a child must receive full-time education from the age of 5, but not necessarily following the National Curriculum. Home schooling, or 'Elective Home Education', requires parents to ensure the child receives efficient full-time education appropriate to their age and ability (Department for Education 2019). The term 'efficient' is used in the guidance but is not definitively defined.

Efficiency is loosely explained as when education ‘achieves what it is intended to achieve’. Likewise, education delivered at home should be suitable; this can be interpreted as age appropriate, enabling appropriate progress, and taking account of any specific aptitudes (Department for Education, 2019). It is against this background that the COVID 19 pandemic struck the UK, and which government policy can be judged on whether it could deliver what it promised. With the COVID-19 pandemic gripping the UK, the government came under increasing pressure to close schools. Roberts (2020) reported that keeping schools closed has little impact on stopping the spread of the COVID-19. This raised concerns as to whether the cost of school closures outweighs the benefits, as it potentially impacts harmfully on the well-being of learners and parents.

On 18th March 2020 the Prime Minister, Boris Johnson, announced the closure of all educational institutions in England from Friday 20th March 2020 until further notice (the first lockdown). This undoubtedly would have a major impact on teaching, learning and caring for children. Schools were asked to remain open as a ‘childminding’ service for ‘keyworkers’ (listed in the Department for Education, 2020). Meanwhile, parents were given little or no guidance from the government and their child(ren)s’ school on how to home-school. Concerns were raised about child-poverty and health (Musgrave and Payler, 2021) safeguarding issues (Khan and Mikuska, 2021) and the effects on well-being and nutriment when children not getting the only square meal a day, which they would receive if they were still at school. Extraordinary measures were taken by the government and schools to ensure that schools’ vulnerable learners from families on a low-income were still able to benefit from these free school meals (Weale, 2020). Britto et al. (2021) argued that children were the hidden victims of COVID-19, resulting from school closures, a negative impact on their cognitive and socio-emotional development, changes to their nutritional status, and access to basic health services. Primary and nursery schools reopened in June 2020 and remained open through the second lockdown in November 2020. With the ‘R’ (reproductive) rate of the COVID-19 pandemic rising in England, the government took the decision to impose a third lockdown in England, which included a second closure of all schools from 5th January 2021 up until they re-opened on 8th March 2021.

2. Policy background

The term ‘Red Wall’ was coined by pollster James Kanagasoorium in a Tweet in August 2019 (English, 2021), to describe a number of parliamentary constituencies across the Midlands and

North-East of England and some parts of Wales. These seats have been held by Labour voters traditionally, but in the 2019 general election, lost 20% of seats to the Conservative party. So-called Red Wall voters are characterised by social conservatism and traditional patriotic views, and the voting pattern in the election has been linked to the Brexit vote of 2016 (English, 2021). Children living in these constituencies are the subject of what is referred to as the ‘North-South’ divide. Differences between the North and South include regional investment, economic growth, earnings, and health inequalities, as well as differential educational outcomes. By way of acknowledging this divide, the support given for the current Conservative government, a new policy initiative was announced; this was coined ‘Levelling Up’. As part of the Levelling Up agenda Prime Minister, Boris Johnson promised ‘Bold new policy interventions to improve livelihoods and opportunities in all parts of the UK’ (Local Government Association, 2021), and to improve among other areas, living standards and education.

Schools in England follow the national curriculum from Year 1 (children aged 5-6). Section 7 of the Education Act 1996 requires parent-carers to undertake that their child, of compulsory school age, attain appropriate education to their age, ability and aptitude, through attending school or otherwise. Hence, home-schooling has always been an alternative to attendance at school in England. Approximately, 48,000 children were home-schooled in 2016-17 in the UK, which was an increase of 40 percent from 34,000 in 2014-15 (Issimdar, 2018). Before the government forced school closures, home-schooling was not widely advertised. Issimdar, (2018) reports that the two leading reasons, given by parent-carers, for home-schooling was to avoid pupils being exclusion due to poor attendance, and mental health issues that are not catered for appropriately at school. Therefore, many parent-carers were forced to home-school even before the COVID-19 pandemic. The quality of education, monitoring safeguarding issues and protecting children from abuse and maltreatment whilst being home-schooled, has always been a challenge endured by local authorities. This was heightened amid COVID-19 school closures (Khan and Mikuska, 2021).

The government released guidance for local authorities and parent-carers, for those who elect to home-school their children (DfE, 2019a). However, amid COVID-19 school closures, further guidance (DfE, 2019b) was released for parent-carers on supporting children through remote education during COVID-19. This guidance appears in the form of a webpage and a short video. There is a strong emphasis on children’s mental health and well-being throughout the material. However, the support for parent-carers is sketchy with a prompt to take it easy on yourself.

What formal support has been offered to parent-carers as part of their well-being, whilst they take on the unsolicited role of teachers at home?

3. The literature review

The literature review was carried out on recent articles relating to COVID 19 and the experience of children and families. This ranged from general issues associated around coping with school closures (Del Bono et al., 2021) and children's and parent's experiences during the national lockdown in the UK (Bray et al., 2021), the experiences of online learning (Dimopoulos, 2021), and women and home working specifically (Adisa, Aiyenitaju & Adekoya, 2021). One advantage of reviewing this literature is that, by definition, it is all current being published between 2020 and 2021, but literature is still being published, so this is a study of literature at the time of writing and may have been superseded by more recent articles. However, the range of literature reviewed provided a wide scope of issues on which to gauge the experiences of home schooling and the pandemic, and develop a conceptual understanding which in the event, speaks to classic theory on educational achievement and inequalities. In terms of general perceptions of Covid 19, Williams et al. (2020) found through a UK-based focus group study that many participants felt 'overwhelmed' or 'scared' due to the inability to go to work or the significant restructuring of work patterns. As well as worry over the virus itself participants had difficulty in balancing home working with home schooling. Likewise, Bray et al. (2021) found that the significant changes for children's education led to feelings of anxiety, stress, and sadness. This was due to changes in staying in touch with friends and extended family, i.e., via remote methods, but also the switch to home schooling.

Pensiero, Kelly & Bokhove (2021) found that virtually all school children were provided with schoolwork, and this increased throughout 2020. Also, better family engagement with schoolwork, as well as school provision, improved total hours of schoolwork completed at home. However, the amount of home schooling carried depended on family background and parental occupation. Children of service class parents where both parents worked from home spent persistently more time doing schoolwork than other groups compared to children in families where the main parent was in a routine class occupation. This was more pronounced where child shared a computer in the household and where the parents did not work regularly from home. Sinha, Bennett, and Taylor-Robinson (2020) make broad comments about children and poverty and the effects of Covid. They compare health and other social issues to the influence on survival on the sinking ship, the 'Titanic'; those with wealth survived and those

without wealth were left behind and died disproportionately. They also make the point about lack of resources for children in poverty during Covid suffer ‘toxic stress’. They commend the efforts of teachers for developing online resources in difficult circumstances but point out that for those children with no access to the internet, necessary electronic devices, and quiet space at home to study, the result will be to further exacerbate inequalities in educational outcomes. This they state, will contribute to the toxic stress of the lives of children living in poverty (Sinha, Bennett, & Taylor-Robinson, 2020). Tropiceanu et al. (2021) point out wider sex differences and cite home schooling as one of the extra responsibilities that females have undertaken, and Sallie, Ritou, Bowden-Jones, et al. (2020) found that the extra burden of home schooling contributed to higher levels of alcohol consumption as a form of stress relief. Although they found that having children was associated with a greater increase in drinking behaviours during quarantine, depression and anxiety scores were lower than in those without children. This they suggest, is because the additional burden of childcare and home schooling contributed to the tendency towards drinking, possibly in the context of stress relief, even though depression or anxiety did not feature (Sallie, Ritou, Bowden-Jones, et al, 2020). Research carried out by Khan and Mikuska (2021) also highlighted the anxiety from teacher’s perspectives in terms of how to effectively communicate with parents and their children raising an important issue of safeguarding children.

In general, parents working from home were able to provide more support for children. However, there were regional differences. The hours of schoolwork provided by schools were similar for primary schools, the mean for the North being 2.4 hours and the mean for the Southeast being 2.5 hours. However, the differences were great for secondary schools than primary schools being 2.2 and 2.8 respectively. In terms of schoolwork completed by children, London, the Southeast, and Southwest completed the most with the North completing less than average. As Pensiero, Kelly, and Bokhove (2021: 28) state ‘areas that are doing well improve, and those doing badly fall further behind’, which could have catastrophic consequences.

Access to ICT was a feature in inequalities of home learning. Dimopoulos, Koutsampelas, and Tsatsaroni, (2021) found that students from weaker socioeconomic backgrounds had limited benefits from digital schooling, and this also depended on parents’ familiarity with ICT use, but also conditions of overcrowding within the household. This led to alarming levels of educational inequality. According to Andrew et al (2021), children from poorer backgrounds were less likely to have access to ‘learning resources’ eg, computers/tablets and dedicated study space. This was not restricted to the home environment. These children were less likely to be

supported by the school with online classes or video conferencing, and more likely to be provided with assignment learning packs, and therefore less able to benefit from more ‘active’ learning than richer students due lack of computers and internet access. Pensiero, Kelly, and Bokhove (2021) also found that parental occupation was significant and magnified with access to computers as well as family circumstances and working patterns. They also found that better school provision and better family engagement with schoolwork improved total hours of schoolwork completed. However, there is some discussion on this topic. Del Bono et al (2021) found that parents and children from a variety of social and economic backgrounds generally engaged with schoolwork in similar measure. They found that children with more educated parents or higher household income spent slightly more time on schoolwork than children from less educated or lower-income households- but not the main driver. Gender and prior attainment may have been a factor, improved provision of online lessons in primary schools reduced differences between socio-economic backgrounds spent on schoolwork and a higher number of online lessons offered to secondary school children resulted in a decrease of parental time spent helping with schoolwork. They explain this as structural differences across families as affecting parents’ ability to help children effectively. Likewise, Pensiero, Kelly, & Bokhove, (2021) found that children of single parents working from home were able to reduce the gap in primary schoolwork when compared with the most advantaged socio-economic group, but overall inequalities between socio-economic groups remained stable between the two closures. This is confirmed by Fensham-Smith (2021) who states that pre-existing structural inequalities have enabled some learners to access, adapt to home schooling. Not only this, but it also extends to social and emotional welfare; some were able to sustain their well-being while others were not. To summarise, inequalities may have actually worsened during lockdown between poorer and more well-off families (Andrew et al., 2021). Bubb and Jones (2020) make a useful comparison with a municipality in Norway where the digital communications structure is more well-equipped and digital skills were improved, learning was more creative and feedback was more useful, and pupils and parents reported positively about their experiences with home learning where they could work at their own pace with more independence, even if pupils felt they had learned more than at school itself.

Another important element of home schooling was to address mental health for both children and their families. The Mental Health Foundation was established 70 years ago, in the UK. Mental health issues and well-being have been taboo subjects for many years. People have shied away from the topic and denied themselves from seeking much needed help, in fear of being

stigmatised (Bharadwaj, Pai and Suziedelyte, 2017). Association with mental health problems was thought to represent a ‘spoiled identity’ which deviated from social norms and led to an individual being discredited, or undesirable, by society (Mahajan et al., 2008). Bharadwaj, Pai and Suziedelyte (2017) argued that the fear of stigma did not change behaviour, but instead created a smokescreen that hid certain behaviours and action.

The launch of the World Mental Health Day in 1992, followed by the Mental Health Awareness Week in 2001, signified a shift in the discourses surrounding mental health. These annual events encouraged individuals to talk opening about mental health issues and understand it as a disorder/disease, seek a diagnosis and access treatment. In the last 20 years, slogans like ‘no health without mental health’ have attempted to deconstruct the damaging portrayal of mental health and overcome harmful associated barriers. One method has been to expand the discourses surrounding mental health and reconstruct this as ‘well-being’, which appears to be more acceptable within society, such as techniques of mindfulness. Well-being encompasses many dimensions, comprising of several multi-disciplines, such as, fitness of the body, mind and spirit (Dodge, 2012). Though out the COVID-19 pandemic the emphasis has been on monitoring the well-being status of children (Britto et al., 2021) and their nutritional health (Musgrave and Payler, 2021). Gender inequalities was highlighted by Collins et al. (2021). Their study entailed a comparison across the United States of America of the impact of school closures. Collins et al. (2021) argued that the sporadic school closures and opening affected the well-being of mothers more than fathers, as mothers were the main caregivers. Killewald and Zhuo (2019) suggested that COVID-19 has impacted the maternal employment sector, hence, women’s psychological well-being. The consequences of having to stay at home to care for their children has led to a loss of economic independence, possible lifetime occupational attainment and earning for women. This sacrifice had negatively impacted on maternal-caregivers’ well-being.

4. Theoretical understanding

The empirical evidence has illuminated a range of issues with home schooling, during lockdown, in terms of inequalities. These include access (or lack of) to computers and sharing of computer with other family members; the occupation and education of parents; familiarity with ICT systems; and home circumstances and engagement with schoolwork. Also illustrated through the evidence is the differential benefits that children from different backgrounds can derive from digital home schooling; how children from disadvantaged backgrounds can fall

even further behind; and reflects pre-existing inequalities. This situation reflects poorly on inequalities in education in the 21st century. Classic theory on educational outcomes has been used to explain inequalities for decades and a review will be carried out to determine if ideas surrounding cultural capital can be applied to this most recent educational challenge.

Bourdieu (1978) used the concept of cultural capital to explain differential educational outcomes. Bourdieu developed the concepts of habitus and field to explain social differences. Habitus refers to the intellectual dispositions inculcated through the family environment and by social interactions with other people in daily life. Field signifies how people settle into a social position as a result of society's resolution over what is considered valued and worthy culture. Although ultimately this resolution can be arbitrary, the result is that culture can be legitimate or illegitimate (Bourdieu, 1978). Thus, people will defer, through a process of social construction, to what cultural artifacts and practices are more valued by society as opposed to those which are less valued. This presents culture in three forms: objective, embodied and institutionalised. Objective refers to cultural goods, books, and works of art; embodied refers to language, mannerisms, preferences; and institutionalised refers to qualifications, education credentials.

So, how can Bourdieu's theory of cultural capital explain the findings of research on differences in home learning during lockdown? In terms of habitus, there is evidence that family situation. Del Bono (2021) found that children with more educated parents and higher family incomes spent more time on schoolwork than those with less educated parents and lower incomes, and structural factors affected parent's ability to help children. Pensiero, Kelly & Bokhove (2021) also found that parental occupation, sharing access to computers and parents working patterns was a significant determinant in the volume of schoolwork completed. Also, familiarity with ICT was a factor (Dimopoulos, Koutsampelas, & Tsatsaroni, 2021) contributed to inequalities with home schooling. This is confirmed by Sinha, Bennett & Taylor-Robinson (2020) who found that children of lower socio-economic status were disadvantaged.

In terms of field, it may be the case that some parents view education as more worthy and valuable than other parents, and this is transmitted to their children. Pensiero, Kelly and Bokhove (2021) found mixed results for single parents working from home, and this depended on parental occupation, but overall inequalities remaining. Del Bono et al. (2021) found that the more educated the parents, the more time was spent on schoolwork. In addition, Pensiero, Kelly and Bokhove (2021) found that better family engagement improved total hours of schoolwork completed, and it may be the case that parents who consumed more alcohol due to

the stress of home education (Sallie, Ritou, Bowden-Jones, et al, 2020) can be attributed to the cultural values attached to education and the effort involved. These differences could be explained by aspect of cultural capital as outlined by Bourdieu (1978), as preferences and educational qualifications of groups with higher socio-economic status. However, Bourdieu cannot fully explain the recurring themes of access to computers and family situations. This is not exclusively about values it is about resources.

In the 1960s, Douglas (1964) developed the concept of cultural deprivation. This refers to the differences in physical resources available for home learning, both at home and by the school. A more contemporary concept of material deprivation (DCSF, 2009) also refers to lack of educational resources eg a desk and suitable environment i.e. one that is quiet, in the home, as a factor that determines the ease with which children can complete their homework. Material deprivation also refers to parental involvement (DCSF, 2009) and interest and confidence in being able to help their children with homework (Sharp et al. 2001). Cultural deprivation and material deprivation can be used to explain the situation some children found themselves in. The unavailability of computers or other electronic devices to work on at home, and crowded conditions that do not allow for quiet study time were recurring themes in the literature (Pensiero, Kelly & Bokhove, 2021; Sinha, Bennett & Taylor-Robinson, 2020; Dimopoulos, Koutsampelas, & Tsatsaroni, 2021; Andrew et al. 2021). Also, the inability of parents to help their children with ICT was a factor (Dimopoulos, Koutsampelas, & Tsatsaroni, 2021).

There were also findings that go beyond the scope of cultural capital, cultural deprivation, and material deprivation. For example, these concepts cannot fully explain differences between poorer and better-off families in terms of better school provision (Pensiero, Kelly & Bokhove, 2021), differences between support from the school with online lessons and video conferencing between richer and poorer families (Andrews et al., 2021). They also found that children from more deprived backgrounds were more likely to experience home learning through more passive means, as supplied by the school, e.g., assignment of learning packs, and experience home learning of a 'less active' nature. This may be about resources, but also expectations of children from such backgrounds. However, much of the research here that was carried out in 2020-21, fits the concepts as well today through home learning as it has in the past through more conventional learning. Although in a different form, large numbers of disadvantaged children falling ever further behind, students from weaker socioeconomic backgrounds have derived limited benefits from digital schooling and confirm pre-existing structural inequalities in education.

5. What the study tells us?

The themes that emerged in the study relating to the first school closure in March 2020 conceptualised parent's responses into meta narratives of excitement of trying something new coupled with the concern how to manage the unknown.

For the first school closure in March 2020, parents reported being excited by the prospect of having their children at home for the extended period and having the opportunity of home-schooling. They had often wondered what it would be like to home-school. The concept of home-schooling being a novelty was a common thread throughout the narratives (Khan, 2022). During this period, some parents chose to teach their children life skills such as cooking and sewing. Things they could not always find the time to fit in normally but were more comfortable teaching. One participant explained:

“When lockdown began, the concept of home schooling was fresh and energising, the idea of being able to play a bigger part in my children’s learning. We didn’t know how long they would be off school, and the school had not set work, so there was no time pressure on their learning. I use the time to teach them alternative practical skill, such as haberdashery and cooking.”

This illustrated how some parents did not attempt to take on the role of a mainstream schoolteacher. Whilst little or no direction was provided by schools, these parents took control and created their own curriculum. They chose to spend more time on other complimentary life-skills which are more aligned to parental teaching. When comparing socio-cultural, Hannon, Nutbrown and Morgan's (2020) study highlighted how teacher-family interaction increased gains in children's literacy. However, children with less educated mothers engaged in alternative family activities and had greater, and longer lasting, gains. Some parents took a pragmatic approach to home-schooling and accepted it was a situation that they had no control over. Therefore, their approach was to tackle the issue head on, with the attitude of all being in this together. This position entailed stepping into the role of teachers. Parents stated:

“I was comfortable with home schooling. I was not alarmed or distressed. Teaching is a joint effort between parents and teachers. Lockdown just meant I did a bit more than usual, and teachers did less. It was like an extended weekend”

Another parent commented “...Need to find your feet. Once you get into it, it wasn't easy, you just get on with it.” While these parents took on the responsibility to fulfil the role of a schoolteacher at home, with the intention of making the process seamless and minimise

disruption to learning and progression. Other parents revealed that they were petrified by the announcement of home-schooling. For example:

“I am terrified. Really difficult when you are trying to understand what home-schooling is going to mean and then trying to do that on top of working full-time and how we were going to juggle that. All the unknown. The first 2 weeks were a challenge, a steep learning curve. It was terrifying. “

“I’m terrified. I don’t even know what it means to home-school. Then I need to work out how to manage a full-time job simultaneously with home-schooling. All this uncertainty. The first two weeks were difficult to navigate through and comprehend.”

The shifting of positions from a full-time worker and full-time parent, to now include a full-time teacher as well, was overwhelming for some parents and triggered their insecurities. This materialised in several forms, from having doubts to whether appropriate resources were available, to questioning their ability and competence to teach children aged eight and under.

Parents reported being overcome with fear upon the announcement of the second school closures in January 2021. Parents were concerned about how difficult it was to juggle work or running a home, with home-schooling. An example shows the shift from enthusiasm to fear.

“When the government announced the January 2021 lockdown and the return to home-schooling, my reaction was totally different. I felt overwhelmed with a sense of fear. I think I felt this way because I knew what to expect. The schools are much more organised this time around and are sending through so much work online. It’s impossible to cope with the additional home-schooling pressure along with work and daily routines.”

When the enthusiasm and novelty of home-schooling wore off, a decline in well-being was reported. Parents struggled to grasp the teaching methods which varied from their childhood. For example, it was reported that

“Learning the school’s method of teaching, stuff I was unfamiliar with, like acronym such as SPAG and BIDMAS. This contributed to my growing anxiety about learning the work and delivering it to the children in such a way not to complicate or baffle them.”

These parents were confident in the subject matter yet lacked confidence when transferring their knowledge to their children using the methods they had learnt through. Even though parents had successfully learnt through those methods, they did not think that their children should learn in the same way that they had, despite the end results being identical. This

discourse surrounding learning and teaching the “right way” and “the same as the teachers” produced unnecessary pressure on parents for simple tasks connected to teaching and learning. Nutbrown et al. (2017) argued the importance of families’ roles in developing children’s literacy and the failures between the home-school partnership to ensure a successful relationship in developing literacy. This troubled relationship is illustrated in the data. It was evident that the parents were concerned about the detrimental, long-term, effect their teaching techniques may have on their children. Parents worried that their teaching techniques could result in unnecessary confusion and possible setbacks in their children’s educational development. A lack of resources, such as laptops, to facilitate home-schooling alongside working from home, unsettled the prospect for both activities running concurrently and smoothly. A parent reported that:

“We have never had a printer at home, never needed one. However, with the amount of material coming through online, from the school, that needed to be printed out, I bought a printer. I’m glad I did, then there was another lockdown and home schooling started all over again. This brought with it another set of problems. I could not get the ink cartridges for the printer, they were sold out online and in the shops!”

The most challenging aspect of home-schooling that the parents expressed was maintaining the work-teaching balance.

“The most difficult aspect of home schooling was the schools not working as a team with parents. I felt as though I was drowning with the amount of schoolwork I had to get through with the children. I worked early mornings and late nights to fit my work around the children, and still it was not enough.”

These examples demonstrate unprecedented challenges for parents resulting from the COVID-19 virus pandemic. School closures at short notice created severe disruption for parent-carers. They were comfortable expressing that their well-being had been affected by home-schooling, with the increase of stress levels. However, parents reframed from defining this as a mental health issue and seeking help. Some of the participants admitted that participating in the project had acted as therapy for them, as it gave them the opportunity to evaluate their behaviour, vent their anger, fears and concerns of home-schooling. It also gave the parents the sense of self-acceptance and validation that the quality, quantity and method of home-schooling they engaged in was acceptable and appropriate. Also, that they were not failures, and their children were not being damaged or falling behind by being home-schooled by them. This research

supported the view that maternal carers were impacted more by the home-school experience than paternal carers (Collins et al., 2021). It was mainly the mothers that took on home-schooling in addition to their existing roles. The rationale provided by some mothers included the lack of confidence they had in the children's father to engage and complete the home-schooling properly. Other mothers felt the teacher role 'naturally' fell upon them to fulfil.

The literature (Cullinane & Montacute, 2020) suggested that children from poorer families were least likely to have the equipment for home-schooling, widening the attainment gap (Bubb and Jones, 2020). This research highlighted that even affluent families struggled with obtaining equipment for home-schooling, not so much because of financial reasons, but due to a lack of supply. Where poorer families would receive help and support for such challenges, middle-income families became invisible, unsupported and fell through the cracks. This contributed to their stress. Some children cannot be home-schooled because they do not have the equipment or help, they need at home.

6. Conclusions

Overall, the 'Titanic' metaphor where the better-off are far more likely to survive, seems appropriate to all this research. As Fensham-Smith (2021) outlines the situation, structural inequalities have enabled some learners to access, adapt to, and sustain their social and emotional well-being during lockdown, while others have not. This reveals the differences that were first written about decades ago as still being the case today. Because of cultural capital, cultural deprivation, and material deprivation, educational differences remain.

The study tells us, that almost two years on from the first UK lockdown and two school closures later, school organisational skills for moving to online platforms for learning and teaching had improved. However, pressures and stresses had shifted from teachers to parent-carers. An equitable and resilient blended education system could be a way forward that enables children to learn continuously both in schools and at home, interchangeably and seamlessly, without the involvement of parent-carers, and with an alternative choice to remote learning. However, it appears that the habitus of familial environment and the social position of field are still significant determinants of education outcomes, and the cultural and material deprivation still have their part to play.

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Exploration of the Influences of the Second Language on Academic Dishonesty of Post-Secondary School Students

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Abstract

The concentration of this empirical research is on the second language effects on academic dishonesty of post-secondary school students. In the current age, the advancement of technology has a drastic contribution to the enhancement of academic and learning activities. It is relevantly significant to recognize the existence of free online tools in respect of google translator metamorphosing the technique of students' engagement in view of the alternative language. Students at their various academic institutions have developed substantial amount of indulgent interest in the usage of machine translation. Remarkably, issues pertaining to the prevalence of online free translation tools could have been deemed from the perspectives of several critics, as virtually unthinkable. A lot of researchers have conducted studies on issues pertaining to academic integrity such as plagiarism, cheating, falsification, and fabrication of data but most of these studies were done disjointedly. Students who possess the alternative language skill typically have a specific technique to engage in cheating acts and uncommon approaches of their engagement in academic dishonesty. Hence, this study sightsees the impacts of the additional language on the academic dishonesty of students. The participants were the populace of a unique private university students in Baku, Azerbaijan. A self-constructed questionnaire was randomly disseminated among 95 participants of the control group. A plausible contribution of this empirical research is highlighted firstly from the perspective of scarcity of the previous studies as it adds to the existing literature. Earlier studies limited the investigation on the second language students to the classroom settings. Meanwhile, this study expands the scope through the participants' aptitude to read and comprehend different language aside from the language of instruction at the university. Consequently, the selection of the control group and accurate analysis methods affirm the limitations of this study and open the door of contributions for the succeeding studies.

Keywords: academic integrity; second language; academic dishonesty; post-secondary students

1. Introduction

The regularity of cheating and other forms of academic misconduct at educational settings across the entire academic stages has been established (Anderman and Murdock, 2007). Several studies have confirmed the students' involvement in cheating, reasons, methods of cheating and how to prevent the students from this academic misconduct (Beasley, 2004; Berry, Thornton, and Baker, 2006; McCabe, 1993; Park, 2003; Staats, Hupp, Wallace, and Gresley, 2009).

Researchers have emphasized on how problematic habit of cheating has been dealt with by the faculty management and how some faculty members have failed to take the expected measures by the universities (Keith-Spiegel, Tabachnick, Whitley, and Washburn, 1998; McCabe, 1993).

A lot of researchers have conducted studies on issues pertaining to academic integrity such as plagiarism, cheating, falsification, and fabrication of data but most of these studies were done disjointedly. Students who possess the alternative language skill typically have a specific technique to engage in cheating acts and uncommon approaches of their engagement in academic dishonesty, (2011) has illustrated that students with the second language capability were reported with academic cheating which were not found in other students or disciplines.

The concentration of this empirical research is on the second language effects on academic dishonesty of post-secondary school students. In the current age, the advancement of technology has a drastic contribution to the enhancement of academic and learning activities. It is relevantly significant to recognize the existence of free online tools in respect of google translator metamorphosing the technique of students' engagement in view of the alternative language. Students at their various academic institutions have developed substantial amount of indulgent interest in the usage of machine translation. Remarkably, issues pertaining to the prevalence of online free translation tools could have been deemed from the perspectives of several critics, as virtually unthinkable. For instance, an article from 2001 quotes instructor Martin of Stanford who projects that "improvement in machine translation in the previous forty (40) years has not been exceptionally great, and the next forty (40) years don't seem to be much better" (Youngblood 2001). While the ex-president of Harvard, Lawrence notably stated in 2012 that "English's appearance as the universal language, along with the speedy evolution in machine translation make it less clear that the considerable investment required to converse in a foreign language is globally worthwhile.

These cynical predictions were prophesized to discourage the absolute dependency on the machine translation. In spite of above stipulated and other gloomy projections, translation has turn out to be an integral segment of the communicative scenery in the personal and intellectual lives of countless individuals. However, it is aptly important to incorporate this technology advancement without compromising students' academic accomplishment. To ensure this, Luton (2003) suggested extra in-classroom writing activities to avoid dogmatical use of translation technology. The greater recognition of the role that can be played by technology in second language writing training are expressed by Stapleton and Radia (2010). Lewis (1997) and García (2010) communicate how machine translation can be integrated to boost students

'critical thinking in learning any foreign languages. The process in which students can engage and improve themselves with machine translation has been empirically pinpointed by La Torre (1999), Belam (2002), Kliffer (2005), and Niño (2008). Nevertheless, more studies explore the intersection of plagiarism and machine translation, as outlined by Somers (2006) and Correa (2011). This undermines the idea of giving the students absolute freedom to adopt technologies in handling and solving academic problems. Universities are expected to play a substantial role in assisting or shaping the students' behaviours appropriately in line with academic environmental policies. Important among the expected roles is the creation of awareness among the students to understand the importance of integrity at academic environment and the danger of cheating, plagiarism, fabrication, falsification and other forms of academic integrity. This is necessary because of the cultural significant role which makes plagiarism that is globally unacceptable a normal survival mechanism in a society. According to Cavaleri (2006), referencing a source where the idea is obtained has been regarded -for the both, reader and author- as disrespectful. Peccorari (2002) introduces an innovation of higher importance by stating language as first of his six isolated and outlined elements of plagiarism. It indicates the complexity of the plagiarism on the one hand, and delicacy of misusing machine translation on the other hand.

Therefore, the present article investigates the effects of the second language on sustainability of academic integrity of the participants with second language ability through the following twofold questions: 1- how frequently do students engage in academic misconduct through the misuse of free online machine translation? 2- to what extent are the students aware of the importance of academic integrity?

In line with the above outlined research questions, the subsequent hypotheses were formulated:

HP1: students are prudently aware of the importance of academic integrity.

HP2: second language ability effects students' academic misconduct.

HP3: students with second language ability misuse the online free machine translator.

1.1. Academic Integrity

In view of the grammatical approach of academic integrity, researchers Bruce, Jingjing and Annie (2012) have provided extensive definitions for the concept. The following paragraphs display some key aspects of the definitions.

The problematic nature of academic integrity makes it wide open to various grammatical interpretations. Bruce, Jingjing and Annie (2012) focused in reviewing literature of academic integrity on key elements such as behaviour, conduct and values academics at any related aspects. While addressing issues pertaining to the academic integrity, there is no running away from “codes of honour” which usually consist of institutional constitutions that analyse how students are expected to behave towards achieving their academic goals. Ethic education is another extended dimension that covers various professions such as, medicine, law, business and other areas including education. Customarily, most universities nowadays provide trainings and professional programs to strengthen the professionals’ behaviours and prepare them with good conducts for the labour markets. However, what concerns this study are the values, conducts and behaviours of the students at the educational environment. The scope of the definition shall be limited within student-institution context.

Honesty is frequently used interchangeably with “integrity”. Tracing the concept back to other languages make honesty a suitable synonym for the integrity. For instance, Liang 2009 and Wu 2010 claim that the word integrity can be best explained through a Chinese two phrases known as ‘cheng’ cum ‘xin’. Togetherness of the separate words forms ‘Chengxin’ and it means honesty in Chinese language. Measuring it from the English language perspective, integrity is rooted to the Latin word “integritas” or “integer” which simply means entire or whole that is; integration of separate parts of an individual’s real identity. As proclaimed by MacIntyre (1981), integrity is strongly linked with the virtues which make a great personality in the moral philosophy. In establishing ethical values and virtues to academic integrity, lots of scientists and writers, example of Macfarlane 2004, 2007, 2009; Nixon 2004; Pring 2001 have recommended distinctions and qualities in personalities, as researchers are prudently expected with higher degree of academic humbleness, while moderate dignity should be found in teachers. A moderation of the prides that undermines ridiculous arrogance and unwanted inferiority. This is practically aggregated with Cummings’ threefold classifications of the academic integrity components namely, research, teaching and service (Cummings 1998).

1.2. Influence of second language on academic misconduct

Many studies have proven that higher institutions are much concerned about the students’ attitudes towards cheating at the universities, but the commitments and embracement from the faculties are still questionable (Keith-Spiegel, Tabachnick, Whitley, and Wash-burn, 1998; McCabe, 1993). Academic misconduct have been dealt with by several researchers (Beasley,

2004; Berry, Thornton & Baker, 2006; McCabe, 1993; Park, 2003; Staats, Hupp, Wallace, & Gresley, 2009) and greater attention has always been paid to methods and strategies students adopt to cheat or engage in academic misconduct. However, literature discovering the influence of alternative language on academic dishonesty is minimal. Oliphant, 2002 claimed in his research that some students tend to access ready-made works, translate it to the relevant language and present it as their original work. The claim was steadfastly supported by other researchers with additional point of view that the translation of the procured works usually occurs through online machine translation or traditional system of translation when the paper is found in the language of the students' proficiency Berry et al. (2006). Vividly, students at the liminal of involvement in cheating discover that it weakens their morality and kills their hubris and confidence of production. Meanwhile, some students are so productive and have tendency of producing better work, even more than works retrieved from the source (Clifford, Merschel & Joan, 2013). A researcher recommends esoteric suggestions for the technology researchers to affirm the effectiveness and efficiency of technology consumption among the students (Garrett, 1991). All in all, the great influence on academic development cannot be undermined, but there should be close monitoring and constant evaluation of students' academic capability which can be justified through a simple comparison of students' standards and presentations.

1.3. Cheating

Reviewing its consequence on the system and the quality of education, cheating impacts the valuation of human capital stock, given that it is accomplished on "quantity" and "quality" basis of educational assessment (Barro & Lee, 2000; Hanushek & Kimbo, 2000; Rehman & Waheed, 2014). Cheating has tendency of reducing the efficacy educational system of a nation by garbling truthful race amid students (Magnus et al., 2002).

The hallucination of cheating among professors is of devastating reputation in that the students involving in it are utmost implausible to have the skills required for the forthcoming expert life, and the honour of a degree to those people attributes to numerous stages of impairment. Undeniably, the invention of clumsy specialists' projects "societal tribulations", as those imminent specialists may not capable of proper execution, conceivably resulting in destruction to human being and constitute harm to other professionals in similar area and to the academic organization that facilitated them. More so, the entire educational setting may correspondingly be inflated, given that the character of cheating indicates that more determination must be

consumed regulating it, and this determination should be healthier applied extra absolutely to scholarship (Dick et al., 2003).

The concept of cheating remains one of the most difficult terms to define. Accordingly, researchers (Dick et al. 2003) remark an inclusive array of conceivable varieties of cheating, determining that, generally, cheating results in fissuring of demarcated and acknowledged directions and values. For instance, copying in exams is one system of cheating broadly referred to in studies doctoring cheating (Bunn et al., 1992; McCabe & Trevino, 1997; Tibbetts, 1999; Sheard & Dick, 2003; Hrabak et al., 2004).

Consequently, the core influential issues of cheating, specifically falsifying, projected in the literature tumble into discrete groupings, and array from student's faces to features correlated to the institutional establishment, prices of determining frauds, probability of detection, and so on. Sundry variables were verified for the dissimilar groups to elucidate the phenomenon, amid which are: course average, gender, class size (student-related characteristics); (Hrabak et al., 2004) year, teaching elegance and reality of a code of conduct (institutional establishment-correlated issues); academic exuberant of instructor, incidence or alternate of unwritten notices about the penalties of being trapped cheating, figure of sorts of the assessment, type of examination Bunn et al., (1992), space for every single student in the interior of the teaching space (discovery charges). Besides, issues allied to the students' opinions inline to the momentousness of the marvel and to their observation regarding its regularity cum the existing castigation exercise, were similarly apprehended to be relevant facets, in accordance to the pecuniary literature on the theme.

There are determining factors of cheating, most importantly copying, projected in the literature tumble into separate types ranging from students' features to attributes related to outlays of realizing cheats, factors associated to academic settings, probability of detection and so on. Vividly, numerous variables have been verified for diverse kinds in explaining this phenomenon as stipulated above. In line with the provision of wide-ranging, arranged assessment of the academic literature, of which this research equally adds methodological values to the part, struggling an uncommon breach in the scholarships reviewed. Potentially, some critical dimensions in the attitude of duplicating are thus announced, in addition to the reimbursements related to crime model as articulated by Becker (1968) some decades ago. This has relatively added to the elements of copying typically engrossed on in the literature. Adaptation of analysis done by McCabe & Trevino (2003) has also been felt germane to effect of establishing a code of conduct at the universities. In addition, a contextual component is

equally proposed as that of the ‘copying’ probability in progress with or without the educational organizations cultivate a code of conduct.

2. Methodology

The study adopts quantitative method of sampling. A five items self-developed survey was designed purposely to carry out this research. A Likert scale for the questionnaire has five points, ranging from (Never, Sometimes and Always). To ensure the reliability and validity of the developed items, a pilot test experimental approach was the done prior the final distribution of the questionnaires to the control group of this study. The students of Khazar university were chosen as a control group of the study, in-which the questionnaires were distributed across the entire schools as follow, school of science and engineering, school of economics and management, and school of humanities, education and social sciences with the initial aim of maintaining a random selection approach. A number of 128 surveys were disseminated on a arbitrary basis through the schools as stipulated above and the office of international affairs of the university. In the long run, 78 questionnaires were completely administered and retrieved from the participants. Consequently, a bit portion of the questionnaires was distributed using a convenience distributing technique and a total of 95 (44 males and 51 females) questionnaires was generated and eventually analyzed. A consent letter stating the aims of the research was attached to the questionnaire and the anonymity was prudently assured.

2.1. Data analysis

A total number of 95 questionnaires recovered from the control group was inputted for proper analysis. This comprises 51 females and 44 males. With the majority (66) of undergraduate and few (29) postgraduate of 61 domestic and 34 international students. In line with the analysis of the data, a simple frequency table was generated through the itemized five questions to have an overview of participants’ responses towards the matter, see Table 1.

In accordance with the frequency analysis, the results were as follow. Pertaining to the use of online machine translation, it was shown that 25 (26.3%) students claimed not to ever translated works done in another language and present it as their works, a good number 64 (67.4%) of students admitted to do it “sometimes” while the number of those who claimed to do this always was 6 (6.3%) insignificant, see Table 2.

Table 1. Descriptive Statistics

	N	Min	Max	Mean	Std. Dev.
Participants' GENDER	95	1.00	2.00	1.5368	.50129
Participants' Academic Level	95	1.00	2.00	1.3053	.46296
Participants' Country of Origin	95	1.00	2.00	1.6421	.48192
Using online free machine translation to translate a work done in a particular language to the language of instruction and present it as your own work?	95	1.00	3.00	1.8000	.53792
How frequent have you seen other students engaging in the above stated conduct?	95	1.00	3.00	1.8947	.47206
Have you ever reported a student or heard about a suspected incident been reported to the Khazar university authority?	95	1.00	2.00	1.2316	.42408
Have you ever assisted any students to translate a work done by someone else to the language of instruction at the university?	95	1.00	3.00	1.6842	.58824
Have you ever been informed about the value of academic integrity and danger of academic misconduct at Khazar university?	95	1.00	3.00	1.4947	.71271
Valid N (listwise)	95				

Table 2. Statistics - Using online free machine translation to translate a work done in a particular language to the language of instruction and present it as your own work?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	25	26.3	26.3	26.3
Sometimes	64	67.4	67.4	93.7
Always	6	6.3	6.3	100.0
Total	95	100.0	100.0	

Concerning how frequent the participants have seen other students partaking in the conduct, only few (16.8%) students responded “never”; 73 (76.8%) confirmed that they do see students engaging in such a conduct “sometimes” and a very (6.3%) students claimed to see that “always”, see Table 3.

An item of the investigated the participants to check, if they have ever reported a student or heard about any suspected incidence been reported to the Khazar university authority. A substantial amount 73 (76.8%) of students said “never”, 22 (23.2%) of the students selected “sometimes” and surprisingly not was found for “always”, see Table 4.

Table 3. Statistics - How frequent have you seen other students engaging in the above stated conduct?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	16	16.8	16.8	16.8
Sometimes	73	76.8	76.8	93.7
Always	6	6.3	6.3	100.0
Total	95	100.0	100.0	

Table 4. Statistics - Have you ever reported a student or heard about a suspected incident been reported to the Khazar university authority?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	73	76.8	76.8	76.8
Sometimes	22	23.2	23.2	100.0
Total	95	100.0	100.0	

The next item was designed to examine the participants' opinions by asking if they have ever assisted any students to translate a work done by someone else in a particular language to the language (English) of instruction at Khazar university. The frequency table illustrates that 36 (37.9%) of the participants maintained the fact that, they have "never" helped any students to do so, and "sometimes" was the case of 53 (55.8%) students, while just 6 (6.3%) students confessed that they "always" assist other students for the translation, see Table 5.

Table 5. Statistics - Have you ever assisted any students to translate a work done by someone else to the language of instruction at the university?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	36	37.9	37.9	37.9
Sometimes	53	55.8	55.8	93.7
Always	6	6.3	6.3	100.0
Total	95	100.0	100.0	

Finally, the last item measured the level of academic integrity awareness among the Khazar university students and the item reads: "have you ever been informed about the value of academic integrity and danger of academic misconduct at Khazar university?". Remarkably, majority 60 (63.2%) of the participants declared that they had "never" been informed by the university about the value of academic integrity and danger of academic misconduct, 23 (24.2%) of the students admitted that the university "sometimes" educate them about the value of academic integrity and danger of academic misconduct and only 12 (12.6%) students claimed that they have been always informed about that, see Table 6.

Table 6. Statistics - Have you ever been informed about the value of academic integrity and danger of academic misconduct at Khazar university?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	60	63.2	63.2	63.2
Sometimes	23	24.2	24.2	87.4
Always	12	12.6	12.6	100.0
Total	95	100.0	100.0	

Additionally, the means of males and females’ participants were compared to investigate the gender influence on the impacts of the second language on academic dishonesty of the population, but the results were not included -as it is not relevant- but available on request. However, a histogram’s boxplot indicating the gender uniformity of the participants on the above reckoned assertion was displayed, see Figure 1.

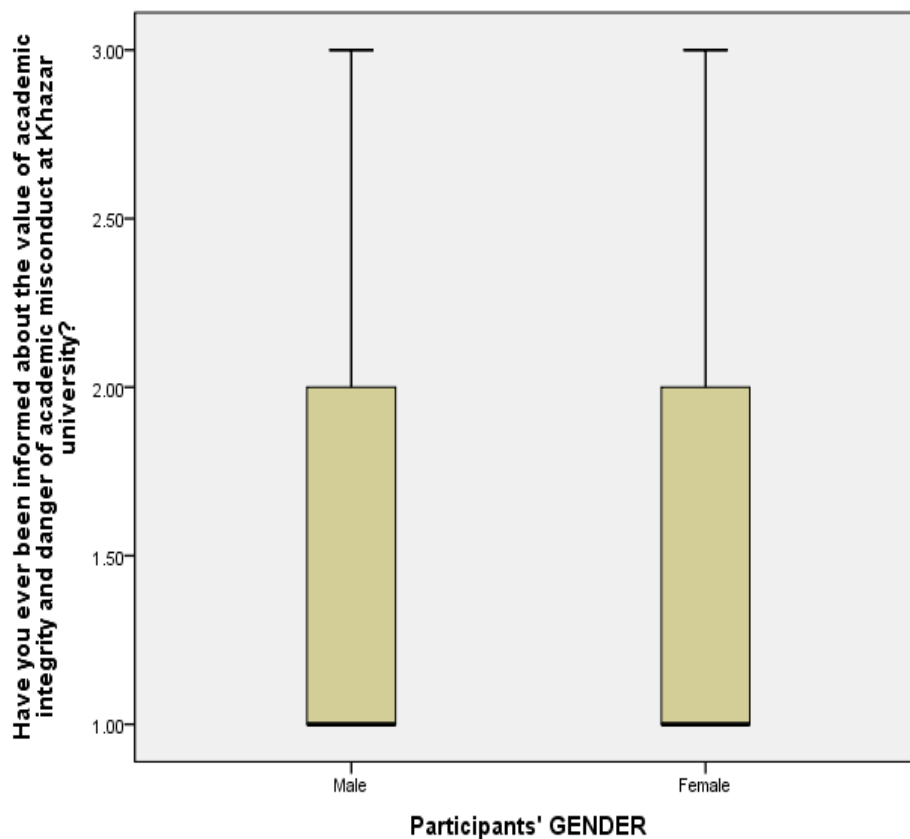


Fig. 1. Boxplots – Have you ever been informed about the value of academic integrity and danger of academic misconduct at Khazar University?

3. Discussion

This present research investigates the impacts of the second language on academic dishonesty of the control group. The investigation of the study was carried out within the scope of quantitative method. The participants were randomly selected and contained the (males, females, international, domestic, undergraduate and postgraduate) populace of the Khazar university students. All the international students from more than 10 countries (The Gambia, Nigeria, Russia, Ghana, Iran, Zimbabwe, Yemen, Indonesia, China, Mauritania, Sri Lanka, Iraq and Turkey) were grouped together as "international" and the Azerbaijani students were referred to as "domestic". A five items of self-developed questionnaire was distributed among the control group to answer the two research questions. "Using online free machine translation to translate a work done in a particular language to the language of instruction and present it as your own work" was one of the items structured in the survey of this study. It was revealed that the number of Khazar university students who habitually "always" participated in this conduct statistically insignificant. Although, majority of the students acknowledged the fact that they irregularly "sometimes" engaged in this misconduct and the good number of the control group renounced their engagement in such a misconduct. This particular part of the findings is not accurately harmonized with the prior hypothesized measures but went hand to hand with the predictions of some researchers (Clifford, Merschel & Joan, 2013) that only few students always engaged in misconduct of misusing machine translation. Given that "sometimes" was equally found to be more significant by the participants is an affirmation of the students' engagement in this misconduct but sporadically. This is obviously inclined to the claim that many participants have never offered support for any students by translating another person's work in order for them to hand it in as their works. Concerning the habit of reporting cases related to this misconduct to the university authority, majority of the participants stated that they have reported any students or heard any cases pertaining to that at the university. This buttressed what has been previously found by several researchers (Keith-Spiegel, Tabachnick, Whitley & Wash-burn, 1998; McCabe, 1993) that, most higher institutions advocate for the promotion of academic integrity but too flexible in handling matters related to academic misconducts harshly. It is noteworthy to highlight the claim of the participants that, they had "never" been informed by the university about the value of academic integrity and danger of academic misconduct. Creating awareness to boost and establish the values of academic integrity is paramount at every educational environment.

3.1. Conclusion

Conclusively, the two research questions of the research were answered through the analysis of a self-developed questionnaire which contains five items. The first research question about frequency of participation and engagement in academic misconduct and specifically on the misuse of free online machine translation was answered through the first four items of the survey, while the findings of the second research question about students' responsiveness of the consequence of academic integrity was presented in the analysis of the last item of the questionnaire. Within the scope of this article, lack and inadequacy of students' responsiveness about the consequence of academic integrity was established in this study. Accordingly, the study has proven that mis usage of online free machine translation has facilitated the students' frequent engagement in academic misconduct. Thus, the significance of the study is unquestionable as it adds to the literature in the field. A plausible contribution of this empirical research is highlighted firstly from the perspective of scarcity of the previous studies as it adds to the existing literature. Earlier studies limited the investigation on the second language students to the classroom settings. Meanwhile, this study expands the scope through the participants' aptitude to read and comprehend different language aside from the language of instruction at the university. Consequently, the selection of the control group and accurate analysis methods affirm the limitations of this study and open the door of contributions for the succeeding studies.

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The specific characteristics, economic aspects and importance of banking risk management in accounting training

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Abstract

A bank, as all economic entity, should seek to take risks that are commensurate with the expectations of its owners in terms of profitability. The Bank shall base its income from its activities and the risks associated with them on risk-taking in order to reduce potential losses. Banking risks are linked to the economic risks of the financial system and represent a separate risk category. Banking risk analysis is important in the context of a developing economy, because depending on the data obtained, certain decisions are taken regarding the assessment of further economic and financial processes in a given area of activity. This article presents a literature review (2000-2021) on banking risk and accounting education using the Scopus database. The article also reviews the disciplines in which most scientific work has been done and analyses which countries have the most research.

Keywords: risk management; accounting; banking risk; financial stability, accounting training

A banki kockázatkezelés sajátosságai, gazdasági vonatkozásai és jelentősége a számviteli képzésben

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Absztrakt

A banknak, mint minden gazdasági egységnek, arra kell törekednie, hogy olyan kockázatokat vállaljon, amelyek arányban állnak a tulajdonosok jövedelmezőséggel kapcsolatos elvárásaival. A bank a tevékenységéből származó jövedelmét és az azzal járó kockázatokat a kockázatvállalásra alapozza, a lehetséges veszteségek csökkentése érdekében. A banki kockázatok a pénzügyi rendszer gazdasági kockázataihoz kapcsolódnak, és külön kockázati kategóriát képviselnek. A banki kockázatelemzés egy fejlődő gazdaságban azért fontos, mert a kapott adatoktól függően bizonyos döntések születnek az adott

tevékenységi terület további gazdasági és pénzügyi folyamatainak értékelését illetően. Jelen cikk a banki kockázatot és a számviteli képzéssel összefüggő szakirodalmi áttekintést (2000-2021) mutatja be a Scopus adatbázis felhasználásával. A cikk továbbá áttekinti azokat a tudományágakat, amelyekben a legtöbb tudományos munkát készítették, és elemzi, hogy mely országok rendelkeznek a legtöbb kutatással.

Kulcsszavak: kockázatkezelés; számvitel; banki kockázat; pénzügyi stabilitás, számviteli képzés

1. Bevezetés

Általánosságban mind egyéni, mind vállalati szinten elfogadott, hogy a kockázat bárhol és bármikor fennállhat. Az emberek önkéntes alapon el tudják fogadni a magasabb kockázatokat, és sokkal kevésbé hajlandók elutasítani a nem önkéntes kockázatokat, még alacsonyabb szinten is, mivel nem rendelkeznek elegendő ismerettel róluk, vagy nincs rá befolyásuk.

Jelen tanulmányban jellemző, hogy a viszonylag hosszú ideig tartó egységesített számvitel után, a közösségi térben a számviteli szabályokhoz való igazodás szükségességének megértése után a számviteli normalizáció mind intézményi, mind számviteli szempontból reformfolyamatot ígér.

A piacgazdaságban a számviteli normalizáció célja a számviteli információs piac működésének olyan módon történő megszervezése (Baba, 2009), amely lehetővé teszi a pénzügyi kommunikáció optimalizálását. A számvitelnek, mint üzleti nyelvnek alkalmazkodnia kell a nemzetközi környezet új követelményeihez, ennek a problémának a megoldása jelenleg a számviteli szakma egyik fő gondja. Tekintettel arra, hogy a világ minden országában az elfogadott számviteli rendszer teljes függőségi viszonyban áll a létrehozott jogi keretekkel, az eredmények kutatásához jelentős hozzájárulást rögzített Wells 2018-ban, csatlakozva a terület számos szakemberének véleményéhez, miszerint hazánkban a számviteli rendszer reformja folyamatosan összefügg a szakma fejlődésével, a piacgazdaság sajátosságára, a kereskedelmi és egyéb jogi társaságok alapítására, működésére és felszámolására vonatkozó jogszabályainak fejlődésével, a tőkepiac és általában az üzleti környezet fejlődésével, a fenntarthatóság összefonódása, egy alapvető társadalmi területen jelenik meg (Drumea *et al.*, 2020). Elmondható, hogy a kockázat (Anghel, 2017) a nemkívánatos helyzeteknek való kitettség, amely a negatív következményekkel járó tények és jelenségek meg nem becslése miatt következik be. A kockázat kifejezést jelenleg több területen is használják: gazdasági, pénzügyi-bankár, társadalmi, politikai stb. területen (Delis & Kouretas, 2011). A kockázat számításának csak akkor lehetnek különböző módjai, ha a célt és az azt befolyásoló tényezőket ismerjük. Megértve, hogy a kockázat több szempontját és számítási módját elmélyíthetjük, a banki kockázat néhány konkrét aspektusát fogjuk közelebbről megvizsgálni.

A banki tevékenységek területén (Aikaterini-Foteini & Girardone, 2008) a kockázat olyan jelenséggé határozható meg, amely a banki társaságok működése során felmerülhet, és amely az üzlet minőségének romlásával (Albort-Morant, 2016), a nyereség csökkenésével vagy akár a veszteségek elszámolásával e tevékenységek negatív aspektusát okozza. A bankszektorban a kockázat valójában a veszteség (Agoraki *et al.* 2011) valószínűségét jelenti. Ez a valószínűség nem tisztán matematikai, hanem függ a bank ügyfeleivel folytatott tranzakcióitól, a nekik nyújtott hitelektől, és nem utolsósorban a bank fejlődéseitől és az alkalmazott fizetési rendszereitől. A matematikai megközelítést a hitelkockázat értékelésében alkalmazzák, és az abból áll, hogy egy algoritmus segítségével mérik a banki szakemberek, mint a tevékenységük gyakorlati dimenziójának elméleti és gyakorlati megfontolásokon alapuló javításának anyagát.

A kockázat tudatosítása óvatos és megfontolt intézkedések meghozatalát jelenti, figyelembe véve a következő tényezőket (Awdeh, 2011):

- a nemzeti szabályozó hatóság által előírt prudenciális intézkedések betartása;
- a várható nyereség és a várható veszteség a megfelelő kockázati kitétettség igazolása érdekében;
- az esetleges veszteségeket a céltartalékokból és a nyereségből lehet fedezni;
- a kockázatot úgy kell méretezni, hogy a jövőbeli veszteségek ne befolyásolják a hitelintézet megítélését;
- csak azokat a kockázatokat fogadja el, amelyeknek van esedékessége és számszerűsíthetők. Sajnos az éles verseny miatt egyes bankárok és egyes bankok hajlamosak szem elől téveszteni a kockázatokat, amelyeknek ki vannak téve.

Kockázatról reális döntési alternatívák (Anghel, 2016) esetén beszélhetünk, egy esemény lehetséges kimenetelei jelentik a kockázatot. Amikor egy érmét dobunk fel, két eredmény lehetséges: fej vagy írás. Attól függően, hogy mit kaptunk, lehet előnyös és lehet hátrányos a játék kimenetele szempontjából. Ez azt is jelenti, hogy a kockázattal nem a várható veszteség lehetőségét tartalmazza csak (Anghelache & Marinescu 2017), hanem a várható hozamot is. A banki gyakorlatban azonban a hangsúly a várható veszteségek meghatározásán és értékelésén van.

2. Szakirodalom, kutatási módszerek

A kutatás módszertani alapja egy összehasonlító szakirodalmi elemzés alkalmazása az alapvető tendenciák tanulmányozására a banki kockázat és a számviteli képzés összefüggésében. Az elemzés elvégzése során általános és speciális tudományos módszereket alkalmazunk. Ezek közé tartoznak: elemzés, mérés, összehasonlítás, általánosítás. A kutatás információs bázisa a Scopus adatbázis elemzési információi a tudományos publikációk számáról, amelyeken belül a banki kockázatot és a számviteli képzés fejlődésének kérdéseit vizsgáljuk. Ezenkívül a Word Art eszközkészletét használtuk a tanulmány eredményeinek klaszterezéséhez és vizualizálásához.

Általánosságban megállapítható, hogy a könyvelőknek olyan intellektuális képességekre van szükségük, mint például a problémamegoldás (Kővári et al, 2020) és a kritikus gondolkodás (Apostolou & Dorminey, 2019) (Kővári, 2020). Az intellektuális képességek közé tartozik a kapott fogalmak új helyzetekkel való összekapcsolása, az önálló gondolkodás, az új adatok és helyzetek kritikus értékelése, valamint az ismeretek alkalmazása egy munkahelyi kontextusból vagy problémából egy másikra. Éppen ezért fontos egy olyan elemzés elvégzése, mely összegzi az elméleti és alkalmazott kérdéseket, a banki kockázat és a számviteli képzés témakörökben, vizsgálva a nemzetközi, valamint hazai szakirodalomban megjelent tanulmányokat.

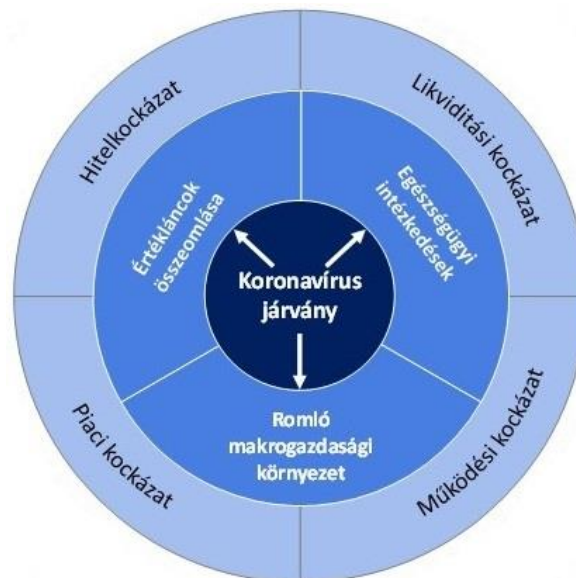
3. Eredmények

A tanulmány a banki kockázat és a számviteli képzés területén megjelent tudományos cikkek számának elemzésével kezdődik. Meg kell jegyezni, hogy 2021-ben a Scopus adatbázisban közel 46 000 publikációt tartanak nyilván, amelyek a banki kockázat és a számviteli képzés fejlesztésével kapcsolatos elméleti és alkalmazott rendelkezéseket támasztják alá. Ez ismét megerősíti a kutatás magas szintű relevanciáját ezen a területen. Valamint a megadott számú munkák közül a legtöbbet 2011 és 2021 között publikálták. Annak érdekében, hogy a banki kockázatot és a számviteli képzést hogyan lehet jellemezni, ebből a szempontból kialakultak döntő jelentőségű okok amelyek a következők:

- 1) a különböző eszközök (mobiltelefonok, okostelefonok, táblagépek stb.) megjelenése és aktív fejlődése, amelyek lehetővé teszik az áruk és szolgáltatások még gyorsabb megvásárlását és értékesítését;
- 2) a fizetések digitalizálásának egyik nagyon fontos előnye az adóelkerülés csökkentése. Számos tanulmány és elemzés azt mutatja, hogy az elektronikus

fizetések (bankkártya, internetes/mobilbankolás) gazdaságban való részesedése és a szürkegazdaság csökkenése között igen nagy a korreláció.

- 3) a siker kulcsa az, hogy a bankok szélesebb körben tekintsenek a külső partnerek által nyújtható szolgáltatásokra, az informatikára és más támogató területekre, például a humán erőforrás- vagy az ingatlankezelésre összpontosító szolgáltatásokra. A hitelezésben például számos feladatot külső partnerek vállalhatnak át, például az ügyfeladatok digitalizálását vagy adatszolgáltatók igénybe vételét (ma például a piaci adatokat gyakran belsőleg gyűjtik, összesítik és elemzik, vagy nem állnak rendelkezésre digitális formában).
- 4) az elektronikus fizetések globális rendszerének átalakulása, amely az új információs technológiák fejlődésének és a pénzügyi szolgáltatások területén való aktív részvételüknek és egyéb okoknak köszönhetően következett be.



1. ábra Banki kockázatértékelés a pénzügyi stabilitás javítása érdekében

Forrás: saját szerkesztés

A tanulmányunkban hangsúlyozottan foglalkozunk a banki kockázattal kezdeti szakaszát, első eredményeit, sikereit illetve problémáit vizsgáljuk meg, a koronavírus-járvány kitörése óta amelyeknek a bank a kockázatvállalását olyan üzleti tevékenységekre összpontosítja, amelyeknél kellő szaktudással és technikai feltételekkel rendelkezik a kockázat megítélésére, mérésére és nyomon követésére. A Bank az új termékek, szolgáltatások bevezetése előtt minden lényeges kockázati típus vonatkozásában felméri a termék kockázatait, meghatározza a

kockázatkezelés módszereit, ideértve a monitoring tevékenységet a pénzügyi stabilitás javítása érdekében.

A bankok sokkal jobb állapotban léptek be a világválságba, mint az előző válság kezdetén. A válság szélesebb körűvé válásával néhány bankot túlterhelt a hitelkérelmek igen magas száma, különösen az államilag garantált hitelekre vonatkozó állami támogatási programok és a törlesztési értékek bevezetése után. Ezek a bankok azonban képesek voltak gyorsan alkalmazkodni, és hozzájárultak a vállalatok és a háztartások számára biztosított zökkenőmentes hiteláramláshoz.

Jelenleg minden egyes pénzügyi intézménynek saját kockázati profilja van, amelyet a működési kockázati eseményeket generáló tevékenységek azonosításával határoznak meg (Ly, 2015). Így a belső csalás a bank megtévesztésére irányuló nyilatkozatok és jelentések szándékos elkészítése, az ügyfelek szándékos vagy nem szándékos félretájékoztatása, az anyagi értékek ellopása, a számviteli nyilvántartásba vétel igazoló dokumentumok hiányában, az ügyféltevékenység helytelen elemzése, amely a banknál veszteségeket okozhat, valamint az információk jogosulatlan módosítása révén történhet. Külső csalás történhet ATM-eknél vagy bankpultoknál elkövetett rablás vagy betörés, hamis pénzeszközök bevezetése, az intézményt és az ügyfelet egyaránt károsító számítógépes rendszerbe való illetéktelen behatolás, valamint az intézmény becsapása céljából történő okirat-hamisítás révén is.

A veszteségek a foglalkoztatási és munkabiztonsági feltételek, a személyzet fegyelmi vétsége vagy az alkalmazottak távolléte, a munkavállalók képességeit messze meghaladó feladatok kijelölése miatt következhetnek be. Az ügyfelekkel, termékekkel és üzleti tevékenységekkel kapcsolatos visszaélések miatt is keletkezhetnek veszteségek, például a pénzmossási műveletek azonosításának elmulasztása, a szolgáltatási feladatok nyilvánosságra hozatala, az ügyfelek által megadott adatok ellenőrzésének elmulasztása, a csoportonkénti maximális kitétségi limitek be nem tartása és sok más miatt. Veszteségek keletkezhetnek az üzletmenet megszakadása vagy a rendszervírusok okozta meghibásodása, az adatok elektronikus formában történő hibás továbbítása és a számítógépes alkalmazások adatvesztést eredményező hibás működése miatt, az ügyfelekkel szembeni bánásmódból, például az ügyfelek adatainak hibás feldolgozásából eredő veszteségek, valamint az elektronikus banki rendszer biztonságából eredő veszteségek, amelyek a rendszerben végzett jogosulatlan tevékenységekben nyilvánulnak meg.

Jellemzően a jövedelmezőség közvetlenül a banki tevékenység kockázati fokával változik. Egyes kockázatok elkerülhetők vagy csökkenthetők, mások a bank által kiszolgált gazdasági környezet velejárói. Ma azt látjuk, hogy a bankok nagyon összetett tevékenységet végeznek

ezért a kockázatkezelés inkább "keresztellenőrzés", mind a lebonyolított ügyletek típusaira, mind a bank betét- és hitelportfóliójára vonatkozóan. Ez a kockázati megközelítés mind a regionális vagy nemzeti bankokra, mind a nemzetközi szinten működő bankokra vonatkozik.

A bankok 3 kérdés megválaszolásával értékelik a hitelkockázatot, amelyek a következők:

1. Mekkora a nem teljesítő hitelek aránya a múltbeli adatok alapján?
2. Milyen veszteségek várhatóak a jövőben?
3. Hogyan áll készen a bank a veszteségek fedezésére és viselésére?

A tévesen számított hitelekben eredő veszteségek kezelése érdekében a banknak egy sor tartalékot kell képeznie, amely a teljes nyújtott hitelek egy százaléka (Crété, 2012). A versenyképesség miatt sajnos az adósok hitelképességével kapcsolatos elemzések gyorsan és hanyagul készülnek, ami a bankok által nyújtott hitelek növekedéséhez vezet. A likviditás egyensúlya attól függ, hogy a piac hogyan érzékeli a bank pénzügyi helyzetét.

Mivel a bankok minden gazdaság számára fontosak (Chen, G. & Wu, Y. 2014), munkájukat az adott ország központi bankja is szigorúan felügyeli. Bár egyes banki társaságok tiltakoznak a központi hatóságok által előírt felügyeleti intézkedések ellen, azok célja a kockázatok elkerülése a bankrendszer egészében (Elsinger & Lehar, 2006), és a szükséges eljárások megteremtése a kockázatok negatív hatásainak felmerülése esetén történő fellépéshez.

Jelenleg a nagy adatok és a rengeteg információ korát éljük. Nem számít hol vagyunk, mi elkerülhetetlenül szembesülünk azzal a helyzettel, hogy aktívan vagy passzívan kapunk híreket és visszajelzéseket és lehetővé teszik a biztosítótársaságok számára, hogy többszornálisan ériék el az ügyfeleket (Nagy, 2021). Az emberi szem erőteljes mintafelismerési képességekkel rendelkezik, és az emberi agyműködés több mint felét vizuális információk feldolgozására és betáplálására használjuk.

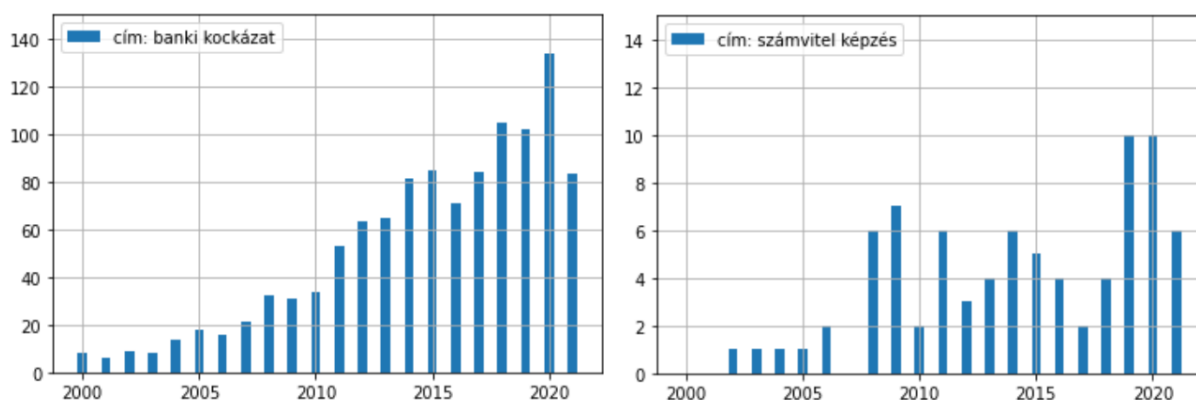
Az adatábrázolás célja az adatok és a képi információk világosabb közlése és hatékonyan megfelelő grafikus ábrázolások, például hisztogramok, oszlopdigramok, oszlopok segítségével diagramok és egyéb statisztikai diagramok. A Python elnevezésű program jó választás, rengeteg külső könyvtárat biztosít, nyílt forráskódú közösségek, és folyamatosan optimalizált dokumentáció az adatok megjelenítéséhez. Ebben a kutatásban a Python Matplotlib könyvtára és pyecharts könyvtárak voltak felhasználva az adatok vizualizációjának megvalósítására.

A számviteli oktatás előmozdítása szerves részét képezi a Könyvvizsgálók Nemzetközi Szövetségének (IFAC) azon elképzelésének, hogy a globális számviteli szakma az erős és fenntartható szervezetek, pénzügyi piacok és gazdaságok szempontjából (Bushman & Williams 2012) alapvető fontosságúnak ismerik el.

Ahhoz, hogy a gyorsan változó környezetben relevánsak maradjanak, a következőkre van szükségük egyre inkább az általánosan elismert számviteli kompetenciákon túlmutató készségek bizonyítására.

Tekintettel a banki kockázat és a számviteli képzés innovációjára (Fulop & Tiron-Tudor 2019), az új technológiák vonzásának szükségességére az ügyfélszolgálat minőségének javítása, az információbiztonság, a termékek szállításának gyorsasága érdekében (Csiki *et al.* 2019), ez a terület nem csak egy olyan szféra, ahol a modern digitális technológiákat használják, hanem egy olyan terület, amelyen belül ilyen technológiákat fejlesztenek ki és alkalmaznak az életben, növelve az innováció szintjét az egész világgazdaságban (Kővári, 2020).

A 2. ábra a banki kockázat és a számviteli képzés elméleti és alkalmazott kérdéseit vizsgáló tudományos publikációk számát mutatja be a 2000-2021 közötti időszakban.



2. ábra Angol nyelvű tudományos publikációk száma 2000-2021 között, amelyek címében a „banki kockázat” (banking risk) és a „számvitel képzés” (accounting training) szó szerepel

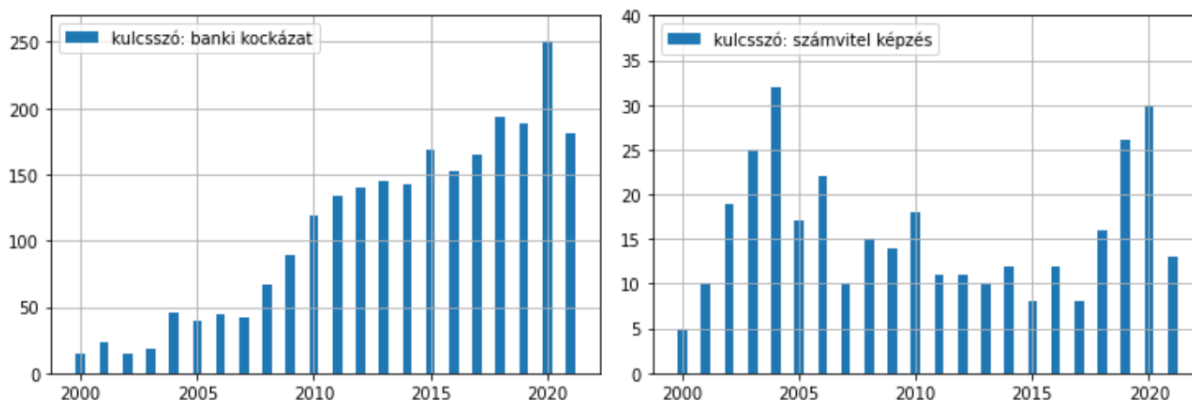
Forrás: saját szerkesztés a Scopus adatbázis alapján

A 2. ábrán szereplő információk alapján a következő következtetéseket lehet levonni: 2000 és 2021 között fokozatosan nőtt a tudósok érdeklődése a banki kockázat és a számviteli képzés iránt. Különösen, ha 2000-ben csak 8 publikáció volt a banki kockázat területen, akkor 2020-ban már 134 mű. Így a vázolt információk lehetővé teszik a banki kockázat és a számviteli képzés tanulmányozásának teljes folyamatának nyomon követését a világban. Azt is meg kell jegyezni, hogy már 2021-ben 83 művet publikáltak a banki kockázat területen és 6 művet publikáltak a számviteli képzés területen a Scopus adatbázisában, ami előrevetíti, hogy az év végére az ilyen művek száma sokkal nagyobb lesz, mint 2020-ban.

Szeretnénk megjegyezni, hogy a 2. ábra a banki kockázat és a számviteli képzés területén megjelent publikációk számának hullámszerű alakulását is megállapítja, ami bizonyos

növekedési és csökkenési időszakokat jelez a tudósok érdeklődésében az e területeken végzett kutatások iránt. Véleményünk szerint ez a helyzet összefügg az új technológiák megjelenésével és bevezetésével (Alt *et al*, 2021), amelyek egy bizonyos ponton új lendületet adtak a személyes fejlődésnek. Például egyértelmű, hogy a banki kockázat és a számviteli képzés kezdete az internet fejlődéséhez kapcsolódik. A kommunikáció sebessége és a fogyasztók hozzáférése a használatához azonban nem volt elégséges. 2008 óta az új technológiák bevezetése, a kommunikáció sebességének növekedése, a mobil internet fejlődése miatt a banki kockázat és a számviteli képzés fejlődésében új szakasz következett be, és a publikációk száma növekszik, mivel a gazdaság ezen ágazatának jelentős fejlődési potenciálja növekszik. Idővel a mobilkommunikáció, az okostelefonok és más mobil eszközök aktív fejlődése ismét jelentős átalakulásokhoz vezetett a banki kockázat és a számviteli képzés területén és ez ismét frissítette az új kutatások elvégzését ezen a területen.

Felhívjuk a figyelmet arra, hogy az 2. ábra csak azon művek számát mutatja, amelyek címében szerepel az „a banki kockázat és a számviteli képzés” kategória. Számos más tanulmány is létezik azonban, amelyek a banki kockázat és a számviteli képzés fejlődésének bizonyos aspektusaiával foglalkoznak.



3. ábra Angol nyelvű tudományos publikációk száma 2000-2021 között, amelyek kulcsszavai között a „banki kockázat” (banking risk) és a „számvitel képzés” (accounting training) szó szerepel

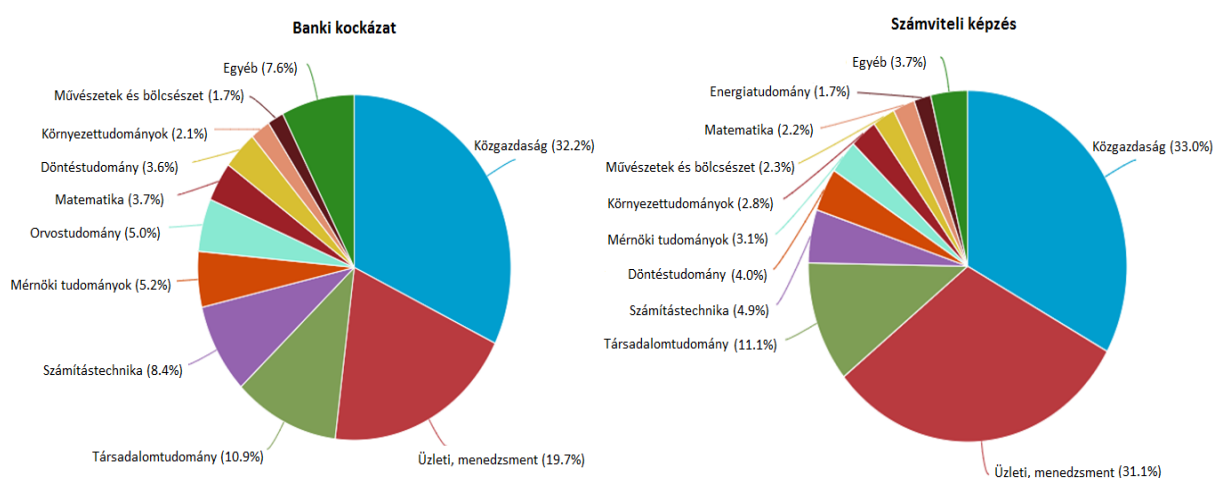
Forrás: saját szerkesztés a Scopus adatbázis alapján

A 3. ábra adatai a banki kockázat és a számviteli képzés területén megjelent tudományos cikkek számát tükrözik, amelyek kulcsszavai között szerepel „a banki kockázat és a számviteli képzés” szó. Ezért valójában hasonló tendenciát figyelhetünk meg azon publikációk számában, amelyek címében már szerepel "a banki kockázat és a számviteli képzés " szó. A 3. ábra adatai azonban

arra utalnak, hogy jelentős mennyiségű olyan kutatás létezik, amely közvetve a banki kockázat és a számviteli képzés működésével és fejlődésével kapcsolatos kérdéseket is vizsgál. Ha például 2020-ban "a banki kockázat" kulcsszavai közé 250 olyan munka szerepelt a Scopus adatbázisában, a bankszektor nyereségtermelő képességét jelentősen befolyásolhatják a makrogazdasági feltételek romlásának kilátásaival. "A működési bevételek csökkenése (mind a nettó kamatbevétel, mind a tranzakciós bevételek csatornáján) és a kockázati költségek növekedése várható, akkor ugyanerre az időszakra vonatkozóan a számvitel képzésre 30 olyan publikáció született, amelyben a vázolt kérdéseket töredékesen vizsgálják. Ez csak megerősíti a banki kockázat és a számviteli képzés összetettségét és sokrétű tanulmányozását, a nemzetgazdaságok fejlődésében betöltött fontos szerepe, a különböző típusú gazdasági egységekre gyakorolt hatása, saját fejlődésük jelentős potenciálja és a világkereskedelemben részt vevő országok gazdasági kapcsolatok további átalakulása miatt.

Az új technológiák átvétele például big data, blockchain, bitcoin, felhőalapú számítástechnika, kiterjesztett üzleti jelentéstételi nyelvek, technológia, stb. a mobil, a mesterséges intelligencia, a szoftveralkalmazások és a közösségi média lehetővé teszi az információ erejének megértését és hatékony kihasználását egy adatvezérelt világban (Tiron-Tudor, 2019).

A 4. ábrában szereplő információkat elemezve láthatjuk, hogy a legtöbb publikáció gazdaság területéhez kapcsolódik. A felsorolt tudományágokon belüli kutatás teljes időtartama alatt a banki kockázat 11.000 és a számviteli képzés területén 35.000 tudományos publikáció jelent meg. Az elemzés tehát ismét megerősíti, hogy a banki kockázat és a számviteli képzés fejlődése elsősorban olyan technológiák, innovációk fejlődéséhez kapcsolódik, amelyek lehetővé teszik a bankszektor nyereségtermelő képességét és a számviteli képzéssel kapcsolatos kutatásokat.

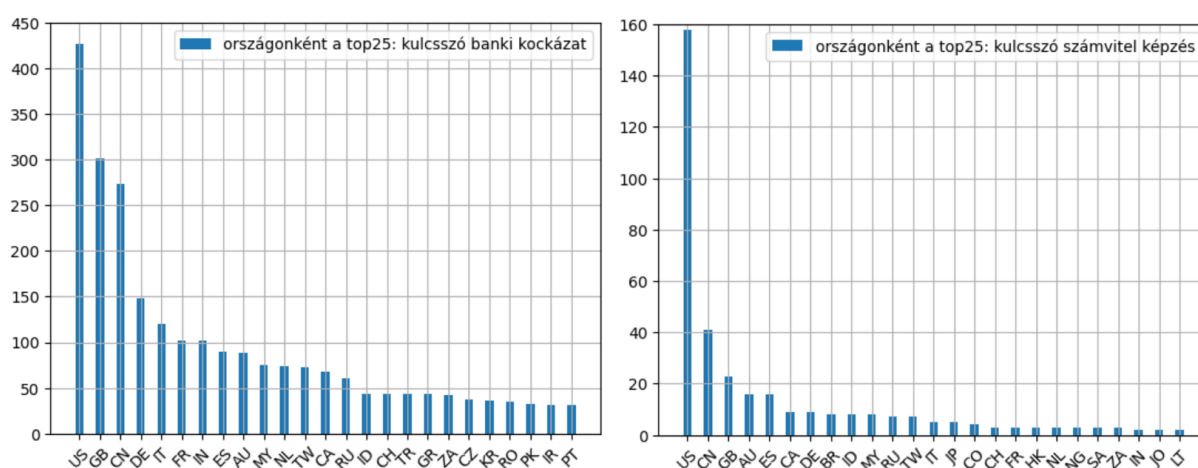


4. ábra Felsorolt szakterületek, amelyek címében a „banki kockázat” (banking risk) és a „számvitel képzés” (accounting training) szó szerepel

Forrás: saját szerkesztés a Scopus adatbázis alapján

Meg kell jegyezni, hogy az ábrában felsorolt területek közül a közgazdaságtan, az ökonometria és a pénzügyek iránya a banki kockázat 32,2% és a számvitel képzés 33,0%. Ez azt jelzi, hogy a legtöbb témát a társadalomtudományok területén tanulmányozzák. Ez újra megerősíti a banki kockázat és a számviteli képzés egyetemességét, mint olyan tanulmányi tárgyat, amelyet a különböző tudományterületek tudósai tanulmányoznak, és amelyet ma is aktívan tanulmányoznak.

Ezen túlmenően a Scopus adatbázis alapján elemezni fogjuk az olyan tudományos publikációk regionális megoszlását az országok között, amelyekben a banki kockázat és a számviteli képzéssel kapcsolatos kérdéseket vizsgálják. A vonatkozó információkat az 5. ábra mutatja be.



5. ábra Angol nyelvű tudományos publikációk száma 2000-2021 között, amelyek témájában szerepel a „banki kockázat” (banking risk) és a „számvitel képzés” (accounting training) szó, országonként

Forrás: saját szerkesztés a Scopus adatbázis alapján

Az 5. ábrán látható adatok elemzése alapján megállapítható, hogy a banki kockázat és a számviteli képzés területén a legtöbb művet az Egyesült Államokban, Egyesült Királyságban, és Kínában publikálták. Ismert, hogy a banki kockázat és a számviteli képzés területén a legtöbb publikáció azokban az országokban születik, amelyek kulcsszerepet játszanak a világgazdaság fejlődésében. Érdeemes megjegyezni a délkelet-ázsiai régióból (Indonézia, Tajvan) származó tudományos publikációk jelentős számát is ezen a területen, ami véleményünk szerint szintén összefügg a banki kockázat és a számviteli képzés aktív fejlődésével ezekben az országokban és a lakosság növekvő keresletével a vonatkozó szolgáltatások iránt.

Ezen túlmenően, a banki kockázat és a számviteli képzés sokszínűségének, kiterjedésének és számos tényezőtől való függőségének megerősítése érdekében a 6. ábrán az "a banki kockázat

és a számviteli képzés " kategóriát jelölő publikációkban szereplő kulcsszavak közötti kapcsolat grafikus térképét mutatjuk be.



6. ábra - A „banki kockázat” (banking risk) és a „számvitel képzés” (accounting training) szó szereplése az angol nyelvű tudományos publikációkban 2000-2021 között

Forrás: saját szerkesztés a Word Art program segítségével

Az IFAC perspektívájával összhangban a számviteli oktatás hosszú távú jövőképre van szükség, és ennek magában kell foglalnia az új tagok megnyerését, a meglévők megtartását és a szakemberek iránti kereslet növelését, a könyvelők értékének és a változásokkal szembeni rugalmasságának bemutatásával. Az oktatás terén az internethasználat sokkal jelentősebb hatással van a regionális növekedésre, mivel az oktatást általában a gazdasági növekedés alapvető tényezőjeként ismerik el (Răileanu *et al.* 2019). Ezzel a szakmai szervezet támogatja a számviteli oktatást, hogy tanácsot adjon a fiataloknak, a pályafutásukról, és a könyvelői szakma képviselője a vállalkozókkal, intézményekkel.

4. Összefoglaló

Tanulmányunknak számos következménye van a szakirodalomra és a gyakorlatra nézve, felhasználva milyen tanítási és tanulási modellek, módszerek, mint például a projektoktatás (Kővári, 2017) lesznek a legmegfelelőbbek a jövő könyvelői képzésében (Umair *et al.*, 2021). Az eredmények azt mutatják, hogy a társadalmi szolidaritás elmélete és a társaktól való tanulás modellje a legmegfelelőbb teszt az új évezred számviteli képzésében. Elmondható, hogy a banki kockázat azonosítása és kezelése különösen fontos a gazdasági és pénzügyi tevékenységben. Ugyanakkor a kockázatok a bankok és az ország gazdasági szerkezeti egységei közötti együttműködést jelentik. Különösen érdekesek a bank által nyújtott hitelek, amelyek megközelítőleg hasonló kockázatot jelentenek mind a hitelező, mind az adós számára.

Következésképpen minden tudománynak megvannak a maga fogalmai, sajátos módszerei, az evolúció és a történelmi halmozódás gyümölcsei; minden tudománynak közös az úgynevezett tudományos kutatási megközelítése. Azok a bankok, amelyeknek sikerült kontrollálniuk a

kockázatokat, amelyeknek ki vannak téve, arra következtettek, hogy ez a folyamat szoros összefüggésben van a nyereségességükkel (Pasiouras, 2007). A magasabb jövedelmek elérése érdekében a banknak nagyobb kockázatokat kell vállalnia, vagy növelnie kell a kockázati kitettséget, vagy csökkentenie kell működési költségeit (ami szintén a kockázatok növekedéséhez vezet).

Bár a módszer felfogása magával a tudománnyal együtt változik, vannak olyan állandó alapelvek, amelyek minden tudományos módszer alapját képezik. Minden tudomány a valóságos világból észlelt tények, adatok, "bizonyítékok" sorozatán alapul, amelyeket különböző elméletekkel kell megmagyarázni. Tekintettel arra, hogy kutatásunk tárgya a számvitel, a pénzügyek metszéspontjában helyezkedik el, a témával kapcsolatos tudományos viták elmélyítése érdekében elemeztük a tudományos közösség által a számvitel, a pénzügyek területén legrepresentatívabbnak tartott nemzetközi folyóiratokban megjelent tudományos cikkeket.

A cikk tehát a banki kockázat és a számviteli képzéssel kapcsolatos tudományos munkák elemzését nyújtja. A kutatás információs bázisa a Scopus adatbázis volt, amelynek információi alapján a vázolt terület tudományos publikációinak retrospektív elemzése történt. Az analitikus információk tanulmányozása lehetővé tette, hogy megállapítsuk az e területre vonatkozó tudományos munkák számának hullámszerű állapotát. Ez a helyzet közvetlenül kapcsolódik az új információs technológiák fejlődéséhez. A cikk keretében elemezzük azokat a tudományos területeket, amelyeken a banki kockázat és a számviteli képzés tanulmányozása folyik, és megállapították, hogy a legtöbb munkát Kínában, az USA-ban és az Egyesült Királyságban (a diagram alapján) publikálták, ami összefügg a banki kockázat és a számviteli képzés aktív fejlődésével ezekben az országokban. A könyvelői szakma az üzleti világ kedvenc szakmái közé tartozik. Az üzleti világ változásainak és új fejleményeinek eredményeként napról napra fontosabbá válik az e kedvelt szakmát gyakorló könyvelő munkatársak képzettsége.

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Rövid szakmai életrajz

Krájnik Izabella egyetemi adjunktus, a Kolozsvári Babeş-Bolyai Tudományegyetem, Közgazdaság- és Gazdálkodástudományi Kar, Üzletigazgatás Tanszékén oktat. A számvitel körébe tartozó tárgyak oktatásában vesz részt. Számos programban és pályázatban való részvétel, valamint több kiadvány és kézikönyv szerzője ezen a területen.

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Quality of the Educational Process

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Abstract

Quality improvement of the teaching process requires teachers to constantly think, analyse and evaluate their own work and try to improve its quality. The paper deals with the introduction of quality management in the teaching process, since one way of improving the quality of education is to build a quality management system at secondary schools, focusing exclusively on schools with Hungarian language of instruction. In the most countries of the world, its trend to create expectations for result of the schools work, we can say standards, which could be regularly controlled. From the most of products it's required to answer for predetermined standards, and these standards or norms are strictly controlled. In schools they don't do it. Nobody guaranteed, that the student of that school in which he learn the knowledge, skills, etc. The goal of the study is to point out why these students are unmotivated and in which domain it is worth planning an intervention.

Keywords: learning process, quality of education, educational process, teaching process, different learning

1. Introduction

The connection between learning and motivation is the key question of efficiency. Educators often ask how students' motivation can be enhanced, respectively how it is possible to learn efficiently (Hrmo & Turek, 2003). Learning motivation is constantly decreasing from the fourth class of elementary school and an especially significant reduction can be experienced during the transitional period from the elementary school to secondary school (Blaško, 2009). So it is not surprising that teachers teaching at secondary vocational training school tend to face a low level of students' learning motivation. Thus, teachers have the task to attract the students' interest in the given subject and enhance their learning motivation.

Nowadays quality has a dominant feature in every aspects of life. After joining the European Union, quality should be based on needs and requirements of the European Union regarding quality assurance.

The primary purpose of each school should be recognized by the customers' expectations and requests on the basis of an accurate data, not just on the basis of teachers' experience and

intuition. It needs a regular feedback (students' attitude toward learning, school, assessment of students' talent and ability). One way to increase the quality of education is to develop the system of quality management at secondary schools according to ISO 9000 NORMA and TQM philosophy. Emphasis should be placed on the quality of educational process, so that students after completing their studies would be prepared and meet the requirements of their future employers' expectations.

2. Learning motivation

Learning motivation is to be handled as a multidisciplinary problem by reason of its complexity (Szököl, 2015).

Motivation is an internal power, which drives the student to find the learning source even if they have not had success yet. Personality develops itself. Everybody strives for a higher level of self. This intrinsic motivation is called forethought or sapiency. Success does not depend on innate abilities, but it depends on efforts, namely hard work (Bilčík, 2018). Learning motivational factors can be various sort: intrinsic, extrinsic, direct, indirect, primer, secondary, general, special, internalized, as well as prestige motives (Marks & Lajčín, 2016).

Self-regulation

The concept of self-regulation has received an emphasized attention as a key factor that predicts students' school readiness.

During the last decade, varieties of concepts were created to conceptualize learners as active seekers of knowledge and skills. These formulations have been labelled as "self-controlled," "self-instructed," or "self-reinforced" learning to draw attention to the importance of self-regulation processes. Explanations have been seeking to explain not only students' abilities to learn on their own but also their motivation to do so. Recently, several theoretical studies have striven to relate various views of self-regulated learning to academic motivation and achievement (Bendíková, 2014). In the present study, the term self-regulation will be used to describe this general theoretical approach.

According to a generally accepted interpretation self-regulation is a multi-component, hierarchically organized process of long- and short-term goal pursuit. It does not work isolated, but it is realized by a number of core psychological components including attention, action, and emotionality, thought, and imagery, physiological responses, and animate and inanimate aspects of the environment (Bilčík, 2018), (Marks & Lajčín, 2014).

Stable components of the personality (as temperament, traits) determine the direction of the development of self-regulation, but cognitive abilities, emotions and environmental effects have an impact on the functioning of this ability. Parental behaviour plays a determinate role in forming self-regulation properly. Children learn in family environment to control feelings and behaviours, and endorse their will in an effective way. The stable and dynamic factors' joint manifestation can also mean, for example, that if conscientiousness or will as a stable personality feature works at a lower level, parents and later teachers can compensate the shortcomings with correct, consistent behaviour. They can teach children how to handle their negative emotions, develop their thinking, and organise their learning effectively (Belz & Siegriest, 2001).

Self-regulation is the explicability of personal goals, which hangs together with individual needs, and it is also a flexible learning strategy selection ability that serves the solutions of conflicts, which occur along the way. Self-regulation activates the self-reward system, and enhances success by arousing positive emotions (Szököl, 2015).

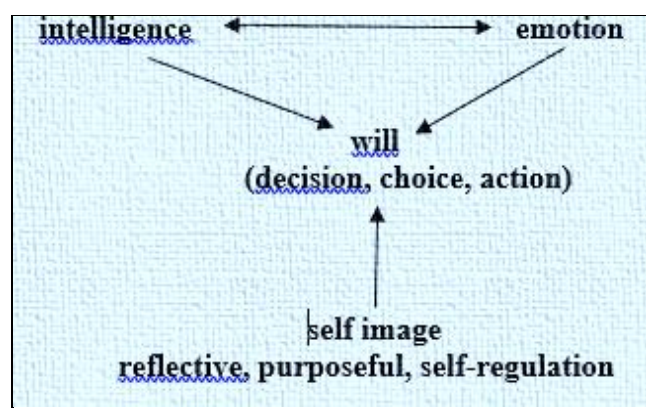


Figure 1: Process of reflective self-regulation (Szököl, 2016)

During reflective self-regulation the student depends on momentaneous, external circumstances decreasingly. External effects and the earlier experiences are compared, and the received outcomes can be overridden. Thus reflective self-regulation is based on cognitive, motivational, emotional and volition factors, and at the same time it affects forming of the self, which reacts on cognitive, motivational, emotional and volition components, as illustrated in Figure 1 (Szököl, 2016).

According to Ugrai (2020) two types of self-regulation can be distinguished. Type 1 refers to the temporally extended process of moving toward or away from relevant goals in a relatively flexible and situationally coordinated manner under conditions of conflict, error, or threat. This type deals with self-reflective attempts. Self-regulation type 1 can be defined regulation by the self. Self-regulation type 2 refers to the short-term action of moving toward or away from self-

relevant goals in a relatively inflexible and situationally primed manner under predictable, controllable routine or stable conditions. Type 2 has been variedly called associative, implicit, automatic processing, and is also known as physiological self-regulation. Type 2 self-regulation is the regulation of the self.

Self-regulated learning

Recent research on self-regulated learning has emphasized the importance of both motivational and cognitive components (Benedek, 2015), (Bendíková, 2014)). Self-regulated learning, which is an active, constructive process, plays an important role in the learning process at school, and includes students' goal setting, monitoring, controlling and reflections (Ugrai, 2016). Szőköl (2015) has formulated another definition for self-regulated learning, which says: „a person motivates himself, and plans, structures, manages and controls his activity independently, in a responsible way. Self-regulation is a self-integrative form of control activities, but self-control is the aspect of self-discipline”.

Extraversion and introversion relate to a complex package of neurological function, information processing and self-referent knowledge-level cognitions. The more malleable aspects of personality are shown in Figure 2. The Cognitive-Adaptive Model of Extraversion model represents the fact that there are typical outcomes of typical behaviours. Self-regulative factors such as self-efficacy may also motivate the individual to choose activities in which skill is required (e.g., extraverts seek out companions fostering a greater expertise, practice and self-confidence for them) (Marks & Lajčín, 2016), (Szarka & Brestenská & Juhász, 2015).

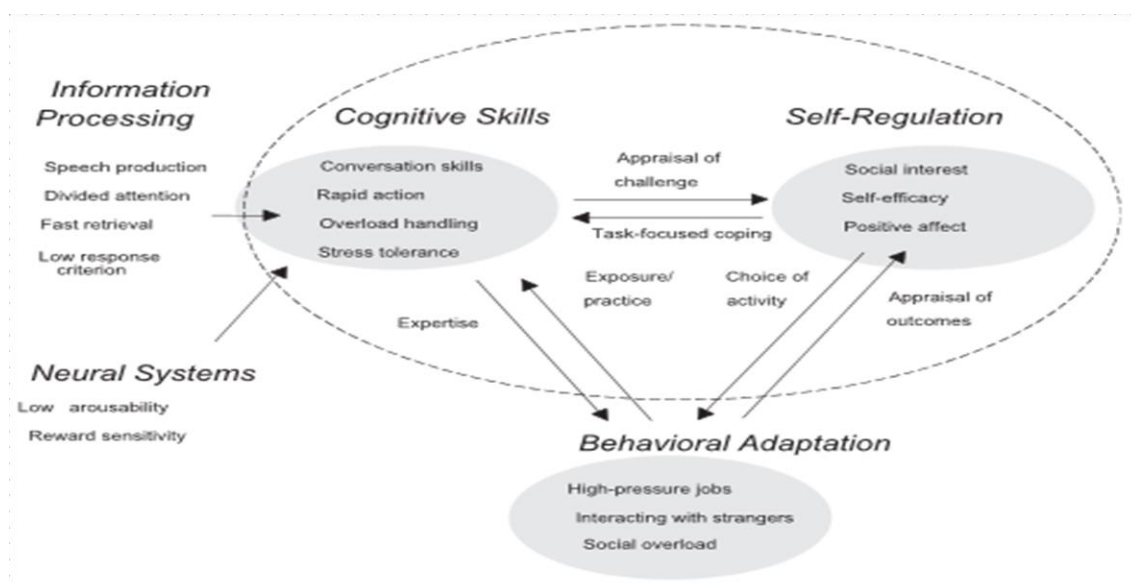


Figure 2: Cognitive-adaptive model of extraversion (Szőköl, 2016)

Going clockwise around the triangle, we can see that actual social skills build positive self-beliefs and social self-efficacy, which encourages more engagement with socially

demanding situations, which leads to greater opportunities to refine objective skill. Counter clockwise, social expertise generates more actual social success, which in turn leads to more positive outcome expectancies, increasing the likelihood of effectiveness of employing skills as strategies for coping with social pressures. Cognitive skills, self-knowledge and behaviours interact continuously. Success requires a skill set, which includes conversation skills, to impress and influence others; speech of response to dominate a conversation and speak before others, and stress management skills to handle any competition that social visibility may attract. In contrast, introverts' abilities sustain attention in monotonous environments. Typical adaptations are for introverts in working in the absence of immediate reward or help from others, supported by skills for sustaining attention, reflective problem solving, and boredom tolerance (Marks & Lajčin, 2017).

Although there is a wide range of definitions of self-regulated learning, three components seem especially important for classroom performance. "First, self-regulated learning includes students' metacognitive strategies for planning, monitoring and modifying their cognition". The second component is students' management and control of their effort on classroom academic tasks. Its third important aspect is the actual cognitive strategies that students use to learn, remember and understand the material (Ugrai, 2020)

Self-regulated learning strategy

Self-regulated learning strategy means actions directed at obtaining information or skill that involve students' activity, goals and instrumentality-based self-perceptions. Based on existing literature, a number of categories of self-regulated learning strategies were identified. Most categories were drawn from social learning theory and research. They involved goal-setting, environmental structuring, self-consequences (self-rewarding and self-punishment), and self-evaluating (Blaško, 2009).

Students and classroom effects

The most important task is to form a students' community, which can promote knowledge acquisition. It also has to be taken into consideration that learning is an individual process simultaneously. Thus, it is about a double process: individual and communal, but the dynamic interactive learning communities whose purpose is to acquire the highest level of knowledge do not always count with individual differences. Their main assumption is namely to make the learning process as interesting as possible in order to enhance the level of intrinsic motivation. It is a problem, on the one hand, that the learning process of new things demands a priori motivation from the student. On the other hand, working with new tasks evokes a sense of success. Making learning tasks exciting cannot only change the learning process but

possibilities as well. Although researches come from different theoretical traditions, they agree that self-regulated learning is basically managed by an effective learning oriented activity (Szököl, 2015).

These attempts to control or regulate are self-regulated in the respect that the individuals try to focus on controlling or regulating their own cognition, motivation, and behaviour. Of course, other persons in the environment such as teachers, peers, or parents can try to regulate an individual's cognition, motivation, or behaviour as well, by directing or pressuring the individual in terms of what, how, and when to do a task (Ugrai, 2016).

In expectancy-value models (Bilčík, 2018) task value beliefs involve perceptions of the relevance, usefulness, and importance of the task. If a student believes that the task is relevant or important for his or her future goals, or generally useful for him or her (e.g., biology is very important for me if I want to be a doctor; or math is useful because it is necessary for becoming an engineer), then she or he is more likely to be engaged in the task and will probably choose to engage in the task in the future (Ugrai, 2020). The relations between goals and self-regulation may change with age and the growth of expertise. Younger children are less likely to be metacognitive and self-regulating than older children or adults. Most of the models of self-regulation and goals are not explicitly developmental in nature (Szököl, 2016).

Another behavioural strategy, which can be very helpful for learning is help seeking. It seems clear that good students and good self-regulators know when, why, and from whom to seek help (Szarka & Brestenská & Juhász, 2015). Help seeking can be a strategy for students who wish to solve the school job without much work or who want to complete the task quickly without understanding or learning. This goal of learning and understanding dependent help seeking would be a generally maladaptive strategy, in contrast to adaptive help seeking where the student is focused on learning and is only seeking help to overcome a particularly difficult task (Ugrai, 2016).

Students who anticipate being anxious on tests and worry about doing poorly even before they begin the test can set in motion a downward spiral of maladaptive cognitions, emotions, and behaviours that lead them to do poorly on the exam. In this way, the anticipatory affects such as anxiety or fear can influence the learning process later and set up conditions that require active and adaptive self-regulation of cognition, motivation, and behaviour (Marks & Lajčín, 2017).

3. CLASSROOM CLIMATE RESEARCH

In the school year 2019/2020 we conducted a research with the aim of gaining information about the classroom climate at secondary schools. In these survey four classes have participated: the 2nd and 3rd grades (2.C., 2.D., 3.C., 3.D.) from Secondary Vocational School of Trade and Services in Komárno, i.e. 100 students, including 87 boys and 13 girls.

The aim of the survey: Identify classroom climate on the lesson of physics

Sample method: Available sampling, because the school does not have multiple parallel classes

Method survey: Questionnaire

In the research, we used the "Questionnaire survey on the social climate in class" according to Belz , 2001. The interview was taken over and modified by Ugrai (2020) . The questionnaire investigated the state of the social climate of the subject of physics. It contained 24 questions which were divided into the following six dimensions:

1. Students' interest in learning.
2. Relationships between pupils.
3. Teacher's support for pupils.
4. Students' orientation on the task.
5. Order and organization for teaching the subject.
6. Clarity of class rules.

In each dimension the arithmetic average was counted successfully. In the questionnaire pupils circled 'yes' or 'no' answers to questions on the basis of what they really thought. In the questionnaire none of the answers were considered correct or incorrect, good or bad.

Table 1. Evaluation of the questionnaire for social climate in the classroom

Classroom dimension (%)	2. C.	2. D.	3. C.	3. D.
1. Students' interest	60,5	50,9	55,3	61,3
2. Relationships between pupils	79,7	76,6	71,2	87,1
3. Teacher's support for pupils	70,3	80,4	59,8	80
4. Students' orientation on the task	48,9	47,4	54,5	71,6
5. Order and organization for teaching the subject	60,5	52,8	56	73,3
6. Clarity class rules	89,1	86,2	64,3	87,5

As it can be seen from the chart above, in each class the smallest percentage of success is received in the following three areas:

- Pupils' interest in learning,
- Students' orientation on the task,
- Order and organization for teaching the subject.

Factors, forming the classroom are different. We cannot draw specific conclusions and greater reflections, but we can determine the current status in various classes.

4. Discussion

This study focused on examining what factors affect learning motivation and how the efficacy of education can be enhanced, since students' motivation is the most important factor for learning success.

There are several factors that affect and influence the individuals' learning attitudes; the degree of efforts they can and are willing to make, in order to learn the given subject. Furthermore, it is affected by cognitive abilities as much as by parental expectations. Thus, teachers do not have an easy job if they want to motivate all the students present in the classroom.

Research results reveal that self-regulation of students' learning in vocational training school is at a medium level (average $M = 36.08$). It entails their self-efficacy, which is at a middle level too. Self-regulation works better at girls than boys. This is due to the fact that girls are usually more hard working and more conscientious.

Conclusion

The educational process analyses play an important role in the process of improving the quality of the school. The qualitative teaching should lead to exploring the pupils' best abilities, which eventually increases their chance to be successful in the labour market. Considering that the quality assurance is a complex process, therefore we cannot achieve quality improvement in every phase of the educational process at once. Introducing some innovations will lead to improving the educational process. Attention should be paid to the importance of the class atmosphere. We need to analyze and optimize the improvement of educational work for the sake of the cause.

The success depends on effort, namely hard work. Effort and persistence are two of the most common indicators of motivation.

What can the teachers do when the students are not motivated enough? They can compensate the shortcomings of conscientiousness, effort, persistence with correct, consistent behaviour. Making learning tasks exciting can change the learning process. Frontal teaching methods need to be transformed, so new methods could spread in the classroom practice. Children have to learn how they can study more effectively. Parents have the task that they develop a positive self in their children who will be able to reach high goals in their life later.

In this study it was not examined how self-regulated learning strategies change in the case of extraversion at vocational training school. Another research can answer the question if extrovert persons have less test anxiety and better self-efficacy than introvert individuals do.

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