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Article

Analysis of the Collaborative Network in Relation to the Needs of the Labor Market: In Focus the Renewed Teacher Training

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Abstract

Labor market demands increasingly require teachers to possess complex skills, including collaboration and professional networking, beyond subject expertise. In an era of rapid educational and technological change, schools must adapt to shifting labor market expectations, where adaptability, lifelong learning, and cross-sector cooperation are essential for sustained employability. Based on Hargreaves and Fullan's (2012) theory of professional capital, this research emphasizes the importance of human, social, and decisional capital in teacher education. The study addresses the gap in national data on the professional relational capital of higher education students enrolled in teacher training. A pilot questionnaire was developed from focus group interviews conducted in spring 2024 at the University of Nyíregyháza, analyzed with Atlas.ti 7. Four dimensions structure the tool: (1) parental influence, (2) initiative during high school years, (3) initiative during university years, and (4) future employment plans. Indicators include place of residence, cooperation patterns, durability of networks, domestic and international collaborations, and professional aspirations. By systematically mapping relationship networks, the questionnaire offers a diagnostic and developmental tool for teacher education institutions. This approach enables targeted mentoring, inter-institutional cooperation, and international mobility, ultimately strengthening teacher preparedness, satisfaction, and retention. The study provides a framework for integrating professional networking into teacher education, ensuring sustainable career paths and meeting contemporary educational demands.

Keywords: professional capital; collaboration; teacher training; pilot questionnaire

1. Introduction

In terms of our country's teaching society, there are significant vacancies, and the number of elderly, near-retirement and retired teachers is also significant. All of this may be offset by the increase in the number of young people choosing teacher training. Signs of change are already noticeable, but the popularity of the teaching career among young people choosing the career remains important. The fluctuation experienced in recent years has further complicated the professional operation of the profession. The strengthening labor market trends of recent years have not left the teaching career untouched. In addition to professional knowledge, the acquisition of skills and abilities has come to the fore, which, in addition to academic knowledge, enable the employee to cooperate within and outside the school, even across national borders (Mrázik, 2021). The teaching career requires increasingly complex knowledge and skills from the employee. Furthermore, the development and utilization of cooperation skills is related to teacher retention. Collaboration can help teachers to commit to their school and their teaching career, which strengthens their retention (Kraft et al., 2016; Vangrieken et al., 2015). The teaching career therefore poses challenges not only from a pedagogical but also from a psychosocial and labour market perspective. Developing flexibility, adaptability and resilience is essential in preparing future teachers. In addition, emphasis should be placed on the conscious formation of professional identity and the opportunity to connect

with supportive professional communities. Higher education teacher education is a key player in this process, as it is here that students' career socialization begins. Cooperative learning, shared project-based education and reflective practice are all elements that strengthen future teachers in remaining committed despite the difficulties of their careers. Regular professional feedback, mentoring and networking can all contribute to teachers finding their place in the profession in the long term and being able to shape the future of education as active participants.

2. Theoretical Background

In the 21st century rethinking of the teaching profession, the role of collaboration between teachers and professional learning communities has gained particular importance. The OECD 2025 report highlights that the decline in teacher support is a problem in many education systems, and to reverse this, it is essential to consciously strengthen teacher collaboration within teacher education in the school system. The literature agrees that teacher collaboration not only improves the effectiveness of work, but also contributes to the strengthening of teachers' professional identity, commitment and retention (Vangrieken et al., 2015; Hargreaves & Fullan, 2012). Collaborative relationships, shared learning and shared problem-solving in schools are increasingly becoming prerequisites for quality pedagogical work. The development and long-term sustainability of the teaching profession are closely linked to the continuous development of teacher identity. The literature emphasizes that teacher identity is not a static state, but a dynamic process, significantly influenced by interactions between teachers, the school environment, and institutional expectations and supports (Beauchamp & Thomas, 2009). This process serves not only individual professional development, but also the cohesion of the school community and the promotion of pedagogical innovation. Supporting collaboration between teachers thus becomes a key factor in the success of schools. However, teacher collaboration is not only a key tool for support and retention, but also a major driver of pedagogical innovation, which plays a decisive role in shaping institutional culture (Vangrieken et al., 2015). Institutional culture, in turn, has a decisive impact on the depth and form of teacher collaboration, especially in a globalizing world and rapidly changing educational policy expectations. Due to the different cultural, economic and social contexts of education systems, the forms and effects of teacher collaboration can also vary significantly, and therefore approaches adapted to local conditions are needed (Pang & Wang, 2016).

The international approach to collaboration offers several models. The concept of Professional Learning Communities (PLCs) first spread in Anglo-Saxon countries (DuFour & Eaker, 1998), but adaptation processes can now be observed in Asia as well. The PISA results published by the OECD show that professional collaboration between teachers and collective learning within schools play a key role in the education systems of countries with high student achievement – such as Singapore, South Korea or Hong Kong (OECD, 2013; Jensen, 2012). Effective Professional Learning Communities (PLCs) help to strengthen teacher identity by providing opportunities for shared thinking, sharing experiences and critical reflection (DuFour, 2004). In such communities, teachers not only learn from each other but also redefine their professional roles and commitments (Darling-Hammond & Bransford, 2005). As a result, the role of school leadership is not limited to organizational issues, but is essential in building and maintaining a collaborative learning culture. PLCs cannot function effectively without the support of leaders, and leaders therefore have an important role in developing a shared vision, building trust and supporting continuous professional development (Louis & Wahlstrom, 2011). International research shows that decentralized, trust-based school systems, such as those in Finland or Canada, are more effective in balancing teacher autonomy and collaboration than centralized, control-oriented education systems (Sahlberg, 2011). This finding also suggests that the effectiveness of PLCs is closely related to the structural and cultural characteristics of a given education system, and therefore the pedagogical practices used must always be adapted to the local context.

Successful professional learning communities not only accept but also treat the diversity among their members as a resource. Teachers with decades of professional experience can serve as mentors,

while new teachers contribute fresh knowledge and new perspectives to the development of the community (Feiman-Nemser, 2001). This mutual support and knowledge sharing not only serves to develop professional competencies, but also contributes to the renewal and retention of the teaching profession. Accepting and utilizing professional diversity contributes to creative problem solving and improving the quality of education (Wenger, 1998). Schools where leadership consciously encourages collaboration and ensures the time and resources for joint professional work achieve significantly better results in terms of both teacher satisfaction and student achievement (Katzenmeyer & Moller, 2009; Vescio, Ross & Adams, 2008). Intergenerational knowledge transfer can thus be part of a mutually beneficial learning process that promotes teachers' professional development and engagement. This is particularly important in institutions with high teacher turnover, where support from more experienced colleagues can help retain and develop younger teachers (Smith & Ingersoll, 2004).

The study of teacher collaboration contributes to understanding not only teacher performance but also teacher retention. Research has shown that the level of support received from colleagues in the early years is a key determinant of teacher retention (Smith et al., 2004). Loneliness and structural isolation often lead to burnout and attrition. In contrast, supportive professional communities, regular reflection, and mutually reinforcing professional relationships provide a psychosocial safety net that reduces the likelihood of attrition (Johnson et al., 2012). Collaboration has a significant impact on teacher job satisfaction and retention. Kraft and colleagues (2016) found that teachers who are part of active professional learning communities are less likely to leave their careers because they feel a stronger connection to their school and work. This is in line with Hargreaves-Fullan's (2012) theory of professional capital, which emphasizes the integrated development of professional knowledge, collaborative skills, and decision-making competencies in teacher education and throughout the professional career. Hargreaves and Fullan's (2012) theory of "professional capital" offers a complex approach to understanding teacher development and collaboration. Professional capital encompasses three dimensions: human capital (professional knowledge and skills), social capital (networks and collaboration), and decision-making capital (judgment and autonomy). According to the theory, teaching communities function effectively when these types of capital appear mutually reinforcing in everyday pedagogical practice. The goal of teacher education and professional development is the conscious development of this triple capital, which in the long term contributes to the qualitative renewal of the teaching profession. Previous research has also shown that retention and development in the teaching profession largely depends on the accumulation of social and professional capital, supported by open, diverse professional networks and professional self-realization (Hornýák-Pusztai, 2022). Developing the professional network capital of students participating in higher education is therefore crucial for ensuring the future supply of teachers, especially when considering the challenges of the teaching profession and the phenomenon of turnover.

Professional learning communities therefore play an essential role not only in promoting pedagogical innovation, but also in strengthening teacher identity and staying in the profession. It is important for educational institutions and higher education programs alike to consciously support teacher collaboration, provide the appropriate frameworks and resources, and recognize the social dimension of professional learning.

2.1. Challenges and Opportunities In Teacher Education: Professional Relationships and Cooperation for the Professional Development of Teachers

The teaching profession today faces increasingly complex challenges that can only be effectively addressed by a complex, well-prepared and continuously developed teacher education system. Changing labour market expectations and the complexity of the teaching profession require that teacher education not only focuses on the transfer of theoretical knowledge, but also on the development of pedagogical skills, cooperation competencies and emotional intelligence. Cooperation skills are now essential for teachers, which enable effective professional work not only

within the school, but also in international relations. The development of cooperation not only serves to expand professional knowledge, but also has a significant impact on commitment and retention in the teaching profession (Vangrieken et al., 2015; Johnson et al., 2012). The theory of professional capital (Hargreaves & Fullan, 2012) points out that teachers' success and satisfaction are determined not only by individual knowledge and skills, but also by involvement in professional communities and collective learning. It is the responsibility of teacher education to build on these components and train educators who are able to actively participate in their professional communities, build supportive networks, and continuously develop themselves. Research also supports that teachers' professional relational capital, which is based on the diverse professional networks, commitments, and self-realization opportunities developed in higher education, plays a crucial role in maintaining motivation and staying on track (Hornýák-Pusztai, 2022). Extracurricular activities in higher education, cross-border professional relationships and personal professional development all contribute to keeping teachers engaged and more resilient to the challenges they face on the job.

In addition, international experience has highlighted the importance of professional learning communities, so-called Professional Learning Communities (PLCs). These communities not only provide opportunities for knowledge sharing and collaboration, but also for joint problem-solving, innovation, and support for teachers' personal and professional development. It is particularly important to consciously incorporate the concept of PLCs into teacher education, as international research, for example in China, Hong Kong, and South Korea, has shown that these communities contribute to teachers' job satisfaction, student achievement, and teacher retention (Pang & Wang, 2016; Wang, 2015; Park & Kim, 2014).

Teacher education should therefore prioritize the development of professional capital, collaboration, and professional learning communities, as they not only increase the quality and efficiency of teacher work, but are also essential tools for the sustainability of teaching careers and teacher retention. A training system that supports teachers' professional development, collective learning and networking can reduce turnover, increase the attractiveness of the profession and contribute to improving the quality of education in the long term.

2.2. The Transformation of the Teaching Career in Light of the Challenges of the Labor Market: The Importance of the Network In Professional Development

The examination of the network of teacher education students is particularly important in light of the needs of the labor market, as the teaching profession is now an increasingly complex and dynamic professional career. Due to changes in the education system, digitalization, and globalization, the role of the teacher is not limited to the transfer of knowledge, but leads to the development of a new type of professional career, in which cooperation skills, the development of professional networks, and continuous learning are key factors.

Labor market demands increasingly require teachers to function not only as independent professionals, but also as active members of well-functioning professional communities (Mrázik, 2021). Accordingly, examining the network of teacher education students helps to reveal to what extent they already build up the supportive and professional resources during their training that promote the effectiveness of their work, adaptability and professional development in the changing labor market (Hargreaves & Fullan, 2012). A strong and diverse network of contacts not only provides support in the early stages of a teaching career, but also contributes to staying in the profession and adapting professional innovations and good practices (Hornýák-Pusztai, 2022). One of the most important features of the new type of professional career is that teachers do not work in isolation, but are active members of professional learning communities (PLCs) in which they share their experiences, problems and work together on solutions (Vangrieken et al., 2015). This collaborative approach not only improves the quality of teaching practice, but also increases teachers' job satisfaction and commitment, which is crucial for teacher retention (Kraft et al., 2016). Consciously developing the network of teacher candidates early in their training can therefore lay the foundation

for this kind of collaborative culture, which is increasingly emphasized in the labour market environment.

The labor market increasingly values teachers who are able to adapt to complex challenges, continuously innovate, and actively participate in professional communities, even at an international level (OECD, 2013). In this process, network capital – that is, the network of professional contacts – plays a significant role, as it is through this that teachers have access to the latest research, innovative teaching methods, and professional support (Hornýák-Pusztai, 2022). Therefore, teacher education should pay special attention to developing students' network of contacts, supporting entry into professional communities, and encouraging effective cooperation, which promotes the long-term success of the teaching career and adaptability in the labor market.

Examining and developing the network of teacher education students is not only a prerequisite for professional development, but also for meeting labor market expectations and building a new type of collaborative teaching career. This approach contributes to making the teaching profession more attractive to young people, reducing turnover and ensuring the sustainability of teacher training and the education system in a constantly changing, complex social and economic environment.

3. Methodology

Developing a questionnaire to examine the network of teacher education students is important because it allows for objective, structured and reliable data collection on the quality and extent of professional relationships. Networks are a complex phenomenon that manifests themselves in several dimensions – such as professional support, collaboration, mentoring, informal and formal relationships – and therefore a tool is needed that systematically measures these factors. The questionnaire helps to reveal to what extent and in what quality students participate in professional networks, what types of relationships they have, and how these relationships influence their motivation, professional development and retention. This knowledge is essential for teacher education to respond effectively to labor market expectations, since modern professional career building is not only about developing knowledge and skills, but also about nurturing and expanding professional relationships. Furthermore, a measurement tool can be used to compare the networks of students studying in different institutions and regions, which can contribute to the development of teacher education programs and the creation of targeted support systems. Based on the data obtained in this way, it is possible to better understand what factors promote students' professional commitment and retention in the teaching career, which can ultimately contribute to strengthening the teaching profession and reducing the teacher shortage.

The questionnaire was based on a focus group interview conducted with teaching students at the University of Nyíregyháza in Hungary in the spring of 2024. This method provided the students with the opportunity to freely express their thoughts along guided questions. With the help of the Atlas ti.7 text analysis software, the system of codes and subcodes belonging to the code families outlined the thematic structure of the pilot questionnaire.

4. Results

Preparing for a teaching career involves not only acquiring professional knowledge, but also building a network of personal and professional relationships for students. Teaching is increasingly becoming a social and collaborative profession (Hargreaves & Fullan, 2012), and it is therefore essential that teacher education focuses on factors that facilitate students' professional connections and community integration. This requires a reliable, validated measurement tool that explores the dimensions of relational capital.

Thanks to the interview research, the features of four main dimensions emerged in the formation of the students' professional network: the influence of the parental home, the initiative characteristic of the years spent in high school and higher education, and the ideas related to future employment.

The analysis of the focus group interview material converted into a text document with the Atlas ti.7 text analysis software identified the following indicators within each dimension. In the context of the influence of the parental home, the organization of the codes into groups identified the following indicators of the examined issue: place of living, need for expanding contacts, the supporting effect of the network of contacts established by the parental home at each school level, and the significance of the network of contacts established by the parental home in connection with future employment. In relation to the initiative characteristic of the years spent in high school, the following additional indicators were identified: the degree of initiative, the forms of cooperation with school libraries, the efficiency of cooperation, and the durability of the network of contacts. The third dimension explores the initiative characteristic of university years along the following indicators: the degree of initiative, the fertilizing effect of the secondary school network, the importance of expanding professional networks, ways to expand network capital, cooperation with students from domestic and foreign universities, difficulties in establishing professional networks, opportunities for expanding knowledge and the formulation of future plans. The fourth dimension identifies indicators related to ideas about future employment: taking up a teaching career after completing the training, the importance of establishing cooperation between teachers, the role of expanding the professional network and continuing further studies. After these dimensions and indicators were identified, the questionnaire was prepared (Appendix 1). Table 1 summarizes the dimensions and indicators that make up the body of the questionnaire, and the third column shows the number of questions in the questionnaire explaining them.

Table 1. Dimensions, indicators of the research and the questions and variables that form the basis of the results.

<i>Dimension</i>	<i>Indicators</i>	<i>Question/Variables/Values</i>
1. The influence of the parental home	• place of living	3
	• need for connection expansion	24
	• supporting effect of the network at each school level	25
	• importance of the relationship system developed by the parental home in connection with future employment	26
2. Initiative typical of the years spent in high school	• degree of initiative	4a, b
	• forms of cooperation with peers	5
	• efficiency of cooperation	6
	• durability of the relationship system	8
3. The initiative characteristic of university years	• degree of initiative	9
	• fertilizing effect of the high school network	10
	• importance of expanding professional connections	11
	• ways to build relationship capital	12
	• cooperation with students from Hungarian universities	13, 14
	• cooperation with students from foreign universities	15, 16
	• difficulties in establishing professional relationships	17
	• ways to expand knowledge	18a, b, c, d, e
	• future plans	19, 20, 21
	• commitment to the teaching profession	27

4. Future employment plans	• importance of developing cooperation between teachers	28
	• role of expanding professional networks	29
	• continuing further studies	30

The measuring tool for mapping the network of relationships separates four main dimensions: the influence of parental background, initiatives typical during high school years, professional activity developing during university years, and future employment plans. Family background – including place of residence, parents’ network of relationships and their supportive influence – can be an influencing factor even during career orientation decisions and can significantly contribute to a student’s chances of finding a job. The quality and durability of social initiatives and cooperation with peers that appear during high school show what kind of early social experiences students have gained, which can lay the foundation for later professional cooperation. Networking that develops during university years – for example, cooperation with students from other Hungarian or foreign universities, seeking professional connections, and formulating future goals – is directly related to students’ commitment and staying on track. Finally, future employment intentions – such as dedication to a teaching career, recognition of the importance of professional collaborations, or plans for further education – clearly show how much students feel the importance of their relationship capital in terms of succeeding in the labor market.

5. Discussion

The questionnaire measurement therefore not only provides a snapshot of students’ relational resources, but also allows for the tracking of their development. This is particularly important in the context where the teaching profession offers new types of career paths – for example, participation in institutional innovation, connection to horizontal learning communities, or international professional mobility. In order for teacher education institutions to effectively support their students in preparing for these challenges, it is essential that they have a reliable, purposefully developed measurement tool at their disposal. A structured examination of the network of relationships can thus form the basis not only for student support, but also for the qualitative development of teacher education.

The presented measurement tool therefore reveals not only the existence of relational capital, but also its development and future impact, especially in terms of commitment to the teaching profession and the formation of professional identity. As the teaching profession increasingly emphasizes networking, collaborative learning and participation in professional learning communities (Vangriecken et al., 2015; Lomos et al., 2011), measuring these variables can provide a basis for the structural and content development of teacher education. Such a questionnaire is particularly valuable for teacher education institutions, as it creates an opportunity to intervene in the professional socialization of students for diagnostic and developmental purposes – for example, through mentoring programs, inter-institutional cooperation or international mobility opportunities. The examination of the professional network and cooperation skills of teacher education students – based on previous analyses and the dimensions presented – can be further expanded in several directions. The development of relational capital and its impact on professional commitment and labor market integration is a complex process, which is also influenced by many other factors. It is worth paying special attention to the further development of the questionnaire, taking into account the influence of school practice and mentoring support, as well as the building of digital competencies and online professional relationships.

6. Conclusions

The teaching profession is undergoing significant changes in the 21st century: not only pedagogical challenges, but also labor market expectations require the development of new skills and

competencies. In addition to subject knowledge and methodological preparedness, increasing emphasis is placed on professional cooperation, networking, and the ability to start an adaptive career (Kraft et al., 2016; Hargreaves & Fullan, 2012). Examining the network of relationships and cooperation skills of teacher education students is not only a theoretical issue, but also a key factor in the success of the teaching profession and the retention of teachers in the profession. The presented research dimensions (e.g. the effect of parental background, high school and university initiative, ways of building professional relationships, future employment plans) clearly structure the factors that influence the development of the professional identity of teacher education students. The variables included in the study (e.g., the effect of the network of contacts, the quality of cooperation, the degree of initiative, future plans) allow students to be placed on a developmental map that can be interpreted along relationship and cooperation patterns. Such studies contribute to the personalization of training, and also help to identify potential dropout risks (Smith et al., 2004).

The practice-oriented approach is increasingly emphasized in teacher training, one of the outstanding examples of which is the School Career Socialization Practice operating at the University of Nyíregyháza in Hungary. This program provides students with the opportunity to acquire, through cooperation with partner institutions, those cooperation patterns that are indispensable in their later professional lives during their training. Experience shows that students who can embed themselves in existing professional networks during their training are more successfully integrated into the world of work and are less likely to drop out (Hornyák-Pusztai, 2022).

Labor market expectations clearly reflect that not only professional knowledge, but also high-level social and cooperative competencies can be expected from future teachers. Today, the teaching career is not only about teaching, but also about complex, networked operation, in which professional relationships, collaboration and community learning are essential. The literature also confirms that collaboration between teachers not only increases student achievement, but also helps teachers' professional satisfaction and retention (Vangrieken et al., 2015; Jensen, 2012). It is therefore important to have measurement tools and questionnaires that are able to capture these dynamic relationships. Based on the dimensions and indicators revealed in the research, a well-structured measurement tool can be developed that can not only serve a diagnostic purpose, but also facilitate the development of training programs. Such data collection gives teacher training institutions the opportunity to respond to the actual needs of students and, in the long term, train professionals who can stand their ground in the changing educational and labor market environment.

Appendix 1

Questionnaire

1. Gender: Male / Female (Please underline!)
2. What field of study do you study? (Please underline!)
- a, humanities
- b, real
- c, mixed
- d, arts
- e, sports
3. Permanent residence (Please underline!)
- a, county seat
- b, city
- c, village
- d, bush farm

4. How much did you consider yourself to be an initiator in high school?

(Rate on a five-point scale: 1-Not true at all...5-Totally true)

a, in the class community 1 2 3 4 5

b, in the case of the subject(s) related to your current field of study 1 2 3 4 5

5. Where did you collaborate with your peers the most? (You can mark one answer!)

- 1. in classes
- 2. outside of school
- 3. in professional circles/talent care sessions
- 4. in online forums

6. How effective did you find this cooperation indicated above?
(Rate on a five-point scale: 1-Not at all true...5-Totally true) 1 2 3 4 5

7. Who, apart from the teachers and fellow students of your institution, were involved in the cooperation? Write your answer here:

8. Did you manage to cultivate these relationships during your university years? Yes / No

9. How proactive do you consider yourself during your university studies?
(Rate on a five-point scale: 1-Not at all true...5-Totally true) 1 2 3 4 5

10. Did the network of relationships you acquired in high school influence your ability to take
Yes / No (Please underline!)

11. Do you consider it important to expand your professional connections during your university years? Yes / No

12. In what way are you currently building your network capital?
(Multiple answers can be marked!)

- a, university classes
- b, extracurricular programs related to higher education
- c, entertainment venues
- d, involvement in programs related to your place of residence

e, cooperation with students from other domestic universities
f, cooperation with foreign students
Other:_____

13. Do you cooperate with students from other domestic universities in developing and implementing projects? Yes/No

14. How regularly? (If you answered Yes to the previous question.)
a, 1 time during my university years
b, 2 times
c, 3 or more times

15. Do you cooperate with students from other foreign universities in developing and implementing projects? Yes/No

16. How often? (If you answered Yes to the previous question.)
a, 1 time during my university years
b, 2 times
c, 3 or more times

17. What factors make it difficult to establish professional relationships? (You can mark more than one answer!)
a, excessive class load
b, lack of information
c, lack of motivation
d, working while training
e, private reasons
Other:_____

18. What sources and opportunities do you use to expand your knowledge?
Rate on a five-point scale:
(1-Not at all true...5-Completely true)
a, personal contacts 1 2 3 4 5
b, online professional forums 1 2 3 4 5
c, social media platforms 1 2 3 4 5
d, online databases 1 2 3 4 5
e, institutions collecting original sources (see libraries, archives, museums...) 1 2 3 4 5
Other:_____

19. Do you consider it important to study abroad or receive scholarships in the future?
Yes / No

20. Are you looking for this opportunity? Yes / No
21. To what extent do you have sufficient information about study abroad or scholarship programs? (Rate on a five-point scale: 1-Not true at all...5-Completely true) 1 2 3 4 5
22. Where do you find out about these opportunities?

23. Do you know of any organizations that support student collaboration at the national and international levels? Yes / No
If Yes, name of the organization: _____
24. Is expanding knowledge/knowledge-related relationships important in your family?
Yes / No
25. To what extent did the relationship system established by your parents' home help you at each school level?
(Rate on a five-point scale: 1-Not at all true...5-Totally true)
Primary school 1 2 3 4 5
Secondary school 1 2 3 4 5
University 1 2 3 4 5
26. How important do you consider the relationship system established by your parents' home to be for your future employment?
(Rate on a five-point scale: 1-Not at all true...5-Totally true)
1 2 3 4 5
27. Do you plan to work as a teacher in the future? Yes / No
28. Do you consider it important to establish cooperation between teachers/educators? Yes / No
29. How important do you consider expanding your network of contacts for your future employment? (Rate on a five-point scale: 1-Not at all true...5-Completely true) 1 2 3 4 5
30. Do you plan to complete further studies or training in the future?
Yes / No

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