

**University of West Hungary
Faculty of Economics**

**ANALYSIS OF HUMAN CAPITAL AMONG THE TYPES OF HIGHER
EDUCATION INSTITUTIONS OFFERING ECONOMICS PROGRAMS
AT BSC LEVEL**

Thesis of doctoral (PhD) dissertation

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THESES

1. Antecedents to the work, set goals

The knowledge based economy of our age calls for a workforce with special knowledge. The sources of acquiring knowledge, its intermediators are the educational institutions. The empirical researches of human capital theory have confirmed that education has a favourable effect on economic development since it increases ‘the value creating ability of human effort (work)’ (Schultz, 1983 – p. 59.). Therefore, the productivity of labour indicates people’s expertise, knowledge and skill. For this reason it is important to create a higher(education) system that can give actual answers to the current economic turndown, challenges of globalization while taking into consideration the national economy and the social environment to contribute to the economic growth of the country through its appropriately trained teachers, motivated tutors, students, assets and well-constructed strategies at the beginning of the 21st century.

The thesis concentrates on university education and its major interested parties the students, their human capital investments and the teachers. As a teacher working in university education the author takes an active part in the process of the creation of human capital so the choice of her subject was partly influenced by her being affected from the human capital’s side on the one hand and as a teacher working in university education on the other hand. Through her experience as a teacher, the author has gained experience of the higher education sector and its features. The topic of the scientific investigation in this thesis is how the human capital investments are related to university education. The author tried to approach this question mainly from the students’ point of view.

The author carried out an empiric research regarding the background conditions of further economic studies of Bsc students. The author analysed the students’ consideration of whether to continue their studies in a higher education

institution or to start working; as well as *the factors influencing the selection of different types of institutions*. In her experimental primary research the author aimed to examine how much the students consider the expenses of their further studies and what they think about the return of their investments in education or *how far the economic relations of human capital theory influence their decisions*. The author assumed that the students reckon that their *additional income* resulting from the continuation of their studies *would cover the expenses of human capital investments*: the sacrificed income and the expenses of their studies. The fundamental question of the research was to find out to what extent they do so. The aim of the doctoral thesis was not only to analyse the human capital side of the students but also to analyse the *lecturers and their working conditions in respect of their roles in the creation human capital*. By examining the lecturers working in higher education the author aimed to analyse one of the most relevant human capital, which has significant effects in the long run to the nation's future knowledge based economy and society by shaping up, extending the knowledge, skills, abilities of future generations. The *satisfaction of the tutors has an influence on the quality of their work, their motivation, further education plans, self-development activities, the rate of human capital investments and their loyalty to their institutions*. In the interviews among the lecturers of the investigated institutions, the author has raised, analysed and investigated these issues.

Through the empiric research of the students and lecturers' sides, the author tried to find reliable and confirmed answers to numerous special questions like:

1. How strong a factor is the human capital theory in the decision making process of the students concerning their participation in higher education?
2. What potential effect can the increase of the tuition fee have on the students' intention of whether to continue their studies or not?
3. Are the students the primary decision makers of the question whether to participate in higher education?

4. What do the students consider as the most important advantage of earning a college or university degree?
5. Are the major characters of higher education (the students and the tutors) aware of the fact that the gained knowledge becomes obsolete? If they are, aware of this fact, are they ready to renew, „update” their knowledge?
6. How far are the lecturers working in Hungarian higher education satisfied with the human capital policy and professional advancement opportunities in their institutions?
7. How much is present and how important do the lecturers, who represent the human capital of higher education, find the presence business-oriented approach in the operation of higher educations?

A, The questions concerning the students were answered by investigating the following topics:

- I. The analysis of the decision made on the continuation of economic studies in higher (college and university level) education and the analysis of the decision made on the selection of the institution
 - the influential factors playing primary role in the individual's decision
 - analysis of the time of making the decision
 - relation of the decision making factor's strength and the time of decision
 - the analysis of the factors playing a role in choosing the given higher education institution.
- II. The extent of the consideration of the (economic relations) of human capital theory in the decision of the students made over the continuation of their studies
 - the expenses of their studies
 - "lost income"

- and the consideration of their future income's compensation
- the individual's advantage of participating in higher education (analysed in relation of the institution).

III. Economic-social background of relations of the students

- with the direction and willingness of further studies
- in relation of students studying in public and private higher education institutions.

B, The questions concerning the lecturers were answered by investigating the following topics asked in the interviews. These questions intended to find out the followings:

- what are the most important aspects of attracting and keeping the lecturers of higher education in the institution
- opinions of the lecturers working in public and private institutions
 - about continuous self-development and self-training, the lecturers' opinion on the deterioration of their human capital with time and the need for human capital investments.
 - to what extent is the business-oriented approach present in the everyday operation and the educational activity of the institutions according to the lecturers' opinion
 - about the human capital policy of their institution
 - how far are the lecturers satisfied with their advancement opportunities, with the intensity of professional training policy,
 - their performance appraisal and
 - the offered allowance system.

Investigation methodology

The author approached the issues to be investigated with the help of the following methodology:

Within a *secondary research*, international and national specialized literature was analysed. Besides finding library and Internet resources, attending conferences and forums did also form an integral part the author's investigation. The author has reviewed and systematized the specialized literature published on human capital in details, but did not intend to analyse the subject matter of higher education in full, rather outlined the changes and consequences of the past decades relying on statistical data as well as the present situation.

The *primary* research included a survey based on *electronic questionnaires* and structured interviews. First, the author carried out the survey *among the students* of economic studies of the three chosen institutions. The survey completed in the form of an electronic questionnaire in April 2010. Six hundred and fifty (650) students of economic studies of the three institutions completed the questionnaire. Based on the size of the sample and the method of the selection, the findings of the research represent the entirety of the students with appropriate reliability.

table 1. Composition of the sample by institutions

Institutions of higher education	sample (number of students)
Budapest Business School (BGF)	184
Kodolanyi Janos University College (KJF)	269
Szechenyi Istvan University (SZE)	197
Total:	650

After receiving the questionnaires data cleaning had to take place then the author processed and analysed the received database with the help of the SPSS 13.0 statistical software package. In the following phase of the investigation, the author prepared single-variable analyses, and then tried to reveal the further

correlations with cross-tables and correlation investigation. Based on the feature of the viewpoints the author reduced each viewpoint of the institution selection into main factors through main factor analysis. The communalities revealed what share of the heterogeneity of the original variable is kept by the main factor and the values of the received factor matrix informed us on the weight of the variables in defining the given main factor. The author has also expressed the frequency of answers in the form of percentage and analysed the average and the spreading of the evaluated answers on a five-grade scale. The author continued the research with *structured interviews* among the lecturers of the chosen institutions of higher education. Random sampling was used for selecting the lecturers; the aim was to have a relatively equal amount of people from every position in the sample. Based on Internet information source the author collected a database of lecturers, which included the names, the positions and the organisational units then the author chose the sample with the help of a random number chart. In this phase of the research, standardized oral interviews were prepared, based on the questionnaire of the author prepared in advance. The questions followed each other in the same order at every interviewee. The structured interviews were carried out after the completion of the students' questionnaire in September 2010. In her research among the lecturers of the chosen three institutions, the author prepared 21 interviews paying attention on having an equal number of lecturers of different positions and academic degrees from every institution in the sample. Men and women were equally represented among the chosen lecturers from every institution. The subjects of interviews were only lecturers, other employees working in other fields of higher education, - who are also part of the human capital of higher education were excluded from the interviews. Because of the limitations of the research in volume and time and in consequence of the fact that the author believes that the typical human capital of higher education, which is different from that of the other sectors, is clearly represented by the lecturers, the author concentrated on

employees working in tutorial positions only. The dissertation examined and compared the students taking part in Bsc economic trainings of public and private higher education institutions through examples for each and after that, the interviews with the lecturers were carried out at the same locations too. Another dimension of the analyses – was the "rank" of the institution (college or university) – providing student with economic Bsc degrees. Accordingly, the range of institutions chosen for analyses was the following:

table 2 Institution types matrix in relation of public-private-college-university

	Public	Private
College	Public college (BGF)	Private college (KJF)
University	Private university (SZE)	Private university (*)

* at present there is no private university providing Bsc training for economists in Hungary

Based on the above matrix the author carried out the investigation in three institutions: in a public college (Budapest Business School=BGF), in a public university (Szechenyi Istvan University=SZE), and in private college (Kodolanyi Janos Colleges=KJF). The fourth rubric of the matrix was omitted from the research since there is no private university that would provide Bsc training for economists in Hungary at present. The author carried out her scientific investigations at the Financial and Accounting Department as well as at the Foreign Trade Department of Budapest Business School; at the Kautz Gyula Economic Science Department of Szechenyi Istvan University and at the Economics, Management and Tourism Department of Kodolanyi Janos College.

In summary author followed the following steps for the evaluation of the collected and analysed data. author analysed the human capital investment decisions of students taking part in basic economic trainings at different educational institutions and that of the human capital of the professors:

In the first phase of my research author studied the specialized literature on the topic published at home and abroad. Thematic and comparative analysis of the specialized literature helped me thoroughly understand the theoretical and economic history background of the notion of human capital. The analyses of the international specialized literature are based on the works of big classics like Smith, Machlup, Engel, etc. In international relations the works of Schultz and Becker are the most outstanding in the field of modern, great human capital theories, the dissertation refers to their works in a number of occasions. Varga and Polónyi are ranked among the biggest "classics" of the Hungarian human capital researchers, but the education economy relation of human capital also has a great number of Hungarian authors (Brody, Janossy, Kozma, Laab, Lakatos) whose works were also used by the author.

Education plays one of the most emphatic roles in the formation of human capital. author explored from what respect and how far should education be considered as "consumption",- that is cost and investment. The return on education greatly depends on what portion of the costs spent on education we consider consumption and what portion we consider as investment. In countries with higher human capital the consumption of education is higher. In those countries, a higher percentage of the individuals extend their knowledge within the frameworks of organized education for their own pleasure to extend their fields of interest. Education is a quasi-public goods since its advantages include public goods and a private component as well. The individual rate of return exceeds the public rate of return to a great extent at the level of higher education. The individuals enjoy most of the advantages offered by higher education. Consequently education is far more a private than public goods. Beside its advantages enjoyed by private participants (and their families) its quasi public goods feature is further strengthened by offering external (indivisible) advantages for every individual of the society or at least for its bigger groups. Since the increase of human capital reduces crime, the number of

prisoners, the number of illnesses and the ratio of unemployment. Furthermore the increase of human capital raises the inclination to active participation in public life and raises the number of social, political relations.

After thoroughly understanding the special literature on human-capital investments author analysed the changes of higher education on international and national level as well.

The decisions influencing the measure and the structure of human capital of individuals are made by a large number of decision makers including the students themselves, their parents, their employees, the state, the professors and a large number of counsellors. In the primer research author examined the *human capital investment decisions of the individuals* (students) from the point of view of continuation of studies at the level of higher education including the decision making role of their parents. The author analysed how much the students consider the expenses of their further studies and what they think about the return of their investments in education as well as *how far the economic relations of human capital theory influence their decisions*. The continuation of studies means extra costs (tuition fee, books, travel expenses, etc.) for the individual as well, therefore they have to reduce their actual consumption in the hope of some extra income in the future. The individual has to examine whether the extra income would cover his or her expenses spent on human capital investments. The individual chooses the institution he or she would like to study and decides how long the academic specialization will take. The individuals generally have accurate information on incomes achievable with different occupations requiring different types of higher education. Based on the theory on human capital author supposes that their decisions regarding institution to chose and length of their studies, is an investment decision. In this process they compare the expected expenditures with the expected incomes and they calculate return rates unconsciously. In my practical primer research author aimed to examine how far the students considered the expenses of their further

studies and the profit of their investments into education, or in other words how far the economic relations of the human capital theory influenced their decisions. The author calculated the *individual rate of return* of the three selected institutions, with the aim to examine and compare the rate of return of the continuation of studies in higher education by institutions. The calculation of the internal rate of return was carried out only among the students of full time course, where the "lost income" had to be taken into consideration besides the direct expenses of the education.

2. Findings of the scientific investigation

3.1 New and novel scientific findings

Giving a short summary of *the novel scientific findings*, we can briefly state the followings *about the analyses of the students' human capital investments*:

1. *The influence of the parents* on the students' decision of the continuation of his or her studies *is the bigger the earlier the student makes that decision*. A relationship was discovered between the two factors in case of the separate investigations among the full time and the correspondent students as well. The students of the Budapest Business School (BGF) both the full time and the correspondent students decide on the continuation of their studies earlier and the parents have a bigger influence on the decision making process than in the case of the students at the other two examined institutions.
2. The author investigated what viewpoints of the students from the chosen institutions influenced their decisions concerning the continuation of their studies, as well as the power of those decision factors of the mentioned viewpoints in the realization of the decision making of prospective students. The weight of the decision factors of the *public college students* is different from that of the other two institutions, *their decisions were primarily influenced by viewpoints concerning prestige* (like fame, marketability, the quality of the education) had a bigger influence, while the *conditions* (expenses of the education, physical conditions of the institution, the requirements of the institution, the chances of admission) played a bigger role in case of *the students' selection of institution at the other two types of institutions*.

3. The consideration of the *tuition fee and the expenses of the education did not play a significant role in influencing* the decisions on the continuation of studies.
4. The decisions of the students in the field of economic studies do not show a crucial difference *in the public and the private relation in respect of the viewpoints taken into consideration.*
5. The opinions on the labour market value of the academic qualifications earned at different types of institutions – from the viewpoint of the further career opportunities of the students – mostly differed according to which institution's students formed the opinion. The college students (primarily the students of *BGF*, but also the students of *KJF*) *were more positive (partial) concerning the degrees earned in their own type of institution* from the viewpoint of their further career, than the students attending the other type of institution. However, one type of institution is an exception to the above statement: *the value of the degrees earned at public institutions was uniformly the most positive*; it did not show any difference according to the students of different types of institutions.
6. The Bsc students of economic studies *shared a similar opinion on the advantages of completing higher education studies* irrespective of the type of institution. *On the first two places, the students mentioned the improved income opportunities and the wider selection of job opportunities.* This latter one took the first place according to the opinion of college students while the students attending Bsc trainings at university found that the improved income opportunity was a more important advantage over the wider selection of job opportunities. In connection

with the above, the BGF students expect far the most (70%) the improvement of their financial conditions after earning a degree, while the confidence in the significant improvement of financial conditions is half as big (35-35%) in case of the other two types of institutions. Generally, the students of the latter two types of institutions (KJF, SZE) also expect improvement of their conditions after earning a degree but to a less extent.

7. *The findings of the investigation of the influence of human capital theory on the decisions of the students* show similarities with the above statement. The students of the *public college thought most positively about the extent of the compensation effect of their future earnings*, and did not consider the sacrifice of their “lost income” so much, and they did not consider the expenses of their studies to the option of getting a job in the labour market without an academic degree. The importance of the human capital theory (tuition fee, education expenses) was considered to be bigger in the investment decisions on further studies in the other two types of institutions but the students at these two institutions attributed less importance to the expense compensation ability of their future earnings than the students at the public college.
8. The students are *ready to cope with the possible fee increases*, so they are not willing to give up their college or university studies, *and they are ready to make further investments*, to be able to continue their studies untroubled in order to earn their degrees. Consequently, *they think very seriously about their investments in education*, so in this case the human capital theory seems to be supported as well.
9. The author did not find any difference concerning the school qualifications of the parents of the students at the chosen public and

private institutions. The author analysed the students willingness to work on their masters degree primarily in relation of the students' social background principally in respect of the parent's (the father's) educational level. The findings of the investigation revealed that the *parent's (father's) educational level is a strong, powerful factor in relation of the child's readiness to earn a master degree.*

10. The author calculated the individual rate of return of the students at the three chosen institutions, to examine and compare the rate return of the continuation of studies by institutions. This calculation was carried out only among for the full time students, where besides the direct expenses of education the lost income was also to be taken into consideration. (table 3 (A)).

Beyond the calculation of the individual rate of return, the author has also estimated the students' return of time from the point of view of recovering their lost earnings at the examined institutions. The investigation aimed to find out how much time the students taking part in Bsc trainings needed to catch up with those with secondary qualifications and recover their earnings lost during the three years. (table 3 (B)).

table 3. Calculations of the internal rate of return and the years spent to recover the loss of income

Calculation method		Institution	Internal rate of return (%) (A)	Number of years (B)
Case 1.	Calculation of uniform average salary by institutions, without the consideration of lost earnings and direct expenses	BGF, KJF, SZE	15,77	6
Case 2.	Calculation of uniform average salary by institutions, with the consideration of lost earnings and direct expenses	BGF	13,49	7
		KJF	11,46	9
		SZE	13,75	7
Case 3.	Calculation of average salary by institutions, with the consideration of lost earnings and direct expenses	BGF	17,22	6
		KJF	14,23	7
		SZE	12,34	8

The students' anticipations concerning their financial conditions (discussed in section 6) is supported by the calculation of the individual internal rate of return taking into consideration the lost income and the direct expenses of education which calculation is based on the data of net average earnings by institutions (Case 3). According to this calculation, the individual rate of return of students at the Budapest Business School is the really biggest and this institution takes a prestigious place according to the ranking set by the employees. The continuation of studies at Budapest Business School is the most profitable from the viewpoint of getting your money back. The degrees earned here have an excellent marketability at the labour market moreover the direct expenses of the studies here are relatively low, while in case of the SZE students the future income is lower, and in case of the KJF students the higher direct expenses of the education result in smaller individual internal rate of return compared to BGF. In case of the individual rate of return for every college and university, education we can state that it is still more profitable to invest in tertiary education (college and university education) than trying to find a job with a secondary qualification and to earn your living by that.

The findings of the analysis of the human capital of the college and university lecturers:

The *performance appraisal* of the lecturers is carried out in a similar way in every institution, the work of the lecturers is judged by questionnaires filled in by the students. The senior lecturers do not really know the educational performance of their subordinates; they can only conclude that from the students' answers on the questionnaires. Both the lecturers at the public and the private institutions are dissatisfied with their *salaries*. The differentiation of the salaries of the university and the college lecturers further increases the dissatisfaction of the college lecturers, and through the reduction of their motivation, their performance influences the quality of the education as well.

1. Not only the students determine seniority based on prestige, history and tradition but the Act on Tertiary Education also differentiates the lecturers and by this means the institutions as well depending whether they possess a college or university "rank".
2. The differentiation of lecturers in the university-college relation increases the pressure and dissatisfaction among the lecturers.
3. The uniform increase of salaries has little to do with the performance of the individual; however, it is a fundamental expectation of the lecturers to have a relation between these two factors.

In college and university education, the deterioration of human capital is a topic of crucial importance. Based on the interviews, author reckons that most of the lecturers feel they have a huge responsibility concerning what knowledge they transfer to the forthcoming young generation, so they continuously update their knowledge, id est they constantly carry out human capital investments in their professions as lecturers.

Objective evaluation of the lecturers' job is a very difficult task. Since the process of teaching is rather difficult to be supervised and evaluated because of its subjectivity, the other tasks of the professors get a bigger emphasis in their

assessment. From the services of the lecturers, the training of the students is recognized to the less extent albeit this is one of the most energy-consuming tasks of all. Scientific work of the lecturers, participation of in scientific associations, their contributions to public and social life play a lot more significant role in the evaluation of their work and their promotions than their service as a teacher. Many of the lecturers are on the opinion that the satisfaction concerning the appreciation, training and salaries of the lecturers is low, and above factors work more like a brake in the lecturers work than as a motivating factor.

The ratio of the ploughing is often influenced by financial considerations. This is important, because we are talking about the generation of human capital, the quality is decided here, how and how far is it possible to enforce selection in the quantitatively shifted Hungarian college and university education. The interviews made with the lecturers revealed that many times the institution itself is incapable to find out where to draw that certain line, so it is very often left to the conscience of the lecturer how much he or she lives with the opportunity of selection. The private institutions very often feel that they have a competitive disadvantage over the universities of great history, tradition and fame in the battle for students, so a stronger organizational and marketing work is needed to win the potential students, by this means the business-oriented approach has a bigger influence in the private college and university institutions in their opinion.

4. Conclusions, suggestions and other research options

1. It would be necessary to organise further trainings for the lecturers in order to introduce the great consequences of the changes that had taken place on the field of tertiary (college and university) education. Periodical training of lecturers, professors and other teachers is indispensable, the further training system of colleges and universities should be reformed, and the professional expertise, knowledge of the teachers continuously extended with theoretical (pedagogical, psychological or even language) trainings besides the practical trainings like (lecturing techniques, conflict management). Without psychological skills, the teacher is unsuitable for his or her profession so psychological training should get an important place in the training system of college and university educators.
2. Keeping their educators is a task of capital importance for the tertiary education institutions; the identification of factors increasing the satisfaction of the educators is a task of vital importance in order to develop their commitments.
3. The motivational system of the college and university educators should be transformed for example payment according to performance should be introduced. The tools used for measuring performance should be constructed, and the student's level of satisfaction should only be one of the pillars of the analyses, since it can distort opinion formed on the performance of the educators in consequence of unsatisfactory motivation of the students.

4. Adding another idea to the above section, appropriately knowledge motivated students should be accepted by the colleges and universities – in other words the admission points of college and university education should be made harder. This way it would be possible to prevent that students lead by temporary interests classify the teachers, since they can give distorted opinions without penalty. Instead, the students expecting real values from education should be the ones apprising the teachers who can actually consider their own needs. (Naturally, this is not the only reason for making the admission points stricter.)

5. In order to recover the status of academic professions first the salaries of the teachers should be raised. According to the opinion of the author, this is the focal point of the prestige loss of the educational profession. By treating the root cause of the “ailment” through the increase of the salaries, the “healing” would have an advantageous effect on the other critical areas of the educational profession as well. The recovery process would have the following manifestations:
 - appropriately motivated educators
 - improved quality of work done by the educators
 - increased willingness to participate in (further) trainings, self-development
 - the educational profession would become more attractive for talented and gifted individuals.

I hope that the competent persons in tertiary education and the politicians working in the field of education will also believe that the remuneration of the educators at market price is a moral responsibility of them as well which the institutions should pay more attention on.

6. The typical human capital of tertiary education which is different from that of the other sectors is manifested through the teachers, therefore, in consequence of the limitations of the research in time and volume the author did not examine the least relevant factors of human capital in tertiary education and placed the emphasis on the educators. *A further area to be investigated would be the analysis of human capital of this segment similarly to that of the educators.*
7. The dissertation revealed that the participation in tertiary education has to be considered as a serious human capital investment. The return of this investment is a serious expectation among the students, since generally, they are the major decision makers of undertaking tertiary studies, and the other members of the family have a strong influence on them. The students admitted the significant contribution of tertiary qualification to getting a job, improving career opportunities and financial perspectives. They have also expressed increased optimism towards the chosen professional field.
8. The students recognised that the employers use the qualifications as a means of screening (Spence, 1973), so they take into consideration this factor, when making a decision on their tertiary educations. This is also certified by their opinions formed on the usefulness of different types of tertiary institutions. It is not an irrelevant factor for them where to acquire their qualifications: in a public or private institution, university or college, this also attests the existence of the screening theory in the thinking of students. According to the opinion of the author, it would be worth to carry out further investigations in this field by extending the research to the employers applying the graduates, and examine, whether the employers use the qualifications earned at different types institutions as an

accented means to indicate skills. What prejudices and opinions they have concerning the qualifications earned at college-university and in public or private institutions, whether they use the qualifications as a means for screening, that indicates future work performance and most important attributes of the individual.

3. Publications connected to subject matter of the dissertation

1. Petőné Csuka Ildikó: Economic growth and human capital 'During crisis, before boom' Conference Széchenyi István University Kautz Gyula Faculty of Economics, Győr, 1st of June 2010 ISBN 978-963-7175-57-2
2. Petőné Csuka Ildikó: Human Capital in the higher education 'Searching for the get-out from the crisis' V. KHEOPS Scientific Conference Mór, 19th of May 2010
Conference volume: KHEOPS Automobil-Research Institute, Mór, 2010. 111-121. p. ISBN 978-963-87553-6-0
3. Petőné Csuka Ildikó: Rankings in the Hungarian Higher Education Practice and Theory in Systems of Education 2009. 4./1. 79-87. p.
ISSN 1788-2591 (Online) <http://www.eduscience.hu/index08.html>
ISSN 1788-2583 (Printed)
4. Petőné Csuka Ildikó: Ranking-analysis of the higher education institutions
'Competitiveness, Changing Management/ Marketing' Conference – Section Marketing, Kodolányi János University of Applied Sciences, Székesfehérvár, 3rd of December 2008 ISBN 978-963-9558-82-3
5. Petőné Csuka Ildikó: Ranks in higher education – quality in quantity? „Innovation, Competitiveness, Close Up ” Conference University of West Hungary Faculty of Economics, Sopron, 4th of November 2008. ISBN 978-963-9883-25-3

6. Petőné Csuka Ildikó: Evaluation of the quality in higher education Vision and Lifestrategies of Youth in our Globalized Period Conference Komárom, 28th of April 2007
Published: MTA VEAB, Komárom, 2007. ISBN 978-963-7385-86-5
7. Petőné Csuka Ildikó: Actual view about the quality of hungarian higher education at the end of the 20's century 'Hungarian Economy and Society in the 20's Century' Conference, 8th of November 2007 Széchenyi István University Kautz Gyula Faculty of Economics, Published: SZE GTK, Győr, 2007. ISBN 978-963-7175-36-7
8. Csuka Ildikó: Measurement of quality in the higher education I. KHEOPS Scientific Conference, 31st of May 2006, Mór,
Conference volume: KHEOPS Automobil-Research Institute, Mór, 2006. ISBN 963-2298-49-7
9. Csuka Ildikó – Somogyi Ferenc: Social and economic consequences of the uncontrolled innovation
Central Europe: Transfer and Dialog International Conference Austria, Fürstenfeld 30ies of September 2006.
Published: Kodolányi János University of Applied Sciences, Székesfehérvár, 2009. p. 194-200. ISBN 978-963-9558-85-4
10. Csuka Ildikó: The european challenges of the last decades in the higher education 'European Challenges III. Scientific Conference', 3rd of November 2005 Szeged, ISBN 963-482-757-8
11. Csuka Ildikó: The market of the higher education, 'Real Competition – Competition in Sharp' Europe Day Conference 5-6th of May 2005 –

Section Human Resources, University of West Hungary, Faculty of
Agricultural and Food Sciences, Mosonmagyaróvár,
ISBN 963-9364-49-5

12. Józsa László – Csuka Ildikó: Evolution of the hungarian higher educational system since 90ies until 'Sustainable Development, Sustainable Society and Integration' Conference 28th of April 2005, Published in conference volume: 2nd volume Székesfehérvár, KJF and MTA VEAB 2005, p. 99-107. o. ISBN 963-9558-48-6
13. Czeglédi Csilla – Csuka Ildikó – Somogyi Ferenc: From the deficit economy to the involved economy, 'Hungary and challenges of the 21st century in the European Union' Conference 29th of April 2004 Komárom, Published in conference volume: MTA VEAB, Komárom, 2004, p. 173-188. ISBN 963-7385-68-1
14. Csuka Ildikó: Higher education and marketing – 4th National Conference for Young Regionalists 13-14th of November 2004. Győr, Széchenyi István University, 2004. ISBN 963-9052-43- 4
15. Petőné Csuka Ildikó – Majoros András – Somogyi Ferenc: Being in captivity of the 'homo oeconomicus' Polgári Szemle 4. évf. 2008/2. p. 72-81. ISSN 1786-6553
16. Csuka Ildikó - Somogyi Ferenc: Role of the higher education in the development of human capital stock. 'The hungarian higher education and human resource development' Conference, 14th of November 2002 Székesfehérvár Published in volume: p. 107-118. Kodolányi János University of Applied Sciences, Szfvár., 2003 ISBN 963-86320-7-0

Lectures of Conferences:

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