ABSTRACTS

Szabó, Zoltán Ábel – Varga, Attila – Berze, Iván Zsolt – Kristóf, Hanna Emília – Néder, Katalin – Dúll, Andrea: Environmentally conscious behaviours and intentions among Hungarian students – a large sample study connected to the Sustainability Thematic Week

The Sustainability Thematic Week is one of the largest ESD programs in Hungary. Connected to the Thematic Week, the "Students and teachers about sustainability" research project is conducted. This paper aims to present how 11 environmentally conscious behaviours and their intentions are prevalent in students' everyday life and what background variables might explain why certain behaviours are more common than others. Our findings are based on the 17,746 students who participated in the research project in 2021, by filling out a questionnaire. Our most important result is that, in the investigated age group, Hungarian students reported an average of over four environmentally conscious behaviours, most frequently mentioning selective waste collection (61%), travelling without a car (59%), and taking care of animals and plants (58%). Regarding the effectiveness of environmental education in the school settings, our data suggest existing a kind of satiating effect, since those who discuss environmental problems in their school multiple times monthly or multiple times weekly reported more environmentally conscious behaviours, than those who talk about these matters in the school every day.

Keywords: *environmentalism, environmentally conscious behaviours, Sustainability Thematic Week, Hungarian students*

BÁNFI, GRÉTA – BUDIS, IMOLA: Investigation of Self-concept, Self-efficacy and Anxiety in Reflection of the Effects of Peer Tutoring Programs

In our theoretical research we examine how the application of the peer tutoring method affects and possibly changes factors – such as self-concept, self-efficacy and anxiety – that significantly influence learning performance. Aim of our study is to draw attention to the importance of affective factors through the example of international, empirical studies, which focus on peer tutoring. Another goal is to provide information about this student-centered method, and to present some possible forms of implementation. The studies selected through keyword search were written in the last 10–15 years and examined the effects of the applied development program on self-concept, self-efficacy and anxiety. The research results presented in detail clearly illustrate the possible implementation of tutoring in several areas. Furthermore, they prove its positive developmental effect on students' affective characteristics related to both knowledge elements and skills. Implementation of a program based on peer tutoring can result in the development of self-concept and self-efficacy, as well as the reduction of subject- or knowledge-specific anxiety. It should be taken into account that the effectiveness of the developmental intervention may be influenced by sample size, learning method, the length and intensity of the intervention. To prove the efficiency of the program, it is advisable to assess students' knowledge and skills in advance, as well as to measure the level of affective factors in the study, as these may show significant individual differences. The study offers guidance for the promotion of peer tutoring in Hungary, as well its future implementations in teaching practice.

Keywords: *peer tutoring, self-concept, self-efficacy, anxiety, development program*