

# Journalism Students in Croatia: their Motivation, Expectations, Satisfaction and Aspirations

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## SUMMARY

*Even though students' motivation and expectations regarding their chosen field of study have been a topic that has drawn a lot of interest, in Croatia there has not been a systematic study that questions journalism students' motivation and/or study experience. Therefore, the aim of this study is to provide answers to questions about journalism students motives, expectations they have regarding their studies, the fulfillment of those expectations, the general satisfaction they have with their program, and their desire to work in the media in the future. Also, the goal is to establish whether there are differences between first and third year students regarding the questioned satisfaction with the enrolled study, the fulfillment of their expectations, and their assessment of employment opportunities. The research was conducted on a convenience sample of 109 first (36.7%; 80% females) and third year (63.3%; 83% females) undergraduate journalism students at the Faculty of Political Science at the University of Zagreb. Participants completed a survey with closed-ended questions that was designed for the purpose of this research. The results show that the third year students are more dissatisfied with the program, more pessimistic in assessing*

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*their job prospects and more prone to choosing public relations over a career in journalism as their future profession.*

Keywords: journalism students, motivation, students' satisfaction, job aspirations, survey

## **Introduction**

Comprehending individuals' motivation for engaging in a certain profession is essential, not only for universities that provide programs of study, but also for society in general, especially if it is a profession that does not enjoy the citizens' trust. A recent study on trust in institutions among American adults and late adolescents shows a severe decline of trust in the press: in the years 1972–1974 16% of American adults had “hardly any” confidence in the press in comparison to 45% in 2010-2012 (Twenge et al., 2014: 1918). According to Donsbach (2009) “longitudinal data in the US show that (...) declining reputation has been faster and more severe [in journalism] than for all other institutions” (p. 43). In the UK, research conducted by Ipsos Mori (2016) among adults aged above 15 showed that 70% of respondents did not trust journalists to tell the truth.<sup>1</sup> In Croatia a research conducted in 2008 found journalism to be among the least respected professions (Kanižaj and Skoko, 2010: 32)<sup>2</sup>.

Nevertheless, journalism remains a study program many potential students are interested in and the question of why students are still interested in journalism, along with their satisfaction with the study and the profession, is an interesting one.

While the topic of students' motivation or expectations in various respective programs of study in Croatia has been covered in academic papers (e.g., Marinović, 2014; Miloš and Čiček, 2014; Šimić-Šašić et al., 2013; Marušić et al., 2010; Potočnik, 2008; Kesić and Previšić, 1998) including an overall study about University of Zagreb students “life and professional aspirations” (Ilišin and Potočnik, 2008), there is no systematic study of students' motives for choosing to study journalism.

In a few studies conducted among Croatian journalism students, the results show their idealistic views of the profession. The research conducted among communication science and journalism students in 2012 shows how students attribute important roles to journalists. Around 60% of respondents believe that journalists should serve as “lawyers of discriminated citizens” and as high as 70% agree that a journalist should be the interpreter of all social events and processes – a spokesperson for the nation (Jokoš and Kanižaj, 2012: 110-111). Idealism was also shown in research among undergraduate and graduate students whose most common reason for enroll-

ing was their expressed desire for that particular study and engaging precisely in the profession of journalism, but also for the ability to discover and transmit information and thus to influence recipients, society and the world in general (Majstorović and Vilović, 2012: 125-126).

This idealism has been noted in studies at the international level as well. For instance a study by Hanusch, Mellado, Boshoff et al. (2014) conducted among journalism students in eight countries concluded that the students were motivated by their liking of the profession, their belief in their own talent for writing and their desire to contribute to social change (p. 154). A study on the motivation of Australian journalism students concluded that the main sources of the students' motivation are their hopes for a varied lifestyle and opportunities to express their creativity (Hanusch et al., 2016: 102), again very idealistic views.

Similarly idealistic answers were given by British students (both at the beginning and at the end of their studies) in a study by Hanna and Sanders (2007) with most the frequently given answers for explaining their motivation labeled by the authors as "enthusiastic or passionate", the most frequent one being journalism as the most desirable and satisfying job (p. 408-409).

Nevertheless, this and other studies have also shown the differences in students' motivations in different countries. A study by Sanders et al. (2008) among British and Spanish students that, among other, questioned students' reasons for wanting to be journalists, the jobs that interested them most, first job and career ambition, found how differences among their answers (e.g., the greater public service orientation of Spanish students) could be explained by shared cultural understandings of journalism's roles and practices that are significantly influential even before students start with their education suggesting how these effects, when combined with real-life experience of the media, may be "far more powerful in shaping attitudes and aspirations of future journalists than journalism education" (p. 148). Support for this statement is seen in the form of a study by Mellado et al. (2013). The study questioned journalism students' professional views conceptualized in four main dimensions (citizen-oriented, loyal, watchdog and consumer-oriented) in seven countries. It showed how different countries grouped into a certain dimension: Australia, Switzerland and USA into more consumer-oriented; Mexico and Spain into citizen oriented function, and Chile and Brazil into the watchdog function (p. 868-869).

The watchdog function of journalists is important for Norwegian students as well but still, they often prefer personal self-realization in terms of pursuing favorite topics and creativity (Bjørnsen et al., 2007: 398).

The relationship between students' preference for hard or soft news and the country they live in was demonstrated in a cross cultural study by Hanusch and Mellado (2014) who found there were significant differences between the countries.

## **Research on journalism students' motivation, study experience and aspirations**

Research is designed to question students' reasons for choosing journalism studies, the expectations they have regarding their studies, the fulfillment of those expectations, their satisfaction with the study and their desire to work in the media in the future.

The main goal of our paper is to establish whether there are differences between first and third year students regarding: their satisfaction with the enrolled study, the fulfillment of their expectations regarding the enrolled study, and their assessment of employment opportunities. We also want to test the intercorrelations between the research variables.

The research was conducted on a convenience sample of undergraduate journalism students at the Faculty of Political Science at University of Zagreb.

This Faculty, with the oldest journalism program in Croatia, was founded in 1964, and at the beginning it offered only a political science study. Since many students, after graduating, found themselves employed in the media in the former Yugoslavia, an undergraduate journalism program was established in the early seventies. Enrollment was possible for any student in the final years of any university, but the journalism diploma could be acquired only after the completion of their main study. Due to this unique situation, it was not uncommon to see the enrollment of doctors, lawyers, and economists. Journalism was therefore their second degree.

In 1986 a four year university program in journalism was introduced (Jokoš and Kanižaj, 2012: 104) and by 2005 the journalism program at the undergraduate level was "reformed in accordance with the Bologna process (...) and then divided into journalism and public relations"<sup>3</sup> (Vilović, 2011: 127). The graduate journalism (Bologna reformed) program started in 2008 (Peruško and Vozab, 2014: 134).

In Croatia, there are five similar university studies that educate future journalists, communication experts, professionals in public relations, media experts, spokespersons, employees in culture and tourism etc. While some of them were excluded from the research as they are primary not journalism programs (University of Zagreb University Department for Croatian Studies, University of Zadar, University of Rijeka and University of Dubrovnik), some were excluded due to the small number of enrolled or questioned students (University North in Koprivnica and private University of Applied Sciences VERN in Zagreb).

In the course of the research, we set out to test whether there are differences between students at the beginning and the end of their undergraduate program regarding their satisfaction, expectations but also desire to work in the media after graduation.

The hypotheses were defined as following:

- H1: First year students are more satisfied with the study than the third year students.
- H2: Third year students' expectations are more unfulfilled in contrast to the first year students.
- H3: The third year students are more optimistic about their prospects in finding employment after graduation in contrast to the first year students.
- H4: The fulfillment of students' expectations is positively related to their satisfaction regarding the enrolled study.
- H5: There is a positive correlation between students' satisfaction with the enrolled study and their desire to work in the media after graduation.

### **Method and sample**

The research was conducted on a convenience sample of 109 first (36.7%) and the third year (63.3%) undergraduate journalism students at the Faculty of Political Science.<sup>4</sup> Among the first year undergraduate students, 80% were female (32 female and 8 male) and among the third year undergraduate students, 83% were female (57 female and 12 male).

The numbers of the enrolled students for the academic year 2014/2015 at the Faculty of Political Science were as follows: 413 undergraduate and 416 graduate students. Our sample made up 26% of the total number of undergraduate students ( $n=109$ ). The structure of the sample by sex proved to be consistent with the distribution of gender among the enrolled students (both undergraduate and graduate) as 20.74% ( $n=172$ ) are male and 79.25% ( $n=657$ ) are female.

### **Procedure and questionnaire**

This research is based on an earlier study of students' motivation to study journalism and their expectations regarding the study that we conducted on a convenience sample of journalism students at the Faculty of Political Sciences in Zagreb in academic year 2010/2011.

The 2010/2011 research included a survey based on open-ended questions that gave widely dispersed answers, requiring a classification into subsequently defined categories.

Since open-ended questions are known to "elicit responses that describe more closely the real views of those completing the survey" and may provide "information that

would never have surfaced had respondents been forced to choose from a list of answers” (Edwards et al., 1997: 26), we used the obtained answers and subsequently defined categories to compose a questionnaire of close-ended questions for the purposes of this paper. Hence, the questionnaire used in this research was constructed based on the preliminary questionnaire used in the previously conducted research.

This research was conducted during regular classes in March 2015. Participants were given printed questionnaires and had the main purpose of the research explained to them. Their participation in the research was completely voluntary and anonymous and it took them 5 to 10 minutes to complete the questionnaire.

The questionnaire consisted of 10 close-ended questions (plus two questions related to student’s gender and to the enrolled year). Students were asked whether their enrolled program of study had been their first choice when applying for college, and the reasons for which they chose this particular study. The question on motives gave students the possibility to choose more than one of the offered answers which were based on the results of the preliminary research.

Students were asked to choose one among the four possible answers on their expectations regarding the enrolled study (proposed answers were: mostly theoretical education; the combination of theoretical education and practice; the emphasis on the practice; I don’t know) and to rate their satisfaction on a 5-point Likert scale (from 1 – unsatisfied, to 5 – extremely satisfied). The questionnaire also asked if students’ expectations had been fulfilled (yes or no answer). Even though the research included the first year students who have only recently enrolled, we felt that they did have some time to form an opinion about the journalism program since they had completed one semester (the research was conducted in the second semester).

Furthermore, five questions referred to students’ work experience and their ambition to work in the media. First, they were asked to assess their employment opportunities after graduation (the question used a 4-point Likert scale from 1 – it will be very difficult to 4 – easily, additional possible answer was I don’t know). Secondly, they were asked to provide their opinion on the necessity to begin working while still in college (the possible answers were yes; no; I’m not sure). The third question examined whether they have had work experience in the media (yes or no), and the fourth, whether they see themselves working in the media after graduation (yes or no). The final question gave students the possibility to choose among the media sector they would like to work in – print media; television; radio; news portals; combination of the “old” and the “new” media with the possible, additional answers of all the same and public relations (students could choose more than one answer).

## Results

For the majority of students studying journalism was their first choice. Journalism at the Faculty of Political Science was the first choice for 61% of the first year respondents and for 68% of the third year respondents.

The most frequently given answer among both the first and the third year students regarding their reasons for enrolling was that they find journalism to be an interesting and dynamic profession. The frequency of the given answers can be seen in Table 1.

Table 1. Reasons for choosing to study journalism among the first ( $n=40$ ) and the third ( $n=69$ ) year students (multiple answers were possible)

*Tablica 1. Razlozi za odabir studija novinarstva među studentima prve ( $n = 40$ ) i treće ( $n = 69$ ) godine (bilo je moguće više odgovora)*

Reasons for enrolling	First year	%	Third year	%
The program seemed interesting	14	35	22	31.9
The program offers a broad range of knowledge	9	22.5	20	29
Journalism is an interesting and dynamic profession	27	67.5	42	60.9
Journalism offers the possibility of influencing the public	10	25	14	20.3
I possess characteristics necessary for the profession	13	32.5	25	36.2
Something else	2	5	9	13

Results regarding the students' expectations of the enrolled study show that majority of both the first (67.5%) and the third year (69.5%) students expected a combination of theoretical education and practice. An emphasis on practice was expected by 22.5% of the first and 20.3% of the third year students while 10% of the first year and 8.7% of the third year students expected mostly theoretical education.

When asked about their satisfaction with the program, the most frequent answer given by the first year students was "very satisfied" (40%) followed by "satisfied" (32.5%). The answers given by the third year students were somewhat different – the majority answered "satisfied" (42.1%) followed by "very satisfied" (30.4%). Statistically significant difference between the first and the third year students' satisfaction is presented in Table 2. This result provides a confirmation of the first hypothesis that the first year students are more satisfied with the enrolled program than the third year students. Also, extreme satisfaction was expressed by 15% of first



year and 4.3% of third year students while 18.9% of third year and 7.5% of first year students were partly satisfied with the program (only 2.5% of first year and 2.9% of third year students said that they were unsatisfied).

Along with the question about their expectations, the students were asked whether their expectations had been fulfilled. The results show that there is a large number of students with unfulfilled expectations – up to 47.5% of first year students and 56.5% of third year students. Even though there were slight differences between the first and the third year students' answers (third year students' expectations are indeed more unfulfilled), they were not statistically significant (Table 2) thus the second hypothesis is rejected.

In order to be more competitive and to acquire a job more easily after graduation, journalism students often start working while still studying. This practice is not uncommon even among students in their freshmen or sophomore year. To gain insight into their habits, we asked students to answer if they have had work experience in the media. Even though a considerable number of the first year respondents answered positively (22.5%), the number of the third year students was expectedly higher (62%). This difference is statistically significant as can be seen in Table 2.

Despite the fact that there was no significant difference between the answers of the first and the third year students regarding their opinion on the necessity for them to start working while still in college (Table 2), the students' answers were indicative. The majority of both the first and the third year students think that it is necessary to start working while still in college: 75% of the first year students and 77% of the third year students.

Furthermore, although the majority of students answered that they thought it would be neither easy nor difficult (42.5% of first year students and 40.6% of third year students), there was a larger percentage of the third year students who assessed that finding a job would be very difficult (17.4% as opposed to 5% of the first year students). This difference between the first and the third year students regarding their assessment of the prospects of finding a job after graduation is statistically significant (Table 4). This data directly refuted the third research hypothesis stating that third year students are more optimistic about their prospects in finding employment after graduation in contrast to the first year students. This hypothesis was formed on the opinion that, due to their greater working experience in the media, third year students should feel that this could be an advantage when applying for potential jobs.

According to our results, 67.5% of the first year, but only 37.7% of the third year students see themselves working in the media after graduation. This difference is statistically significant and can be seen in Table 2. The most frequent answer given by the third year students was "I'm not sure" (50.7%), as opposed to 20% of the first year students. As high as 5.8% of the third year students do not see themselves at all



Table 2. Differences in the research variables between the first and the third year journalism students

Tablica 2. Razlike u istraživačkim varijablama između studenata prve i treće godine novinarstva

Variables	Enrolled year of the study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Satisfaction with the program	1 <sup>st</sup>	39	3.59	.938	2.44*
	3 <sup>rd</sup>	68	3.15	.885	
Fulfillment of expectations	1 <sup>st</sup>	39	1.51	.506	.94
	3 <sup>rd</sup>	67	1.42	.497	
Work experience in the media	1 <sup>st</sup>	38	1.24	.431	4.29**
	3 <sup>rd</sup>	67	1.64	.483	
Necessity to work while still in college	1 <sup>st</sup>	40	1.43	.781	.43
	3 <sup>rd</sup>	69	1.36	.707	
Prospects of finding a job after graduation	1 <sup>st</sup>	34	2.44	.705	.91*
	3 <sup>rd</sup>	63	2.59	.891	
Future in the media	1 <sup>st</sup>	35	2.77	.426	3.81**
	3 <sup>rd</sup>	65	2.34	.594	

Note: *n* – the number of participants in subsample; *M* – mean; *SD* – standard deviation; *t* – value of *t*-test; \*\**p* < .001; \**p* < .05.

working in journalism (none of the first year students gave that answer). Also, 5.8% of the third year students and 12.5% of the first year students see themselves in the media, but responded “It depends” mostly on whether or not they will find a job.

Regarding the media the students would like to work in, two answers came as a surprise. First, even though they were given the possibility to choose more than one answer, the number of the first year students that would like to work in the print media is extremely high – 47.5% while the third year students’ answers have shown almost a uniform distribution among the different “traditional” media – print, television and radio (around 15% for every medium). Second, the number of students who would like to work in public relations, a career very different from journalism, is high – 43.5% of the third year students and 32.5% of the first year students (Table 3).

Table 4 reveals a significant positive correlation between journalism students’ satisfaction with the journalism program and the fulfillment of their expectations regarding the program (confirmation of the fourth hypothesis). Also, the positive correlation between students’ satisfaction with their enrolled program of study and the desire to work in the media in the future serves as a confirmation of the fifth hypoth-

Table 3. Frequency of the first (n=40) and the third (n=60) year journalism students' answers on the question where would they like to work after graduation (multiple answers were possible)

Tablica 3. Učestalost odgovora studenata prve (n = 40) i treće (n = 60) godine na pitanje gdje bi željeli raditi nakon diplomiranja (bilo je moguće više odgovora)

Media sector	First year	%	Third year	%
Print media	19	47.5	10	14.5
Television	16	40	10	14.5
Radio	6	15	11	15.9
News portals	2	5	8	11.5
Combination of the "old" and the "new" media	8	20	9	13
Public Relations	13	32.5	30	43.5
All the same	2	5	6	8.7
No answer	1	2.5	3	4.3

Table 4. Pearson correlation coefficients between research variables on the total sample (N=109)

Tablica 4. Pearsonovi koeficijenti korelacije između istraživačkih varijabli na ukupnom uzorku (N = 109)

Variables	Satisfaction with the program	Fulfillment of the expectations	Work experience in the media	Future in the media
Satisfaction with the study	-			
Fulfillment of the expectations	.58**	-		
Work experience in the media	-.08	.04	-	
Future in the media	.38**	.16	-.07	-
Assessment of opportunities to find jobs after graduation	.43**	.40**	.19	.34**

Note: \*\* $p < .001$ .

esis. Students' assessments of their employment opportunities (finding a job within the profession) is positively related to their satisfaction with the study, the fulfillment of their expectations regarding the program as well as to the desire to work in the media after graduation. The remaining relations between the tested variables were not statistically significant.

## Discussion

Since this research follows the preliminary research, the anticipated results were constructed into assumptions, and the obtained results serve as a confirmation of three out of five hypotheses. Nevertheless, some of the results came as a surprise. Of the total number, 61% of the first year and 68% of the third year students answered that journalism was their first choice when applying to college. Even though we expected even higher percentages, it is clear that the majority of enrolled students really wanted to study journalism. For instance a study conducted among Chinese students finds that as high as 75% of students responded that journalism was their first choice (Wu, 2000: 58).

Questioning students' motives for enrolling in the journalism program reveals that the most common reason they choose this particular study is due to the perception they have of journalism as an interesting and dynamic profession. A high number of students also chose the study because they think they possess the characteristics necessary for the profession. These results correspond to the study among students from eight different countries, whereas the obtained results identify love for journalism as a profession as the most common reason for enrolling, while the second most frequent reason was the students' talent and love for writing. (Hanusch, Mellado, Boshoff et al., 2014: 154) The study among British and Spanish students shows that the most common reason they wanted to become a journalists was due to the fact that they found journalism to be the most desirable or suitable occupation for them (Sanders et al., 2008: 139). The major reason Chinese students have for enrolling was the "chance to develop personal potentials" (Wu, 2000: 59) while in Spain it was the love for writing as they perceive journalism as a profession linked to the literary world (Pastor Alonso, 2010: 196).

The significant differences among the first and the third year students in our research concerning the degree of satisfaction with the program among first year students and the lower degree of satisfaction among the third year students is likely due to the fact that they have had more "college experience", as opposed to the first year students' single semester of experience. It is possible that the first year students could grow equally disappointed/disillusioned over time. Yet, only a longitudinal study could reveal such answers.

Even though the differences in the first and the third year students' answers on the question of the fulfillment of their expectations are not statistically significant, their answers prove to be very interesting since there was an unexpectedly high number (47.5%) of the first years students who experienced the unmet expectations.

All students seem to be aware of the necessity to start working while still in college in order to acquire work experience (very often requested by potential employers). The difference between the first and the third years students work experience was

expected (22.5% as opposed to 62%) but the assumption that this greater experience will make the third year students more optimistic about their prospects in finding employment after graduation was not confirmed. Quite the opposite, more experienced students, who obviously have had a glimpse of job market, tend to be more pessimistic/realistic in assessing their job prospects in the future. They obviously feel that not even the fact that they have had work experience will be sufficient when it comes to impressing potential employers.

The number of students who see themselves working in the media after graduation is lower among the third year students (38% as opposed to 67.5% of the first year students) which is consistent with other studies, for instance by Hanusch, Mellado, Boshoff et al. (2014) that based on their findings concluded that students are less likely to be interested “to work in journalism the longer they have been enrolled in their degree” (17.6% at the beginning of the degree do not want to work, opposed to 31.9% at the end of the degree) (p. 14, 8).

Consistent with these findings is the rise in the number of students who want to work in public relations – 43.5% of the third year students as oppose to 32.5% of the first year students. This result could be explained with the rationale given by Hanusch, Mellado, Boshoff et al. (2014) – public relations are more appealing because the salaries are better (p. 9). However, it is interesting to see how these results are in contrast to the studies of Hanna and Sanders (2007) where only 3% of freshmen students and 7% of students at the end of their studies (p. 413), and Sanders et al. (2008) where only 3% of both British and Spanish students professed public relations as their career goal job (p. 141).

Another possible explanation can be viewed in the curiosity of the Croatian case where the study of public relations is in fact integrated with journalism program at the Faculty of Political Science. The prospect of one more profession could be the reason why the senior year’s students recognize public relations as a more desired vocation than journalism itself. In the times of a crisis in journalism, and a very difficult financial position of the “old media” public relations could seem like a more acceptable way to ensure a safer future.

Our results show that students’ satisfaction with the journalism program is positively related to the fulfillment of their expectations regarding their studies, as well as to their desire to work in the media in the future. This is not only expected, but highly logical and probably the same for different professions/programs as well. The same logic can be used when explaining the relationship between students’ assessment of employment opportunities (finding a job within the profession), satisfaction and the expectations regarding their enrolled program of study, as well as their desire to work in the media after graduation. The better students assess their employment opportunities, the more satisfied they are with their study and want to

work in the media in the future. Of course, for this the most important factor is the social and economic situation in the country.

## Conclusion

The research conducted among the first and the third year undergraduate journalism students of the Faculty of Political Science in Zagreb examined students' motives for choosing to study journalism, the expectations they have regarding the journalism program, the fulfillment of those expectations and their desire to work in the media after acquiring a diploma.

The results have shown that the most common reason for enrolling among both the first and the third year students was their perception of journalism as an interesting and dynamic profession (67.5% of the first years students; 61% of the third year students), followed by their assessment of possessing characteristics necessary for the profession (32.5%; 36.2%).

These results didn't come as a surprise. Journalism is specific, and similarly to some other professions like medicine or law, people often feel a vocational calling and a strong attraction towards practicing it, especially when they feel equipped with the required "tools and virtues".

Many students also enroll because of what could be rated as idealistic motives – they feel that journalism is interesting (35% and 32%) and that it offers a broad range of knowledge (22.5%, 29%); which could be the explanation for many students with unmet expectations (as high as 47.5% of the first year students and 56.5% of the third year students). Because they have very high expectations, they are very likely to get disappointed.

The results also show that the third year students are more dissatisfied with the program and due to the fact that they are older and have had more work experience in the media, they are also more pessimistic in assessing their job prospects in the future (17.4% of them think that finding a job would be very difficult – an answer given by only 5% of the first year students). Whether for that reason or due to their unmet expectations regarding the program, there was a high number of the third year students who did not see themselves working in the media after graduation (51% responded that they were not sure, whereas 6% do not see themselves at all) choosing instead public relations. This is possibly the most interesting finding of this research. Students have recognized that the ability to take courses in public relations, parallel with traditional and the new media gives them the opportunity to acquire an additional set of knowledge (and skills) that could help if they fail to find a job in journalism. This is especially visible in the third year students' answers – 43.5% replied they would like to work in public relations, but among the first year students as well (32.5%).

In view of such results, it would be interesting to conduct more cross cultural studies in the future due to the fact that there seem to be differences in various aspects of students' motivations, expectations and aspirations depending on the country in which they live and study. Also, it is important to mention the restrictions of the conducted research: rather than transversal, a longitudinal study could demonstrate the progression and shifts in students' attitudes, satisfaction, and expectations and also provide more conclusions about changes with age/enrolled year, not just about the age differences. Furthermore, a convenient sample was used which in no case can be representative to the entire population. In order to view the similarities, differences and the specifics of journalism studies in Croatia, future research should include all the Croatian journalism studies as well as other aspects, such as – for instance students' sex and social and economic background and their influence on the possible reasons for students' different motivations and expectations. Nevertheless, this research provides a much needed insight into students' motives for choosing journalism in Croatia, a topic that has until now been ignored.

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## NOTES

- <sup>1</sup> Only 25% of respondents answered that they trusted journalists to tell the truth while 5% didn't know. Data available at: <https://www.ipsos-mori.com/Assets/Docs/Polls/ipsos-mori-veracity-index-2015-topline.pdf> (7 September 2016).
  - <sup>2</sup> The authors cite a research conducted by the GfK agency.
  - <sup>3</sup> It is important to indicate that there is no special diploma for public relations which is offered as one course (set of courses) inside the study program. The diplomas acquired by students at the Faculty of Political Science are Bachelor of Arts in journalism degree (for a three-year undergraduate program) and Master of Arts degree (for a two-year graduate program).
  - <sup>4</sup> Total number of students of journalism at the undergraduate and graduate level in the academic year 2014/2015 at the Faculty of Political Science was 829.
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