

Theses for Doctoral (PhD) Dissertation

The place of social work in the professional discourse. Deprofessionalization process in the perceptions of school social work

Zsuzsanna Fazekas Juhászné

Supervisor: Dr. habil Katalin Szoboszlai



UNIVERSITY OF DEBRECEN

Doctoral School of Human Sciences

Doctoral Programme in Sociology and Social Policy

Debrecen, 2026

I. The aim of the thesis, outline of the topic

According to the global definition of social work, “*social work is a practice-based profession and discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people*” (IFSW 2014). Social work is a specific professional activity, action, intervention process and fieldwork, the theoretical framework of which is provided by scientifically grounded disciplines. A social worker is a professional support worker who supports clients in line with their individual needs and goals; however, their role is not limited to the level of individual intervention, but they are also capable of playing a significant role in bringing about social change.

This dissertation examines the profession of social work, with particular regard to the coexisting processes of professionalisation and deprofessionalisation. The research is based on the premise that social work is both a practice-based profession and an academic discipline, intervening at both the macro and micro levels in the management of individual and social problems. Its interpretation as a profession is not merely a question of history and institutionalisation, but can also be understood in terms of dimensions such as professional identity, autonomy, or prestige.

Within the broader issues of professionalisation in social work, this research focuses on a more narrowly defined area: the field of school social work. School social work is an intersectoral field operating at the interface between the child welfare system and public education. This unique field, with its dual institutional embeddedness, is well-suited to exploring how school social workers interpret their own professional status, role and autonomy within the process of professionalisation; and which factors in fieldwork strengthen or erode the profession.

The conceptual framework of the dissertation is defined by the concepts of professionalisation, profession, deprofessionalisation and semi-profession. The doctoral thesis examines the issue of professionalisation from a theoretical perspective, including a historical approach to professions and an interpretation of the international and domestic discourse on social work.

In the first chapter of this thesis, I examine theories of the profession, briefly summarising the history of the emergence and development of professions. In the second chapter, I outline the most significant events in the international history of social work that have shaped and built the profession, focusing on the British and American contexts. In the third chapter, I present the significant events in the development of the profession in Germany. The international historical overview provides a frame of reference for interpreting the history of the profession in Hungary, which is the subject of the fourth chapter. The theoretical approaches are concluded in the fifth chapter, which discusses the place of school social work within the profession.

In relation to the emergence of professions, I examined the characteristics of the Anglo-Saxon and continental models. In the Anglo-Saxon model, market orientation influenced the development of professions, whilst in the continental model, the influence of universities was evident (Sciulli 2005; Németh 2005; Pokol 1991; Magos 2017; Nóbik 2019). The two models interpret the criteria and essential elements of professional status differently. According to the Anglo-Saxon model, the characteristics of the profession are a high degree of expertise, a monopoly on knowledge, autonomy and ethical awareness; whereas, according to the continental model, the profession is characterised by state regulation, institutional embeddedness, links to the welfare system and more limited professional autonomy.

To distinguish between the various schools of thought in professional theory, I used Krisztina Nagy's (2009) dissertation as a starting point; she identified four dimensions of professional analysis: the profession-criterion-oriented approach (Hesse 1968, Bock 1980), the function-oriented approach (Parsons 1954, Etzioni 1969), the self-interest-oriented approach (Freidson 1973, Larson 1977), and the professional identification approach (Carr-Saunders and Wilson 1933; Kairat 1969; Schön 1983, 1987; Jones and Joss 1995). For the examination of the social work profession, I have taken the functionalist paradigm of professional discourse as my basis. According to functionalists, professions have high social functions and perform important social tasks. They are activities that enjoy high prestige and state support. The knowledge required to practise the profession is acquired through training; their operation is framed by ethical rules, and they are supervised by professional bodies. In relation to interpretations of the profession, I have also presented conflict theory (Larson 1977, Abbot 1988) and neo-Weberian approaches. Alongside definitions of the profession, the theoretical approach to semi-professions also provided an important conceptual framework in the dissertation. According to Etzioni (1969), semi-professions have specific characteristics that only approximate those of true professions. For example, the content of professional training is shorter, and the body of knowledge also falls short of that of true professions; he believes that knowledge is merely communicated rather than applied. Their professional autonomy is also much weaker, as is the social legitimacy of the occupation. Etzioni includes social work in this category, as well as the professions of teachers and nurses. In studies of deprofessionalisation (Duyvendak, Knijn, Kramer, 2006; Friedson 1986; Kleisz 2005, Fónai 2012), the focus has been on changes in the autonomy of professions and the process of the devaluation of the profession.

I examined the stages in the development of social work as a profession through Anglo-Saxon, German and Hungarian models. The historical chapters aimed to demonstrate how social work developed in societies with differing circumstances, its institutional structure, how the profession itself changed, and what status it attained in each society.

The discussion of theoretical approaches concluded with a focus on a narrower subfield of social work: the positioning of school social work within the profession (Herczog 1994; Allen-Meares 2010; Máté 2018; Tanító 2019; Budai 2020). The detailed presentation of models and the historical development of school social work served to make the professional practice, role interpretation and institutional embeddedness of school social workers comprehensible within the appropriate context.

Child welfare and child protection systems are characterised by a shortage of professionals, high staff turnover, and underpaid professionals (Rácz-Sik 2020). Service shortages are evident not only in the shortage of professionals but also in the social, educational and health sectors (Bihari-Rácz-Sik 2022), which also have a significant impact on the functioning of school social work. Findings from studies conducted following the introduction of the service have shown that the success of school social work is significantly influenced by how the professional integrates into the educational structure; at the same time, it acts as a hindrance if school staff are unclear about the specific duties performed by the school social worker (Kalocsai-Pátkai-Tiszl 2020). Homoki's (2018) earlier research also supports this.

Experiences of introducing school social work as a service, factors affecting the professional's ability to perform their duties (Kalocsai et al. 2020, Kutyifa 2020, Szecskó 2022), and the practical implementation of service provision (Kopasz-Balogh-Kiss 2025; Csók 2025) are important factors in the professionalisation of school social work.

My research focused on the emerging professional field of school social workers, examining whether there are factors that disrupt the process of professionalisation and, as a deprofessionalising effect, instead contribute to the erosion of the profession.

My research questions included: what factors influence the direction of professionalisation and deprofessionalisation in practical fieldwork; whether a profession that bears the hallmarks of deprofessionalisation can be considered a profession; and whether it is possible for a profession, in this case school social work, to undergo both professionalisation and deprofessionalisation simultaneously?

II. The methods used

The research aim of this doctoral thesis is to examine a specialist area of social work that has existed within its current operational framework since 2018, embedded within the structure of basic child welfare services. In this service, which can be defined as an external model, the school social worker is an employee of the family and child welfare centre, and the place where they carry out their duties is the public education institution. In my research, I approached school social workers working in district centres with the aim of examining more closely what changes have accompanied the field since the introduction of the role. During the research, I also sought to determine whether school social work in its current form can serve as a means of strengthening the profession, or whether it is characterised by deprofessionalisation; furthermore, I endeavoured to find answers to the question of whether there are elements within the field that exert influence in both directions simultaneously, and which of these are most characteristic, as well as what impact they have on shaping the professional image.

A further aim of the research was to explore the professional identity of school social workers, and to examine how professionals working in the field interpret their own professional situation within the broader domestic child protection system, as well as within the narrower context of school social work.

The research was conducted with the involvement of professionals from nine counties, including social support professionals working in nursery and school settings at district family and child welfare centres. The criteria for inclusion in the sample were the possession of a basic higher education qualification in social work and employment in a nursery or school social work role.

The selection of interviewees was carried out using a snowball sampling method. The professionals recommended further interviewees from their own professional networks. I endeavoured to ensure that all types of settlements representing the locations where they worked were represented in the sample. The interviews took place at the professionals' homes, workplaces, and online. Eleven people did not consent to the interviews being recorded on a dictaphone, so notes were taken of our conversations; I had audio recordings available for the analysis of 14 interviews. I produced verbatim transcripts of these. I anonymised the transcripts and handwritten notes, assigning them code numbers, and referred to them using these identification codes during the analysis. I employed content analysis in the analysis of the interviews.

In the first stage of the analysis, I processed the interview transcripts by reading them through several times, with the aim of identifying recurring themes, key statements and professional patterns. I then broke the text down into units according to the main dimensions— —and

grouped dimensions that were conceptually related into categories (e.g. professional image, prestige). These categories partly reflected the preliminary theoretical focuses of the research and partly revealed the specific patterns that emerged. I examined which questions the interviewees answered in a similar manner. The analysis focused on exploring how the interviewees interpret the current state of school social work, and which factors, as revealed by the analysis of the narratives, point towards professionalisation and deprofessionalisation. The logic of the analysis drew both on the preliminary theoretical framework of the research (deductively, derived from theory) and on the meanings that emerged inductively from the interview transcripts.

During the research, I conducted 25 semi-structured expert interviews, which were recorded between September 2024 and May 2025. The average age of the professionals was 42.5 years; the youngest participant was 25 and the oldest was 63. The professional with the least time in the profession has been working for 1 year, whilst the professional with the most experience has been working in the social sector for 32 years.

The sample thus integrates the experiences of several generations, making it possible to understand the perspectives of both early-career professionals and those with greater professional experience. Regarding the gender distribution of the sample, the majority of participants were women (n=22), whilst the number of male interviewees was significantly lower (n=3).

The majority of interviewees (n=13) have been working in the field for more than 10 years. With regard to the role of social workers in nurseries and schools, 13 people have been working in this capacity since the role was introduced in 2018, whilst one professional had already worked as a school social worker in the pilot programme in 2017. Of those surveyed, they have been working in the field under review for the longest period (n=8). More than a quarter of the professionals have less than five years' work experience in school support work (n=7). In terms of qualifications, the majority hold a degree in social work (n=12), followed by those with a qualification in social pedagogy (n=10). Two individuals hold a qualification in sociology/social policy, and one holds a qualification in special needs education/psycho-pedagogy. In terms of place of work, the number of professionals working in large cities (n=9) is the highest. They were followed by professionals working in medium-sized towns (n=4), then those in small towns (n=5), and finally those working in villages (n=7).

The main dimensions of the interviews focused on (1) professional career, (2) professional image, (3) professional activities, and (4) prestige.

Questions relating to the professional career (1) dimension covered the professionals' qualifications, the length of time spent in the profession, changes in field of work and job roles during their career, and their motivation for entering the profession. Fundamentally, the aim in this dimension was to explore the process of becoming a professional, touching upon a factor important from the perspective of social work: understanding the motivation for entering the profession. I broke down the questions relating to the professional image (2) into further sub-dimensions, which concerned the macro- and micro-level care systems. My questions focused on how they view the current state of child welfare in Hungary, what they think of the place of school social work within the child protection system, and how they assess the micro-level situation in their professional field. During the examination of the professional image, I focused on a closer examination of one important element: how the professionals assessed the receptiveness of public education institutions, their knowledge of social work, and the initial cooperation when the activity was introduced. I believe that their lived experiences shaped their professional image. I also looked at how this professional image has developed over the past seven years, whether it has changed, and if so, in what direction, and what professional image the professionals hold today.

The third dimension of professional activities (3) concerned the actual performance of professional duties. I sought to highlight how the dual mandate of school social workers (their employer is the family and child welfare centre, but the setting for their work is the public education institution) takes shape in practice, and what kind of professional identity can thus emerge between these two spheres. I also touched upon the importance of the child protection reporting system, as public education institutions constitute one of the largest bases for the reporting system and have a duty to report once a risk has been identified. My questions focused on how professionals can facilitate the work of the detection and reporting system, and whether they are able to uphold the professional and ethical principles of social work in their practice. During the interviews, another objective was to explore the factors shaping the position of social workers in public education and how this affects the professionalisation of the profession. The specific professional activities, individual/group/community activities, and the presentation of the professionals' work provide a suitable framework for identifying the potential elements of professionalisation and deprofessionalisation at the level of specific activities.

In this case, I associated the dimension of prestige (4) with the professional's own workplace and the system of relationships within the public education institution (subjective experience of prestige), rather than with the social esteem of the profession. In my research, I also examined what opportunities professionals believe they have to strengthen and shape the profession in the

field of school social work . From the professionals' narratives, it is primarily the dimensions of professional image (2) and professional activities (3) that best highlight the processes of professionalisation and deprofessionalisation.

III. Results

1. The professional career paths and motivations of school social workers

With regard to professional career paths, two distinct factors emerged concerning the motivation for entering the profession. I classified helping motivations into two types. One was the internally motivated helper; I included here those professionals who, as children, had themselves been affected by social problems. This experience fundamentally shapes the professional's identity and is characterised by a high level of motivation. I termed the other type of helping motivation the externally motivated helper. In their case, their career choice was determined by external factors, such as the idea of working with people and helping others (Fónai-Pattyán-Szoboszlai 1999). However, the dominance of external factors also means that they possess a different kind of professional identity, which may entail lower emotional risks. The risk of burnout is lower, and empathy operates within more regulated frameworks. My findings show that the motivational background of school social work is not built on a uniform motivational basis, but is organised along different entry pathways.

One sub-dimension of the examination of professional career paths was the characteristics of acquiring the qualifications required to perform the role. The narratives revealed that professionals described their training as an important identity-forming element, where they acquired theoretical and practical knowledge that provided them with a solid foundation for their subsequent fieldwork. In practice-oriented professions, a balance between the theoretical and practical knowledge acquired during training is essential (Hellmann 2008). Practitioners almost unanimously emphasised training, the development of their knowledge and keeping it up to date, with the criterion that the knowledge to be acquired must keep pace with the identification of new problem areas caused by social changes and the mastery of methods for addressing them (Budai 2024). When the activity was introduced, there was no requirement for professionals to participate in training that would have made the acquisition of specialised knowledge a prerequisite. I interpreted the factors identified by professionals as gaps in knowledge or missing methods as indicators pointing towards deprofessionalisation.

2. Professional image

My questions focused on the professional identity held by school social workers, how this is interpreted within the macro-level child protection framework, and how it is understood at the micro-level of their own practice. I identified that social workers' professional image is shaped by both external and internal factors (Kairat 1969), and that self-image is a defining factor in professionals' identity (Joss-Jones 1995, Nagy 2009). I found that following the introduction of school social work in 2018, the profession was characterised by an uncertain, fragmented professional image. The narratives of the interviews revealed that unclear role expectations, the questioning of professional identity, the lack of professional autonomy, the need to justify legitimacy, and the delayed development of professional knowledge all contributed to the deprofessionalisation of a vocation seeking to meet professional criteria during the early years. I have endeavoured to place the factors related to the image of the profession, which point towards deprofessionalisation, not in an individual but in a structural context.

The professional image emerging at the macro level points to a situation where the prestige of professionals is low and the sector in which they work is underfunded. Professional knowledge is not primary, nor does it hold a monopoly; rather, it is an area that is increasingly being converted into an administrative and control function. It is crucial how the professional image of practitioners develops within the larger child protection system, as this defines the formal framework within which and in what manner their profession must operate.

The micro-level professional image is determined by interpersonal relationships, interactions and the care activities themselves. An important factor is how the professional positions themselves within the public education structure, and whether a hierarchy exists at the interpersonal levels (school psychologist–social worker, teacher–social worker). The presence or absence of professional autonomy fundamentally determines the trajectory of professionalisation or deprofessionalisation. It becomes clear how the formal frameworks established at the macro level are reflected in day-to-day activities: will the professional become an expert with independent professional autonomy, or a professional with an executive role defined by the formal framework? The professional image of these specialists is thus shaped at these two levels, so deprofessionalisation can truly be understood through the interaction of these two levels.

A key factor is that, when the activity was introduced in 2018, elements were already evident that were driving deprofessionalisation (“who is the social worker” (Szoboszlai 2014)); and this factor forced the professional into a state of constant defence, providing explanations and justifying their actions. Thus, professional autonomy and the monopoly on knowledge could not be upheld. Shortcomings in communication between sectors, as well as in the preparatory

work of the sector, also forced professionals into a defensive position; the lack of system-level coordination fell on the individual, which may initially have resulted in high staff turnover in the field. This is further supported by the fact that, as mentioned in the interviews, the professional initially had no designated role within the public education institution. If taking up a physical position was not without obstacles, then fulfilling the role could also encounter difficulties.

It can be said that the structural shortcomings of the domestic child protection system were also reflected at the level of public education institutions.

3. Professional activities

In the analysis of the professionals' narratives, this dimension also involved an examination of professional relationships with public education institutions, which serve as the setting for task performance. I categorised these institutions into 'receptive' and 'wait-and-see' types. Within these two types of institutional structures, the professionals' professional identity, professional autonomy and professional ethics are not interpreted in the same way. In the case of inclusive schools, the criteria necessary for school social workers to practise their profession were able to be realised; their knowledge was not interchangeable and formed an important part of the institutional culture. In the case of the non-residential school type, professional autonomy was not interpreted clearly and unambiguously, and the professional's monopoly on knowledge did not confer high prestige upon them. In these institutions, factors tending towards deprofessionalisation were the main drivers shaping the development of the profession in the early years.

I considered it important to capture an interpretation of the professional image that adequately reflects a profession operating at the intersection of structures, which I termed the 'professional image caught in a double bind'.

On one side of this dual-constraint professional image, the school social worker is a professional who works within the field of public education, yet is not an integral part of the educational structure; they perform their duties as an external professional. They are often expected to provide immediate solutions and take action in crisis situations; at the same time, due to structural shortcomings in the education system, they are occasionally entrusted with tasks that extend beyond the limits of their competence. This factor alone represents a much greater workload than what the professional signed up for. Their professional identity is shaped by public education professionals' perceptions of the profession, the institution's welcoming or reserved attitude, and their approach to social and child welfare issues. Alongside this, there

exists another professional image framed by child welfare. They are influenced by the structural shortcomings of the system, which in turn shapes their identity. Their specific position within the family and child welfare system is also evident, as they are neither family support workers, nor case managers, nor case coordinators; they do not possess direct decision-making authority regarding the direction of social support work. However, they are directly affected by the experiences of teachers if the institutions do not perceive immediate and effective change in relation to a child or family. Teachers may hold them accountable for the outcome of the support process, and they may even be forced to bear the brunt of the teachers' frustration. In this situation, the school social worker is confined to a mediating role, where their authority in case management is limited, yet their responsibility is all the greater. I believe that this double bind erodes professional autonomy and results in a professional identity shaped simultaneously by the educational institution and the social and child welfare system.

4. Prestige

At the outset of the profession, the prestige of social workers was not a constant factor within public education institutions. The initial position carried lower status, influenced both by the introduction of school social work as a new field within public education and by society's perception of social work. Over the years, change has been brought about by increasing professional autonomy, a high level of adherence to professional ethics, clearer boundaries of competence, and the recognition of a knowledge monopoly, as a result of which professionals who have been working as school social workers for several years report higher levels of respect.

Summary

Based on the research findings, the practical work of school social workers is shaped by parallel processes that simultaneously strengthen the profession whilst also showing signs of deprofessionalisation. Factors contributing to professionalisation are most evident at the micro-level, within the settings of their work and in the realm of interpersonal relationships.

Factors contributing to deprofessionalisation can be identified at the macro level. The macro-level system, child protection and the structural situation of basic child welfare services have been shown to work against the profession. Constant changes in legislation, seemingly persistent problems with human resources, high staff turnover, the erosion of professional knowledge, a lack of social recognition, and the failure to adjust pay create an environment for

professionals in which the profession's standing is undermined, even when professionals' efforts towards professionalisation are evident.

Based on my findings, school social work exhibits both signs of professionalisation and tendencies towards deprofessionalisation. I did not necessarily view these as contradictions, but rather as structural characteristics of how school social work operates.

According to my answers to the research questions, the field of school social work is not a profession undergoing linear professionalisation or deprofessionalisation, but rather a unique operational structure where professionalisation can be constructed at the micro-level, whilst deprofessionalisation processes exert a strong influence at the macro-level, thereby also determining the functioning of the micro-level.

Bibliography

- Abbott, Andrew (1988): *The System of Professions: An Essay on the Division of Expert Labor*. Chicago, Chicago University Press.
- Allen-Meares, Paula (2010): *Social Work Service in Schools*. 6th edition, Chicago.
- Bihari Idikó-Rácz Andrea-Sik Dorottya (2022): Komplex szolgáltatásfejlesztési lehetőségek vizsgálata a kora gyermekkori intervencióban. Gondoskodás. I évf. 3-4.
- Bock, Teresa (1980): Professionalisierung. In.: *Fachlexikon der sozialen Arbeit* (Herausgeben vom Deutschen Verein für öffentliche und private Fürsorge) Eigenverlag des Deutschen Vereins. 591-592.
- Budai István (2020): Az iskolai szociális munka (segítés) egyetemes paraméterei. Szociálpedagógia. 2020/16. Apor Vilmos Katolikus Főiskola.
- Carr-Saunders, A. M. – Wilson, P. A. (1933): *The Professions*. Oxford.
- Csók Cintia (2025): A láthatatlan segítőtől a szakmai közösségekig? Iskolai segítő szakemberek szakmai szocializációja és hivatásfelfogása. Doktori (PhD) értekezés. Debreceni Egyetem Humán Tudományok Doktori Iskola Neveléstudományi Doktori Program.
- Duyvendak, W., Knijn, T., Kremer, M. (2006): *Policy, People, and the New Professional*. Amsterdam University Press, Amsterdam.
- Etzioni, Amitai (1969): Preface. In: Etzioni, Amitai (ed.): *The Semi-Professions and Their Organization*. New York.
- Fónai Mihály- Patyán László-Szoboszlai Katalin (2001): A szociális munkás szakos hallgatók pályaképének néhány eleme. *Esély*, 6. 89-109.
- Fónai Mihály (2012): Tanárszakos hallgatók professzióképe: a deprofesszionalizálódás esete. In: Pusztai-Fenyő-Engler (Eds.): *A tanárok tanárának lenni*. Debrecen: CHERD-H 109–129.
- Freidson, Eliot (1973): *The Professions and their Prospects*. Sage Publications, Beverly Hills/London.
- Global Definition of Social Work, (2014. Melbourne). <http://ifsw.org/get-involved/global-definition-of-social-work/> (utolsó letöltés: 2026.01.05.)
- Hellmann, Willfried (2008): *Sozialarbeitswissenschaft und Professionalisierung Sozialer Arbeit*.
- Herczog Mária (1994): (1994): Az iskolai gyermekvédelemről. *Család, Gyermek, Ifjúság*, 3. évf. 5. sz., 1–2.

- Hesse, H. A. (1968): *Berufe im Wandel. Ein Beitrag zum Problem Professionalisierung*. Stuttgart. Ferdinand Enke Verlag.
- Homoki Andrea (2018): Az iskolai szociális munkában rejlő lehetőségek a gyermekvédelmi szükségletorientáció alapelveinek figyelembevételével. *Párbeszéd: Szociális Munka folyóirat*, 5(3).
- Jones, Sandra - Joss, Richard (1995): A professzionizmus modelljei. In: Kingsley, Jessica szerk: *Learning and Teaching in Social Work*. 15-33.
- Kalocsai A., Pátkainé Szmulai R., Tisztai H. (2020). Az óvodai és iskolai szociális munka bevezetésének tapasztalatai a szolgáltatásvezető, szakmai koordinátor és a szolgáltatást gyakorló szociális munkás összegzésében. *Párbeszéd: Szociális Munka folyóirat*. 7 (2).
- Kairat, Hans (1969): „Professions” oder „Freie Berufe”? Berlin. Dunker & Humblot.
- Kleisz Teréz (2005): A népművelés és a szociális munka szakmászodása angolszász és magyar metszetekben. Doktori disszertáció. Pécs.
- Kutyifa, E. (2020). „Vendég a háznál” – Az óvodai és iskolai szociális segítő szerepe és dilemmái. *Szociálpedagógia*, 16. tematikus szám, 83-97.
- Kopasz Marianna – Balogh Karolina – Kiss Márta (2025): Változatok az iskolán belüli szociális munkára. *Társadalomtudományi Szemle*. 15. (1). 1-30.
- Larson, Magali Sarfatti (1977): *The Rise of Professionalism. A Sociological Analysis*. Berkeley, Los Angeles, London, University of California Press.
- Magos Gergely (2017): Mérlegen a hivatások. A professzionizációs paradigma histográfiája. *AETAS*. 32/2.
- Máté Zsolt (2018): Iskolai szociális munka. *Párbeszéd: Szociális Munka folyóirat*. 5 (3).
- Nagy Krisztina (2009): Professzionizáció-és professzióelméletek a segítő hivatások tükrében. *Esély* 2. szám. 85-105.
- Németh András (2005): A magyar pedagógus professzió kialakulásának előtörténete a 18. században és 19. század első felében. *Pedagógusképzés*, 32. évf. (2005) 1. sz. 17–32.
- Nóvik Attila (2019): A pedagógiai szaksajtó és a néptanítói szakmászodás a dualizmus korában. Szeged. Szegedi Egyetemi Kiadó, Juhász Gyula Felsőoktatási Kiadó
- Parsons, Talcott (1954): *Essays in Sociological Theory: The Professions and Social Structure*. Glenoce Illinois: The Free Press. 34-49.
- Pokol Béla (1991): *A professzionális intézményrendszerek elmélete*. Budapest.

- Rácz Andrea – Sik Dorottya (2020): Gyermekes családok és velük dolgozó szociális szakemberek percepciója a családok jól-létét, társadalmi mobilitását előmozdító szolgáltatásokról. METSZETEK Társadalomtudományi Folyóirat. 9 (2).
- Schön, Donald A. (1983): The reflective practitioner. How professionals think in action. New York. Basis Books.
- Schön, Donald A. (1987): Educating the reflective Practitioner. Toward a New Design for Teaching and Learning in Professions. San Francisco, London. Jossey-Bass Publishers
- Sciulli, David (2005): Continental Sociology of Professions Today: Conceptual Contributions. Current Sociology, vol. 53. No. 6. 918.
- Szecskó János (2022): Iskolai szociális munka Magyarországon és Nagy-Britanniában. Különleges Bánásmód, 8. (2). 57-71.
- Szoboszlai Katalin (2014): A szociális munka a változások tükrében: kik vagyunk, hol tartunk, és mit kellene tennünk? Hozzászólás a vitairathoz. Esély. 3. 87-94.
- Tanító Zsófia (2019): Segíthetek? Alternatív iskolai szociálismunka-modellek egy befogadó középiskolában. Műhelytanulmány, Rubeus Egyesület, Budapest.



Registry number: DEENK/128/2026.PL
Subject: PhD Publication List

Candidate: Zsuzsanna Juhászné Fazekas
Doctoral School: Doctoral School of Human Sciences
MTMT ID: 10072749

List of publications related to the dissertation

Hungarian book chapters (1)

1. **Juhászné Fazekas, Z.:** Az iskolai szociális munka interdiszciplináris megközelítése a köznevelési intézményekben.
In: Módszertani újítások és kutatások a szakképzés és a felsőoktatás területén : X. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia Tanulmánykötet. Szerk.: Simonics István, Holik Ildikó, Tomory Ibolya, Óbudai Egyetem, Budapest, 351-360, 2021.
ISBN: 9789634492399

Hungarian scientific articles in Hungarian journals (3)

2. **Juhászné Fazekas, Z.:** A mozaikcsaládokban élő gyermekek és szüleik: Attitűdök vizsgálata az újrászerveződött családok struktúrájában.
Kult. Köz. 13 (1), 97-107, 2022. ISSN: 0133-2597.
DOI: <http://dx.doi.org/10.35402/kek.2022.1.9>
3. **Juhászné Fazekas, Z.:** A szociális munka helye a professzió diskurzusokban.
Esély. 33 (3), 71-88, 2022. ISSN: 0865-0810.
DOI: <http://dx.doi.org/10.48007/esely.2022.3.4>
4. Czibere, I., Huszti, É., **Juhászné Fazekas, Z.**, Kukucska, Z., Molnár, É., Nemes-Zámbó, G.:
Bizalom és konfliktus: A mozaikcsaládokban élő nők mindennapi konfliktusai a párkapcsolati bizalom összefüggéseiben.
Esély. 33 (2), 83-103, 2022. ISSN: 0865-0810.
DOI: <http://dx.doi.org/10.48007/esely.2022.2.5>





List of other publications

Hungarian book chapters (3)

5. **Juhászné Fazekas, Z.**: Keresztutak: A szociális munka helye a professziódiskurzusban.
Deprofessionalizációs folyamatok a szociális munkások narratíváiban.
In: A nemzedékek közötti szolidaritás erősítése a tartós jólét érdekében. Absztraktkötet.
Szerk.: Szociális Szakmai Szövetség, Szociális Szakmai Szövetség, Budapest, 2-3, 2025.
6. **Juhászné Fazekas, Z.**: A szociális munka professziója.
In: XIV. Nemzetközi nyíregyházi doktorandusz és posztdoktori konferencia : Absztraktkötet /
(szerk.) Rusinné Fedor Anita, Tóth Dalma, Zakor-Broda Rita, Debreceni Egyetem
Egészségtudományi Kar, Nyíregyháza, 43-43, 2022. ISBN: 9789634904755
7. **Juhászné Fazekas, Z.**: Innovációk a szociális szakma gyakorlatában: A DMJV Család- és
Gyermekegészségügyi Központja intézményének és szolgáltatásainak bemutatása.
In: "Innováció a képzésben és a gyakorlatban. 30 éves a szociálpedagógus képzés
nemzetközi konferencia : Absztrakt füzet. Szerk.: Rákó Erzsébet, Debreceni Egyetem
Gyermekegészségügyi és Gyógynevelési Kar, Hajdúböszörmény, 25-25, 2022. ISBN:
9789634904700

Hungarian scientific articles in Hungarian journals (1)

8. Czibere, I., **Juhászné Fazekas, Z.**, Rácz, A.: Segítő szakemberek szakmai értékeinek, etikai
normáinak és kompetenciáinak érvényesülése hátrányos helyzetű térségben: Az Észak-
Alföld régió diplomás szakembereinek önértékelése.
Esély. 36 (4), 19-44, 2026. ISSN: 0865-0810.
DOI: <http://dx.doi.org/10.48007/esely.2025.4.2>

Other journal articles (2)

9. **Juhászné Fazekas, Z.**: Halmazódó hátrányok?: avagy cseh és szlovák roma bevándorlók
mindennapjai Glasgowban.
Metszetek. 10 (3), 214-220, 2021. EISSN: 2063-6415.
DOI: <http://dx.doi.org/10.18392/metsz/2021/2/11>
10. **Juhászné Fazekas, Z.**: Eke, ásó, kapa és nagyharang, avagy tanulmány a nemi szerepek
eredetéről.
Metszetek. 9 (4), 170-174, 2020. EISSN: 2063-6415.
DOI: <http://dx.doi.org/10.18392/metsz/2020/4/10>



The Candidate's publication data submitted to the Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

10 April, 2026