

Doctoral (PhD) Theses

**Institutional Culture in
Denominational Higher
Education from the Students’
Perspective
Intersectoral Comparison in a
Border Region**

Zsuzsanna Demeter-Karászi

Supervisor: Prof. Dr. Gabriella Pusztai



UNIVERSITY OF DEBRECEN
Doctoral School of Human Sciences
Debrecen, 2023

Aim of the thesis, scope and delimitations

Religious communities establish and maintain a large number of religiously affiliated higher education institutions throughout the world (Carpenter, 2014). The role of religiously affiliated higher education institutions extends beyond European Christian culture. These institutions, operating within the higher education system, bear religious attributes in their formally and/or informally undertaken missions (Hill, 2011). It varies from country to country whether they belong to the public or private sector, and there is no general rule when it comes to the formal role of religious communities in the establishment, maintenance, or operation of these institutions. Religiously affiliated higher education institutions are institutions which display strong or weak ties with a religious community.

International research shows that religiously affiliated higher education in the 21st century can exhibit much more distinctive features than in the past (Benne, 2001; James, 2006; Carpenter, 2014; Berger, 2021). This is mostly due to the uniformization of higher education as a result of the monkey policy caused by an international ranking fetishism (Hrubos, 2012). Consequently, it fails to meet the needs of various types of students in a highly pluralized society (Hrubos, 2012; Berger, 2021). As a result of all this, in the competition for students, the expression of institutional identity and culture can become more prominent in order to meet the expectations of specific student groups (Reynolds & Wallace, 2016;

Hulme et al., 2016). Forced to respond, the denominational sector can either become uniform (Reynolds & Wallace, 2016; Hulme et al., 2016) or assume an individual profile (Sullivan, 2019; Rizzi, 2019; Mishra, 2020). One option is to choose to compete with institutions belonging to the non-denominational sector by assimilating into the sphere dominated by state and non-religiously affiliated private universities, renouncing the distinctive features of its institutional culture, but, on the other hand, approaching students who are also attracted by non-religiously affiliated institutions. Another option is to slightly distance itself from the competitive arena of global higher education, and construct a special, religious institutional culture, thereby attracting students who are seeking an environment with a distinctly religious institutional culture.

The need to respond brings about a diversity within the denominational sector, and although religiously affiliated higher education is represented almost globally, it serves fundamentally different functions in various geographical, regional-societal, and cultural segments (James, 2006; Carpenter, 2014). The diversity within the denominational sector can be grasped at several levels, it is most evident, however, in the institutional culture, as institutions utilize the channels of institutional culture to emphasize diversity and various functions. The diversity is most effectively captured by various denominational institutional typologies (Pace 1972, Henle 1979, Morey-Piderit 2006, Pusztai 2010, Szolár 2010, Pusztai – Maior - Demeter-Karászi 2019). Benne's (2001) typology provides

the largest number of criteria for defining the institutional culture of a religiously affiliated institution. Examining these typologies we find that considering the paradigms and dimensions of institutional culture, numerous aspects need to be taken into account when one wishes to capture the culture of an institution.

Institutions are complex organizations that operate in a constantly changing external and internal environment. The institutional culture characteristic of denominational institutions is perceived by some through dimensions such as institutional leadership, education, and academic research (Barton, 2019; Batugal & Tindowen, 2019), while others investigate it within the dimensions of student community and student life (Rizzi, 2019). Building on the results of institutional culture research, the current thesis focuses on the student dimensions of institutional culture.

The first dimension of institutional culture perceived at the student level is recruitment as the message the institution conveys to prospective students is a significant manifestation of institutional culture, as well as the assumptions different groups of students have when choosing a specific institution (Bess & Dee, 2012), i.e. the self-selection performed on the basis of the anticipated institutional culture. The second dimension of the institutional culture perceived by students consists of learning characteristics as this reflects how students interpret the institutional goals. It includes the specifics of student performance patterns, student effort and academic progress (Hulme et al., 2016). The third dimension of

institutional culture perceived from the student perspective involves relational integration within the institution, as well as trust, and satisfaction. Community life and experiences, along with inter- and intragenerational integration are fundamental aspects of institutional culture.

The current thesis compares and contrasts theories of institutional culture in higher education (Bess & Dee, 2012; Lacatus, 2013; Johnson, 2013; Gaus et al., 2017), and building upon these theories, it attempts to contribute to the exploration of institutional culture by analysing large-scale quantitative data.

Analysing the international and national literature, the following question arises: inasmuch as, in response to the challenges, a distinct institutional culture is truly perceptible in denominational institutions, how attractive can the examined institutions be as alternatives to non-denominational sector higher education institutions in the globalized, pluralistic, post-Christian era (Sullivan, 2019). Additionally, considering the continuously narrowing pool of higher education applicants, which institutional culture might different groups of prospective students be most open to.

The aim of our research is to investigate whether students attending denominational higher education institutions come from a different socio-cultural background, whether they perceive the institutional culture of higher education institutions differently, and whether their higher education careers display a different trajectory.

Methodology

The present thesis focuses on comparing and contrasting students in denominational institutions with students in non-denominational higher education institutions. In order to achieve the aim of the study, quantitative research was conducted using a multistage sampling method. The first stage focused on the spatial delimitation of the research, taking into consideration the fact that the countries included in the study do not only differ in terms of religion and denominational structure but also exhibit significant regional differences within the country. As regards religion, countries within the Central and Eastern European region can be categorized mainly into two groups (Pusztai & Farkas, 2016). Thus, we selected two neighbouring countries, one from each category. Romania falls into the highly religious group, while Hungary belongs to the predominantly cultural religious group, although significant regional variations exist within each country in this respect. After selecting the countries, in the second stage, neighbouring regions from each country were chosen, in which denominational higher education institutions are present. This are the north-eastern higher education region of Hungary and Bihor County in the Partium region of Romania. Following the geographical delimitation, two religiously affiliated higher education institutions were selected in each country from the PERSIST 2019 database. These are the University of Debrecen, the St Athanasius Greek Catholic Theological Institute, as well as Partium Christian University and

Emanuel University in Romania. The control group consisted of students from non-denominational higher education institutions in the examined regions, which were selected using a matching procedure based on students' field of study. Thus, the non-denominational sub-sample consisted of students at the University of Debrecen, the University of Nyíregyháza, as well as students at the University of Oradea. The SRAPHE 2019 (Students in Religious Affiliated and Public Higher Education) database comprises a total of 922 participants. Data was processed using the SPSS software conducting two-dimensional cross-tabulation analysis, variance analysis, cluster analysis, as well as logistic regression analysis.

The research questions and subsequently developed hypotheses were formulated based on the three dimensions of institutional culture perceived by students, namely recruitment, performance, and institutional integration. As a result, we aimed to address the following research questions: Are institutions socially selective? What is the distribution pattern of students from different sectors in terms of religiousness? Is there a difference among students from various sectors in terms of commitment to studies, performance, and academic pathways? Does the influence of parents' educational attainment surface when analysing performance indicators? What similarities and/or differences exist in the students' social networks among different sectors? What similarities and/or differences can be identified along the lines of trust in various sectors? What patterns can be identified when examining satisfaction in higher

education institutions across different sectors? And overall, what kind of institutional culture can be discerned by students in denominational and non-denominational higher education institutions?

Based on the research questions and the overviewed literature, the following hypotheses were formulated (for certain questions, we have found it appropriate to examine two alternative hypotheses).

Hypotheses related to anticipated institutional culture:

H1: Students in denominational higher education institutions come from less favourable family backgrounds, have parents with lower educational attainment, and live in smaller settlements.

H2/a: Students in denominational higher education institutions are more religious in terms of self-assessment of religiousness, and religious practices both on individual and community level.

H2/b: The composition of students in denominational institutions reflects the demographics of the surrounding community, irrespective of religion, rather than religiousness.

H3/a: The students' religiousness in denominational higher education institutions corresponds to the religiousness of their families.

H3/b: As a result of the institutional culture of denominational higher education students' religiousness will deviate from their family's religious orientation.

Hypotheses related to performance culture:

H4/a: Students in denominational higher education institutions have more successful academic careers than students in non- denominational higher education institutions.

H4/b: Students in non- denominational higher education institutions have more successful academic careers than students in denominational higher education institutions.

Hypotheses related to institutional integration culture:

H5: There is more interaction between faculty and students in denominational higher education institutions compared to non- denominational institutions.

H6: Students who have more intergenerational relationships will exhibit higher levels of trust.

H7: Students in denominational institutions will demonstrate greater satisfaction with their institutions in terms of a supportive atmosphere.

Results

The present thesis focused on the institutional culture of a prominent and complex segment of the dynamically evolving higher education landscape, namely denominational higher education. We investigated this phenomenon from the students' perspective.

The study highlights the coexistence of established denominational institutions alongside the emergence of new institutions providing opportunities for young individuals that have not been addressed by higher education before.

In order to point out the diversity and internal stratification within the denominational sector, we presented data and research related to the presence and institutional environment of religiously affiliated higher education institutions. We emphasized that religiously affiliated higher education is not a withering sector, as implied by the popular secularization theory in sociology of religion. On the contrary, it represents a thriving and dynamically developing sector. While it displays regional and cultural variations, empirical research from around the world consistently identifies distinct characteristics of its institutional culture rooted in religion.

Building upon theories of institutional culture in higher education, an important achievement of the present thesis is the conceptualization of the student's perspective on the complex issue of institutional culture. Within this conceptual framework, summarizing the results of our analyses according to the hypotheses, we find the following trends:

Based on the testing of hypotheses related to the anticipated institutional culture, we can assert that our research has revealed the distinct function and institutional culture of denominational higher education institutions. Our findings indicate that students who perceive themselves as fitting within the milieu of denominational

higher education institutions come from rural areas, have a religious worldview and were raised in traditional families. Through the process of self-selection guided by anticipated institutional culture, these students arrive at the conclusion that they are more likely to integrate successfully into the institutional culture of denominational higher education institutions. Our findings show that none of the institutional sectors are selective during the admissions process; rather, students from diverse social backgrounds are more drawn to institutions within a certain sector.

Following the hypotheses related to performance culture, and based on a multidimensional approach to success, student performance was measured considering three variables: commitment to academic effort, study effort, and avoidance of dropout risk. In terms of the dimensions of interpreting success and performance, several indicators confirmed the positive impact of the denominational sector and religiousness, however this correlation is influenced by a number of background variables.

Regarding the hypotheses related to the institutional integration culture, it can be observed that students in various sectors access different forms of resources necessary for institutional integration. The supportive atmosphere within denominational institutions leads to higher levels of satisfaction and trust, while successful integration functions as a factor that mitigates dropout risks.

Our findings show that the study has revealed the distinct function and institutional culture of denominational higher education institutions. The impact of these institutions on students becomes apparent even in the anticipatory phase of student socialization, and it continues to manifest in various aspects of students' education and academic achievement.

The findings cannot be generalized as the social, cultural, and geographical context significantly influences the character of the institutional culture of denominational higher education. Indicators examined present a culture that is inclusive towards individuals from various social strata. However, students' self-selection of institutions is significantly influenced by the perception that these institutions predominantly embrace those from disadvantaged backgrounds, and that, besides education, they strive to provide the expected cultural environment that aligns with students' worldview.

The results of this study provide a theoretical and practical basis for drawing the attention of decision-makers in denominational and non-denominational higher education to the fact that a unique institutional culture and distinct identity hold the potential to attract prospective students. By embracing the religious affiliation in their formal and informal mission, denominational institutions have the opportunity to attract stakeholders within the shrinking student market and to create an institutional culture that can stand its ground in the competitive higher education landscape of the 21st century.

Works Cited

Barton, A. (2019). Preparing for Leadership Turnover in Christian Higher Education: Best Practices in Succession Planning. *Christian Higher Education*, 18(1-2), 37–53.

Batugal, M. L. C., & Tindowen, D. J. C. (2019). Influence of Organizational Culture on Teachers' Organizational Commitment and Job Satisfaction: The Case of Catholic Higher Education Institutions in the Philippines. *Universal Journal of Educational Research*, 7(11), 2432–2443.

Benne, R. (2001). *Quality with Soul*. Grand Rapids: William B. Eerdmans Publishing Company.

Berger, P., Grace, D., & Fokas, E. (2021). *Religious America, Secular Europe. A Theme and Variations*. Routledge.

Bess, J. L., & Dee, J. R. (2012). *Understanding College and University Organization. Theories for Effective Policy Practice*. Stylus Publishing.

Carpenter, J. (2014). Introduction: Christian Universities and the Global Expansion of Higher Education. In J. Carpenter, L. Perry & N. S. Lantinga (Eds.), *Christian higher education: A global reconnaissance* (pp. 8–19). William B. Eerdmans Publishing Company.

Gaus, N., Tang, M., & Akil, M. (2017). Organisational culture in higher education: mapping the way to understanding cultural research. *Journal of Further and Higher Education*, 1–13. <https://doi.org/10.1080/0309877X.2017.1410530>

Hill, J. P. (2011). Faith and Understanding: Specifying the Impact of Higher Education on Religious Belief. *Journal for the Scientific Study of Religion*, 50(3), 533–551.

Hrubos, I. (Eds.) (2012). *Elefánttoronyból világtorony. A felsőoktatási intézmények misszióinak bővülése, átalakulása*. AULA Kiadó Kft.

Hulme, E. E., Groom, D. E., Jr., & Heltzel, J. M. (2016). “Reimagining Christian Higher Education”. *Christian Higher Education*, 15(1–2), 95–105. <https://doi.org/10.1080/15363759.2016.1107348>

James, A. (2006). *Faith and Secularisation in Religious Colleges and Universities*. Routledge.

Johnson, J. R. (2013). *Faculty Perceptions of Organizational Culture and Collegiality at Protestant Christian Universities in the Pacific Northwest*. Ph.D. dissertation. Biola University. ProQuest LLC.

Lacatus, M. L. (2013). Organizational culture in contemporary university. *Procedia–Social and Behavioral Sciences*, 76(2013), 421–425. <https://doi.org/10.1016/j.sbspro.2013.04.139>

Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review, 29*.

Pusztai, G., & Farkas, Cs. (2016). Church-Related Higher Education in Central and Eastern Europe Twenty Years after Political Transition. In A. Máté-Tóth & G. Rosta (Eds.), *Focus on Religion in Central and Eastern Europe: A Regional View* (pp. 129–157). De Gruyter Verlag. <https://doi.org/10.1515/9783110228120-005>

Reynolds, J., & Wallace, J. (2016). Envisioning the Future of Christian Higher Education: Leadership for Embracing, Engaging, and Executing in a Changing Landscape. *Christian Higher Education, 15*(1–2), 106–114. <https://doi.org/10.1080/15363759.2016.1107340>

Rizzi, M. (2019). “Defining Catholic Higher Education in Positive, Not Negative, Terms”. *Journal of Catholic Education, 22*(2), 1.

Sullivan, J. (2019). Catholic Universities as Counter-cultural to Universities PLC. *International Studies in Catholic Education, 11*(2), 190-203.



Registry number: DEENK/265/2023.PL
Subject: PhD Publication List

Candidate: Zsuzsanna Demeter-Karászi
Doctoral School: Doctoral School of Human Sciences
MTMT ID: 10060928

List of publications related to the dissertation

Hungarian book chapters (3)

1. **Demeter-Karászi, Z.:** Lemorzsolódás és vallásosság.
In: Lemorzsolódási kockázat és erőforrások a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina. CHERD-Hungary, Debrecen, 166-179, 2021, (Oktatókutatók Könyvtára, ISSN 2732-1800 ; 12) ISBN: 9786156012128
2. **Demeter-Karászi, Z.:** Vallásosság és felekezeti hovatartozás.
In: Előrehaladás és lemorzsolódási kockázat a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina. Debreceni Egyetem Felsőoktatási Kutató és Fejlesztő Központ, Debrecen, 24-27, 2021, (Oktatókutatók könyvtára, ISSN 2732-1800 ; 11) ISBN: 9786156012081
3. **Demeter-Karászi, Z.:** Vallásosság és felekezeti hovatartozás.
In: Lemorzsolódott hallgatók 2018. / Kovács Klára et al, CHERD-H, Debrecen, 24-25, 2019, (Oktatókutatók Könyvtára, ISSN 2064-9312 ; 6) ISBN: 9786156012005

Foreign language Hungarian book chapters (1)

4. Pusztai, G., Maior, E., **Demeter-Karászi, Z.:** Church contributions to the transformation of higher education in Central and Eastern Europe.
In: In search of excellence in higher education. Eds.: Gergely Kovács, Zoltán Rónay, Corvinus University of Budapest Digital Press, Budapest, 29-39, 2019, (CIHES book series / NFKK kötetek, ISSN 2060-9698 ; 3.) ISBN: 9789635037797

Hungarian scientific articles in Hungarian journals (2)

5. **Demeter-Karászi, Z., Pusztai, G.:** Hallgatói eredményesség szektorközi összehasonlításban = Effectiveness of Students in Cross-Sectoral Comparison.
Cív. szle. 18 (Kisz.), 51-66, 2021. ISSN: 1786-3341.
IF: 0.243
6. Pusztai, G., **Demeter-Karászi, Z.:** Vallási szocializáció vizsgálata fiatal felnőttekkel készített interjúk tükrében.
Szociol. Szle. 29 (3), 80-97, 2019. ISSN: 1216-2051.
DOI: <http://dx.doi.org/10.51624/SzocSzemle.2019.3.4>





Hungarian scientific articles in international journals (1)

7. **Demeter-Karászi, Z.**, Pusztai, G.: Hallgatói rekrutáció szektorközi összehasonlításban.

PedActa. 10 (1), 59-72, 2020. ISSN: 2248-3527.

DOI: <https://doi.org/10.24193/PedActa.10.1.6>

Foreign language scientific articles in international journals (1)

8. Pusztai, G., **Demeter-Karászi, Z.**: Analysis of Religious Socialization Based on Interviews Conducted with Young Adults.

Religions (Basel). 10 (6), 1-10, 2019. EISSN: 2077-1444.

DOI: <http://dx.doi.org/10.3390/rel10060365>

Hungarian conference proceedings (1)

9. Pusztai, G., **Demeter-Karászi, Z.**: Egyházi hozzájárulás a magyarországi és romániai felsőoktatásban.

In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben : A IV. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Szerk.: Péter Tóth, Kinga Horváth, Enikő Maior, Mária Bartal, Jenő Duchon, Selye János Egyetem Tanárképző Kar, Komarno, 435-441, 2019. ISBN: 9788081223105

List of other publications

Hungarian books (1)

10. Kovács, K., Ceglédi, T., Csók, C., **Demeter-Karászi, Z.**, Dusa, Á. R., Fényes, H., Hrabéczy, A., Kocsis, Z., Kovács, K. E., Markos, V., Szabó, B. É., Németh, D. K., Pally, K., Pusztai, G., Szigeti, F., Tóth, D. A., Váradi, J.: Lemorzsolódott hallgatók 2018. CHERD-H. 2019, Debrecen, 102 p., 2019. (Oktatókutatók könyvtára ; 6.) ISBN: 9786156012005

Hungarian book chapters (3)

11. Váradi, J., **Demeter-Karászi, Z.**, Kovács, K.: Extrakurrikuláris, szabadidős tevékenységek és a vallásosság összefüggései a lemorzsolódás okaival.
In: KozmaPolisz Tanulmányok Kozma Tamás 80. születésnapjára. Szerk.: Pusztai Gabriella, Engler Ágnes, Kocsis Zsófia, CHERD, Debrecen, 261-274, 2019. ISBN: 9789633188118
12. **Demeter-Karászi, Z.**, Pally, K., Tóth, D. A.: A hallgatói jogviszony megszűnésével kapcsolatos szabályozás komparatív elemzése.
In: Lemorzsolódás és perzisztencia a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina, Debreceni Egyetem, Debrecen, 28-37, 2018. (Oktatókutatás a 21. században, ISSN 2559-8864 ; 6.) ISBN: 9789633187548





13. Csók, C., Dusa, Á. R., Hrabéczy, A., Novák, I., **Demeter-Karászi, Z.**, Ludescher, G., Markos, V., Németh, D. K.: A hallgatói lemorzsolódás és háttértényezői egy kvalitatív kutatás tükrében. In: Lemorzsolódás és perzisztencia a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina, Debreceni Egyetemi Kiadó, Debrecen, 38-62, 2018. ISBN: 9789633187548

Foreign language scientific articles in Hungarian journals (3)

14. **Demeter-Karászi, Z.**, Pally, K., Tóth, D. A.: A comparative study of termination of student status in Central Europe.
J. Adult Learn. Know. Innov. 3 (1), 1-5, 2019. EISSN: 2631-1348.
DOI: <http://dx.doi.org/10.1556/2059.2018.06>
15. Pusztai, G., Kovács, K., Markos, V., **Demeter-Karászi, Z.**, Maior, E.: Civic engagement and the resources of persistent students and the reasons of dropout in higher education.
Hung. Educ. Res. J. 9 (2), 270-287, 2019. ISSN: 2062-9605.
DOI: <http://dx.doi.org/10.1556/063.9.2019.1.24>
16. Váradi, J., **Demeter-Karászi, Z.**, Kovács, K.: The connection between extracurricular, leisure time activities, religiosity and the reasons for drop-out.
Central European Journal of Educational Research. 1 (1), 55-67, 2019. EISSN: 2677-0326.

Foreign language scientific articles in international journals (1)

17. Pusztai, G., **Demeter-Karászi, Z.**, Alter, E., Marincsák, R., Dabney-Fekete, I. D.: Administrative data analysis of student attrition in Hungarian medical training.
BMC Med Educ. 22 (1), 1-10, 2022. EISSN: 1472-6920.
DOI: <http://dx.doi.org/10.1186/s12909-022-03276-z>
IF: 3.263 (2021)

Other journal articles (1)

18. **Demeter-Karászi, Z.**: Bacskai Katinka szerk. 2017: A felekezeti oktatás új negyedszázada (Recenzió) = Katinka Bacskai ed. 2017: A new Quarter of a century in the church-run education (Book review).
PedActa. 8 (1), 91-92, 2018. ISSN: 2248-3527.

Hungarian conference proceedings (2)

19. Pusztai, G., Major, E., Polgáriné Szilágyi, E., Bencze, Á., Csonka, É., **Demeter-Karászi, Z.**: A szülői bevonódás módjának szektorközi összehasonlítása a nemzetközi gyakorlatban. In: Oktatás egy változó világban : Kutatás, innováció, fejlesztés : Absztraktkötet. Szerk.: Juhász Erika, Kattein-Pornói Rita, Magyar Nevelés- és Oktatókutatók Egyesülete (HERA), Budapest, 272, 2022. ISBN: 9786155657115





20. **Demeter-Karászi, Z.**, Kocsis, Z.: Debreceni és nagyváradai egyetemisták munkavállalási szokásainak összehasonlítása.
In: Tanulóközpontú oktatás, módszertani megújulás a szakképzésben és a felsőoktatásban : VII. Trefort Ágoston Tanárképzési Konferencia Tanulmánykötet. Szerk.: Tóth Péter; Hanczvikkel Adrienn; Duchon Jenő, Óbudai Egyetem Trefort Ágoston Mérnökpedagógiai Központ, Budapest, 169-187, 2017. ISBN: 9789634490739

Foreign language conference proceedings (1)

21. Pusztai, G., **Demeter-Karászi, Z.**, Szűcs, T.: Theoretical and empirical background for a higher education model of active community learning.
In: Proceedings 5th CARPE Conference: Horizon Europe and beyond. Eds.: Javier Orozco Messana, Juan Miguel Martínez Rubio, Editorial Universidad Politécnica de Valencia, Valencia, 38-47, 2019. ISBN: 9788490487891

Hungarian abstracts (16)

22. Pusztai, G., **Demeter-Karászi, Z.**, Major, E., Puskás, M.: Felekezeti és nem felekezeti iskolák szülői bevonódás mintáztatának összehasonlítása.
In: Az oktatás határdimenziói. Szerk.: Juhász Erika, Kattein Pornói Rita, Magyar Nevelés- és Oktatókutatók Egyesülete, Szombathely, 242-243, 2023. ISBN: 9786155657139
23. Polgáriné Szilágyi, E., Major, E., Bencze, Á., Csonka, É., **Demeter-Karászi, Z.**: A szülői bevonódás szektorközi összehasonlítása a nemzetközi gyakorlatban.
In: 21. századi képességek, írásbeliség, esélyegyenlőség. Absztraktkötet: XXII. Országos Neveléstudományi Konferencia. Szerk.: Steklács János, Molnár-Kovács Zsófia, MTA Pedagógiai Tudományos Bizottság PTE BTK Neveléstudományi Intézet, Pécs, 179, 2022. ISBN: 9789636260576
24. **Demeter-Karászi, Z.**: Intézményi kultúra szektorközi összehasonlításban.
In: 21. századi képességek, írásbeliség, esélyegyenlőség. Absztraktkötet: XXII. Országos Neveléstudományi Konferencia. Szerk.: Steklács János, Molnár-Kovács Zsófia, MTA Pedagógiai Tudományos Bizottság PTE BTK Neveléstudományi Intézet, Pécs, 130, 2022. ISBN: 9789636260576
25. Pusztai, G., **Demeter-Karászi, Z.**: Hallgatói rekrutáció és vallásosság az Európai Unió keleti határára fekvő perifériás térségben.
In: Meghatározottságaink : A nem, az életkor és az etnikum szerepe a tartós társadalmi egyenlőtlenségekben. A Magyar Szociológiai Társaság vándorgyűlése. Absztraktkötet. Magyar Szociológiai Társaság, Budapest, 62, 2020.





26. Pusztai, G., **Demeter-Karászi, Z.**: Hallgatói rekrutáció szektorközi összehasonlításban.
In: Család a nevelés és az oktatás fókuszában: Absztraktkötet: XX. Országos Neveléstudományi Konferencia, Debrecen, 2020. november 5-7.. Szerk.: Engler Ágnes, Rébay Magdolna, Tóth Dorina Anna, MTA Pedagógiai Tudományos Bizottság : Debreceni Egyetem BTK Nevelés- és Művelődéstudományi Intézet : Kopp Mária Intézet a Népesedésért és a Családokért, Debrecen, 184, 2020. ISBN: 9789634902584
27. **Demeter-Karászi, Z.**: Hallgatói vallásosság szektorközi összehasonlításban.
In: Tanulás és innováció a digitális korban : HuCER 2020 : Absztraktkötet. Szerk.: Kozma Tamás, Juhász Erika, Tóth Péter, Magyar Nevelés- és Oktatókutatók Egyesülete, Budapest, 126, 2020. ISBN: 9786155657085
28. Váradi, J., **Demeter-Karászi, Z.**, Kovács, K., Dusa, Á. R.: Az extrakurrikuláris és a szabadidős tevékenységek összefüggései a lemorzsolódás okaival.
In: Neveléstudomány - Horizontok és dialógusok. Absztraktkötet. Szerk.: Varga Aranka, Andl Helga, Molnár-Kovács Zsófia, MTA Pedagógiai Tudományos Bizottság; PTE BTK Neveléstudományi Intézet, Pécs, 34, 2019. ISBN: 9789634294733
29. **Demeter-Karászi, Z.**, Pusztai, G.: Egyházi hozzájárulás a Közép- és Kelet-európai felsőoktatási térségben.
In: Magyar Nevelés- és. Prevenció, intervenció és kompenzáció: HuCER 2019 Absztraktkötet. / Magyar Nevelés- és Oktatókutatók Egyesülete, Magyar Nevelés- és Oktatókutatók Egyesülete, Budapest, 207, 2020. ISBN: 9786155657078
30. Kovács, K., **Demeter-Karászi, Z.**, Váradi, J.: Extrakurrikuláris, szabadidős tevékenységek és a vallásosság összefüggései a lemorzsolódás okaival.
In: Magyar Nevelés- és. Prevenció, intervenció és kompenzáció: HuCER 2019 : Absztraktkötet, Magyar Nevelés- és Oktatókutatók Egyesülete, Budapest, 217, 2019. ISBN: 9786155657078
31. **Demeter-Karászi, Z.**: Hasonlóságok és különbségek az egyházi fenntartású és egyházi szellemiségű felsőoktatási intézmények között.
In: Neveléstudomány - Horizontok és dialógusok: Absztraktkötet. XIX. Országos Neveléstudományi Konferencia. Szerk.: Varga Aranka, Andl Helga, Molnár-Kovács Zsófia, MTA Pedagógiai Tudományos Bizottság, Pécsi Tudományegyetem Bölcsészettudományi Kar Neveléstudományi Intézet, Pécs, 222, 2019. ISBN: 9789634294733
32. **Demeter-Karászi, Z.**: Hasonlóságok és különbségek az egyházi fenntartású és egyházi szellemiségű felsőoktatási intézmények között.
In: Magyar Nevelés- és. Prevenció, intervenció és kompenzáció: HuCER 2019 : Absztraktkötet, Magyar Nevelés- és Oktatókutatók Egyesülete, Budapest, 201, 2019. ISBN: 9786155657078





33. Markos, V., Dusa, Á. R., **Demeter-Karászi, Z.**, Ludescher, G., Novák, I., Csók, C., Hrabéczy, A., Németh, D. K.: A hallgatói lemorzsolódást befolyásoló háttértényezők feltárása egy kvalitatív kutatás tükrében.
In: Oktatás, gazdaság, társadalom:HuCER 2018 : absztraktkötet, Magyar Nevelés-és Oktatáskutatók Egyesülete, Budapest, 53, 2018.
34. Pallay, K., Tóth, D. A., **Demeter-Karászi, Z.**, Váradi, J., Szűcs, T.: A lemorzsolódás rendszerszintű szabályozása és intézményi perspektívái.
In: Kutatási sokszínűség, oktatási gyakorlat és együttműködések: absztrakt kötet. Szerk.: Fehérvári Anikó, Széll Krisztián, ELTE Pedagógiai és Pszichológiai Kar, MTA Pedagógiai Tudományos Bizottság, Budapest, 160, 2018. ISBN: 9789634890515
35. Markos, V., **Demeter-Karászi, Z.**, Szabó, B. É., Tóth, D. A., Novák, I.: A pályaorientáció, a munkavállalás, a társas kapcsolatok és az egészségmagatartás szerepe a felsőoktatási lemorzsolódásban.
In: Kutatási sokszínűség, oktatási gyakorlat és együttműködések: absztrakt kötet. Szerk.: Fehérvári Anikó, Széll Krisztián, ELTE Pedagógiai és Pszichológiai Kar, MTA Pedagógiai Tudományos Bizottság, Budapest, 490, 2018. ISBN: 9789634890515
36. **Demeter-Karászi, Z.**: Az egyéni és fenntartói jellemzők szerepe a lemorzsolódásban.
In: Kutatási sokszínűség, oktatási gyakorlat és együttműködések: absztrakt kötet : XVIII. Országos Neveléstudományi Konferencia. Szerk.: Fehérvári Anikó, Széll Krisztián, Misléy Helga, ELTE Pedagógiai és Pszichológiai Kar, MTA Pedagógiai Tudományos Bizottság, Budapest, 206, 2018. ISBN: 9789634890515
37. **Demeter-Karászi, Z.**, Tóth, D. A.: Elbukni a rajt után - Továbbtanulás és lemorzsolódás a Debreceni Egyetemen a képzési területek tükrében.
In: Oktatás, gazdaság, társadalom: HuCER 2018 Absztraktkötet.. Szerk.: Magyar Nevelés-és Oktatáskutatók Egyesülete, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 107, 2018. ISBN: 9786155657047

Foreign language abstracts (2)

38. Pusztai, G., **Demeter-Karászi, Z.**, Maior, E.: Church Contributions to the Transformation of Higher Education in Central and Eastern Europe.
In: Abstracts 12th Annual International Conference on Languages & Linguistics. Ed.: Gregory T. Papanikos, Athens Institute for Education and Research, Athens, 21, 2019. ISBN: 9789605982782





39. Kocsis, Z., **Demeter-Karászi, Z.**: Employment trends among university students of Debrecen.
In: Promoting Excellence in Higher Education : Abstract book. Eds.: Gabriella Pusztai, Erika Juhász, Gábor Erdei, Debreceni Egyetem Felsőoktatási Kutató és Fejlesztő Központ (CHERD), Debrecen, 12, 2017. ISBN: 9786158007757

Total IF of journals (all publications): 3,506

Total IF of journals (publications related to the dissertation): 0,243

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

22 June, 2023

