

Theses of doctoral (PhD) dissertation

**The recruitment base, institutional and vocational
choice motivations, and plans of students enrolled in
vocational training institutions in the Northern
Great Plain region**

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1. The aim and subject of the thesis

Secondary vocational education is a specific segment of education that is affected by both national and EU developments. The tasks of vocational education and training go beyond the educational dimension, forming a bridge between education and industry. In 2019, the education policy goal for vocational education and training was to comprehensively transform the vocational education and training system and adapt the German dual vocational education and training model to domestic conditions. The intention behind renewing all segments of vocational education and training was to meet the economy's needs for skilled labour market workers, while providing training that is accessible to all, offers a professional vision, a stable existence, and marketable skills (ITM, 2019, 2021).

The degree of equity in education is determined by the strength of the link between the educational performance of pupils and the socio-economic background of their families. Ideally, academic performance and the overall learning trajectory are determined by the student's ability and diligence; otherwise, they are influenced by factors such as family background and limited access to education (Ostorics et al., 2016). The results of international surveys show significant variation in the strength of this relationship. At the same time, there is a tendency for more highly educated parents to prefer vocational education and training, including vocational programmes that do not provide a secondary school leaving certificate (Traqueia et al., 2020; OECD, 2018; Andorka, 1999).

As a consequence of the early selection mechanisms that characterise the domestic education system, a homogenisation of the student composition by type of institution can be observed. The number of students from disadvantaged family backgrounds is not negligible in vocational education (Balogh et al., 2019), who often must leave the education system with marketable qualifications and vocational skills that ensure their social mobility and economic security, as they lack the cultural and material capital typically provided by their families. In the labour market, the level of education provides an employment advantage, which is also reflected in earnings (Györgyi, 2014; Polónyi, 2023). The diversification of vocational education and training can provide an alternative to further education, not only for those from lower socioeconomic backgrounds.

This thesis aims to focus attention on young people in the Northern Great Plain who are enrolled in upper secondary vocational education. We approach the study of young people who choose the newly introduced types of vocational education programmes from an educational-sociological perspective. We aim to gain insights into the complexity of family background,

motivational factors in further secondary education and the processes that are at play below the surface in the complexity of plans.

In the theoretical part of the dissertation, we first provided a historical overview of vocational education and training to gain a deeper understanding of the current state of vocational education and training.

Next, an international perspective will be employed to shed light on vocational education and training processes in OECD countries and to identify the characteristics of young people who opt for vocational education and training. We then present an international comparison of the socio-economic characteristics of the German state of Saxony-Anhalt, and compare and contrast these with the characteristics of the Northern Plain, the focus of our research. The comparison is based on the fact that the German model of vocational education and training has had the most significant impact on the renewal of vocational education and training in Germany, and that both regions need to catch up from an economic and social point of view, face similar challenges and respond to them with similar responses.

Based on the research history of the recruitment base of domestic vocational education and training, the trend presented in the international chapter can also be seen in the domestic education system. According to this, the effect of socio-economic status is most pronounced in the choice of upper secondary institution, as children from families with the lowest social status tend to opt for vocational education without a baccalaureate (Róbert, 1991; Fehérvári, 1996, 2013; Liskó & Fehérvári, 1998). In our country, the impact of family background on academic performance is significant, as institutional education is unable to effectively compensate for socio-cultural disadvantages (Fehérvári, 2015; Balázsi & Horváth, 2011; Liskó, 2002).

We then use previous research to examine the factors influencing vocational students' decisions to continue their education at the upper secondary level. By analysing available databases, we investigate trends in upper secondary enrolment. Finally, we present a literature review of the antecedents of VET students' plans.

Based on the literature presented, the following research questions emerged:

RQ1. Which young people, identifiable by economic and social characteristics, choose VET, and is there a homogenisation by type of institution?

RQ2. How does family background affect school performance?

RQ3. When choosing a secondary education pathway, do we observe different patterns of motivation for further education in terms of the choice of institution and occupation, as influenced by family background, type of institution, and academic performance?

RQ4. How do inter- and intragenerational relationships affect the decision to continue education?

RQ5. What are the plans of VET students, and how are these plans influenced by their family background, academic achievement, type of institution and motivation for choosing a VET pathway?

We formulated our hypotheses based on our research questions, drawing on the literature, in the areas of VET students' family background, academic achievement, motivation for further education, and plans. How does family background affect academic performance?

H1. Concerning Research Question RQ1, it is assumed that the share of disadvantaged students is higher in vocational schools than in technikums and that homogenisation is even stronger in the disadvantaged region (partly also due to spontaneous segregation/selection) than in the developed region. We hypothesise that the disadvantaged region has an even higher share of disadvantaged young people in vocational schools compared to the developed region (Fehérvári, 2008; Híves, 2015).

H2. To answer research question RQ2, we hypothesise based on the literature that family background characteristics have a significant impact on school performance in new types of VET programmes (Tóth, Fejes & Kinyó, 2025; OECD, 2023b; OECD, 2018; Ostorics et al, 2016; PISA, 2018; Chapman, 2007; Traqueia et al, 2020; Híves, 2007; Fehérvári, 2015b).

H3. We hypothesise, in answer to question RQ3, that among students who choose a vocational school or a technicum programme type, the more disadvantaged the student, the more the choice of institution dominates the choice of occupation compared to the choice of occupation in the decision to continue secondary education (Hermann, 2003).

We continue to formulate hypotheses H4 and H5 in answer to question RQ3.

H4. For the new types of vocational education and training programs, we hypothesise that students with academic underachievement in further education will have a higher incidence of forced choice in both institution and occupation selection than students with good academic performance (Fehérvári & Híves, 2017; Lannert, 2004; Hermann, 2003).

H5. We hypothesise that children from families with multiple disadvantages in new types of VET programmes are more likely to be forced into both institutional and occupational choices during their secondary education than their peers from more advantaged family backgrounds (Híves, 2007; Liskó, 2002, 2003, 2008).

In the case of further education, we consider a constraint situation when a young person continues their secondary education in an institution and/or a type of programme of lower prestige than their academic performance and/or aspirations for further education, and is admitted to a course ranked 3rd or higher in the admission procedure.

H6. Related to question RQ4, we hypothesise from the literature that students' inter- and intra-generational relationships (Hermann, 2003; Csányi & Széll, 2020; Pusztai, 2011) have a significant impact on their further education decisions in both vocational school and technicum programmes.

In our hypothesis, we define the inter- and intragenerational relationships of students as the influence of peers (friends, relatives, acquaintances) as intragenerational and the influence of parents as intergenerational relationship effects.

In answering our research question RQ5, we formulated our hypotheses H7 and H8.

H7. It is assumed that the higher the social status of a young person's family in vocational education and training, the more likely they are to be actively optimistic (aspiring to higher levels of education and/or autonomy in employment status) about their future. We base this assumption on the improved family wealth and financial security that comes with higher social status.

H8 We assume that the choice of institution due to the dominance of social background and the choice of occupation has a significant impact on the prospects of young people enrolled in technical and vocational education and training programmes (Hermann, 2003; Lannert, 2004).

2. Research methods

During our research, we focused on students from vocational schools and technicums in vocational training centres in the Northern Great Plain region. We asked students who were first-time participants in the new types of VET programmes and who were in year 11 at the time of completion to complete our questionnaire. The VETanulOK 2023 database (N=973), which includes responses from students attending ISCED 3c vocational schools (n=600) and ISCED 3a technicums (n=373) in the Northern Great Plain region.

We approached the survey of young people in terms of family background, motivations for further education decisions, and plans.

The analyses presented in this thesis were conducted on two databases.

1) NABC 2022 database, which contains the data of the National Assessment on Basic Competencies 2022, 10th grade technicum and vocational school background questionnaire, with a second analysis to identify differences between regions (Central Transdanubian and North Great Plain regions). The data from the Background Questionnaire in the OKM 2022 database has been reduced to only state-run 10th-grade technicum and vocational school students. Then, we conducted a regional screening for the counties of Jász-Nagykun-Szolnok, Hajdú-Bihar, and Szabolcs-Szatmár-Bereg, as well as for the counties of Komárom-Esztergom, Fejér, and Veszprém, i.e., for the three counties of Central Transdanubia.

2) VETanulOK2023 is our database based on our student questionnaire, which formed the basis of our primary research. When developing our student questionnaire, we took as a starting point domestic research and its measurement tools (Andor & Liskó, 2000; Liskó, 2003; Fónai & Papik, 2002; Fónai, Hajdu & Estók, 2007; Lannert, 2009; Tomasz, 2012; Fehérvári, 2008, 2012, 2014; Bánkúti, Horváth & Lukács, 2004). For future comparability, we have included in our questionnaire the items of the OKM on cultural capital and subjective well-being, as well as the KIR-STAT items on omission.

Based on this research background, we created questionnaire blocks, whose reliability was tested using Cronbach's alpha and the Kuder-Richardson's alpha (KR-20), which yielded good reliability values for our questionnaire blocks.

The datasets were analysed using SPSS 26 statistical software, which included descriptive statistical analyses, cross-tabulation and composite cross-tabulation analyses, principal component and cluster analyses, the Kruskal-Wallis test, Spearman's rank correlation nonparametric statistical procedure, and binomial logistic regression.

3. Results in thesis points

First, we sought to answer the question (RQ1.) of which young people, identified by economic and social characteristics, choose vocational training. After conducting a descriptive statistical analysis of the VETanulOK 2023 data (N=973) on family background factors, we employed cluster analysis to identify three distinct groups of young people based on socio-economic characteristics: Multiply disadvantaged (n=223), Skilled worker (n=280) and Becoming middle class (n=470).

Overall, examining our sample as a whole, we found results consistent with the literature, which indicates that vocational education without a school-leaving certificate is the most typical learning pathway for children from low social status families (Róbert, 1991; Fehérvári, 1996, 2013; Liskó & Fehérvári, 1998), except for a group of middle-class families who chose the vocational school programme type for their child.

The correlation between the regional economic situation and the disadvantaged situation of pupils was analysed using the GVI 2019 and NABC 2022 databases. We compared national data from the 2019 GVI database with regional data from our database, which revealed the educational disadvantage of the Northern Great Plains region. In addition to analysing the subjective well-being perception data from the NABC 2022 database, we identified differences by programme type and by the region's level of economic development. In terms of students' perceptions of subjective well-being, we observed a lag in the Northern Great Plain region, which also persisted across programme types.

H1. It was assumed that the share of disadvantaged students in vocational schools is higher than in technicums and that homogenisation is even stronger in the disadvantaged region (partly also due to spontaneous segregation/selection) than in the developed region. We hypothesise that the disadvantaged region is even more characterised by a particularly high share of disadvantaged youth in technicums compared to the developed region (Fehérvári, 2008; Híves, 2015).

To support our hypothesis regarding the recruitment base, we examined student disadvantage through the highest educational attainment, employment status, and objective and subjective well-being of parents, revealing an advantage for students in the technicum programme type in all the listed areas. Therefore, our results confirm our hypothesis.

Next, we looked for answers to our question (KQ2.) on school performance.

To test our hypothesis **H2**, which assumes the influence of the second family background on academic performance, we created an academic achievement index based on students' self-report using cluster analysis, in which we separated the groups Low-achieving (those needing support) (n=222), Average-performing (n=379) and High-achieving students (n=360) students based on their typical academic characteristics. We started by comparing socio-economic and academic achievement clusters to examine the impact of family background on academic achievement, which revealed differences by programme type. Students at risk of academic failure and needing academic support came from families with multiple disadvantages in the

vocational schools and from families with vocational backgrounds in the technicum programme type.

Continuing to investigate the relationship between family background and academic achievement, we created a binomial logistic regression model to identify background factors that act as protective factors or risk factors for academic failure. Risk factors include the mother's level of education, the number of siblings, whether the parent (typically the father) is self-employed, and whether the young person is studying in a profession similar to that of the parent. Protective factors are the father's primary or secondary education and objective capital, which is in line with the finding that educational institutions are not able to effectively compensate for deprivations in the family background (Fehérvári & Széll, 2014; Fehérvári, 2015; Balázsi & Horváth, 2011; Liskó, 2002; Ostorics et al., 2016; PISA, 2018).

Based on our results, our hypothesis H2, which is based on the literature, we assumed that family background indicators have a significant impact on school performance (Tóth, Fejes & Kinyó, 2025; OECD, 2023b; OECD, 2018; Ostorics et al, 2016; PISA, 2018; Chapman, 2007; Traqueia et al., 2020; Híves, 2007; Fehérvári, 2015b), is confirmed.

Continuing our analysis, we sought to answer the question (RQ3.) of which motives played a role in the choice of institution and occupation when choosing a secondary education pathway, and whether we find different patterns of these motivators in the light of family background, type of institution and academic performance.

An analysis of the motives for continuing education revealed differences by programme type.

When choosing an institution, the factors that influence the decision of vocational school students include the availability of a dormitory space, the experience of family members, the ease of access, and the fact that they are more likely to be in a situation of duress than their technicums peers.

Among technicums students, we found a more pronounced decision-influencing power of interpersonal relationships and a higher likelihood of forced choice in selecting an occupation among friends, acquaintances, and parents.

Comparing choice motives with family background, we found that for disadvantaged pupils, an important factor in the choice of institution is whether a parent or sibling has attended, and whether it is easy to get into. In the case of vocational choice, the chosen profession is also considered, as it is easy to learn.

Cluster analysis of the motives influencing the choice of institution and occupation was used to identify three groups of young people, whose typical choice motives can be well distinguished. For well-informed and motivated young people (n=302), both the motives for choosing an occupation and the choice of institution were important. For those motivated toward vocational paths (n=422), the decision to continue their studies was primarily determined by aspects of the profession, whereas the reluctant or constrained choosers (n=229) were not in a position to decide either on the institution or the profession.

The comparison of the further education motivation clusters with socio-economic clusters yielded different results than expected, based on the literature. Those who were well-informed and motivated by both institutional and occupational motives tended to come from families with multiple disadvantages. In contrast, those motivated by occupational motives came from middle-class families. It is essential to note, however, that these families from disadvantaged backgrounds are often poorly informed about further education in general, and are likely to have limited knowledge of the institution and profession concerned.

We then sought to further refine our results with principal component analysis, which again brought into focus the atypical group of middle-class families. Despite their high social status, they had poor academic performance and were therefore forced to compromise in their further education. Taking all this into account, our results suggest that our hypothesis **H3**, that the more disadvantaged the student, the more the choice of institution dominates the choice of occupation compared to the choice of secondary school, among those who choose a vocational school or a technicum programme (Hermann, 2003), is only partially confirmed.

The impact of academic achievement on the decision to continue education was investigated along both the institutional and the occupational choice pathways, identifying the specificities of the choice motives of young people at risk of academic failure. For students in need of remediation, the motives that influenced their choice of occupation were not only the ease of entry but also the ease of completing the occupation, and that it should be a parent's occupation. In addition, the choice of institution for this group of pupils can be characterised as a forced choice. The fact that children from families with multiple disadvantages and those in need of vocational training have changed their educational pathway at the secondary level, typically by changing their occupation, may be an indication of a narrowed further education palette.

H4. For the new types of VET programmes, we hypothesise that students with academic underachievement in further education are more likely to be forced to choose both an institution

and a profession than young people with good academic performance (Fehérvári & Híves, 2017; Lannert, 2004; Hermann, 2003).

Examining the impact of family background on motivations for further education, we found a negative impact of a deprived family background, which refers to the compulsion to pursue further education among children from families with multiple disadvantages. The compulsive decision of children from multiple disadvantaged families is indicated by the fact that they typically answered "No other school" when choosing an institution, and that they are over-represented among those who change schools during their secondary education. Also suggestive of a forced choice were the results on occupational choice, with those who had multiple disadvantages needing to catch up being overrepresented among those who changed occupations, and those with multiple disadvantages but good grades being overrepresented among those who wanted to change occupations. This confirms our hypothesis **H5**, that children from families with multiple disadvantages in new types of VET programmes are more likely to be forced into both institutional and occupational segregation during their secondary education than their peers from more favourable family backgrounds (Híves, 2007; Liskó, 2002, 2003, 2008).

We continued our analysis by answering our question on (KQ4.) inter- and intragenerational relationships effect?

When examining inter- and intragenerational relationships affecting the motives for further education, we identified the previous institutional experience of a parent or sibling as a determinant of the institutional choice motive. This effect diminished with increasing social status.

In the case of the motives for occupational choice, the search for the effect of inter- and intragenerational relationships on socio-economic clusters and the main components of occupational choice did not yield any results that supported our hypothesis.

For the choice of institution, our results confirmed the decision-influencing power of parents' and siblings' experiences. However, for the choice of occupation, we could only detect the influence of friends' and acquaintances' experiences and opinions among students in the vocational school programme type. Therefore, our hypothesis H6, which assumes based on the literature that students' inter- and intra-generational relationships (Hermann, 2003; Csányi & Széll, 2020; Pusztai, 2011) have a significant influence on their further education decisions

(Hermann, 2003; Csányi & Széll, 2020; Pusztai, 2011), was partially confirmed for students who chose the vocational school and the technicums programme type.

Finally, we sought to answer the question (KQ5.) of the plans of VET students and how these plans are influenced by their family background and their choice of institution and occupation, by examining students' plans through the situations and roles they envisioned in 10 years (Havas, 1996). The prospects of nearly 45% of VET students include a job in the (currently) studied occupation, and for nearly 20% of them, the study of a new occupation to strengthen their position in the labour market. A secure livelihood is predicted by 39% of young people, and one in five envisage a future as an entrepreneur or working abroad.

Three groups of young people were identified based on the characteristics reflected in their plans. Those who are actively optimistic ($n = 195$) have plans for the distant future in terms of work, learning, and professional autonomy. Although they do not have an optimistic vision of the future in terms of either work or learning, the vocationally interested ($n=343$) are certain that they will find a job in the profession they have studied. The groups with the most pessimistic or passive outlook are the demotivated students ($n=435$), who have no vision of their future or do not plan to take an active part in shaping their destiny.

Looking further at the impact of family background, becoming an entrepreneur, gaining experience abroad, and obtaining a degree also play a role in the plans of children from middle-class families, with an overrepresentation among the actively optimistic. At the same time, children from families with multiple disadvantages are over-represented among the enervated. Our results confirm our hypothesis **H7**, which hypothesised that the higher the social status of a young person's family in vocational education and training, the more likely they are to be actively optimistic (increasing educational attainment or autonomy in employment status) about their future.

Differences in plans were found by type of institution, with the future of those attending technicums including a secure existence, obtaining a school leaving certificate and diploma, becoming an entrepreneur, and gaining experience abroad. Perhaps unsurprisingly, students at technicums were over-represented among the actively optimistic, while those at vocational schools were over-represented among the enervated. Next, we examined the active optimists with the most optimistic outlook, revealing an advantage for those who chose the technicums programme type. They are more likely than their vocational school counterparts to have a stable existence, entrepreneurial ambitions, work experience abroad, and a degree in their field of study. For those with vocational aspirations, students from technicums are also more likely to

have a stable job, a school-leaving certificate, and a degree. For the enervated group, somewhat contradictory results were found. Within this group, as in the other two groups of plans, students at technicums have a more optimistic vision of the future, with a higher proportion planning to study (obtain a degree) and to start a business than their vocational school counterparts, but also a higher proportion of young people at technicums who are uncertain about the future.

Then, we continued our analysis with Spearman's rank correlation procedure for our dichotomous variables, finding positive and negative significant relationships between the motivational factors for further education and the items of the vision in several cases. Being in the profession studied is positively related to the occupational motivators of being interesting, exciting, having good earning potential, and being in this profession. In contrast, it is negatively related to the motivators of being close to home, having a parent or sibling attend, and being easily accessible. The future prospect of existential security is positively related to the same further education decision factors as the prospect of finding a job in the profession studied. However, it is also negatively related to the profession of a friend or acquaintance, with the ease of learning and getting into, not being accepted elsewhere, and being a choice motive. A significant negative relationship was found between the future career change plan and the reputation of the institution, the choice of institution for the chosen profession and the career choice motives of wanting to work in this profession. Based on our results, our hypothesis **H8**, which hypothesises that the dominance of social background and the choice of an institution and the choice of a profession have a significant effect on the future vision of young people enrolled in technicum and vocational school programmes (Hermann, 2003; Lannert, 2004), is confirmed.

4. New findings of the thesis

The novelty of our research lies in our ability to learn about the family background, motivation, and plans of the first participants in the new type of vocational training programme, and to highlight connections and trends that had not been previously identified.

We have identified an atypical group of students who, although coming from a well-educated parental background and a good financial situation, have chosen a vocational school programme for their children. We found that the reason for the different-than-expected decision to continue education, based on the literature, was due to poor academic performance, and that the opportunities offered by higher socio-economic status were not able to override the effect of academic ability, but only to moderate it. Our hypothesis is supported by the fact that these young people typically gained admission to their second choice, leading us to conclude that

academic achievement is a stronger determinant of admission success than family background. Although we have not yet considered the second place as a forced choice, we can also consider the trade-off in further education as a forced choice in their case, given that the pathway to vocational school without correction is likely to result in a loss of status.

Our research has highlighted the negative impact of transgenerational occupational transmission, which has been shown to significantly increase the chances of academic failure if the young person learns the parent's occupation. In addition, the forced-choice group is also characterised by the parents' occupation as a motive for choosing a career.

The results of the plans show that a higher level of education is associated with a more optimistic outlook. However, we have identified a significant group of young people who lack a positive outlook. Support for these young people without a vision needs to take place at several levels, including personalised support to help them decide on a pathway, with a role in informing their decision to continue to upper secondary education. On the other hand, it should support the choice of the target dual training pathway during the secondary school years and the search for a future job for graduates.

The limitation of our research is that our sample is not representative. We did not analyse by sector, as our student questionnaire survey was conducted with students from the North Great Plain region. Therefore, we could only formulate our findings for this disadvantaged region. We did not have the opportunity to explore differences between regions.

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PhD Publication List

Candidate: Krisztina Vályogos

Doctoral School: Doctoral School of Human Sciences

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List of publications related to the dissertation

Hungarian scientific articles in Hungarian journals (3)

1. **Vályogos, K.:** Hova tovább?
Iskolakultúra. 35 (5-6), 3-18, 2025. ISSN: 1215-5233.
DOI: <http://dx.doi.org/10.14232/iskult.2025.5-6.3>
2. **Vályogos, K.:** Lemorzsolódási rizikó és a sikertelenség aránya a középfokú oktatásban.
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3. **Vályogos, K.:** Szakmai elégedettség és az intézménytípus presztízsének összefüggései.
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DOI: <http://dx.doi.org/10.1556/2063.32.2023.1.9>

Foreign language scientific articles in international journals (2)

4. **Vályogos, K.:** Institution and Occupational Motivation of Students in Vocational Institutions in the North Great Plain Region of Hungary in Relation to Socio-Economic Status.
Eur. J. Contermp. Educ. 13 (3), 575-588, 2024. EISSN: 2305-6746.
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List of other publications

Hungarian scientific articles in Hungarian journals (2)

6. **Vályogos, K.:** Középfokú szakképzésben oktatók szakmai elégedettsége.
Iskolakultúra. 32 (4), 94-112, 2022. ISSN: 1215-5233.
7. **Vályogos, K.:** Mivel tartható fent a kormányzás, és ki tartja fent?
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9. **Vályogos, K.:** Az észak-alföldi régió végzős szakképző iskolás tanulóinak szocioökonómiai háttere
- tanulói kérdőíves kutatásunk eredményei tükrében.
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11. **Vályogos, K.:** A tanulási út módosítása az észak-alföldi régió szakképző intézményeiben.
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12. **Vályogos, K.:** Az észak-alföldi régió szakképző intézményeiben tanulók intézmény- és
szakválasztási motivációja.
In: XXIV. Országos Neveléstudományi Konferencia : Absztraktkötet : Oktatás és nevelés a
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14. **Vályogos, K.**: Hajdú-Bihar vármegyei szakképző iskolások intézmény- és szakmaválasztási motivumai egy reprezentatív tanulói kérdőíves felmérés eredményeinek tükrében.
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15. **Vályogos, K.**: Hajdú-Bihar vármegye szakképző iskolásainak rekrutációs bázisa.
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16. **Vályogos, K.**: Hajdú-Bihar vármegye végzős szakképző iskolásainak jövőtervei: reprezentatív tanulói kérdőíves vizsgálat eredményei alapján.
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17. **Vályogos, K.**: Egyházi fenntartású szakképző iskolai tanulók szakmaválasztási motivációi.
In: XIV. Nemzetközi nyíregyházi doktorandusz és posztdoktori konferencia : Absztraktkötet. Szerk.: Rusinné Fedor Anita, Tóth Dalma, Zakor-Broda Rita, Debreceni Egyetem Egészségügyi Kar, Nyíregyháza, 131, 2022. ISBN: 9789634904755
18. **Vályogos, K.**: Lemorzsolódási rizikó és a sikertelenség aránya a középfokú szakképzésben.
In: Oktatás egy változó világban : Kutatás, innováció, fejlesztés : Absztraktkötet. Szerk.: Juhász Erika, Kattein-Pornói Rita, Magyar Nevelés- és Oktatáskutatók Egyesülete (HERA), Budapest, 248-249, 2022. ISBN: 9786155657115





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19. **Vályogos, K.:** Évisméltő és hátrányos helyzetű tanulók az Észak-Alföldi szakképző iskolákban.
In: X. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia, Óbudai
Egyetem, Budapest, 48, 2020.

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