

Theses of doctoral (Ph.D) dissertation

**Characteristics of Student Employment and Its
Impact on Student Careers
at the University of Debrecen**

Zsófia Kocsis

Supervisor: Prof. Dr. Gabriella Pusztai



UNIVERSITY OF DEBRECEN
Doctoral School of Human Sciences

Debrecen, 2023

The aim and subject of the thesis

International research on the effect of student employment on academic achievement has produced inconsistent results, and Hungarian domestic research on the subject is scarce. Our research aims to contribute to the discussion of this question by providing a comprehensive longitudinal and cross-sectional study of students' employment characteristics and the impact of paid work on their university careers at the most populous Hungarian university outside the capital. Due to the fact that student employment is on the rise, the issue of combining studies with employment has been addressed in the international literature on education research for decades (Pascarella et al., 1998; Heinz, 1999; Warren et al., 2000; Riggert et al., 2006; Perna, 2010; Teichler, 2011) and has thus become a key research area. However, the question as to how it influences students' academic careers is yet to be answered (Pascarella et al., 1998; Riggert et al., 2006; Perna, 2010; Teichler, 2011). Student work is a "double-edged sword" with both positive and negative consequences (Baffoe-Bonnie et al., 2007), which is why it is an important research objective to clarify the roles of various target groups and the influence of circumstances. In recent years, equipping students with practical knowledge and preparing them for working life have become priorities in higher education, but domestic research has been inconsistent whether student employment is to be regarded as a complement to university education or a predictor of attrition.

According to domestic research, Hungarian higher education is dominated by theory-centred teaching methods. Little opportunity is provided for the practical application of knowledge and problem solving (Kovács, 2016), and the knowledge acquired in education is far removed from workplace situations (STEM-Hungary report, 2018). That is why the main benefits of student work, namely the development of students' competences and personalities, and gaining work experience are of great significance. (Beerkens et al., 2011; Pollard et al., 2013; Sanchez-Gelabert et al., 2017).

Our thesis regards work as one of the primary areas of education outside the institutional system as work experience can have a marked influence on student achievement and commitment to studies, and workplaces are also major agents of socialization. Socialization for work starts in the family alongside the formal educational setting, but doing academic work, which also shapes individuals' work attitudes, does not provide any practical work experience (Kozma, 2001; Bocsi, 2015). It is thus part-time work that exerts a formative influence on future workforce apart from the primary agents of socialization. As the number of years spent in the education system increases, so does the importance of linking work and

studies to each other, which can help young people to improve their skills needed in today's labour market, making the transition from education to work smoother (OECD, 2015). The literature differentiates between the definitions of student employment and student work. While the former underscores earning income, the latter focuses on competence and personality development, raising student work to a higher value dimension (Pusser, 2010). On the other hand, the literature also points out that student employment could amplify social inequalities and increase the risk of attrition by hindering students' integration into the university community and culture (Pusztai, 2011).

Hungarian youth surveys have reported since the 1990s that a growing number of young people do paid work alongside their studies or interrupting them (Gábor, 2006). The conclusion of tertiary studies has become blurred, being no longer that unique moment when student life is replaced by starting a job (Veroszta, 2010; Bocsi, 2013; Sági, 2011). Researchers usually give a simplified, uniform picture of working students despite the actual heterogeneity of the group, which would therefore require particular attention. There can be significant differences depending on who combines study and work, when, why and how. The premise of our research is that all these factors affect student achievement in different ways.

Students' families' social status plays a decisive role in the type of work they choose to do and in the way working affects their academic achievement. Students from favourable backgrounds can select jobs which align with their fields of study and help them gain relevant experience. Inequal access to such jobs can reflect inequalities in academic achievement as well as in labour market opportunities (Staneva, 2020). The frequency, motivation and type of student employment is linked with students' socioeconomic characteristics (Bocsi, 2013; Pusztai, 2013; Masevičiūtė et al., 2018; Kovács et al., 2019). Research to date has found that as the level of parents' educational attainment rises, the likelihood of doing paid work alongside studies diminishes (Warren et al., 2000; Kalenkoski & Pabilonia, 2009; Perna, 2010; Beerkens et al., 2011; Pusztai & Szigeti, 2018).

It is a subject of debate whether student employment has a positive or negative effect on students' careers. Some researchers emphasise that different types of jobs such as those related and unrelated to students' fields of study or "campus-on" and "campus-off" jobs all have different effects on academic achievement, the skills acquired and social capital (Pascarella et al., 1998; Pascarella & Terenzini, 2005; Riggert et al., 2006; Geel & Backes-Gellner, 2012; Gáti & Róbert, 2013; Yanbarisova, 2014; Di Paolo & Matano, 2016). It is the task of education research to analyse the influence of various types of student employment on students' careers and academic achievement. Our research provides a complex study of paid

student work and its impact on student outcomes. Previous domestic research did not help us reach valid conclusions as most of it either applied the viewpoints of other disciplines, mainly economics, or investigated student employment at the peak of, or in the years immediately following the peak of, higher education expansion (Kóródi, 2007; Szócs, 2013; 2014; 2021; Markos, 2014; Kiss et al., 2017; Kun, 2017). Eurostudent surveys analyse the features of paid student work and students' socio-economic backgrounds in great detail (Hámori et al., 2018; Masevičiūtė et al., 2018; Harkányi, 2020) but ignore such relevant areas as the influence of employment on intergenerational and intragenerational embeddedness in social networks at universities, on the perception of competence development, on attitudes to extracurricular activities as well as on academic and career plans.

In the first, theoretical chapter of our thesis, we present the characteristics of work socialisation. We argue that work socialisation does not begin when young people start working after obtaining a qualification, because informal and formal agents of education equally play a significant role in this permanent process.

The aim of the second major theoretical chapter is to summarise research on youth employment from a comparative perspective. Although there is only a small body of literature available on paid work during the period of elite higher education. Beginning in the 1960s, there is a growing number of data on young people's presence in the labour market. We summarise both domestic and international research findings on the labour market participation of students since the period of expansion. International comparison has thrown light on some specific features of student employment in Hungary. In the domestic context, we cannot talk about "on campus" jobs covering all institutions, since Hungarian university students usually find work through student cooperatives

In the third theoretical chapter, the results of international and domestic research on the social, economic, demographic and institutional background of working higher education students are summarised to show that there is no absolute consensus on how the following background variables influence student employment. In connection with the central subject of the dissertation, we also present the conclusions of international and national research on the relationship between employment and academic careers and summarise what the literature considers to be the positive and negative impacts of employment.

This has prepared the ground for our research questions, which focus on the changes that have taken place in recent years in student employment among students in the higher education institution under study, and on how these changes are related to the demographic, social and institutional background of the students. A further research question is how work

affects the academic achievement and commitment of the students sampled. The concepts of academic achievement and commitment were explored based on the conceptual framework developed in the CHERD research conducted between 2012 and 2021.

Based on the analysis of the literature and previous research findings, we formulated the following hypotheses.

H1: Based on the data provided by Masevičiūtė et al. (2018) and Hauschildt et al. (2021), we hypothesise that doing paid work increased among the students of the University of Debrecen in the 2010s.

H2: Taking Hungarian research findings into consideration (Gáti & Róbert, 2013; Szócs, 2014; Bocsi et al., 2018; Pusztai & Szigeti, 2018), we hypothesise that institutional and individual factors have a stronger explanatory power on employment decisions over time, and that the characteristics of employment are not related to the socio-economic status of students.

H3: Based on Hauschildt et al. (2021), we assume that motivation for student employment has also been subject to change, resulting in the 2010s in the dominance of those whose motivation to work was rooted in postmodern value systems and attitudes to work as opposed to distinct student groups who worked out of financial necessity or in order to gain work experience as part of their career planning.

H4: Based on Staneva's study (2020), we hypothesise that apart from earning extra income, students also work in order to prepare their entry to the labour market after graduation. Thereby student employment becomes an alternative way of learning and gaining experience, complementing university education. We expect considerable differences between disciplines in this respect.

H5: Based on Perna's (2010) and Pusztai's (2011s) study, we hypothesise that regular student employment and work experience gained at a workplace have a beneficial effect on students' academic achievement and commitment to their studies.

Research methods

Students combining work and study are seen as a hard-to-reach group from higher education. The subject of our study necessitated conducting quantitative research, as our aim was to develop a fully comprehensive picture of the employment characteristics of students in higher education. Previous international and national studies were not representative of students in employment and were not suitable starting points for our sample. Information on respondents' higher education institutions was not available in the Eurostudent surveys, and neither were institution and degree variables included in the national Graduate Career Tracking System research databases. Also, the National Tax and Customs Administration and social security registers may only have data on a subset of employed students, but these data are not available to researchers either. Thus, we did not have data on the population to be used as a sampling frame. As a first step, we built a longitudinal thematic database suitable for secondary analysis based on the research done by the Centre for Higher Education Research and Development at the University of Debrecen, and then conducted primary data collection.

In the first phase of our empirical research, we conducted a secondary analysis of thematic, longitudinal data from the databases of the Centre for Higher Education Research and Development (CHERD-Hungary), which had been regularly surveying students in the Northeastern region of the country for two decades. Our aim was to explore how the demographic, social and employment characteristics of working university students in Debrecen had changed over the past decade. In the second phase, we sought to answer the research questions through primary research.

We used 3 databases for the secondary analysis: 1) The 2012 HERD research project (Higher Education for Social Cohesion Cooperative Research and Development in a Cross-Border Area); 2) The 2015 IESA (Institutional Effects on Student Achievement in Higher Education) study, which aimed at empirically exploring the mechanisms of institutional effects in higher education and their impact on academic outcomes; 3) PERSIST, a large sample of students (N=2199) taken in the academic year 2018-2019 in higher education institutions in the Eastern region of Hungary and in four other countries (Slovakia, Romania, Ukraine, Serbia). The sample in Hungary (N=1034) was a quota sample representative of faculties, fields of study and forms of funding.

As a first step of the analysis, the databases were restricted to full-time students at the University of Debrecen, which provided an opportunity to examine both working and non-working students from the same institution. The data, collected at three different points in

time, came from samples with different compositions. The resulting limitations of generalisation were taken into account in the analysis, but the correlations and trends were still well traceable.

To determine the sample size of the primary research, we used the institution's publicly available data on full-time students on the Hungarian-speaking programmes of the University of Debrecen in March 2019 as well as conducting quota sampling based on the distribution of students by field of study, using the PERSIST 2019 database of CHERD Hungary. Although quota sampling is not a probability sampling method, it is the most likely to match the population examined.

The sampling, which started in the first semester of 2019-2020 and ended in April 2020, targeted full-time students who worked regularly during the semesters (including exam periods) in the academic years 2019-2020 and 2020-2021. We asked students to self-complete a paper-based questionnaire. The sample size of the database used for the secondary analysis was 1111, 1063 and 803. The final size of the database used for the primary study was 538 after we had screened out those who refused to respond or gave invalid responses. The data was processed with SPSS 22.0.

For the analysis, we applied descriptive statistics, chi-squared tests for bivariate analyses, post-hoc tests (Tukey) and Pearson correlation coefficients. We used factor analysis to examine students' decisions to enrol for postgraduate studies. Our primary focus was on the factors influencing the frequency of student employment and on the impact of doing paid work on student careers, which was explored through logistic regression analysis. In line with Moksony (2018), we created binary explanatory variables in order to facilitate the interpretation of odds ratios, which allowed us to involve continuous and ordinal variables in the regression analysis.

We used a wide range of measures and indicators including self-developed and adapted question blocks. The relationship between student employment and higher education career paths with a risk of attrition was examined while controlling for social network, active participation in competitive activities and socio-economic characteristics. Among the explanatory factors, we distinguished between socio-cultural, institutional and demographic individual factors. We operationalised the areas to be studied based on these dimensions.

The *characteristics of student employment* were investigated using question blocks developed in-house or adapted from other studies. We examined the frequency of employment, its relationship with studies and motivation to work in the CHERD-Hungary Research Centre databases. While conducting the primary research, we relied on student

retrospection of frequency to examine the prevalence of work during the years of secondary and higher education, including the frequency of work during semester, exams and holidays, and the number of hours worked. The relationship between work and studies, motivation to work, work values and job search methods were analysed using the relevant question blocks of the IESA 2015 and PERSIST 2019, and the risk of attrition was also investigated by adopting the measures of the latter survey. Students' use of time and money and their attitudes towards work were measured using question blocks developed in-house based on qualitative research (Pusztai & Kocsis, 2019; Kocsis & Pusztai, 2020; Kocsis, 2020).

We investigated students' balance between work, study and leisure, satisfaction with their time schedule, and the amount of time they spent on study and recreation. Attitudes towards work were explored in terms of characteristics related to colleagues and work environment. Perceptions about the impact of work were measured with 11-item questionnaires, because the literature suggests that work experience, the relationship between work and studies and the perception of university education have an impact on whether a student is at risk of dropping out. Student satisfaction was measured using a questionnaire consisting of 27 items, partly adapted from the HERD survey.

To examine institutional embeddedness, we used the question blocks developed by Pusztai (2011), applied in recent CHERD research projects (HERD 2012, IESA 2015, PERSIST 2019). The question items referred to students' *intergenerational and intragenerational social networks at university*.

When measuring *commitment to and persistence in studies*, we relied on Astin's (1993) findings and compiled the question set using the indicators he had developed. The indicators related to academic achievement as well as to the importance attached to studies, determination to graduate and efforts to achieve better were also adapted from the HERD, IESA and PERSIST studies.

Previous research has shown that student employment shapes identity and, regardless of the type of work, contributes to the development of soft skills and to forming work value preferences. In addition, work endows students with so called transferable skills. We explored students' *perception of their employment competence development* using variables developed in-house based on qualitative research.

Results in thesis points

Our first hypothesis assumed that student employment showed an upward trend over time among the students of the University of Debrecen. Our empirical results confirmed the hypothesis as the secondary analysis revealed that student employment became increasingly widespread over the years. Whereas in the 2012 sample one third of students did paid work, in 2019 over half of them did. Our primary study was specifically targeted at working students, most of whom engaged in regular work during semesters.

According to our second hypothesis, institutional and individual factors have a stronger explanatory power and the characteristics of employment are not only related to the socio-economic status of students but also to their future employment intentions and plans. The factors affecting employment were analysed using logistic regression, involving background variables found relevant in the literature. Data from 2012, 2015 and 2019 equally confirmed that participation in a master's course was an influencing factor. In two of the samples, parents' level of education and families' subjective financial status were also found to have significant explanatory power. Our results highlight that it is no longer only low economic status students who seek employment but an increasing number of students from various backgrounds, with diverse motivations to work during their studies. Our primary research and secondary analysis are consistent in that working students do not constitute a homogeneous group as both their backgrounds and motivations are complex. However, students who struggle with everyday financial problems are still present in this group as doing paid work is the most obvious way for them to secure an income.

Our third hypothesis presumed that student groups which adopted postmodern views on student work were gaining significance over the other two distinct groups, those who worked out of financial necessity and those who aimed to gain work experience as part of their career planning.

The most significant empirical results of this dissertation pertain to the primary research in 2020. In that year's sample, attempting to create student clusters based on three variables (motivation for employment, alignment of work with studies and number of working hours), we separated three distinct student groups: disadvantaged-income oriented, ambitious and utilitarian leisure-oriented. Disadvantaged-income oriented students mainly work for financial reasons to raise funds for self-sustainment, tuition fees, leisure activities and to become (financially) independent of parents. They work a large number of hours, mostly at weekends but also on weekdays, their work is not related to their fields of study, and they are

not content with their work-study balance. Students whose parents have low educational attainment and have slightly below-average financial status are overrepresented in this cluster. Regarding institutional background as well as intergenerational and intragenerational social networks, the proportion of tuition-paying bachelor's students who have very little contact with faculty is relatively high in this cluster. Ambitious students (the second cluster) typically work fewer hours than their peers in the previous group, and this is the only cluster whose members work to fulfil their professional aspirations. They are also the only group in which work is related to studies. As such, they try to strike a balance between the two areas and are entirely content with their time schedule. During job search, they prefer relying on their connections and the university student career office rather than traditional student job centres offering typical student jobs. In this group, master's students are overrepresented. Regarding interaction with faculty, this cluster has the most extensive network. The third, newly emerging group of the 2020 sample is a very clear-cut one, distinct from the other two. Neither financial necessity nor career building are dominant motivators for work. Instead, this utilitarian leisure-oriented cluster is the only group whose members work because it is a useful way of spending leisure time as well as an opportunity to obtain money for other free-time activities. Their work is not related to their fields of study, but they are still satisfied with their time schedule, the reason for which might be that they are not forced by circumstances to find employment. Those whose living standards are above average are overrepresented, and the proportion of the 18-19 age group is also somewhat higher in this cluster.

It is an important finding that the three motivation-based student clusters differ markedly in almost all the social background indicators examined, and there are also a number of significant differences in demographic and educational characteristics.

Our results support the hypothesis that working students is a heterogeneous group. Students not only work out of financial necessity but aspirations for gaining work experience and spending leisure time usefully have also come into play. Students' motivations as well as social backgrounds are diverse, so employment does not only concern students with low status indicators. All this confirms our third hypothesis.

The fourth hypothesis presumed that apart from earning extra income, students also work in order to prepare their entry to the labour market after graduation, and therefore, due to the nature of certain disciplines, student employment becomes a complement to university education. The data from the secondary analysis show that in some fields of study, students have been working regularly for years alongside their studies. Students of economics and IT are more likely to work regularly than other students. In contrast, the employment rate for

medical, dental and pharmaceutical courses has been very low for many years, which makes the employment rate lower for students in undivided courses. However, our hypothesis above can only be accepted partially, as the results of the logistic regression analysis do not support the conclusion that, controlling for other background variables, the field of study has a marked effect on the presence of employment. However, among the institutional variables, the analysis established the explanatory power of participation in a master's programme. Furthermore, work experience was a particularly important motivational factor among master's students. The 2020 data also confirm that master's students are over-represented in the ambitious cluster, which is the only group with a match between work and field of study.

According to our fifth hypothesis, regular student employment and work experience gained at a workplace have a beneficial effect on students' academic achievement and commitment to their studies. The results of the secondary analysis only provided partial evidence for the hypothesis as it was only the 2015 sample in which student employment, as well as doing work related to studies, had a significant influence on achievement. The 2012 sample only showed the positive effect of work which matched students' fields of study, and no significant relationship between student employment and academic achievement or persistence was detected in the 2019 sample. In order to explore the academic achievement of higher education students in 2020, we identified seven dimensions during the analysis (persistence, attention devoted to studies, academic performance, perception of competence development, social activity, moral awareness, future plans). Due to the results of Pearson's correlation, the complex achievement index was constructed from the variables persistence, attention devoted to studies, academic performance and perception of competence development, to be used for assessment in the clusters of student employees. The results of the one-way analysis of variance revealed a significant difference between the three clusters in how they perceived the acquisition of competencies during their work. This question was based on students' self-report, and the results showed that ambitious students perceived the most competence gains during employment, which may be in connection with the fact that these students did work related to their studies. Utilitarian leisure-oriented students also indicated competences that were strengthened through employment, despite the fact that they did not do work related to their studies. This also shows that through employment, students may develop a number of skills and abilities that specifically contribute to their personal, rather than professional, development. However, further research is needed to confirm this in more depth.

With the help of the achievement index we detected further differences between the student clusters, especially between the disadvantaged-income oriented and ambitious ones. Students in the disadvantaged-income oriented cluster are less likely to receive grants, have high academic scores, take part in extracurricular activities and undertake extra tasks. They are more likely to interrupt their studies, mainly for financial reasons and because of working. Our final analysis focused on the factors that affected the complex achievement index. We found that the index was not affected by students' social status indicators such as parents' educational attainment or labour market position. In our model, it is contact with faculty and doing work related to studies that have the most explanatory power.

New findings of the thesis

Compared to previous research, our results prove to be novel in several respects. Our most important finding is related to student clusters, which are clearly distinct from one another and display significant differences in background variables. Most researchers in Hungary (see Gáti & Róbert, 2013) classified students by the horizontal alignment of employment. Hámori et al. (2018) and Fényes (2021) established student clusters based on motivation without involving any other variables. We considered the number of working hours, motivational factors and horizontal alignment alike, and the resulting clusters were clearly distinct from one another. What makes these findings remarkable is that they clearly demonstrate that working students do not constitute one homogeneous group. The cluster which can be regarded as the greatest novelty is utilitarian leisure-oriented students, who work because they would like to spend their leisure time in a useful way, are not motivated by self-sustainment and are the group of students who work least. Our findings make it necessary to discard the stereotypes about working students, namely that only low-achieving, low socio-economic status students do paid work in order to provide for themselves. It is a significant new finding that student employment in itself does not have a major effect on academic achievement, but doing work related to studies does.

The novelty and key message of the empirical part of our thesis lies in the following. Large-sample studies on student employment do not give a comprehensive, generally valid picture of this phenomenon whether they are institutional, national or international surveys. Our empirical results not only pose further questions for future research but also serve as feedback for the institutions concerned. Complementary use of longitudinal institutional

surveys and cross-sectional studies targeting only working students is a methodological achievement of our analysis.

One of the limitations of the study is that we could not reach the full population of working students. Our sample is not representative and does not allow general conclusions, which is why our study can be classified as problem formulating, fact-finding research. The results only apply to the students of the University of Debrecen. Furthermore, the data on competencies are based on the perception of the respondents without any actual measurement, so it appears to be logical that they consider working as a good investment in order to reduce cognitive dissonance. Due to the lack of comparative data, it is not possible to confirm whether students experienced any development during their employment, but our results do encourage further research on this subject. In order to facilitate research on the academic achievement and career advancement of working students, it would be useful if electronic student registers included data on labour market activity alongside personal data, which could provide institutions with adequate information on student employment rates.

Further research is needed to explore the factors which influence the academic progress of working students. A longitudinal study would appropriately serve this purpose, but it may also be complicated to carry out because of the difficulty of reaching working students. It should be taken into account that doing paid work can have different impacts on students' university careers even within different faculties of the same institution. Future research should therefore apply qualitative methods apart from quantitative ones, which could add granularity to the analysis, making it easier to identify hidden mechanisms and subjective factors that we have not had the opportunity to analyse in our present study. These factors could contribute to a more accurate picture of the nature and importance of student employment as well as its impact on student careers.

As our findings are suitable for supporting institutional decision making, we highlighted some key areas and made recommendations based on our results.

Students' university careers are greatly influenced by their relationships with faculty and their experiences at the institution. Universities should play a role in providing students with comprehensive information that can help them to be aware of the risks and benefits of student employment. The best way to reduce the negative consequences is to increase the support of dual courses and to increase the availability of company collaborations and internships. A common solution in international practice is to work on campus, which would provide an ideal alternative in terms of income and institutional integration. Student jobs that fit the profile of university departments would provide a good opportunity for students to

participate more actively in the life of the university, gain work experience, and have their work recognised with some type of compensation.

The survey data also demonstrate that involvement in university life can serve as a protective factor against deterioration in academic performance, so initiatives to strengthen personal and professional relationships between students and faculty should be advocated. In addition to the importance of maintaining contact, the professional work and methodological approach of the instructors are also important. We believe it is important for instructors to also stay current in their own field and the current demands of the job market, as it can happen that students working in jobs related to their studies are confronted with the outdated knowledge of their instructors in the courses. In addition, it is necessary to create an active learning environment aimed at developing soft skills and to give priority to the project method, cooperative methods and problem-based learning. Changing the approach to teaching and broadening the culture of methods can help to spread student-centred teaching methods in higher education. Monitoring of changes in the labor market and contact with labor market specialists should be given a higher priority in training courses. In addition to deepening relationship building, employers could offer open positions, which would provide the opportunity to employ students, even with a minimal number of hours.

We believe our findings shed light on several areas of critical importance, which are to be considered and developed not only at the individual level but also in order to increase the prestige of higher education. Our recommendations can also strengthen the link between higher education institutions and the labour market.

References

- Baffoe-Bonnie, J. & Golden, L. (2007). *Work-Study: Time Use Tradeoffs among Employed Students and Implications*. For the IATUR - XXVIII Annual Conference, Washington, DC, October 17-19.
- Beerens, M., Mägi, E., & Lill, L. (2011). University studies as a side job. Causes and consequences of massive student employment in Estonia. *Higher Education*, 61(6), 679–692. DOI: 10.1007/s10734-0109356-0.
- Bocsi, V. (2013). Munkaértékek a felsőoktatásban. In Darvai T. (szerk.): *Felsőoktatás és munkaerőpiac – eszményektől a kompetenciák felé*. Belvedere Meridionale, 67-87.
- Bocsi, V. (2015). Munkaértékek román-magyar összehasonlító vizsgálata a Partiumban. *Kultúra és közösség*, 6(1), 17-26.
- Bocsi, V., Ceglédi, T., Kocsis, Zs., Kovács, K.E., Kovács, K., Müller, A., Pally, K., Szabó, B.É., Szigeti F., & Tóth, D. A. (2018). A pedagógushallgatók késleltetett diplomaszerezése interjúk alapján. In Pusztai G. & Szigeti F. (szerk.): *Lemorzsolódás és perzisztencia a felsőoktatásban*. Debreceni Egyetemi Kiadó, 63-61.
- Di Paolo, A., & Matano, A. (2016). *The Impact of Working while Studying on the Academic and Labour Market Performance of Graduates: the Joint Role of Work Intensity and Job-Field Match*.

- XXXI AIEL Conference, Trento, Italy (September 22-23, 2016). <https://www.aiel.it/cms/cms-files/submission/all20160608164320.pdf>.
- Gábor, K. (2006). Társadalmi átalakulás és ifjúsági korszakváltás. In Gábor K. & Jancsák Cs. (szerk.): *Ifjúságszociológia*. Belvedere Meridionale, 384-427.
- Gáti, A. & Róbert, P. (2013). Munkavállalás a tanulás mellett: kényszerűség vagy befektetés? In: Garai O. és Veroszta Zs. (szerk.): *Frissdiplomások*. Educatio Társadalmi Szolgáltató Nonprofit, 93-111.
- Geel, R., & Backes-Gellner, U. (2012). Earning While learning. When and How Student Employment is Beneficial. *Labour*, 26(3), 313–340.
- Hámori, Á., Horváth, Á., & Veroszta, Zs. (2018). A tanulmányok melletti munkavállalás háttere és hatása a továbbtanulási tervekre. In: Hámori Á. (szerk.): *Erőforrások, eredmények és élmények a felsőoktatásban. A Eurostudent VI nemzetközi hallgatói kutatás magyarországi eredményei*. Oktatási Hivatal, 101-116.
- Harkányi, Á.M. (2020). A tanulmányok melletti munkavégzés és a képzés befejezésének hatása a későbbi munkaerő-piaci pályára az informatika képzési területen. *Felsőoktatási Elemzési Jelentések*, 4(1), 24-27.
- Hauschildt, K., Gwosć, C., Schirmer, H., & Wartenbergh-Cras, F. (2021). Social and Economic Conditions of Student Life in Europe. EUROSTUDENT VII Synopsis of Indicators 2018–2021. Bielefeld, Media GmbH & Co. KG B.
- Heinz, W. R. (1999). *From Education to Work: Cross National Perspectives*. Cambridge University Press.
- Kalenkoski, C. M., & Pabilonia, S. W. (2009). *Time to Work or Time to Play: The Effect of Student Employment on Homework, Housework, Screen Time and Sleep*. BLS Working Paper No. 450.
- Kiss, Zs., Barizsné Hadházi, E., & Kun, A.I. (2017). A leendő munkavállalás hallgatói szemmel: egy a Debreceni Egyetem alapszakos hallgatói körében végzett felmérés eredményei. *Taylor: Gazdálkodás- és Szervezéstudományi Folyóirat*, 9(27), 183-190.
- Kocsis, Zs. (2020). A hallgatói munkavállalás mint a lemorzsolódás egyik lehetséges tényezője. *Educatio*, 29(2), 295-304.
- Kocsis, Zs., & Pusztai, G. (2020). Student Employment as a Possible Factor of Dropout. *Acta Polytechnica Hungarica*, 17(4), 183-199.
- Kóródi, M. (2007). Munkaértékek vizsgálata két felsőoktatási intézményben. *Educatio*, 16(2), 311-322.
- Kovács, I. (2016). *Country Background Report Hungary, prepared for the HE Innovate Hungary country review, unpublished report submitted to the OECD*.
- Kovács, K. et al. (2019): *Lemorzsolódott hallgatók*. Debreceni Egyetemi Kiadó.
- Kozma, T. (2001). *Bevezetés a nevelésszociológiába*. Nemzeti Tankönyvkiadó.
- Kun, A. I. (2017). Hallgatói vélemények szakmai gyakorlatról és tanulás melletti munkavégzésről. *International Journal of Engineering and Management Sciences*, 2(4), 286–297.
- Markos, V. (2014). Egyetemisták a munka világában. In Fényes H. és Szabó I. (szerk.): *Campus-lét a Debreceni Egyetemen Ifjúságszociológiai tanulmányok*. Debreceni Egyetemi Kiadó, 109-133.
- Masevičiūtė, K., Šaukeckienė, V., & Ozolinčiūtė, E. (2018). EUROSTUDENT VI. Combining Studies and Paid Jobs. Lithuania, UAB “Araneum.
- Óbudai Egyetem, STEM-Hungary jelentés (2018). *A STEM-végzettséget szerzett pályakezdők és fiatal munkavállalók helyzetére vonatkozó nemzetközi kutatások másodelemzése*. <https://stemhungary.com/files/docs/stem-vegzettseg-masodelemzes.pdf> Utolsó letöltés: 2021. 02. 24.
- OECD (2015). *Social, Employment and Migration Working Papers No. 169. Working and learning: A diversity of patterns*. Glenda Quintini. <https://dx.doi.org/10.1787/5jrw4bz6hl43-en>. Utolsó letöltés: 2021.03.25.
- Pascarella, E. T., Edison, M. I., Amaury, N., Hagedorn, L. S., & Terenzini, P. T. (1998). Does Work Inhibit Cognitive Development during College? *Educational Evaluation and Policy Analysis*, 20(2), 75-93.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade of Research*. Wiley .

- Perna, L. (2010). *Understanding the Working College Student New Research and Its Implications for Policy and Practice*. Stylus Publishers, 283-309.
- Pollard, E., Williams, M., Arthur, S., & Kotecha, M. (2013). *Working while Studying: Follow-up to the Student Income and Expenditure Survey 2011/12*. Brighton, Institute for Employment Studies.
- Pusser, B. (2010). Of a mind to labor: Reconceptualizing student work and higher education. In Perna, Laura W. (eds.). *Understanding the working college student: New research and its implications for policy and practice*. Stylus Publishers, 134–155.
- Pusztai, G. (2011). *A láthatatlan kéztől a baráti kezekig. A hallgatói értelmező közösségek a felsőoktatásban*. Új Mandátum.
- Pusztai, G. & Szigeti, F. (szerk.) (2018). *Lemorzsolódás és perzisztencia a felsőoktatásban*. Debreceni Egyetemi Kiadó.
- Pusztai, G., & Kocsis, Zs. (2019). Combining and Balancing Work and Study on the Eastern Border of Europe. *Social Sciences*, 8(6), 193.
- Riggert, S. C., Boyle, M., Petrosko, J. M., Ash, D., & Rude-Parkins, C. (2006). Student Employment and Higher Education: Empiricism and Contradiction. *Review of Educational Research*, 76(1), 63-92.
- Sági, M. (2011). Pályakezdő diplomások munkába állási stratégiái. In Garai O. és Veroszta Zs. (szerk.): *Frissdiplomások*. Educatio Társadalmi Szolgáltató Nonprofit, 93-111.
- Sanchez-Gelabert, A., Figueroa, M., & Elias, M. (2017). Working while studying in higher education. The impact of the economic crisis on academic and labour market success. *European Journal of Education*, 52 (2), 232–245.
- Staneva, M. (2020). *Employment alongside Bachelor's Studies in Germany Implications for Education Outcomes, the School-to-Work Transition, and Equity*. Springer.
- Szöcs, A. (2013). Munkaviszony és viszony a munkához – hallgatók a Debreceni Egyetemen. In Darvai T.(szerk.): *Felsőoktatás és munkaerőpiac – eszményektől a kompetenciák felé*. Belvedere Meridionale, 87-125.
- Szöcs, A. (2014). Dolgozva tanulni, tanulva dolgozni – társadalmi tőke hatások a partiumi hallgatók körében. In Ceglédi T., Gál A. & Nagy Z. (szerk.): *Régió és oktatás IX*. Debrecen CHERD-Hungary, 229-242.
- Szöcs, A. (2021). *Hallgatói munkavállalás a felsőoktatási expanziót követő években. Tanulás melletti munka jellemzői a Debreceni Egyetemen*. Doktori disszertáció.
- Teichler, U. (2011). International Dimensions of Higher Education and Graduate Employment. In Teichler, U. (eds.): *The Flexible Professional in the Knowledge Society: New Challenges for Higher Education*. Springer, 177-197.
- Veroszta, Zs. (2010). A munkaerő-piaci sikeresség dimenziói frissdiplomások körében. In Garai O. Horváth T., Kiss L., Szép L. & Veroszta Zs. (szerk.): *Diplomás Pályakövetés IV. Frissdiplomások 2010*. Educatio Társadalmi Szolgáltató Nonprofit Kft., 11-37.
- Warren, J.R., LePore, P. C., & Mare, R.D. (2000). Employment During High School: Consequences for Students' Grades in Academic Courses. *American Educational Research Journal*, 37(4), 943-969.
- Yanbarisova, D. M. (2014). [Combining University Studies With Work: Influence On Academic Achievement](#). [HSE Working papers](#) WP BRP 21/EDU/2014, National Research University Higher School of Economics.



Registry number: DEENK/76/2023.PL
Subject: PhD Publication List

Candidate: Zsófia Kocsis
Doctoral School: Doctoral School of Human Sciences
MTMT ID: 10060933

List of publications related to the dissertation

Hungarian book chapters (5)

- Kocsis, Z.:** A hallgatói munkavállalás sajátosságai az Európai Felsőoktatási Térség keleti régiójában.
In: Challenges and opportunities of the modern risk society: socio-cultural, economic and legal aspects : Monograph. Ed.: by Nataliia Varha, Bohdanna Hvozdzetska, Oktan print, Praha, 154-169, 2021. ISBN: 9788088415053
- Kocsis, Z.:** Eredményesebbek-e a dolgozó hallgatók?
In: Lemorzsolódási kockázat és erőforrások a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina, Debreceni Egyetem Felsőoktatási Kutató és Fejlesztő Központ, Debrecen, 264-288, 2021, (Oktatókutatók könyvtára, ISSN 2732 1800 ; 12) ISBN: 9786156012128
- Kocsis, Z.:** Hallgatói munkavállalás.
In: Előrehaladás és lemorzsolódási kockázat a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina, Debreceni Egyetem Felsőoktatási Kutató és Fejlesztő Központ, Debrecen, 73-79, 2021, (Oktatókutatók könyvtára, ISSN 2732-1800 ; 11) ISBN: 9786156012081
- Kocsis, Z.:** Munkahelyi közösségek.
In: Nevelésszociológia: Elméletek, közösségek, kontextusok. Szerk.: Pusztai Gabriella, Debreceni Egyetemi Kiadó, Debrecen, 285-302, 2020, (Pallas Debrecina, ISSN 1587-7191 ; 20) ISBN: 9789633188835
- Markos, V., **Kocsis, Z.**, Dusa, Á. R.: A civil aktivitás, a hazai és a külföldi munkavállalás különböző megjelenési formái a lemorzsolódás folyamatában.
In: KozmaPolisz Tanulmányok Kozma Tamás 80. születésnapjára. Szerk.: Pusztai Gabriella, Engler Ágnes, Kocsis Zsófia, CHERD, Debrecen, 275-288, 2019. ISBN: 9789633188118

Foreign language Hungarian book chapters (1)

- Kocsis, Z.:** Communities at Work.
In: Sociology of education : Theories, communities, contexts. Ed.: Pusztai Gabriella, Debrecen University Press, Debrecen, 204-221, 2022.





Hungarian scientific articles in Hungarian journals (6)

7. Rácz, C. K., **Kocsis, Z.**: A lemorzsolódás előrejelzőinek azonosítása a STEM területek hallgatóinak körében.
Új Munkügyi Szemle. 3 (4), 43-57, 2022. ISSN: 2677-1306.
DOI: <https://doi.org/10.58269/UMSZ.2022.4.4>
8. Rácz, C. K., **Kocsis, Z.**: A munka és a tanulmányok kölcsönhatása a STEM területeken.
Opus et educatio. 9 (3), 232-243, 2022. ISSN: 2064-9908.
DOI: <https://doi.org/10.3311/ope.514>
9. **Kocsis, Z.**: A fizetett munkavállalás hatása a felsőoktatási hallgatók egyetemi pályafutására.
Educatio. 30 (1), 135-145, 2021. ISSN: 1216-3384.
DOI: <https://doi.org/10.1556/2063.30.2021.1.11>
10. **Kocsis, Z.**: A járványügyi helyzet hatása a hallgatói munkavállalásra.
Belvedere Meridionale. 33 (2), 112-132, 2021. ISSN: 1419-0222.
DOI: <http://dx.doi.org/10.14232/belv.2021.2.5>
11. **Kocsis, Z.**, Kovács, K., Varha, N., Nikon, N., Hvozdetzka, B.: Felsőoktatási hallgatók munkavállalása és migrációs tervei egy nemzetközi összehasonlítás tükrében.
Civ. szle. 2, 185-205, 2021. ISSN: 1786-3341.
IF: 0.243
12. **Kocsis, Z.**: A hallgatói munkavállalás mint a lemorzsolódás egyik lehetséges tényezője.
Educatio. 29 (2), 295-304, 2020. ISSN: 1216-3384.
DOI: <http://dx.doi.org/10.1556/2063.29.2020.2.9>

Foreign language scientific articles in Hungarian journals (4)

13. Hvozdetzka, B., Varha, N., **Kocsis, Z.**, Nechitailo, I., Bartosh, O.: East and Central European Students' Financial Self-Sufficiency During Their University Years.
Corvinus J. Sociol. Soc. Policy. 13 (2), 53-78, 2022. ISSN: 2061-5558.
DOI: <http://dx.doi.org/10.14267/CJSSP.2022.2.3>
14. **Kocsis, Z.**, Pusztai, G.: Student Employment as a Possible Factor of Dropout.
Acta Polytech. Hung. 17 (4), 183-199, 2020. ISSN: 1785-8860.
DOI: <http://dx.doi.org/10.12700/APH.17.4.2020.4.10>
IF: 1.806
15. Markos, V., **Kocsis, Z.**, Dusa, Á. R.: Different Forms of Civil Activity and Employment in Hungary and Abroad, and the Development of Student Drop-out.
Cent. Eur. j. educ. res. 1 (1), 1-12, 2019. EISSN: 2677-0326.
DOI: <https://doi.org/10.37441/CEJER/2019/1/1/3342>





16. Bocsi, V., Ceglédi, T., **Kocsis, Z.**, Kovács, K. E., Kovács, K., Müller, A. É., Pally, K., Szabó, B. É., Szigeti, F., Tóth, D. A.: The discovery of the possible reasons for delayed graduation and dropout in the light of a qualitative research study.
J. Adult Learn. Know. Innov. 3 (1), 27-38, 2019. EISSN: 2631-1348.
DOI: <https://doi.org/10.1556/2059.02.2018.08>

Foreign language scientific articles in international journals (7)

17. **Kocsis, Z.**, Pusztai, G.: A double road to success? Impact of dual education on effectiveness.
Research in Post-Compulsory Education. 26 (2), 164-188, 2021. ISSN: 1359-6748.
DOI: <http://dx.doi.org/10.1080/13596748.2021.1909923>
18. **Kocsis, Z.**: Features of Student Employment in the Hungarian-Romanian Cross Border Area.
Acta Didact. Napocensia. 14 (1), 188-202, 2021. EISSN: 2065-1430.
DOI: <https://doi.org/10.24193/adn.14.1.16>
19. **Kocsis, Z.**, Pusztai, G.: Learning or Earning: Impact of Student Employment on Student Careers in the Eastern Region of the European Higher Education Area.
New Educ. Rev. 65, 149-161, 2021. ISSN: 1732-6729.
DOI: <http://dx.doi.org/10.15804/ner.2021.65.3.12>
20. **Kocsis, Z.**, Pusztai, G.: Differences in student work according to educational factors at a Hungarian university.
Higher Education in Russia and Beyond 24 (3), 22-24, 2020.
21. Hvozdzetska, B., Varha, N., Nikon, N., **Kocsis, Z.**, Kovács, K.: Migratory Moods and Temporary Employment of Students of Central and Eastern Europe.
Italian Sociological Review. 10 (2), 305-326, 2020. ISSN: 2239-8589.
DOI: <http://dx.doi.org/10.13136/isr.v10i2.342>
22. **Kocsis, Z.**, Varha, N., Kovács, K., Nikon, N., Hvozdzetska, B.: Working or learning?: The Cases of Hungary, Romania, Ukraine, Slovakia and Serbia.
Higher Education in Russia and Beyond 3 (24), 9-12, 2020.
23. Pusztai, G., **Kocsis, Z.**: Combining and Balancing Work and Study on the Eastern Border of Europe.
Social Sciences. 8 (6), 1-12, 2019. EISSN: 2076-0760.
DOI: <http://dx.doi.org/10.3390/socsci8060193>

Hungarian conference proceedings (1)

24. **Kocsis, Z.**, Alter, E.: A hallgatói munkavállalás jellemzői és a lemorzsolódásban játszott szerepe a STEM területeken.
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, 156-170, 2021. ISBN: 9789634492399





Foreign language abstracts (1)

25. **Kocsis, Z.**, Rácz, C. K.: The role of student employment in persistence and efficiency in STEM higher education.
In: Természettudományok helyzete hazánkban Egyetemtől a munkaerőpiacig workshop.
Szerk.: Allaga Henrietta; Balázs Dóra Krisztina; Jáger Olivé; Kovács Terézia; Nagy Viktor Dávid, Doktoranduszok Országos Szövetsége, Baja, 35-37, 2022. ISBN: 9786158205436

List of other publications

Hungarian books (3)

26. Szerk. Pusztai, G., Engler, Á., **Kocsis, Z.**: KozmaPolisz: Tanulmányok Kozma Tamás 80. születésnapjára. CHERD, Debreceni Egyetemi Kiadó, Debrecen, 306 p., 2019. (Régió és oktatás, ISSN 2060-2596 ; 13.)
27. 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. (Oktatáskutatók könyvtára ; 6.) ISBN: 9786156012005
28. Pusztai, G., Bocsi, V., Bacsikai, K., Ceglédi, T., Csokai, A., **Kocsis, Z.**, Szűcs, T.: Jelen és jövő határán: Hátrányos helyzetű középiskolások és hallgatók eredményessége. Wáli István Református Cigány Szakkollégium, Debrecen, 117 p., 2018. ISBN: 9786158104012

Hungarian book chapters (2)

29. **Kocsis, Z.**: A felsőoktatás munkaerőpiacra való felkészítő szerepe egy kvalitatív kutatás tükrében.
In: Mesteri erőforrások : Tanulmányok Polónyi István tiszteletére. Szerk.: Kun András István, Csók Cintia, Debreceni Egyetem Felsőoktatási Kutató és Fejlesztő Központ (CHERD), Debrecen, 32-55, 2022, (Oktatáskutatók könyvtára, ISSN 2732-1800 ; 16) ISBN: 9789634904830
30. Bocsi, V., Ceglédi, T., **Kocsis, Z.**, Kovács, K. E., Kovács, K., Müller, A. É., Pally, K., Szabó, B. É., Szigeti, F., Tóth, D. A.: A pedagógushallgatók késleltetett diplomaszerzése interjúk alapján.
In: Lemorzsolódás és perzisztencia a felsőoktatásban. Szerk.: Pusztai Gabriella, Szigeti Fruzsina, Debreceni Egyetemi, Debrecen, 63-90, 2018, (Oktatáskutatás a 21. században, 2559-8864 ; 6) ISBN: 9789633187548





Foreign language international book chapters (1)

31. **Kocsis, Z.:** How to support working students during their studies?

In: Ways of Promoting Excellence in Higher Education / Gábor Erdei; Erika Juhász; Salih Sahin; Adnan Kaan, Pegem Akademi Yaynclık, Ankara, 72-87, 2019. ISBN: 9786052415467

Hungarian scientific articles in Hungarian journals (8)

32. **Kocsis, Z.,** Markos, V., Fazekas, E., Pusztai, G.: Az önkéntesség mint a szülők iskolai bevonódásának egy formája: Szisztematikus szakirodalmi elemzés eredményeinek bemutatása.

Önkéntes Szemle. 2 (4), 57-87, 2022. EISSN: 2786-0620.

DOI: <http://dx.doi.org/10.53585/OnkSzem.2022.4.57-87>

33. Alter, E., **Kocsis, Z.:** Hallgatói munkavállalás a STEM területeken.

Új Munkaügyi Szemle. 2 (4), 67-79, 2021. ISSN: 2677-1306.

34. **Kocsis, Z.:** A duális képzés eredményességre gyakorolt hatása.

Opus et educatio. 7 (1), 80-91, 2020. ISSN: 2064-9908.

35. **Kocsis, Z.:** A duális képzés hatékonysága és a képzéssel való elégedettség egy komplex kutatás tükrében.

Új Munkaügyi Szemle. 1 (3), 64-77, 2020. ISSN: 2677-1306.

36. **Kocsis, Z.:** Az elmélet és a gyakorlat találkozása.

Metszetek. 9 (2), 162-166, 2020. EISSN: 2063-6415.

DOI: <http://dx.doi.org/10.18392/metsz/2020/2/10>

37. Pusztai, G., **Kocsis, Z.:** Oktatókutatás a Debreceni Egyetemen.

Anyanyelv-pedagógia. 13 (2), 1-9, 2020. EISSN: 2060-0623.

DOI: <http://dx.doi.org/10.21030/anyp.2020.2.10>

38. **Kocsis, Z.:** Középiskolai diákok munkához és továbbtanuláshoz fűződő viszonya.

Educatio. 28 (1), 158-165, 2019. ISSN: 1216-3384.

DOI: <https://doi.org/10.1556/2063.28.2019.1.12>

39. **Kocsis, Z.:** A hallgatói munkavállalás megítélése a debreceni és a nyíregyházi oktatók szemszögéből.

Juvenilia. 7, 119-133, 2017. ISSN: 1788-6848.

Hungarian scientific articles in international journals (2)

40. **Kocsis, Z.:** Hallgatói munkavállalás határon innen és túl = Student Employment Within and Beyond Borders.

PedActa. 8 (2), 29-40, 2018. ISSN: 2248-3527.

41. **Kocsis, Z.:** A hallgatói munkavállalás jellemzői a debreceni és a nyíregyházi egyetemisták körében.

PedActa. 7 (1), 81-89, 2017. ISSN: 2248-3527.





Foreign language scientific articles in Hungarian journals (2)

42. **Kocsis, Z.:** Fényes, H., & Mohácsi, M. (2019). Labour market and human capital. Theory and practice. [Munkaerőpiac és emberi tőke. Elmélet és gyakorlat]. Debrecen: Debreceni Egyetemi Kiadó.
Hung. educ. res. j. 10 (1), 97-100, 2020. ISSN: 2062-9605.
DOI: <http://dx.doi.org/10.1556/063.2020.00009>
43. Kovács, K. E., Dusa, Á. R., **Kocsis, Z.**, Pallay, K., Szűcs, T., Pálfi, J.: Practical or theoretical persistence?: The investigation of (f)actors influencing students' persistence at three levels.
Hung. educ. res. j. 9 (2), 238-256, 2019. ISSN: 2062-9605.
DOI: <http://dx.doi.org/10.1556/063.9.2019.1.22>

Foreign language scientific articles in international journals (1)

44. **Kocsis, Z.**, Alter, E., Pusztai, G.: The Role of Student Employment in Persistence and Efficiency in STEM Higher Education.
Int. J. Educ. Math. Sci. Technol. 10 (4), 831-848, 2022. EISSN: 2147-611X.
DOI: <http://dx.doi.org/10.46328/ijemst.2177>

Hungarian conference proceedings (4)

45. **Kocsis, Z.:** A munkavállalás szerepe az egyetemi pályafutás során-határon innen és túl.
In: Életre nevelni : A II. Oktatás határhelyzetben konferencia tanulmánykötete. Szerk.: Bordás Andrea, Kolozsvári Egyetemi Kiadó, Kolozsvár, 70-79, 2020. ISBN: 9786063707780
46. **Kocsis, Z.:** Melyik út vezet a sikerhez?: Hallgatói visszajelzések a munkatapasztalataikról és a duális képzésről.
In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban : A VIII. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete. Szerk.: Tóth Péter; Simonics István; Manojlovic Heléna; Ducho Jenő, Óbudai Egyetem Trefort Ágoston Mérnökpedagógiai Központ, Budapest, 437-452, 2018. ISBN: 9789634491484
47. 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
48. **Kocsis, Z.:** Diákként a munkaerőpiacon.
In: Diáktudósok : a XXXIII. OTDK 13. Szekciójának első helyezett pályamunkái. Pedagógiai, Pszichológiai, Andragógiai és Könyvtártudományi Szekció. Szerk.: Szirmai Éva; Molnárne Urbanik Tímea, Szegedi Egyetemi Kiadó : Juhász Gyula Felsőoktatási Kiadó, Szeged, 57-73, 2017. ISBN: 9786155455797





Hungarian abstracts (23)

49. **Kocsis, Z.:** "Hogyan készülünk fel a munka világára?": A felsőoktatás munkaerőpiacra való felkészítő szerepének vizsgálata hallgatói interjúk alapján.
In: XIV. Nemzetközi nyíregyházi doktorandusz és posztdoktori konferencia : Absztraktkötet. Szerk.: Rusinné Fedor Anita, Tóth Dalma, Zakor-Broda Rita, Debreceni Egyetem Egészségügyi Kar, Nyíregyháza, 5, 2022.
50. **Kocsis, Z.:** A felsőoktatás munkaerőpiacra való felkészítő szerepének és a hallgatók kompetenciáinak vizsgálata.
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, 401, 2022. ISBN: 9789636260576
51. Rácz, C. K., **Kocsis, Z.:** A munkaerőpiacra való felkészülés a természettudományi képzések hallgatóinak szemszögéből.
In: XIV. Nemzetközi nyíregyházi doktorandusz és posztdoktori konferencia : Absztraktkötet. Szerk.: Rusinné Fedor Anita, Tóth Dalma, Zakor-Broda Rita, Debreceni Egyetem Egészségügyi Kar, Nyíregyháza, 6, 2022. ISBN: 9789634904755
52. **Kocsis, Z.,** Rácz, C. K.: A munka és a tanulmányok kölcsönhatása a STEM területeken.
In: Oktatás egy változó világban : Kutatás, innováció, fejlesztés : Absztraktkötet. Szerk.: Juhász Erika, Kattein-Pornói Rita, Magyar Nevelés- és Oktatáskutatók Egyesülete (HERA), Budapest, 194-195, 2022. ISBN: 9786155657115
53. Rusznák, A., **Kocsis, Z.:** A szülői bevonódás jellemzői az állami és egyházi szektorban.
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, 128-129, 2022. ISBN: 9789636260576
54. **Kocsis, Z.,** Szilágyi, B.: Chem on!- Mi a reakciód?: Saját készítésű kémia társasjáték bemutatása.
In: Oktatás egy változó világban : Kutatás, innováció, fejlesztés : Absztraktkötet. Szerk.: Juhász Erika, Kattein-Pornói Rita, Magyar Nevelés- és Oktatáskutatók Egyesülete (HERA), Budapest, 328-329, 2022. ISBN: 9786155657115
55. Nagy, D., Milu, I., **Kocsis, Z.,** Rácz-Telkes, B., Balogh, B.: Gamifikált jutalomrendszer a MotivApp mobilapplikációval.
In: Oktatás egy változó világban : Kutatás, innováció, fejlesztés : Absztraktkötet. Szerk.: Juhász Erika, Kattein-Pornói Rita, Magyar Nevelés- és Oktatáskutatók Egyesülete (HERA), Budapest, 130, 2022. ISBN: 9786155657115





56. **Kocsis, Z.**, Fényes, H., Pusztai, G.: A felsőoktatási hallgatók fizetett munkavállalásának motivációi és az erre ható tényezők.
In: XXI. Országos Neveléstudományi Konferencia: A neveléstudomány válaszai a jövő kihívásaira : Absztraktkötet. Szerk.: Molnár Gyöngyvér, Tóth Edit, MTA Pedagógia Tudományos Bizottsága; SZTE Neveléstudományi Intézet, Szeged, 273, 2021. ISBN: 9789633068335
57. **Kocsis, Z.**: A hallgatói munkavállalás sajátosságai a Debreceni Egyetemen, 2010-2019 között.
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, 24, 2020. ISBN: 9789634902584
58. **Kocsis, Z.**: A hallgatói munkavállalás sajátosságai az Európai Felsőoktatási Térség keleti régiójában.
In: Tanulás és innováció a digitális korban : Absztraktkötet. Szerk.: Kozma Tamás, Juhász Erika, Tóth Péter, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 120, 2020. ISBN: 9786155657085
59. **Kocsis, Z.**: Tanulás és munkavállalás egyensúlya: Hogyan befolyásolja a fizetett munkavégzés a hallgatók egyetemi karrierjét?
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, 175, 2020. ISBN: 9789634902584
60. Dusa, Á. R., **Kocsis, Z.**, Markos, V.: A civil aktivitás, a hazai és a külföldi munkavállalás különböző megjelenési formái a lemorzsolódás folyamatában.
In: Prevenció, intervenció és kompenzáció, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 30, 2019.
61. **Kocsis, Z.**: A munkavállalás és az anyagi terhek szerepe a lemorzsolódás folyamatában.
In: Tavaszi Szél Konferencia 2019. Nemzetközi Multidiszciplináris Konferencia: Absztraktkötet. Szerk.: Németh Katalin, Doktoranduszok Országos Szövetsége, Budapest, 605, 2019. ISBN: 9786155586422
62. Józsa, G., **Kocsis, Z.**: A munkavállalás szerepe a lemorzsolódásban.
In: Prevenció, intervenció és kompenzáció - Korszerű neveléstudományi módszerekkel a korai iskolaelhagyás ellen : Absztraktkötet, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 86, 2019. ISBN: 9786155657078





63. **Kocsis, Z.**, Markos, V.: A tanulmányok melletti önkéntes és fizetett munkavállalás háttéré és hatása a lemorzsolódásra.
In: Szakképzés és Oktatás: Ma ? Holnap konferencia. Fejlődés és partnerség: Absztraktkötet / Tóth Péter; Benedek András; Kálmán Anikó; Szűts Zoltán; Mike Gabriella; Duchon Jenő, Budapesti Műszaki és Gazdaságtudományi Egyetem, Budapest, 80, 2019. ISBN: 9789634217961
64. **Kocsis, Z.**: Az északkeleti régió egyetemistáinak munkavállalási szokásai.
In: XIII. Nyíregyházi Doktorandusz Konferencia : Absztraktfüzet. Szerk.: Rusinné Fedor Anita, Balla Petra, Debreceni Egyetem Egészségügyi Kar, Nyíregyháza, 49, 2019. ISBN: 9789634901655
65. **Kocsis, Z.**: Duális képzés- kettős út a sikerhez?
In: Prevenció, intervenció és kompenzáció - Korszerű neveléstudományi módszerekkel a korai iskolaelhagyás ellen : Absztraktkötet, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 208, 2019. ISBN: 9786155657078
66. **Kocsis, Z.**, Ceglédi, T.: Kiket fogad(hatna) be az egyetem?: A felsőoktatásba való bekerülést akadályozó és támogató tényezők vizsgálata hátrányos helyzetű diákok körében.
In: Neveléstudomány - Horizontok és dialógusok : Absztraktkötet. Szerk.: Varga Aranka, Andl Helga, Molnár-Kovács Zsófia, MTA Pedagógiai Tudományos Bizottság, PTE BTK Neveléstudományi Intézet, Pécs, 137, 2019. ISBN: 9789634294733
67. Szigeti, F., Kovács, K. E., Ceglédi, T., **Kocsis, Z.**, Pallay, K.: A késleltetett diplomaszerezés és lemorzsolódás háttérében álló tényezők feltárása egy a pe-dagógus hallgatók körében végzett kvalitatív kutatás alapján (poszter).
In: Kutatási sokszínűség, oktatási gyakorlat és együttműködések : absztrakt kötet. Szerk.: Fehérvári Anikó, Széll Krisztián, Misley Helga, MTA Pedagógiai Tudományos Bizottság, ELTE Pedagógiai és Pszichológiai Kar, Budapest, 502, 2018. ISBN: 9789634890515
68. Szigeti, F., Bocsi, V., Ceglédi, T., **Kocsis, Z.**, Kovács, K., Müller, A. É., Pallay, K., Szabó, B. É., Tóth, D. A.: A pedagógushallgatók késleltetett diplomaszerezésének és a lemorzsolódás lehetséges okainak feltárása egy kvalitatív kutatás tükrében.
In: Oktatás, gazdaság, társadalom : HuCER 2018 : absztraktkötet / kiadja: Magyar Nevelés- és Oktatáskutatók Egyesülete, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 204, 2018. ISBN: 9786155657047
69. **Kocsis, Z.**, Kovács, K. E.: Különböző motiváción alapuló munkavállalás-típusok a lemorzsolódás háttérében.
In: Kutatási sokszínűség, oktatási gyakorlat és együttműködések: absztrakt kötet : XVIII. Országos Neveléstudományi Konferencia. Szerk.: Fehérvári Anikó, Széll Krisztián, Misley Helga, ELTE Pedagógiai és Pszichológiai Kar, MTA Pedagógiai Tudományos Bizottság, Budapest, 163, 2018. ISBN: 9789634890515





70. **Kocsis, Z.:** Hallgatói munkavállalás jellemzői a debreceni és a nyíregyházi egyetemisták körében.
In: Innováció, kutatás, pedagógusok. HuCER 2017 : Absztrakt kötet, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 121, 2017. ISBN: 9786155657023
71. **Kocsis, Z.:** Hallgatók a munka és a tanulás kettős vonzásában.
In: XVII. Országos Neveléstudományi Konferencia : Program és absztrakt kötet. Szerk.: Kerülő Judit, Jenei Teréz, Gyarmati Imre, MTA Pedagógiai Tudományos Bizottság, Nyíregyházi Egyetem, Nyíregyháza, 139, 2017. ISBN: 9789635088638

Foreign language abstracts (3)

72. **Kocsis, Z.:** Leisure Time Spending Tendencies of Working Students.
In: Sport and social responsibility: science and practice in times of crisis : Book of abstracts. Szerk.: Kovács Karolina Eszter, Györi Krisztina, Kovács Klára, Center for Higher Education Research and Development, University of Debrecen, Debrecen, 9, 2022. ISBN: 9786156012197
73. **Kocsis, Z.,** Pusztai, G.: The Impact of Parent Volunteering in School.
In: Book of Abstracts: The 5th International Conference on Future of Education 2022 (Future of Education 2022). Ed.: Brian D. Beitzel, The International Institute of Knowledge Management (TIKM), Colombo, 11, 2022. ISBN: 9786245746194
74. **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): 2,049

Total IF of journals (publications related to the dissertation): 2,049

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.

10 March, 2023

