Theses of the PhD Dissertation

Harmony of Educational Values Reflected in Parent–Teacher Relations

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Debrecen, 2025

Aims and Delimitation of the Dissertation

The doctoral dissertation undertakes a comprehensive examination of the values reflected in both school-based and family education. This is achieved through the exploration and comparison of the educational goals of teachers and parents, with particular focus on the communication between school and family as an effective method for aligning educational and pedagogical objectives. Accordingly, special attention is given to uncovering the nature of communication between educators and parents, alongside the identification of good practices applied in educational institutions. A key aim of the study is also to support the development of teacher–parent cooperation. Furthermore, the dissertation seeks to present the ways in which parental involvement is realized in both home and school environments, primarily from the perspective of teachers.

According to Émile Durkheim's classical interpretation (Durkheim, 1934/1980, as cited by Kozma, 1991, 2001; see also Zrinszky, 2002; Meleg, 2015), education is a fundamental instrument for ensuring the continuity of society and supporting the development of personality (Bábosik & Mezei, 1994). It takes place within a complex system of social arenas. Children's identities and value systems are shaped by the interplay of home, school, peer relationships, and the broader societal environment, including digital, cultural, and economic factors. The cooperation or conflict among these spheres may significantly influence the effectiveness of education. Educational pluralism, as a democratic principle, guarantees the possibility of choosing schools based on worldview and values. This is reflected in the diversity of educational institutions, including state, church-run, foundation-based, and private schools (Dronkers & Avram, 2017).

Following the regime change in Hungary, the re-establishment of church-maintained schools and the processes of changing institutional

maintainers became the focus of various studies, including works by Kozma (1992), Halász (1992), Szemerszki (1992), and Drahos (1992). Later research, such as that by Imre (2005) and Pusztai (2011), addressed the historical aspects of Reformed education. The effectiveness and social background of Reformed schools were investigated by Pusztai (2004, 2009, 2014) and Morvai (2017), while the role of teachers in church-run schools was explored by Bacskai (2015). The choice of denominational schools–particularly Greek Catholic institutions–has also been a topic of research; in this area, Inántsy-Pap (2018) conducted a comprehensive study. Investigating the role of Reformed schools in contemporary pluralistic societies is highly relevant. Research highlights the educational, pedagogical, and value-transmitting functions of church-run schools (Pusztai, 2011), as well as the importance of partnerships between parents and schools (Pusztai, 2020a). Parental involvement–especially in the context of church-maintained schools–is a key factor in students' academic performance and socialization (Bacskai et al., 2024; Epstein, 2010; Engler, 2020; Pusztai et al., 2024).

In parallel, critical interpretations also emerged that focused on the role of church-run schools in social selection, and on the relationship between state involvement and educational equity (Ercse, 2018; Neumann & Berényi, 2019; Zolnay, 2022). According to these studies, the student composition of church-maintained schools–in certain cases–differs significantly from that of public institutions in terms of ethnic and social background. This raises concerns about the presence of selection mechanisms.

This dissertation does not seek to take a position in this complex and often ideologically charged debate. Instead, it aims to direct attention to the micro-level of individual educational decisions, with special regard to the fact that school choice is often not based solely on socio-economic factors or systemic mechanisms. Both empirical experiences and national research

indicate that one of the most important considerations for parents is the harmony of values between the educational principles of the school and the worldview of the family (Pusztai, 2020). A coordinated partnership between parents and educators, committed communication, and consensus in educational goals can create conditions that are most conducive to children's development and socialization.

The temporal scope of our research extends back to the period of the political transition in Hungary, as the social and economic changes of that era triggered developments that are key to understanding current processes. One such change was the democratization of the education system, which led to a transformation of the institutional maintenance structure. In the newly elected first multiparty parliament, the re-establishment of church-run schools became a fundamental issue in education and social policy. Based on the newly granted freedom of school choice, churches exercised their right to reopen educational institutions. Although by the turn of the millennium the expansion of the denominational sector appeared to have stabilized (Imre, 2005), from 2005 a slight increase was again observed (Pusztai, 2014), followed by a further rise in the number of church-run schools after 2010 (Tomasz, 2017).

The spatial focus of our research lies in the eastern region of Hungary, particularly within the operational area of the Reformed Church District of Tiszántúl. The study involved an investigation of public and Reformed Church-maintained primary schools operating in the counties of Borsod-Abaúj-Zemplén, Szabolcs-Szatmár-Bereg, Hajdú-Bihar, Békés, Csongrád-Csanád, and Jász-Nagykun-Szolnok. Following the political transition, significant changes took place in the field of education across Central and Eastern Europe. The educational reforms of the 1990s posed substantial challenges for the education policies of these countries and had a profound impact on their education systems (Imre, 2001). As part of our international

outlook, we provide a detailed analysis of the education systems of three of the Visegrád countries–Poland, the Czech Republic, and Slovakia–as well as Romania (Major, 2021). These countries share a broadly similar historical background and joined the European Union around the same period (2004, and in the case of Romania, 2007), which makes them suitable for comparative analysis with the Hungarian education system.

The theoretical framework of the doctoral dissertation was developed through the systematic conceptualization of key notions relevant to the field of educational sciences – like family, school, values, and parental involvement. The combined and interdependent examination of these concepts enabled us to explore how the complementary and interwoven roles of families and schools contribute to children's socialization and personal development.

Given that one of the aims of the study was to conduct an inter-sectoral comparison between public and Reformed Church-run schools, it was essential to define the conceptual boundaries of church-based education. In the literature review, particular emphasis was placed on the value-transmitting role of denominational education and the alignment of socializing effects between family and school, with a view to the possibility of value harmony. The theoretical approach to parental involvement was primarily grounded in Coleman's (1988) theory of social capital, complemented by relevant Hungarian (Bacskai, 2008, 2020; Engler, 2017, 2020; Pusztai, 2009, 2011, 2014; Imre, 2017, 2022) and international sources (Epstein, 2001, 2010; Dronkers & Avram, 2017; Hoover-Dempsey & Sandler, 2005). The dimensions of our analysis were defined along two main axes: the type of institutional maintainer (public vs. church-run), and the quality of parent–teacher cooperation, with particular attention to the forms of communication and their impact on value transmission and the effectiveness of educational collaboration. The first chapter of the dissertation focuses on value-based

education and denominational schools, analyzing the value-oriented approaches in family and school education, while also addressing the educational and pedagogical systems of the selected Central and Eastern European countries. The second chapter discusses the role of social and religious capital, with a focus on the influence of family relationships and the significance of religious capital in parent–teacher cooperation and educational outcomes. The third chapter presents models of parental and teacher collaboration, including home- and school-based parental involvement. Following the formulation of the theoretical model, both quantitative and qualitative investigations were conducted to answer our research questions. The second part of the dissertation contains the methodology, analysis, and results of the empirical research.

Based on the literature review and previous research findings, and guided by the conceptual framework, the following research questions and hypotheses were formulated for the quantitative part of our study:

RQ1: To what extent does the frequency and quality of parent–teacher communication influence the effectiveness and success of communication in the context of school cooperation?

RQ2: How does the development of school–parent communication affect the awareness and intentionality of child-rearing among parents and teachers?

RQ3: What is the relationship between parents' self-identified religiosity and the type of school (church-run or public) in terms of preferred value systems and family education practices?

RQ4: Does the type of school maintainer (public or church-run) influence the values conveyed by teachers?

H1 Based on the findings of Lannert and Szekszárdi (2015), which indicate that the majority of parents do not take advantage of available opportunities

for communication, we hypothesize that the frequency and quality of parent–teacher interactions have a direct impact on the effectiveness of communication.

H2 Drawing on the insights of Engler and Pusztai (2021), our second hypothesis posits that improving school–parent communication has a positive effect on both parties' awareness and intentionality regarding child-rearing practices.

H3 Our third hypothesis, informed by previous studies (Bábosik et al., 2021; Imre, 2015; Földvári, 2004), assumes that parents' religious self-identification and the type of school (church-run or public) influence their preferred value systems and family educational practices.

H4 In line with the research of Bocsi et al. (2017) and Dusa (2020), our fourth hypothesis asserts that teachers in church-maintained schools are more likely to adhere to traditional, religion-based values, whereas secular and individualistic values tend to be more pronounced among teachers in public schools.

Qualitative Research Questions:

RQ1 Our first research question examines how the frequency and quality of parent–teacher communication influence the overall effectiveness of this interaction, and how communication with families from diverse socio-economic backgrounds may pose specific challenges within this process (Lannert & Szekszárdi, 2015; Kathyné, 2017; Korte, 2001; Imre, 2002; Stange et al., 2012; Imre, 2017).

RQ2 The second research question explores the relationship between families' socio-economic status, the difficulties caused by the COVID-19 pandemic, and the nature of communication between parents and teachers (Garami, 2020; Engler et al., 2021).

RQ3 The third research question investigates which social and economic factors support or hinder parents' involvement in home-based child-rearing and learning support, with special attention to the role of socio-economic status (Sacker et al., 2002; Pusztai, 2008; Perpék & Fekete, 2016; Imre et al., 2021).
RQ4 The fourth research question addresses how teachers' perceptions of parental support for home-based education and learning differ across school sectors, taking into account the interplay between school type and families' social circumstances (Pusztai, 2008; Garami, 2020; Imre et al., 2021; Major et al., 2022).

Outline of the Applied Methods and Sampling Procedures

The dissertation is based on the nationwide representative study entitled *Value-Creating Childrearing*, conducted by the Mária Kopp Institute for Demography and Families (KINCS) in January 2020. This research aimed to explore how parents and teachers define value-creating childrearing, and what their views are on family and school education, parent–teacher communication, and parental involvement. In connection with our doctoral studies, we conducted an individual study entitled *Value-Creating Childrearing in Denominational Schools*. As part of this research, in September 2020, parents and teachers of fourth-grade students from sixteen Reformed primary schools operating in the area of the Transtibiscan Reformed Church District in Hungary completed the questionnaire.
To ensure comparability between the two studies, only the responses from settlements within the Transtibiscan Reformed Church District were selected for analysis from the KINCS research database. Sampling in both studies was based on a multistage, stratified sampling method. The questionnaires completed by teachers and parents were analysed using the SPSS software.

The quantitative phase of our research was complemented by a qualitative investigation. The qualitative study, conducted by the MTA–University of Debrecen Research Group on Family–Teacher Cooperation, took place in the counties of Szabolcs-Szatmár-Bereg, Hajdú-Bihar, and Borsod-Abaúj-Zemplén, where the proportion of schools with a high number of disadvantaged and multiply disadvantaged students is significant. The target population consisted of teachers working in primary and secondary schools in these counties, and sampling was carried out using a multistage, stratified procedure. In the autumn of 2021, a total of 45 semi-structured individual interviews were conducted, each lasting an average of 68 minutes, from which a textual database was compiled. In the dissertation, we analyse the transcribed versions of 31 interviews conducted in primary schools, in connection with our quantitative research, from various perspectives. To align the territorial coverage with the counties represented in the quantitative phase, an additional six semi-structured interviews were conducted in Reformed primary schools located in the remaining three counties (Békés, Csongrád-Csanád, and Jász-Nagykun-Szolnok). Altogether, we analysed 37 interviews. For the analysis of the interviews, we applied both manual and computer-assisted coding. Initially, during the open coding phase, manual coding was performed (Creswell, 2012). These codes were then transferred into *Atlas.ti23* software, where selective coding was carried out, allowing for a structured and in-depth analysis of the data.

Thesis-like Summary of the Results

Our first hypothesis – based on the research findings of Lannert and Szekszárdi (2015) – assumed that the majority of parents do not take advantage of the available communication opportunities with schools. Therefore, we hypothesised that the frequency and quality of contact between teachers and

parents has a direct impact on the effectiveness of communication between school and family. We also assumed that in cases where regular and meaningful formal or informal communication takes place, the problems arising in the educational process can be addressed more effectively, leading to more successful cooperation between school and family. Our research findings confirmed this hypothesis: *where both formal and informal communication is effectively implemented, problem-solving is more successful, and the development of schoolwork is better ensured*. However, the data also revealed that *teachers and parents often perceive the responsibility for initiating contact differently*. When both parties expect the other to take the first step, it hinders the development of effective collaboration. It can be concluded that in Reformed Church–maintained schools, teachers tend to play a more active role in initiating communication, which may contribute to strengthening the relationship between families and the school.

Our second hypothesis assumed that improving teacher–parent communication would positively influence the child-rearing awareness of both parties (Engler & Pusztai, 2021). However, the results only partially confirmed this hypothesis. Although *most respondents perceive a fundamental agreement in educational principles, nearly half of the teachers report significant differences*, which may pose challenges to students' socialisation and academic progress. Furthermore, based on the type of school maintainer, *greater agreement in educational principles was found in Reformed schools, while more discrepancies were observed in state schools*. Here, we would also like to emphasise that our study does not aim to make value judgements in inter-sectoral comparisons. Rather, it seeks to explore the diversity of communication and cooperation, pointing out that improving communication does not necessarily lead to full agreement in educational values.

Our third hypothesis assumed that there is a correlation between parents' religious self-identification and their value preferences. This assumption is supported by educational science, which holds that education transmits not only knowledge but also values (Bábosik et al., 2021), and that these values are shaped by social circumstances and parental personality traits. Our hypothesis was confirmed, as we found *a significant correlation between parents' religious self-identification and their preferred values, particularly among the parents of children attending Reformed schools*. Those who identify themselves as religious according to the teachings of the church place greater emphasis on religious faith, good manners, and optimism. In contrast, those who consider themselves religious "in their own way" value altruism, adherence to rules, and a strong work ethic more highly.

Our fourth hypothesis was formulated based on the findings of Pusztai (2020), which suggest that the more diverse activities a family engages in together and the more shared experiences they have, the stronger their relationships become. Building on this, we assumed that parents with a religious identity spend more meaningful time with their children, which can strengthen family bonds. Our research supports this hypothesis: families of children attending Reformed schools are more likely to engage in shared meals, regular leisure activities, joint play and reading. Active communication with other parents and hosting their children's friends are also more frequent in these families. Daily conversations about online content are more common in families of church school students, while they are less frequent in families from state schools. In Reformed schools, discussions about everyday topics occur more regularly, whereas occasional conversations are more typical in state school families. Spiritual topics are also discussed more often in Reformed families. All these findings *confirm our hypothesis that a strong relationship exists between religious identity and the amount of quality time*

spent together. It is likely that religious values and convictions lead to greater attentiveness in child-rearing.

In our qualitative study, our first research question focused on how the frequency and quality of communication between teachers and parents affects overall communication, and how challenges in communicating with families from different socio-economic backgrounds influence this process (Lannert & Szekszárdi, 2015; Kathyné, 2017; Korte, 2001; Imre, 2002; Stange et al., 2012; Imre, 2017). The teachers we interviewed confirmed this assumption, highlighting that *parent-teacher meetings remain the most common form of formal contact*, providing an opportunity for group communication with parents. According to our findings, active teachers *increasingly prioritize not only face-to-face interactions but also electronic communication*. Digital tools enable quick and efficient communication, and their use intensified during the pandemic. Based on the interviews, we emphasize that although traditional parent-teacher meetings and office hours continue to play a central role in schools – as also reported in several previous studies (Pusztai, 2009, 2014; Nyitrai et al., 2019; Bacskai et al., 2024) teachers in many institutions experience insufficient parental participation in these events. Therefore, we find it essential to reconsider the role of these formal opportunities. Schools that go beyond basic information-sharing and provide space for dialogue, parental support, and involvement tend to achieve more effective communication. *Communication efficiency is also influenced by the communication channels preferred by parents.* When examining opportunities for teacher–parent contact, it became evident that teachers *lament the disappearance of the practice of home visits*. Several emphasized the need to reintroduce this practice, as it would allow them to better understand the students' family, sociocultural, and socio-economic backgrounds. The novelty of this idea lies in applying the traditional method of home visits in a new

context, thereby rediscovering its value and importance in gaining deeper insight into students and promoting more personalized education. This approach may serve as an innovative response to many of the current challenges faced by modern education.

In our cross-sectoral analysis, we found that *the effectiveness of communication is significantly influenced by participation in school and, particularly, religious communities*. Parents and teachers who are active members of religious communities often develop closer relationships with one another. Regular gatherings within the congregation create opportunities for direct communication and personal conversations between parents and teachers.

With regard to teacher–parent communication across families of varying socio-economic backgrounds, *our qualitative findings were consistent with our quantitative results, which indicated that parents with lower educational attainment participate less frequently in school events*. Moreover, it was confirmed that lower levels of parental education are closely associated with less frequent and less effective use of electronic, online forms of communication. In addition to lower educational attainment, the type of settlement and level of economic activity also proved to be determining factors. A characteristic feature of the studied region is that many families live in smaller settlements where parents have fewer employment opportunities. In cases where unemployment is more prevalent, *this triad – small settlement, low educational attainment, and unemployment – has a compounding negative effect on the possibilities for parental involvement.* Our findings suggest that when a parent appears to be uninterested in their child's academic progress, this apparent disengagement may stem from a wide range of factors – personal, social, economic, and cultural – that all play a role in shaping parental behavior and involvement.

As most of our semi-structured interviews were conducted in a disadvantaged, multiply disadvantaged region of Hungary following the Covid-19 pandemic, our second research question (based on Garami, 2020; Engler et al., 2021) focused on how families' socio-economic status and pandemic-related hardships influenced parent–teacher communication, and what obstacles teachers faced in maintaining contact with parents. Interviewed teachers reported that their ability to maintain contact with parents deteriorated during and after the pandemic. This was largely due to the *worsening socio-economic conditions among families already living in difficult circumstances, leading to increased financial hardship and everyday challenges.*

Even before the pandemic, parents with lower levels of education faced difficulties in engaging with teachers due to linguistic and cultural differences. According to Bourdieu's (1986) theory of cultural capital, the acquisition of the linguistic codes required for effective school communication largely depends on the family's cultural resources. During the pandemic, the lack of face-to-face interactions meant that communication became limited to digital channels, yet the acquisition of appropriate information and communication technologies was a challenge for many families. This further hindered effective parent–teacher communication.

Our third research question was related to the domain of parental involvement, and more specifically to one of Epstein's conceptual dimensions. Several scholars (e.g. Kozma, 1975; Sacker et al., 2002; Pusztai, 2008; Józsa & Hricsovnyi, 2011; Garami, 2020; Imre et al., 2021) have addressed how the social, economic, and cultural conditions of disadvantaged families affect children's academic achievement. Building on this body of research, we asked which factors support or hinder parents' involvement in child-rearing and in supporting their children's learning at home, taking into account their socio-economic background. Interviews with teachers revealed that *both*

advantageous and disadvantaged socio-economic conditions influence parenting practices at home. In families with more favourable conditions, teachers reported more effective parenting. This can be attributed to several factors, such as higher levels of parental education, which corresponds to greater cultural capital (Bourdieu, 1986), and financial stability, which allows for the organisation of more family activities and greater support for children's development. In contrast, teachers observed more negative trends among families facing financial hardship. Many parents in these families had low levels of education, were unemployed or employed through public work schemes. *From the perspective of teachers, financial insecurity and cultural patterns, such as early parenthood (under the age of 18) pose significant challenges to the application of effective parenting practices and home-based educational support.* Furthermore, families of children attending schools in the disadvantaged region often possess only minimal cultural capital. *Teachers noted deficits in areas such as behaviour and language use.* In many cases, parents with lower educational attainment are less able to provide adequate support for their children's learning and upbringing. To address this issue and to help children overcome integration and learning difficulties, teachers expressed a need for external professionals – regardless of the school's maintaining body. These may include on-site or visiting professionals (Csók, 2020; Csók & Pusztai, 2022), as well as chaplains working in church-run schools. Our findings corroborate those of Engler (2020a), who found in his study among parents that they welcomed and demanded developmental sessions, learning support, and the involvement of professionals who could either support or ease the burden of educational tasks at home.

Our fourth research question examined how teachers' perceptions of parental support for home-based learning and upbringing differ across educational sectors, considering the relationship between the type of institution

and the families' social background. Based on the interviews, we found that *teachers working in state-maintained primary schools more frequently face difficulties related to disadvantaged family backgrounds*. These challenges often impact students' academic performance and behaviour. In contrast, teachers in *Reformed Church–maintained schools reported that their primary challenges stem from excessive parental involvement and child-rearing practices.* In these contexts, parental expectations, interference, or overprotectiveness may pose difficulties. Teachers in Reformed Church schools frequently emphasised the importance of parental support and positive involvement in the child-rearing process. Based on their experiences – mostly inferred from student accounts – they believe they gain a broader understanding of the outcomes and challenges of home-based parenting, which can foster more effective collaboration with parents. At the same time, they also cautioned – echoing the findings of Baumrind (1967) and Durbin et al. (1993 – that overly permissive (laissez-faire) or passive parenting styles may negatively affect children's development and academic achievement in the long term. For this reason, *these teachers stressed the importance of helping and supporting parents in adopting effective educational practices at home* and fostering cooperation with schools to promote students' optimal development.

According to the teachers interviewed, the factors influencing support for home learning are diverse and complex, and largely depend on families' socio-economic conditions. Financial status plays a decisive role in educational inequalities, as acquiring the necessary tools and resources to support home learning often entails significant expenses. According to Bourdieu's (1986) theory of economic capital, such resources critically determine the conditions for academic success. Similarly, Coleman (1988) argues that the absence of both material and social resources jointly reduces students' educational opportunities. In addition, teachers pointed out that

parents' educational attainment and academic background significantly affect the effectiveness of learning support at home. Following Bourdieu's (1986) theory of cultural capital, more educated parents are more likely to possess the necessary resources that promote their children's academic success. Teachers also noted the *importance of social support and infrastructure in home-based learning. Access to social welfare programmes, community centres, libraries, and other educational resources can substantially benefit families in less advantaged positions*. Several interviewees highlighted the significance of local municipal support schemes and scholarship programmes that assist children and their families with material aid, ICT tools, and food provisions. Moreover, the positive effects of *tanoda* programmes (community-based educational support initiatives) were frequently mentioned. These initiatives typically provide supplementary education and support for disadvantaged students. In summary, when examining the potential for supporting home learning, these various factors must be considered. Promoting more equitable access to resources and support for families should be a central objective of educational policy and practice.

New Scientific Contributions of the Dissertation

One of the outstanding innovations of this dissertation lies in the multifaceted exploration of teachers' and parents' value preferences and communication habits, focusing on the inter-sectoral differences between state-maintained and Reformed Church schools. The combined use of quantitative and qualitative methods enabled a nuanced understanding of these aspects and a deeper interpretation of structural differences.

One of the key findings highlight that the formal or informal nature of the teacher–parent relationship, as well as the initiator role in maintaining contact, are significantly associated with the type of school governance. While

in state schools, teachers more frequently assume a structured and proactive role in communication, church-maintained institutions tend to foster stronger informal, community-based networks, often grounded in shared value systems.

Our research also revealed that parents' self-identification as religious is a relevant factor not only in their children's school choice but also in the alignment of educational principles with teachers. However, we found that teachers perceive greater discrepancies in this domain compared to parents, which can be interpreted as arising from differences in educational goals and varying depths of parental self-reflection.

Another essential result of the inter-sectoral comparison is that community and moral educational values are more prominently represented in Reformed Church schools, whereas parents in state institutions tend to prioritize practical and individual skill development goals. These differences reflect parental value choices that extend beyond the formal curriculum into broader educational dimensions.

A novel and notable finding is that the Reformed Church schools examined are not exclusively attended by religious parents. Our analysis identifies a group of parents who do not consider themselves religious according to their self-identification, yet choose church-maintained schools. Their motivation is typically not religious but rather a desire to provide their children with an educational environment aligned with moral and social values they deem important. This suggests that school choice is increasingly differentiated along value preferences rather than solely on accessibility, status, or prestige considerations.

The dissertation's novelty is further strengthened by the presentation of two original tables that have not previously appeared in either domestic or international literature in a consolidated form. The first table systematizes the domestic and international conceptual definitions of parental involvement,

contributing to terminological clarification and unification of conceptual usage. The second table integrates classical and modern types of parental attitudes underpinning home and school involvement, thereby facilitating a more complex interpretation and comparability of educational practices.

This study opens a new perspective for educational sciences regarding the inter-sectoral comparison of value transmission and educational principles, enabling the development of innovative educational models. Our findings contribute to educational and family policy by supporting measures that enhance public education, higher education, support services, and family assistance programs. We recommend implementing various training programs aimed at teacher education students, parents, and practicing teachers alike.

Among the limitations of our research is the fact that the dual filter of teachers does not always fully reflect reality, and the results may be influenced by the historical longevity of denominational schools. It is important to note that our study focused exclusively on schools maintained by the Tiszántúl Church District; other church-run schools operating in the region were not included in our research scope. Therefore, our findings can only be evaluated within this specific context regarding teacher-parent communication, home-based child-rearing and learning support, as well as the investigated value preferences.

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Registry number: DEENK/435/2025.PL
Subject: PhD Publication List

Candidate: Enikő Major
Doctoral School: Doctoral School of Human Sciences
MTMT ID: 10079227

List of publications related to the dissertation

Hungarian book chapters (1)

1. **Major, E.**, Hegedűs, G.: Megvalósuló jó gyakorlatok a szülők-pedagógusok tudatos kapcsolattartásában: ahogy a pedagógusok látják.
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Total IF of journals (all publications): 1,4
Total IF of journals (publications related to the dissertation): 0,7

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

02 July, 2025

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