

# THESES OF THE DOCTORAL (PhD) DISSERTATION

## SPECIFIC FEATURES OF THE GOVERNANCE AND MANAGEMENT OF PUBLIC VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS

ÁGNES STOMP

Supervisor:

Dr. habil Marianna Móri

Dean, academic advisor



UNIVERSITY OF DEBRECEN

Doctoral School of Management and Business

Debrecen

2025

## **1. INTRODUCTION OF THE TOPICS AND OBJECTIVES, HYPOTHESES**

Professional training takes place in vocational education and training institutions, which are fundamental components of the education systems of advanced market economies. Processes that have taken place in education systems, such as school autonomy, the development of the education market, and demands for effectiveness and efficiency, have brought to the fore the view that schools should be regarded as organizations, which requires the development of various models of effective organizational functioning (HALÁSZ, 2001). Modern management and organizational methods are mainly used by business organizations, but today they are increasingly being used by organizations in other sectors as well (ANTAL et al., 2011). In all types of organizations, the management and leadership of people, structures, and processes are key tasks.

The consequences of social and economic development are changes and the need for change in organizations (BENEDEK, 1998). In many European countries, education systems are facing similar problems, such as declining student numbers, a fragmented settlement network, economic crises, declining financial resources, and increasing expectations from external environmental actors, as a result of which educational organizations are facing significant challenges (PÉTERI, 2015). These external influences also have a significant impact on long-term sustainability and success (DENNISON, 2018; ROPER – WHITT, 2016). The constantly changing external environment surrounding organizations affects their formal organizational structure, which requires different organizational structures. Changes in the specific environment of educational institutions as public service organizations create a need for adaptation in education policy, one possible tool for which is the formation of the education governance system and structure. Almost all governance and management activities in educational institutions can be linked to some kind of global, national, or local policy initiative (CARDNO, 2018). At the highest level are laws that govern education provision at the national level in the form of parliamentary acts and regulations, and often aim to establish organizational policies that govern implementation measures. Government-level policies determine organizational-level policies or require their development, so educational institution leaders will always have an interest in government-level public policy decisions. Educational leaders need to be familiar with policy, as almost all functions of educational organizations are determined by policy, which

has both national and local implications. The role of organizational leaders includes interpreting policy and translating policy demands into practical measures that can be used to achieve policy values (CARDNO, 2018). So we can say that educational governance, as defined by educational policy, determines and significantly influences the management of educational institutions. This relationship was excellently determined by MEZEI and PETRÓ (1982), who stated that governance is directed from higher bodies to lower bodies, while management is an activity within a given body or organization that relates to direct tasks and the workplace. Governance conveys political guidance to management, i.e., it translates higher-level politics into the language of management. Governance is comprehensive in nature, affecting an entire field and covering a large area—country, county, city, district—and is indirectly enforced through management and leadership.

In recent decades, a significant part of educational reforms has focused on the governance and regulatory system. All educational systems in Europe have undergone minor or major governance reforms (HALÁSZ, 2001). In Western Europe, since the 1980s, changes in education governance and management have been characterized by a process of decentralization with the aim of giving institutions greater powers to respond better to the needs of local communities (BUSH – BELL, 2002; STOMP – MÓRÉ, 2022a). Following the change of regime in Hungary, significant changes took place in vocational education and training, which were also reflected in the transformation of the institutional system of vocational education and training. After the change of regime, decentralized institutional governance and management was implemented. From 1990 onwards, the administration of regional and local public education and vocational education and training became a mandatory task for local governments, with the result that the majority of schools came under the maintenance and control of municipal or county authorities (SZEKENYI et al., 2006; GYÖRGYI, 2012; MÁRTONFI, 2016). By the early 2000s, the institutional system had become fragmented and opaque, so vocational training institutions were encouraged to form "voluntary" associations by providing them with additional financial resources, which resulted in the establishment of Regional Integrated Vocational Training Centers (TISZK). However, contrary to the stated objective, the TISZKs were not organized on a regional basis, but rather as associations of schools that were geographically distant from each other. A further problem was that the cooperation was only formal, and the institutions did not

integrate. Despite efforts and continuous changes, the structure and volume of the school system's output has become increasingly distant from the needs of the labor market, manual labor has been devalued, and a shortage of skilled workers has developed in certain sectors, while more and more people have obtained qualifications that are not in demand on the labor market (DOBSZAY – VÁMOSI, 2013). In 2010, the Local Government Act was amended by a two-thirds majority and a comprehensive reform of public education and public vocational education and training was launched. In accordance with the provisions of Act CXXIV of 2012 on the amendment of the 2011 Public Education Act, the maintenance and operation of municipal schools and colleges providing vocational education and training was transferred to state maintenance on January 1, 2013, to the Klebelsberg Institution Maintenance Center (KLIK). The maintenance of VET institutions by KLIK was short-lived, as in order to ensure more efficient task performance and closer ties to the economy, and continue their activities as member institutions<sup>1</sup> of the centers of vocational training under the maintenance of the Minister of National Economy as the legal successor to the task, in order to ensure that vocational training and the economy are coordinated under one government (STOMP – MÓRÉ, 2021c). It should be noted here that on July 1, 2015, the maintenance of VET institutions was transferred from KLIK to the Ministry of National Economy (NGM), but at that time they were still public education institutions and were subject to the Public Education Act. With the entry into force of Act LXXX of 2019 on vocational education and training on January 1, 2020, VET institutions have been completely separated from public education institutions, removed from the scope of the national public education law, and VET institutions fall under the scope of the vocational training law with new names of vocational education and training institutions and technical colleges . In the governance structure, they still belonged to the centers of vocational training, but at that time as member institutions, and from January 1, 2020, as organizational units. Public VET institutions were transferred to the Ministry of Innovation and Technology on May 22, 2018 (94/2018. (V.22.)), and to the Ministry of Culture and Innovation on May 24, 2022 (182/2022 (V.24.)), but the minister responsible for vocational

---

<sup>1</sup> Pursuant to Act LXXX of 2019, VET institutions continue to operate as organizational units of the centers of vocational training from January 1, 2020.

training remains the holder of the maintenance rights in all cases. The change of maintenance and the subsequent institutional integration took place within a relatively short period of time. During the process, the government appointed the National Office of Vocational Education and Training and Adult Training (hereinafter referred to as NSZFH) as the central governing body, which, from 1 July 2015, has been exercising its powers as a central governing body over VET institutions operating as part of the centres of vocational training (MÁRTONFI, 2016; MÁRTONFI, 2019) and, from January 1, 2020, as a vocational training institution maintenance center (Szkr.78.§) – with the exception of a few powers specified in the decree. Hungary has undergone changes with social and economic consequences that could no longer be addressed by the previous supply-oriented training system. In response, the Vocational Training 4.0 strategy was developed, which defined the systemic renewal and further development of vocational education and training and adult education. To implement this, the government passed Act LXXX of 2019 on vocational training (hereinafter: Szkt.), which introduced a new vocational education and training structure in a phased system starting on September 1, 2020 (STOMP, 2024). The institutional system of vocational education and training with its new governance and training structure and its operation are regulated by the Szkt. and Government Decree 12/2020. (II. 7.) on the implementation of the Act on Vocational Training (hereinafter: Szkr.). In a completely new training structure and content serving the needs of the Hungarian economy and labor market, special emphasis is placed on project-based teaching, practical training at dual training sites, and the development of cooperation between secondary vocational education and higher education (STOMP – MÓRÉ, 2022b). Teachers who taught under the previous system became instructors under the new vocational education and training system and were transferred from civil servant status to the laws of labor, which provides them with the opportunity for individual salary negotiations. Instructor performance evaluation has been introduced to replace the previous system of educational supervision and teacher evaluation. Based on the above, it can be said that since the change of regime, the institutional governance system of vocational education and training in Hungary has undergone several reforms, all of which have affected the management and operation of institutions.

The topic of my doctoral thesis is the examination of the governance and management features of public VET institutions from the perspective of management and organizational science. In my research, I undertook to examine the recently introduced new institutional governance system of public VET institutions in vocational training from the perspective of management and organizational science, and to explore the various characteristics of the governance management and operational processes and powers applied in practice in the 347 public VET institutions operating as part of the 41 centers of vocational training maintained by the Minister of Culture and Innovation responsible for vocational training in the country.

In Hungarian literature, SIMON (2014) highlights the importance of this study, as he believes that the transformation of the maintenance system in education affects not only the institutional structure but also the role and function of school management. For all these reasons, I believe that it is of paramount importance in Hungary to examine the new institutional governance system of public vocational education and training from the perspective of management and organizational science, as the recent change in maintenance, the establishment of the centers of vocational training, institutional integration, the designation of the NSZFH, and the new training system have ushered in a new chapter in the governance of public vocational training within a newly governed organizational structure. The introduction of centralized institutional governance has significantly transformed the framework and mode of operation of public VET institutions as educational organizations. As a result, governance and management processes have changed, which, according to management science, can affect the functioning of the entire organization (STOMP – MÓRÉ, 2022a). Organizational changes also induce changes in management and leadership tasks, as management and leadership takes place within the framework of organizations (DOBÁK, 1996; cited by BILANICS, 2008). DAJNOKI's (2006) research also proves that organizational form has an impact on the assessment of the importance of various leadership tasks.

### **The main objectives**

Based on the above facts, *one of the objectives (C1)* of my research is to define the structural organisation of the new institutional governance system established for public vocational education and training institutions during the organisational restructuring of VET

governance, to explore its functional, organisational and hierarchical connections and to identify, on the basis of the literature, the public service organisational model with which the current governance form is identical. *The other objective (C2)* of my research is to explore the views of principals of public vocational education and training institutions on the introduction and operation of the new institutional governance system as well as to examine how the major organisational restructuring of public vocational education and training and the accompanying legislative changes have affected the management and operation of the institution.

I determined the hypotheses based on the research questions and the literature, in line with the objectives of my research. I formulated the individual areas of investigation and the related professional questions in the questionnaire in line with the research questions, based on the interpretation of the literature reviews and the relevant laws and regulations.

I formulated the following research questions and related hypotheses:

**K1:** What organizational model can be identified in the new institutional governance system of public vocational education and training (VET) with regard to public VET institution?

- **H1:** The organizational structure of the new institutional governance system of public vocational education and training (VET) with regard to public VET institutions is identical to the public service organizational model type of a company or institutional group.

**K2:** What do the principals of public VET institutions think about the change in maintenance implemented by separating public VET from public general education, the designation of the NSZFH, and the introduction of the new institutional governance achieved by the establishment of the Centers of vocational training?

- **H2:** There are statistically verifiable differences in the opinions of principals of public VET institutions in terms of geographical location, type of settlement, management experience, and age in relation to the introduction of the new institutional governance system.

**K3:** What kind of relationship has been established between the public VET institutions and the centers of vocational training after the introduction of the new institutional governance system?

- **H3:** A good relationship has been established between the public VET institutions and the centers of vocational training, but there are statistically verifiable differences in terms of geographical location.

**K4:** How do the principals of public VET institutions view the role of management functions in institutional management after the introduction of the new centralized institutional governance system?

- **H4a:** The assessment of changes in the role of management functions vary across age groups.
- **H4b:** In the institutional governance of public VET with regard to public VET institutions, the tasks that arise at each level of institutional governance result in differences in the exercise of management functions.

**K5:** How do the principals of public VET institutions view the day-to-day management and operation of their institutions after the legislative changes in the governance and management of such institutions?

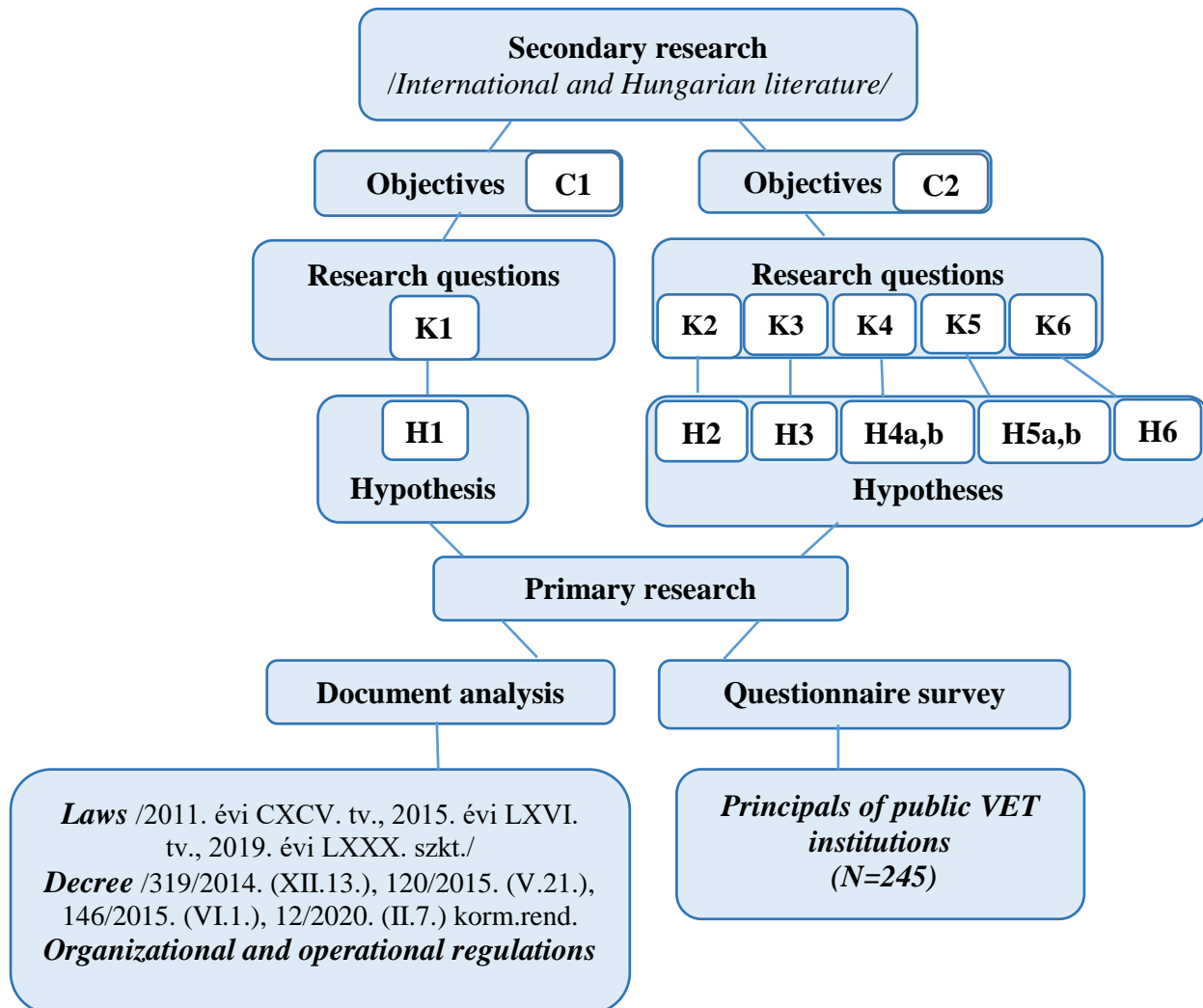
- **H5a:** The assessment of the problem-level of the factors related to the management and operation of the institution is related to the size of the institution.
- **H5b:** There is a correlation between the assessment of the factors related to the management and operation of the institution and the opinion formed on the introduction of the new institutional governance system.

**K6:** How did the legislative changes after July 1, 2020 related to the employment of instructors influence the principal's relationship with instructors?

- **H6:** The assessment of the impact of legislative changes related to the employment of instructors on the principal's relationship with instructors is linked to the principal's management experience at the current institution.

## 2. MATERIAL AND METHODS

During my research, I conducted both secondary and primary research. Figure 1 illustrates a summary of the research methodology, aligned with the objectives, research questions, and hypotheses.



**Figure 1: Summary of the research methodology**

Source: Own editing, 2024

### 2.1. Description of document analysis

In Hungary, a new type of institutional governance has recently been introduced with the change of maintainer, the establishment of the centers of vocational training, institutional integration, the designation of the NSZFH, and the new vocational training system, which has significantly transformed the framework and methods of management and operation of public VET institutions. As a result, governance, management and leadership processes have changed, which, according to management science, can have an impact on the functioning of the entire organization. According to BERDE and MÓRÉ (2015), studies

related to management and leadership in the Hungarian education system can be interpreted by analysing the laws that determine the rules of operation.

For this reason, I used document analysis as the primary research method in my initial investigation, since in order to examine the impact of organizational restructuring on the management and operation of public VET institutions, it is necessary to understand the structural composition and operational characteristics of the new institutional governance system created during the organizational restructuring of VET. The analysis of policy documents is a well-established and attractive qualitative research method, especially in research related to education governance and policy studies, as policy documents provide background knowledge for understanding educational issues in both research and practice (CARDNO, 2018). Policy documents are often located between the high-level strategic level, which determines the direction of policy-making, and the operational level of policy implementation, which deals with procedures and processes, either within or outside the organization (CARDNO, 2018). Policy documents are produced in the policy and policy-making arena (LINGARD – OZGA, 2007) and relate to the educational environment that exists both at the state level and at the organizational level affected by state policy. The context of the method examined in my research is limited to the multi-level arena of Hungarian vocational training policy. I considered as documents the laws (Act CXCV of 2011, Act LXVI of 2015, Act LXXX of 2019) and regulations (Government Decree No. 319/2014 (XII.13.), Government Decree No. 120/2015 (V.21.), Government Decree No. 146/2015 (VI.12.), Government Decree No. 12/2020 (II.7.), 18/2016 (X. 12.) NGM Instruction) governing the establishment, maintenance, and operation of the new institutional governance system for VET, as well as the Organizational and Operational Regulations of the Centers of Vocational Training under review.

## **2.2. Description of the questionnaire survey**

As a second method for examining the research topic, I used a questionnaire survey. I conducted a questionnaire survey among the principals of public VET institutions maintained by the Minister of Culture and Innovation responsible for vocational training, concerning the introduction and operation of the new institutional governance system for VET and management functions and tasks. The structure of the questionnaire used in my study is as follows:

## ➤ **General data sheet**

*I. Institutional data*, which collects criteria relating to public VET institutions: the geographical location of the public VET institution; the type of settlement in which it is based; its core tasks, within the framework of which education takes place; the total number of students; the total number of employees; total number of instructors employed.

*II. Personal data*, which collects data on the principal of the public VET institution: gender, age, highest level of education, and length of management experience in a principal position at the current institution.

## ➤ **Professional questionnaire**

I examined the respondents' opinions on 20 questions covering the following topics:

- examination of the institutional governance of public VET;
- examination of management functions and tasks;
- examination of the day-to-day management and operation of public VET institutions;
- examination of the relationship between the principal and instructors;
- examination of information gathering and communication practices;
- examination of the relationship between the public VET institution and external partners;
- examination of the principal's comments, announcements, and suggestions.

Due to space limitations, this paper presents the results of the first four of these research topics.

The questionnaire included single-choice questions, in which respondents had to select one of the given answer options. The questionnaire also included questions in which multiple answers could be selected from the given options. One such question asked respondents to select the basic tasks within the framework of which education takes place at the given institution. This was necessary because a single vocational training institution may perform several basic tasks at the same time (primary school, secondary school, technical college, vocational school, vocational secondary school, vocational training, education, and boarding school services). In another multiple-choice question, respondents had to indicate which management functions are performed by the center of vocational training and which by the public VET institution in each of the listed areas of responsibility, since, according to MEZEI (1978) found that the tasks that arise at each level of institutional governance result in differences in the exercise of management functions. In question K10 of the

professional questionnaire, which was a multiple-choice question, I asked which actors were responsible for the listed various management tasks in the institution. I also included rating scale questions in the professional questionnaire, using a five-point Likert scale. In these questions, I examined the respondents' value judgments, asking them to rate the given factors based on their importance, role, and implementation. The questionnaire also included three qualifying questions aimed at assessing change and influence: how the role of management functions has changed in the work of institutional leaders; how changes in legislation affecting the employment of instructors have influenced the principal's relationship with instructors; how the institution's cooperation with external partners has changed as a result of legislative changes. I provided possible answers to the questions in the questionnaire, so the questionnaire can be considered closed. The exception to this is question 20 in the professional questionnaire, which is an open question. In this question, I gave respondents the opportunity to express their opinions, suggestions, and comments that may be relevant to the topic but were not covered in the questionnaire. The principals surveyed did not really take advantage of this opportunity to respond, so the small number of responses did not provide information suitable for analysis. Before finalizing the questionnaire, I conducted a trial survey with the principals of five public VET institutions, which provided feedback on whether the questions compiled in the survey were understandable and easy to answer, and whether the data obtained in this way was suitable for analysis and drawing conclusions. I requested permission from the management of the NSZFH to send out the questionnaire.

Nationwide, there are 41 centers of vocational training operating in 19 counties under the maintenance of the Minister of Culture and Innovation responsible for vocational training (STOMP – MÓRÉ, 2021c), which comprised a total of 358 institutions in the 2023/2024 academic year (NSZFH, 2023). In the 2023/2024 academic year, of the 358 institutions, 11 were exclusively public education institutions (e.g., high schools, elementary schools, boarding schools) (NSZFH, 2023), so I did not send the questionnaire to these institutions, as they do not provide vocational education and training and would therefore not have been able to provide relevant information on the individual questions in the questionnaire concerning vocational education and training activities. For this reason, the target group of my research consisted of a total of 347 school principals, to whom I sent the questionnaire.

The NSZFH provided me with the accurate, active email addresses of the principals of public VET institutions, which ensured direct and reliable delivery. I created the questionnaire in online format using Google Forms. I sent out my invitation letter containing the link to the online questionnaire in October-December 2023 on the following dates: October 9, 2023, October 26, 2023, November 14, 2023, November 29, 2023, and December 13, 2023. The questionnaire had to be sent out five times because the response rate was not as high as I had expected. In the end, 245 principals from a total of 347 institutions completed the questionnaire. The response rate was over 70%. My primary goal in the questionnaire survey was to ensure anonymity among respondents, so in the questionnaire I examined the public VET institutions at the regional level in terms of their geographical location.

### **2.3. Data processing and analysis methodology**

Following the questionnaire survey, I used IBM SPSS for Windows 25.0 statistical software and Microsoft Office Excel 2016 to analyse the data received. When evaluating the questionnaire, I used descriptive statistics to describe the sample and characterize the most important variables. For variables with a low measurement level, I calculated frequency and distribution ratios, while for variables with a high measurement level, I calculated arithmetic means and standard deviations. During the mathematical statistical analysis of the responses to the questionnaire, I performed cross-tabulation analyses and non-parametric analyses.

The *cross-tabulation analysis* method examines the relationship between two or more variables and shows their combined frequency distribution. During the analysis, we seek to determine whether two nominal or ordinal variables are related to each other (SAJTOS – MITEV, 2007). Among the most common statistics used in cross-tabulation analysis, I used Pearson's  $X^2$  (chi-square test) because I was comparing variables with low measurement levels. This indicator measures the statistical significance of the relationship between the two variables, which I used to determine whether there is a statistical relationship between the two variables. The null hypothesis  $H_0$  is that there is no relationship between the variables. If the Chi-square test showed a significant correlation, I calculated the strength of the relationship between the variables using Cramer's V and symmetric contingency coefficient measures. In my study, I conducted cross-tabulation analyses to examine the correlations between the introduction of the new institutional governance system and the

geographical location of the institution, the type of settlement, the age of the principals and their management experience; the correlations between the assessment of the relationship of public VET institutions with centers of vocational training and the geographical location of the institution; the correlations between the assessment of the changes in the role of management functions and age groups; the correlation between the assessment of the impact of legislative changes related to the employment of instructors on the relationship between the principal and instructors and the principal's management experience at the current institution.

*Non-parametric analysis* is a statistical method that is independent of the distribution of the population and the parameters of the distribution (SPIEGEL, 1995). Among the non-parametric tests, I used the Kruskal-Wallis test when examining the Likert scales. The Kruskal-Wallis test, which is the non-parametric equivalent of analysis of variance, examines the existence of differences between group-forming criteria by comparing the means of several independent samples. This method is a one-way independent sample analysis of variance, which is performed on ranks and provides information on the acceptance or rejection of the null hypothesis  $H_0$  based on the mean of the ranks (VARGHA, 2015). In my study, I used the Kruskal-Wallis test to examine the correlation between the assessment of factors related to the management and operation of the institution and the number of students and instructors, as well as the correlation between the assessment of factors related to the management and operation of the institution and the level of agreement with the introduction of the new institutional governance system.

The basic population of my research consists of 245 individual examinations. My findings during the analysis refer to the public VET institutions included in the sample. During the statistical analyses, I considered the results of the tests to be significant if  $p < 0.05$ .

#### **2.4. Presentation of the test sample**

On the general data sheet of the questionnaire, I asked questions about public VET institutions and the principals of public VET institutions, which represent two test samples in my research. I analysed these two samples based on several parameters and characteristics, and I present the results with which I also conducted detailed analyses. The target group of my research was the principals of 347 public VET institutions, to whom I

sent the questionnaire, which was completed by the principals of 245 institutions. One respondent did not answer the question regarding the geographical location of public VET institution, so I disregarded this respondent in my calculations based on geographical location as a group-forming criterion. The adjusted number of respondents for this question is N=244. Table 1 shows the data for each region in descending order of response rate.

**Table 1: Willingness of the surveyed public VET institutions to respond to the questionnaire, by region**

National region	Number of public VET institutions*	Number of public VET institutions that completed the questionnaire	Willingness of institutions to respond to the questionnaire (%)
Northern Hungary	36	35	97,2
Western Transdanubia	48	43	89,6
Southern Great Plain	49	39	79,6
Northern Great Plain	61	43	70,5
Pest	20	14	70
South Transdanubia	35	24	68,5
Central Transdanubia	42	28	66,7
Budapest	56	18	32,1
<b>Total nationwide</b>	<b>347</b>	<b>244</b>	<b>70,31</b>

(\*Note: public VET institutions maintained by the Minister of Culture and Innovation responsible for vocational training)

Source: own research, 2023-2024 (N=244)

Based on the data in Table 1, we can conclude that the highest proportion of respondents were the public VET institutions operating in the North Hungarian region (97.2%). On the other hand, the lowest proportion of respondents were the public VET institutions operating in the Budapest region (32.1%), which represents the lowest response rate in a comparison between regions and in a national context.

The distribution of the sample based on background variables is shown in Tables 2 and 3.

**Table 2: Distribution of the sample based on background variables**

<b>DESCRIPTION OF INSTITUTIONS</b>		
<b>Designation</b>		<b>Sample distribution (%)</b>
Geographical location	Northern Hungary	14,3
	Northern Great Plain	17,6
	Southern Great Plain	16
	Pest	5,7
	Budapest	7,4
	Central Transdanubia	11,5
	Western Transdanubia	17,6
	South Transdanubia	9,8
Type of settlement	Town	55,6
	Capital city (Budapest)	7
	County town	37,4
Total number of students	Between 1 and 300 people	13,1
	Between 301 and 600 people	39,8
	Between 601 and 900 people	24,2
	Between 901 and 1200 people	14,3
	Over 1200 people	8,6
Total number of instructors	Between 1 and 20 people	8,6
	Between 21 and 40 people	27
	Between 41 and 60 people	36,1
	Between 61 and 80 people	16
	Over 80 people	12,3

*Source: own research, 2023-2024*

With regard to the geographical location of the responding institutions, 17.6% are located in the Northern Great Plain and Western Transdanubia regions, 16% in the Southern Great Plain region, 14.3% in the North Hungary region, 11.5% in the Central Transdanubia region, 9.8% in the South Transdanubia region, 7.4% in the Budapest region, and 5.7% in the Pest region. The vast majority of the responding institutions are based in towns one-third in county seats, and less than one-tenth in the capital. In 39.8% of the responding institutions, the largest proportion of students had between 301 and 600 students, while the smallest proportion, 8.6% of the responding institutions, had more than 1,200 students. The lowest category, with between 1 and 20 instructors, accounts for 8.6% of the responding institutions, from which we can conclude that nearly 10% of public VET institutions are

small in size. The highest proportion, 36.1% of the responding institutions, have between 41 and 60 instructors.

**Table 3: Distribution of the sample based on background variables**

<b>DESCRIPTION OF PRINCIPALS</b>		
<b>Designation</b>		<b>Sample distribution (%)</b>
Gender of respondent	Female	53,1
	Male	46,9
Age	Between 30 and 50 years old	36,3
	Between 51 and 60 years old	40,4
	Over 60 years old	23,3
Management experience at the current headed institution	less than 5 years	27,8
	5-10 years	26,5
	11-15 years	15,1
	more than 15 years	30,6

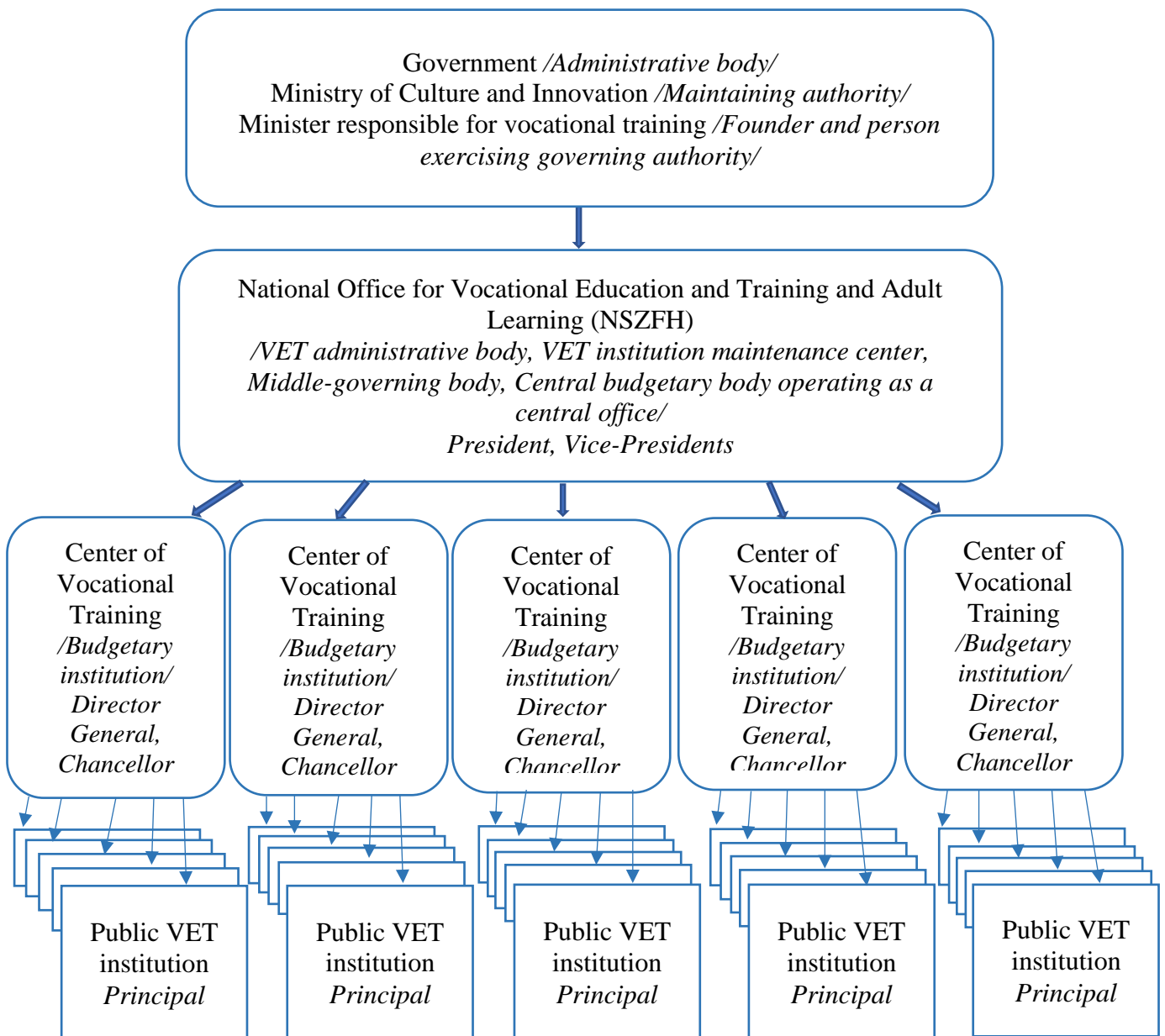
*Source: own research, 2023-2024*

Of the responding principals, 130 were women and 115 were men, meaning that 53.1% of the sample were women and 46.9% were men. 63.7% of the sample were over 51 years of age. Nearly half of the respondents, 45.7%, have been working as principals at their current institution for at least 11 years, which suggests that they are serving at least their third term as principals and have significant experience in institutional management at the same institution.

### 3. MAIN FINDINGS OF THE DISSERTATION

I present the main findings of the dissertation in the order of the research questions and the hypotheses related to them.

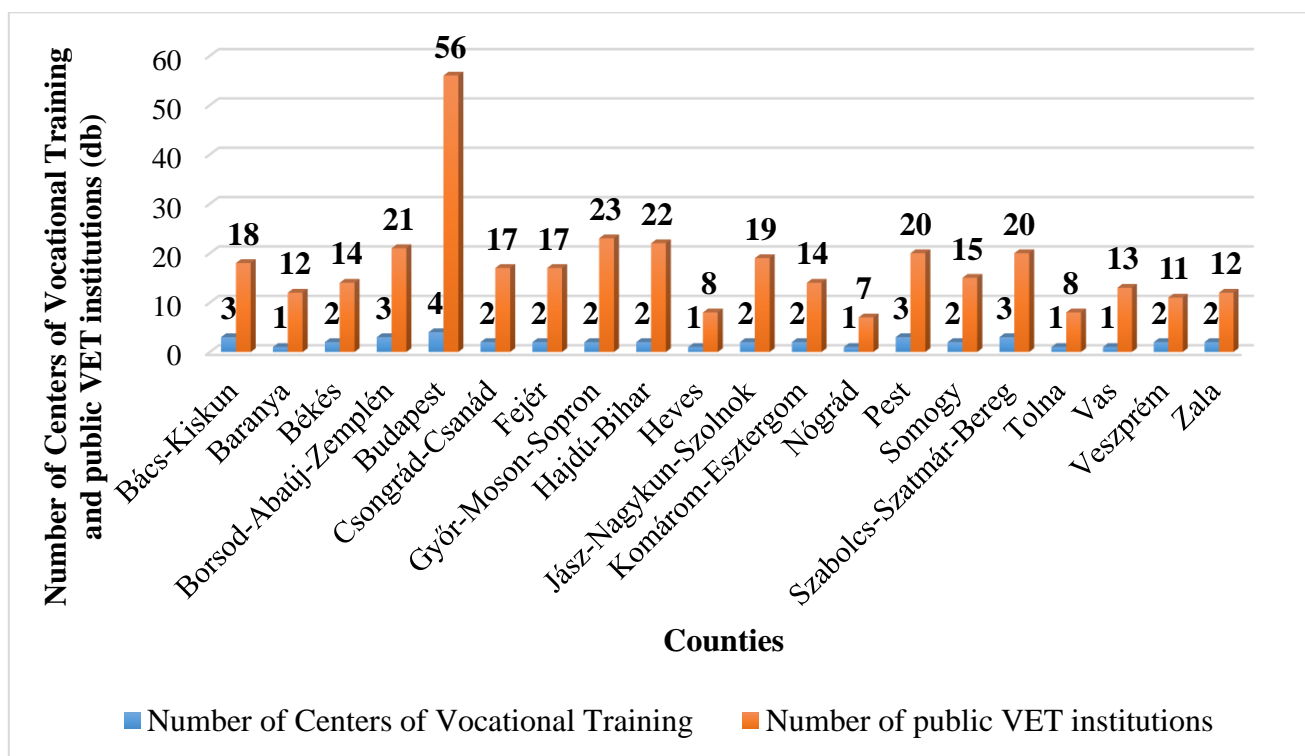
My **first research question** concerned what organizational model can be identified in the new institutional governance system of public VET with regard to public VET institutions. In my **H1 hypothesis**, I assume that the organizational structure of the new institutional governance system of public VET with regard to public VET institutions is identical to the public service organizational model type of a company or institutional group.



**Figure 2: Organizational structure of the public VET institutional governance system with regard to public VET institutions**

Source: own research, 2021-2024

By analysing and interpreting the laws and regulations regarding to the organizational restructuring of the public VET institutional governance system and the current institutional governance system, I have created an organizational structure for the current public VET institutional governance system with regard to public VET institutions, which is illustrated in Figure 2. Analysing Figure 2, I conclude that the institutional governance system of public VET comprises four hierarchical levels with the following actors: the government/founder/maintainer, the public VET administrative body, the center of vocational training, and the public VET institution. Since the organizational structure is not suitable for symbolizing the number of organizational units operating in practice, Figure 3 shows the governance data corresponding to the organizational structure in the case of centers of vocational training and public VET institutions.



**Figure 3: Number of the centers of vocational training and the public VET institutions\* in Hungary by counties in the 2023/2024 academic year**

(\*Note: public VET institutions maintained by the Minister of Culture and Innovation responsible for vocational training)

Source: own editing based on NSZFH data, 2024

The figure shows that there are 41 centers of vocational training at the third level of the public VET institutional governance hierarchy, while there are a total of 347 public VET institutions performing basic vocational educational and training tasks at the fourth level.

Comparing the regulatory background of the introduced system with the literature, I came to the conclusion that the governing authority introduced a multi-level hierarchical institutional governance system in the public VET, whose organizational structure is identical to the public service organizational model type of a company or institutional group defined in the literature. According to this model defined by ANTAL et al. (2011) in the literature, in the case of a uniformly governed company or institutional group model, legally independent institutions operate jointly under the governance of a legally independent institution. In the current practice of the institutional governance of public VET, this is implemented in such a way that legally independent public VET institutions operate under the governance of the NSZFH as a legally independent middle-governing body. According to the theory of the uniformly governed institutional group model, if the institution center has to govern many institutions at the national level, it is advisable to create intermediate units that communicate the expectations of the governance center to local organizations, monitor the operation of the units, and report to the institution center (ANTAL et al., 2011). In the practice of the institutional governance of public VET, this is reflected in the fact that the maintainer has established forty-four (currently forty-one are in operation) centers of vocational training, which act as intermediate units between the NSZFH and local institutions, communicating the NSZFH's expectations, monitoring the operation of the units, and reporting to the NSZFH. Therefore, I conclude that the NSZFH, as a legally independent organization exercising its rights as maintainer, governs, coordinates, and controls legally independent public VET institutions through the centers of vocational training. Figure 4 below summarizes the characteristics of the company or institutional group model defined in the literature, comparing them with the characteristics of the institutional governance structure of public VET. Based on the above, I consider **hypothesis H1 to be confirmed.**

In the case of the **second research question**, I examined the opinions of the principals of the public VET institutions on the change in maintenance implemented by the separation from public general education, the designation of the NSZFH, and the introduction of the new institutional governance through the establishment of the centers of vocational training. In my **H2 hypothesis**, I assume that there are statistically verifiable differences in the opinions of principals of public VET institutions in terms of geographical location, type of

settlement, management experience, and age in relation to the introduction of the new institutional governance system. Based on the survey results, it can be concluded that half of the responding principals (50.6%) agree, 39.1% partially agree, while only 5.3% disagree with the introduction of the new institutional governance system. The survey results also revealed that the principals' opinions on the introduction of the new institutional governance system were statistically significantly different in terms of geographical location ( $p=0.000$ ), type of settlement ( $p=0.005$ ), and the principal's management experience at the current institution ( $p=0.045$ ), but not age ( $p=0.075$ ).

Among those who responded to the questionnaire, the principals of public VET institutions located in the Southern Great Plain region are the ones who agree with the introduction of the new institutional governance in the highest proportion (69.4%, 25 people). The proportion of principals agreeing with the introduction of the new institutional governance system is similarly high in the North Hungarian (66.7%, 22 people), North Great Plain (59.5%, 25 people), and Central Transdanubia (59.3%, 16 people) regions. The lowest figure was obtained among principals of public VET institutions in the Budapest region, as only 31.3% (5 people) agree with the introduction of the new institutional governance system, while 37.5% (6 people) partially agree and 31.3% (5 people) disagree with it. The latter figure should not be generalized to the Budapest region, as this region had the lowest response rate (32.1%, with only 18 out of 56 respondents completing the questionnaire).

According to the examination results performed along the type of settlement of the institution's headquarters group-creating criteria, it can be concluded that among the respondents, the principals of the institutions with town headquarters have the highest proportion (57.5%, 73 people), while the principals of institutions based in the capital city are the least likely (33.3%, 5 people) to agree completely with the introduction of the new institutional governance system.

According to the examination results performed along the principal's management experience at the current headed institution group-creating criteria, it can be concluded the highest proportion (65.6%, 42 people) of respondents who agree with the introduction of the new institutional governance are principals who have been working for less than 5 years, while the lowest proportion (44.1%, 30 people) are those who have been working as

principals at their current institution for more than 15 years. However, the latter group has the highest proportion of those who partially agree (50%, 34 people).

When examining the correlation between the opinions of the responding principals on the introduction of the new institutional governance and their age, the Chi-square test did not show a significant difference ( $p=0.075$ ). However, the percentage values of the groups' responses relative to each other indicate a slight difference, with the proportion of those who disagree with the introduction of the new institutional governance tending to increase with age. However, this is a minimal difference, as in all three age groups (30-50 years; 51-60 years and over 60 years), nearly 90% or more agree or partially agree with the introduction of the new governance system.

Overall, the survey results show that the proportion of those who agree or partially agree with the introduction of the new institutional governance of public VET is close to 90% or above, regardless of geographical location (except for the Budapest region: 68.8% and the South Transdanubia region: 86.4%), type of settlement (except for the capital: 73.3%), the principal's management experience at the current headed institution and age. Based on my results, my H2 hypothesis was confirmed in terms of the principals' opinions on geographical location, type of settlement, and the principal's management experience, while I must reject my assumption regarding age. Therefore, I consider the **H2 hypothesis to be only partially confirmed**.

In my **third research question**, I sought to find out what kind of relationship has been established between the public VET institutions and the centers of vocational training after the introduction of the new institutional governance system. In my **H3 hypothesis**, I assume that a good relationship has been established between the public VET institutions and the centers of vocational training, but there are statistically verifiable differences in terms of geographical location.

According to the examination results, it can be concluded that one-third (35.9%) of the responding principals rate the relationship as excellent, half (51%) rate it as good, less than one-tenth (8.2%) rated it as average, and only 4.9% rated the relationship between the public VET institution they manage and the center of vocational training to which it belongs as

acceptable, but even in this case, there is a significant difference ( $p=0.010$ ) in opinions between regions.

The examination results show that among the principals who responded to the questionnaire, in six out of eight regions (Northern Hungary: 91.4%, Northern Great Plain: 95.3%, Southern Great Plain: 92.3%, Budapest: 88.8%, Central Transdanubia: 82.2%, Western Transdanubia: 88.4%) the proportion of principals who rated the relationship between the public VET institution they manage and the center of vocational training to which it belongs as positive (excellent and good) was over 80% overall. Only 62.5% (15 people) of the principals of institutions in the South Transdanubia region rate it as positive, while 37.5% (9 people) rated it as only average or acceptable, and in the Pest region, 78.6% rated their relationship with the centers of vocational training as positive and 21.4% as average or acceptable. Since a high proportion (86.9%) of the responding principals rate their relationship with the centers of vocational training as explicitly positive (excellent and good), and there are statistically verifiable differences in opinions in terms of geographical location, I consider **hypothesis H3 to be confirmed**.

In my **fourth research question**, I sought to find out how the principals of the public VET institutions view the role of management functions in institutional management after the introduction of the new centralized institutional governance system. I formulated two hypotheses for this research question. In my **hypothesis H4a**, I assume that the assessment of the changes in the role of management functions varies across age groups.

According to the examination results of assessing the importance of management functions, it can be concluded that all management functions are considered very important in institutional management, as respondents rated them all above 4.68 on a scale of one to five. According to my findings, the ranking of management functions in order of importance is as follows: organizing (4.68), decision-making (4.74), planning (4.72), evaluating (4.7), and controlling (4.68). When examining the assessment of the implementation of management functions in the work of principals, it can be concluded that the average values are slightly lower in each case than the average values for the importance of the management functions presented above. According to my findings, the ranking of the implementation of management functions in the work of principals is as follows: organizing (4.56), planning

(4.35), evaluating (4.17), controlling (4.07), and decision-making (4.07). In this latter study, decision-making ranked last compared to the previous examination.

As regards the change in the role of management functions as assessed by principals, it can be concluded that at least half of the responding principals believe that the role of the organizing, evaluating, controlling, and planning functions have increased, while 44.4% believe that the role of decision-making as a management function has decreased in the work of principals after the introduction of the new institutional governance system. Despite the fact that 44.4% of the responding principals believe that the role of decision-making has decreased, they still believe that decision-making as a management function is largely implemented in their principal's work as they rated it with an average score of 4.07.

Examining the correlation between the assessment of the changes in the role of management functions and age groups, the chi-square test showed a significant difference in only one management function: decision-making ( $p=0.042$ ) according to the cross-tabulation analysis. Interpreting this, we can say that the age of the principals greatly influences the opinion of the responding principals on the assessment of the change in the role of decision-making as a management function. In the case of decision-making as a management function, we can see two extremes in the differences of opinion, as the oldest age group, 60% of those over 60 (33 people) believe that the role of decision-making in institutional management has decreased, while only 33.7% of the younger age group (30-50 years old) think so. It can also be concluded that as the age group increases, a higher proportion believe that the role of decision-making has decreased. Based on my results, my assumption in hypothesis H4a regarding differences in the assessment of changes in the role of management functions across age groups was only confirmed in the case of decision-making management functions, therefore I consider hypothesis **H4a to be partially accepted**.

In my **H4b hypothesis**, I assume that in the institutional governance of public VET with regard to public VET institutions, the tasks that arise at each level of institutional governance result in differences in the exercise of management functions.

According to the examination results, the responding principals generally consider all tasks to be important, with the three lowest average scores being for quality assurance tasks (3.98), financial planning (4), and grant application activities (4.09). The highest average score

(4.82) was given to the professional and operational management of the institution, which indicates that the responding principals consider the management of the institution to be a very important task from both a professional and operational point of view.

Due to the multi-level division of powers resulting from the hierarchical nature of public VET, I considered it important to examine which management functions, in the opinion of the responding principals, are performed by the centers of vocational training and which by the public VET institution in each management tasks of the principal. According to the examination results, it can be concluded that of the twelve management tasks to be performed by principals in public VET institutions, financial planning is the only task in which the center of vocational training exercises all five management functions at a higher rate than the public VET institution. A detailed analysis of the percentage data for financial planning tasks shows that, according to the responding principals, the principals exercise the management functions of planning 71%, organizing 45.7%, controlling and evaluating 18%–18%, and decision-making 15% in the financial tasks. Within the scope of financial planning, the percentage of management functions exercised by principals is gradually decreasing. This can be explained by the fact that public VET institutions participate in planning their own budgets together with the center of vocational training, and then perform organizational tasks in connection with this, but the controlling, evaluating, and decision-making tasks related to financial planning and management fall mainly within the remit of the center of vocational training, as the public VET institutions are organizational units of the centers of vocational training and their budgets are included in the budget of the center of vocational training. The percentage of responses accurately confirms the legal regulation of the new institutional governance system, according to which financial planning and management are primarily the responsibility of the centers of vocational training.

Under the new institutional governance, the center of vocational training is responsible for determining individual salary and establishing and terminating employment and contractual relationships. The examination results reflect this, as according to the responding principals, the center of vocational training exercises the management function of controlling 55.1%, evaluating 35.1%, and decision-making 76.3% in human resource management tasks at a higher rate than the public VET institution, as these three management functions exercised

by public VET institution at a rate of controlling: 21.2%, evaluating: 22.4% and decision-making: 30.6%).

According to the responding principals, in terms of institutional management, third-level centers of vocational training exercise controlling in eight of the twelve and evaluating in six of the twelve management tasks to a greater extent than public VET institutions. In contrast, the responding principals believe that public VET institutions exercise decision-making as a management function in nine of the twelve tasks at a higher rate than the centers of vocational training. The results also reflect that greater authority is delegated to fourth-level public VET institutions in the exercise of planning and organizing management functions, as in eleven of the twelve tasks, these management functions are exercised to a greater extent by the public VET institutions than by the centers of vocational training. Based on the results, I consider hypothesis **H4b to be confirmed**.

In my **fifth research question**, I sought to find out how the principals of public VET institutions view the day-to-day management and operation of their institutions after the legislative changes in the governance and management of these institutions. I formulated two hypotheses for this research question. In my **hypothesis H5a**, I assume that the assessment of the problem-level of the factors related to the management and operation of the institution is related to the size of the institution.

Overall, the responding principals rated the problem-level of the factors examined with an average score between 1.7 and 3.49, with none of the factors receiving an average score between 4 and 5, which means that, in their opinion, none of the factors pose a significant or very significant problem in the day-to-day management and operation of the institution. The lowest average score was given to the setting of goals (1.7), while the highest average score was given to the large amount of administrative work (3.49).

According to the examination results performed along the total number of students group-creating criteria, the Kruskal-Wallis test shows that there's a significant difference in the total number of students and the responses for two of the fifteen factors related to how principals rate the problem-level of factors related to the management and operation of the institution: decision-making ( $p=0.044$ ) and the institution's equipment provision (*classrooms, gym, furniture, IT infrastructure, digital teaching aids*) ( $p=0.020$ ). According

to the examination results, we can say that the principals of the institutions with a total student population of between 1 and 600 rated the problem-level of the decision-making factor (between 1 and 300 students: 2.00; 301-600 students: 2.22) higher than the principals of the institutions with more than 600 students (901-1200 students: 1.86; more than 1200 students: 1.70). This means that institutions with smaller student populations (under 600) perceive decision-making to be more difficult than institutions with larger student populations (over 600), albeit only slightly. In contrast, the principals of the institutions with a total student population between 1 and 600 rated the institution's equipment provision factor lower (between 1 and 300 students: 2.59; 301-600 students: 2.65) in assessing the level of problems than principals of institutions with more than 600 students (901-1200 students: 3.11; over 1,200: 3.45) at their institution. This means that institutions with a larger number of students (over 600) perceive the institution's equipment provision as a slightly greater problem than institutions with a smaller number of students (under 600).

According to the examination results performed along the total number of instructors group-creating criteria, the Kruskal-Wallis test shows a significant correlation between the number of instructors and the responses for two of the fifteen factors related to how principals rate the problem-level of factors related to the management and operation of the institution: the institution's equipment provision (*classrooms, gym, furniture, IT infrastructure, digital teaching aids*) ( $p=0.001$ ) and the institution's equipment provision related to vocational training (*specialist classrooms, equipment, professional machines and tools, professional raw materials*) ( $p=0.005$ ). Based on the results, it can be concluded that as the number of instructors at the institution increases, the problem-level of these two factors also increases, i.e., the larger the size of the institution in terms of the number of instructors, the greater the problem in terms of the institution's equipment provision and the institution's equipment provision related to vocational training. Based on the results, I only **partially accept hypothesis H5a**, as there is a significant correlation between the assessment of the problem-level of the factors related to the management and operation of the institution and the size of the institution in only four of the fifteen factors.

In my **H5b hypothesis**, I assume that there is a correlation between the assessment of the factors related to the management and operation of the institution and the opinion formed on the introduction of new institutional governance.

According to the examination results performed along the principals' opinion formed on the introduction of new institutional governance, the Kruskal-Wallis test confirmed a significant correlation in fourteen of the fifteen factors examined. Based on the results, it can be concluded that, on average, respondents who agreed with the introduction of the new institutional governance rated the problem-level of all fifteen factors related to the management and operation of the institution examined as lower than those who partially agreed or disagreed with it. It can therefore be concluded that if the principal agrees with the introduction of the new institutional governance system, he or she assesses the problem-level of the factors related to the management and operation of the institution examined to be lower. Based on the examination results, I conclude that there is a correlation between the assessment of the problem-level of the factors related to the management and operation of the institution and the opinion formed on the introduction of the new institutional governance, therefore I consider **hypothesis H5b to be valid**.

In my **sixth research question**, I sought to answer how the legislative changes after July 1, 2020 related to the employment of instructors affect the principal's relationship with instructors. In my **H6 hypothesis**, I assume that the assessment of the impact of legislative changes related to the employment of the instructors on the principal's relationship with instructors is linked to the principal's management experience at the current institution.

Legislative changes related to the employment of the instructors came into effect on July 1, 2020, so I included in the examination principals who had been managing their current institutions as principals before July 1, 2020, and who had been in an employment relationship, i.e., who had working experience with the same instructors at the same institution before the legislative change. I believe that the longer a principal has been in charge of the institution he or she currently manages, the better he or she is able to assess the impact of the legislative change on his or her relationship with the instructors.

According to the survey results, the responding principals believe in the highest proportion that, in six out of the seven factors examined, the legislative changes did not affect their relationship with the instructors. Although in the case of the factor "individual performance evaluation of instructors by the principal and deputy principals," a nearly equal proportion of the responding principals believe that this factor did not influence (34.9%), negatively influenced (32.5%), positively influenced (32.5%) their relationship with instructors. In

contrast, with regard to the factor examined as "individual salary determination for instructors based on their performance evaluation," 45.9% of the responding principals in the survey believe that it had a negative influence, 30.2% said it had no influence, while 23.8% said it had a positive influence on their relationship with instructors.

According to the results of the examination of the impact of legislative changes related to the employment of instructors on the principal's relationship with the instructors and the principal's management experience at the current headed institution (minimum five years or more), the Khi-square test showed no significant correlation between any of the factors examined, which means that the principal's management experience at the current institution does not influence the opinion of the responding principals on the impact of legislative changes related to the employment of the instructors after July 1, 2020, in the questions concerned. However, the percentage values given in response to the factor "individual salary determination for instructors based on performance evaluation" are indicative. In the case of this factor, the percentage values given for the rating "negatively influenced" indicate that the longer the principal has been managing the current institution, i.e., the longer he or she has been working with the instructor, the higher the proportion who believe that this change in legislation has negatively influenced their relationship with instructors. Based on the results, my hypothesis **H6 was not confirmed**.

The questions of my research, the related hypotheses, the analytical methods used, and my findings are summarized in Table 4 below.

**Table 4: The questions of my research, the related hypotheses, the analysis methodology and my research results**

<b>Research questions</b>	<b>Hypotheses</b>	<b>Analysis methodology</b>	<b>Results</b>
<b>K1:</b> What organizational model can be identified in the new institutional governance system of public vocational education and training (VET) with regard to public VET institution?	<b>H1:</b> The organizational structure of the new institutional governance system of public vocational education and training (VET) with regard to public VET institutions is identical to the public service organizational model type of a company or institutional group.	Document analysis	<b>confirmed</b>
<b>K2:</b> What do the principals of public VET institutions think about the change in maintenance implemented by separating public VET	<b>H2:</b> There are statistically verifiable differences in the opinions of principals of public VET institutions	Descriptive statistics	

from public general education, the designation of the NSZFH, and the introduction of the new institutional governance achieved by the establishment of the Centers of vocational training?	in terms of geographical location, type of settlement, management experience, and age in relation to the introduction of the new institutional governance system.	Cross-tabulation analysis Khi-square test	<b>partially confirmed</b>
<b>K3:</b> What kind of relationship has been established between the public VET institutions and the centers of vocational training after the introduction of the new institutional governance system?	<b>H3:</b> A good relationship has been established between the public VET institutions and the centers of vocational training, but there are statistically verifiable differences in terms of geographical location.	Descriptive statistics Cross-tabulation analysis Khi-square test	<b>confirmed</b>
<b>K4:</b> How do the principals of public VET institutions view the role of management functions in institutional management after the introduction of the new centralized institutional governance system?	<b>H4a:</b> The assessment of changes in the role of management functions vary across age groups.	Descriptive statistics Cross-tabulation analysis Khi-square test	<b>partially confirmed</b>
	<b>H4b:</b> In the institutional governance of public VET with regard to public VET institutions, the tasks that arise at each level of institutional governance result in differences in the exercise of management functions.	Descriptive statistics	<b>confirmed</b>
<b>K5:</b> How do the principals of public VET institutions view the day-to-day management and operation of their institutions after the legislative changes in the governance and management of such institutions?	<b>H5a:</b> The assessment of the problem-level of the factors related to the management and operation of the institution is related to the size of the institution.	Descriptive statistics Kruskal-Wallis test	<b>partially confirmed</b>
	<b>H5b:</b> There is a correlation between the assessment of the factors related to the management and operation of the institution and the opinion formed on the introduction of the new institutional governance system.	Descriptive statistics Kruskal-Wallis test	<b>confirmed</b>
<b>K6:</b> How did the legislative changes after July 1, 2020 related to the employment of instructors influence the principal's relationship with instructors?	<b>H6:</b> The assessment of the impact of legislative changes related to the employment of instructors on the principal's relationship with instructors is linked to the principal's management experience at the current institution.	Descriptive statistics Cross-tabulation analysis Khi-square test	<b>Not confirmed</b>

Source: own editing based on own research, 2024

#### **4. NEW AND NOVEL RESULTS OF THE DISSERTATION**

##### *Key findings, new and novel results:*

1. The organizational structure of the new institutional governance system of public VET with regard to public VET institutions is identical to the public service organizational model type of a company or institutional group defined in the literature.
2. A high proportion of responding principals of public VET institutions agree to some extent with the change in maintenance implemented by separating public VET from public general education, the designation of the NSZFH, and the introduction of the new institutional governance achieved by the establishment of the Centers of Vocational Training, but their opinions vary depending on geographical location, type of settlement, and the principal's management experience.
3. Relationship between the public VET institutions and the centers of vocational training are good, but opinions vary depending on geographical location.
4. At least half of the responding principals of public VET institutions believe that the role of planning, organising, controlling and evaluating has increased, while nearly half believe that the role of decision-making as management functions has decreased in the work of principals after the introduction of the new institutional governance system.
5. The multi-level division of powers resulting from the hierarchical nature of public VET institutional governance leads to differences in the exercise of management functions in the managerial tasks performed at the level of public VET institutions.
6. The larger the institution in terms of the number of students and instructors, the greater the problem of the institution's equipment provision.
7. Respondents who agree with the introduction of the new institutional governance system rate the problem-level of the factors related to the management and operation of the institution as lower on average than those who partially agree or disagree with it.

8. According to the responding principals of public VET institutions, the legislative changes related to the employment of instructors after July 1, 2020, did not significantly influence their relationship with instructors, but nearly half believe that the legislative change regarding to 'individual salary determination for instructors based on performance evaluation' has negatively influenced their relationship with the instructors.

## **5. PRACTICAL APPLICABILITY OF THE RESULTS**

The research is unique and valuable in that it examines the structural organization, certain aspects of the operation, and influence of the centralized institutional governance system of public vocational education and training (VET), the results of which can serve as an example and case study for European countries where educational institutions operate under a largely decentralized governance system.

As a result of achieving one of the objectives of my dissertation, I created the structural framework of the new institutional governance system with regard to public VET institutions established during the organizational restructuring of public VET governance. I explored its functional, organizational, and hierarchical connections, and based on the literature, I identified the public service organizational model that is identical to the current form of governance. In pursuit of the other objective of my dissertation, I surveyed the opinions of the principals of public VET institutions maintained by the Minister of Culture and Innovation responsible for vocational training on the introduction and operation of the new institutional governance system, and I explored how the organizational restructuring implemented in public VET and the accompanying legislative changes affected the management and operation of the institutions.

The research is considered to be new and fills a gap in terms of both academic work and operation, as there are no national-level studies on the new institutional governance system of public VET or on the management and operational characteristics of the public VET institutions. Therefore, the findings of the dissertation provide a situation analysis and feedback for decision-makers and regulatory authorities on the current institutional governance system and the practical operation of the VET institutions, which can help and support the identification of potential areas and directions for development.

Based on my findings regarding the governance and management characteristics of public VET institutions, I consider it justified to examine management functions and tasks in terms of time spent. In addition, I consider it necessary to conduct an impact assessment of the employment of instructors in accordance with the Labor Code, as well as to survey the instructors' opinions on performance evaluation and individual salary determination, with a

view to examining how this affects instructors' loyalty to their institution and teaching career.

## 6. LIST OF PUBLICATIONS RELATED TO THE DISSERTATION



UNIVERSITY of  
DEBRECEN

UNIVERSITY AND NATIONAL LIBRARY  
UNIVERSITY OF DEBRECEN

H-4002 Egyetem tér 1, Debrecen  
Phone: +3652/410-443, email: publikaciok@lib.unideb.hu

Registry number: DEENK/431/2025.PL  
Subject: PhD Publication List

Candidate: Ágnes Stomp  
Doctoral School: Doctoral School of Management and Business  
MTMT ID: 10074844

### List of publications related to the dissertation

#### Articles, studies (7)

- 1. Stomp, Á.**: Ébredező szakképzés?! - avagy mit mutatnak a számok.  
In: Tudomány: út a világ megismeréséhez II.. Szerk.: Rusinné Fedor Anita, Debreceni Egyetemi Kiadó, Debrecen, 233-247, 2024, (Életmód és egészségpszichológiai interdiszciplináris kutatások, ISSN 2732-0928) ISBN: 9789636151683
- 2. Stomp, Á.**, Móré, M.: Egy szakképző intézmény működésének elemzése az oktatásmenedzsment modellek tükrében = Analysis of the operation of a vocational training institution in the light of the models educational management.  
*International Journal of Engineering and Management Sciences*. 7 (4), 51-68, 2023. EISSN: 2498-700X.  
DOI: <http://dx.doi.org/10.21791/IJEMS.2022.4.5>.
- 3. Stomp, Á.**, Móré, M.: Egyenes út főiskolára, egyetemre?! - a középfokú szakképzés együttműködése a felsőoktatással.  
In: Tudomány : iránytű az élhető jövőhöz. Szerk.: Rusinné Fedor Anita, Debreceni Egyetemi Kiadó, Debrecen, 118-137, 2022, (Életmód és Egészségpszichológiai Interdiszciplináris kutatások, ISSN 2732-0928 ; 3) ISBN: 9789636150327
- 4. Stomp, Á.**, Móré, M.: A szakképzés intézményirányítási rendszerének strukturális felépítése a Mintzberg-modell tükrében = The structure of the institutional governance system of vocational education and training in the light of the Mintzberg model.  
*Multidiszciplináris kihívások, sokszínű válaszok*. 4 (2), 73-94, 2021. EISSN: 2630-886X.  
DOI: <http://dx.doi.org/10.33565/MKSV.2021.02.04>
- 5. Stomp, Á.**, Móré, M.: Az Ipar 4.0 hatása a magyar szakképzési rendszerre.  
In: Jövőformáló tudomány - Generációk Egymásért. Szerk.: Rusinné Fedor Anita, Debreceni Egyetemi Kiadó, Debrecen, 66-77, 2021, (Életmód és Egészségpszichológiai Interdiszciplináris kutatások ; 2) ISBN: 9789633189658



Address: 1 Egyetem tér, Debrecen 4032, Hungary Postal address: Pf. 39. Debrecen 4010, Hungary  
Tel.: +36 52 410 443 Fax: +36 52 512 900/63847 E-mail: [publikaciok@lib.unideb.hu](mailto:publikaciok@lib.unideb.hu), Web: [www.lib.unideb.hu](http://www.lib.unideb.hu)



6. **Stomp, Á.**, Mór, M.: Comparative analysis of vocational training systems in the light of EU guidelines.

*Analele Universitatii din Oradea. Stiinte economice = Annals of University of Oradea. Economic science.* 30 (1), 397-405, 2021. ISSN: 1222-569X.  
DOI: [http://dx.doi.org/10.47535/1991AUOES30\(1\)044](http://dx.doi.org/10.47535/1991AUOES30(1)044)

7. **Stomp, Á.**: A New Direction for Vocational Training.

In: Innovative Pedagogical Methods for Students. Ed.: Karlovitz János Tibor, Sozial und Wirtschafts Forschungsgruppe, Grosspetersdorf, 50-62, 2020. ISBN: 9783903317093

Conference presentations (4)

8. **Stomp, Á.**: Intézményvezetői hatáskörök szakképző intézményekben.

In: XIV. Nemzetközi nyíregyházi doktorandusz és posztdoktori konferencia : Absztraktkötet.  
Szerk.: Rusinné Fedor Anita, Tóth Dalma, Zakor-Broda Rita, Debreceni Egyetem  
Egészségügyi Kar, Nyíregyháza, 30, 2022. ISBN: 9789634904755

9. **Stomp, Á.**, Mór, M.: Egyenes út főiskolára, egyetemre?! - a középfokú szakképzés együttműködése a felsőoktatással.

In: A Magyar Tudomány Ünnepe 2021 - "Tudomány: iránytű az élhető jövőhöz" Nemzetközi Interdiszciplináris Konferencia : Absztraktfüzet. Szerk.: Rusinné Fedor Anita, Vámosiné Balla Petra, Debreceni Egyetem Egészségügyi Kar, Nyíregyháza, 19, 2021. ISBN: 9789634903529

10. **Stomp, Á.**: A New Direction for Vocational Training.

In: Conference on Theory and Practice in Lifelong Learning Experiences: Program and Abstracts. Ed.: Karlovitz János Tibor, Sozial und Wirtschafts Forschungsgruppe, Grosspetersdorf, 14, 2020. ISBN: 9783903317086

11. **Stomp, Á.**: Az ipar 4.0 hatása a magyar szakképzési rendszerre.

In: Magyar Tudomány Ünnepe 2020 "Jövőformáló Tudomány - Generációk Egymásért"  
Kutatási innovációk és új eredmények : Absztraktfüzet. Szerk.: Rusinné Fedor Anita, Balla Petra, Debreceni Egyetem Egészségügyi Kar, Nyíregyháza, 28, 2020. ISBN: 9789634902706





### List of other publications

Articles, studies (1)

12. Mór , M., **Stomp,  .**, Rusinn  Fedor, A.: Oktatási helyzetk p telepszer  k r lm nyek k z tt  l  roma lakosokr l.

*Acta medicinae et sociologica.* 13 (34), 112-137, 2022. ISSN: 2062-0284.

DOI: <http://dx.doi.org/10.19055/ams.2022.05/31/6>

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

27 June, 2025



## BIBLIOGRAPHY

1. Antal, Zs. – Drótos, Gy. – Kiss, N. – Kováts, G. – Révész, É. – Varga-Polyák Cs. (2011): Közzolgálati szervezetek vezetése. Budapesti Corvinus Egyetem, Aula Kiadó, Budapest, 211 p.
2. Benedek, I. (1998): Feladatok, kompetenciák változása az intézményvezetői gyakorlatban. *Új Pedagógiai Szemle*, 48(10), pp. 20-29.
3. Berde, Cs. – Móré, M. (2015): Intézményi menedzsment: az egyetemi vezetés sajátosságai. *Közép-Európai Közlemények*, 8(2), 158-167.
4. Bilanics, Á. (2008): Vezetési feladatok és funkciók vizsgálata agrárgazdasági szervezetekben (Ph.D. értekezés). Debreceni Egyetem, Agrárgazdasági és Vidékfejlesztési Kar. Debrecen, 179 p.
5. Bush, T. – Bell, L. (2002): *The Principles and Practice of Educational Management*. Paul Chapman Publishing, London, England, 347 p.
6. Cardno, C. (2018): Policy document analysis: A practical educational leadership tool and a qualitative research method. *Educational Administration: Theory and Practice*, 24(4), 623-640.
7. Dajnoki, K. (2006): Vezetési feladat vizsgálatok. „Agrárgazdaság, vidék, régiók – multifunkcionális feladatok és lehetőségek” XLVIII. Georgikon Napok és 15. ÖGA találkozói CD kiadványa, Keszthely.
8. Dennison, W. F. (2018): *Educational finance and resources*. Routledge.
9. Dobák, M. (1996): *Szervezeti formák és Vezetés*. Közgazdasági és Jogi Könyvkiadó. Budapest. 262 p.
10. Dobszai, B. – Vámosi, T. (2013): A középfokú szakképző iskolák és a vállalati szféra együttműködési jellemzői a szakmai gyakorlati képzés tükrében. *Szakképzési Szemle. XXIX évf*, 3, 23-12.
11. Györgyi, Z. (2012): Egy letűnt időszak tanulságai. In: Tanulás és művelődés. pp. 116-122. <http://www.kulturasz.hu/letoltes/kotet2012.pdf#page=116> (letöltve: 2021.03.28)
12. Halász, G. (2001): *A magyar közoktatás az ezredfordulón*. Okker Kiadó, Budapest.
13. Héra, G. – Ligeti, Gy. (2006): *Módszertan – A társadalmi jelenségek kutatása*. Osiris Kiadó Kft. Budapest 173-197. pp.
14. Lingard, B. – Ozga, J. (2007): Introduction: Reading education policy and politics. In: B. Lingard – J. Ozga (Eds.), *The RoutledgeFalmer reader of educational policy and politics*. London, England: RoutledgeFalmer.
15. Mártonfi, Gy. (2016): A szakképzés intézményrendszerének átalakulásai. *Educatio*. 2016./1. sz. pp. 46-58.
16. Mártonfi, Gy. (2019): Tanügyirányítás és struktúraváltás a hazai szakképzésben 2010 után. *Educatio*. 28(2). pp. 240-254.
17. Mezei, Gy. (1978): *A felügyelet szerepe az iskolai munka korszerűsítésében*. Tankönyvkiadó Vállalat, Budapest, 222 p.
18. Mezei, Gy. – Petró, Ané (1982): *Az igazgató munkája az iskolában*. Tankönyvkiadó Vállalat, Budapest, 446 p.
19. Nszfh (2023): Szakképzési centrumok, állami szakképző intézmények száma. (A szerző megkeresésére tájékoztató adatok megküldése: 2023.10.06)
20. Péteri, G. (2015): A közoktatás finanszírozása: Nemzetközi modellek és trendek. In: Szerep és funkcióváltások a közoktatás világában. pp. 47-92. <https://mek.oszk.hu/15600/15642/15642.pdf> (letöltve: 2023.03.06.)
21. Roper, L. D. – Whitt, E. J. (2016): What troubles you? What keeps you up at night? *New Directions for Student Services*, 2016(153), pp. 19-37.
22. Sajtos, L. – Mitev, A. (2007): *SPSS Kutatási és adatelemzési kézikönyv*. Alinea Kiadó. Budapest. 403 p.
23. Simon, M. (2014): *Az iskolafenntartás változásának hatása az iskolavezetésre. Az empirikus vizsgálat kutatási koncepciója*. Kézirat. Budapest, Oktatókutatató és Fejlesztő Intézet
24. Spiegel, M. R. (1995): *Statisztika elmélet és gyakorlat SI mértékegységekkel*. Panem Kft. Budapest. 382 p.
25. Stomp, Á. – Móré, M. (2021c): A szakképzés intézményirányítási rendszerének strukturális felépítése a Mintzberg-modell tükrében. *Multidiszciplináris kihívások, sokszínű válaszok-Gazdálkodás-és Szervezéstudományi folyóirat*, (2), 73-94.

26. Stomp, Á. – Móré, M. (2022a): Egy szakképző intézmény működésének elemzése az oktatásmenedzsment modellek tükrében. *International Journal of Engineering and Management Sciences*, 7(4), 51-68.
27. Stomp, Á. – Móré, M. (2022b): Egyenes út főiskolára, egyetemre?! – a középfokú szakképzés együttműködése a felsőoktatással. In: Rusinné, F.A. (szerk.) Tudomány: iránytű az elérhető jövőhöz. Debreceni Egyetemi Kiadó. 206 p. pp.118-137.
28. Stomp, Á. (2024): Ébredező szakképzés?! – avagy mit mutatnak a számok. In: Rusinné, F.A. (szerk.) Tudomány: út a világ megismeréséhez II. Debreceni Egyetemi Kiadó. 328 p. pp. 233-247.
29. Szebenyi, P. – Csécsei, B. – Nagy, P. T. – Szemkeő, J. (2006): Korszerű iskolavezetés. Közoktatási kézikönyv. Raabe Tanácsadó és Kiadó Kft. 966-987 p.
30. Vargha, A. (2015): Matematikai statisztikapszichológiai, nyelvészeti és biológiai alkalmazásokkal. Pólya Kiadó, Budapest.

## Laws and regulations

1. 2011. évi CXCV. törvény a nemzeti köznevelésről. <https://net.jogtar.hu/jogszabaly?docid=a1100190.tv> (letöltve: 2021.09.15.)
2. 2011. évi CXCV. törvény az államháztartásról. <https://net.jogtar.hu/jogszabaly?docid=a1100195.tv> (letöltve: 2021.09.15.)
3. 2012. évi CXXIV. törvény a nemzeti köznevelésről szóló 2011. évi CXCV. törvény módosításáról. <https://mkogy.jogtar.hu/jogszabaly?docid=a1200124.TV> (letöltve: 2025.02.18.)
4. 319/2014. (XII.13.) kormányrendelet a Nemzeti Szakképzési és Felnőttképzési Hivatalról. <https://net.jogtar.hu/jogszabaly?docid=A1400319.KOR&timeshift=20170101&txreferer=A1100187.TV> (letöltve: 2021.10.09.)
5. 2015. évi LXVI. törvény a szakképzésről szóló 2011. évi CLXXXVII. törvény, a felnőttképzésről szóló 2013. évi LXXVII. törvény és az azokkal összefüggő tárgyú törvények módosításáról. <https://net.jogtar.hu/jogszabaly?docid=A1500066.TV&timeshift=20160901&txreferer=A1400099.TV> (letöltve: 2021.10.03.)
6. 120/2015. (V.21.) kormányrendelet a Klebelsberg Intézményfenntartó Központ fenntartásában működő egyes szakképzési feladatot ellátó köznevelési intézmények fenntartóváltásával összefüggő intézkedésekről. <https://net.jogtar.hu/jogszabaly?docid=A1500120.KOR&txreferer=00000001.TXT> (letöltve: 2021.10.04.)
7. 146/2015. (VI. 12.) kormányrendelet a Klebelsberg Intézményfenntartó Központ fenntartásában működő egyes szakképző intézmények átadásáról, valamint egyes kormányrendeleteknek a szakképzés intézményrendszerének átalakításával összefüggő módosításáról. <https://net.jogtar.hu/jogszabaly?docid=A1500146.KOR&txreferer=00000001.TXT> (letöltve: 2021.10.08.)
8. 18/2016. (X. 12.) NGM utasítás a Nemzeti Szakképzési és Felnőttképzési Hivatal Szervezeti és Működési Szabályzatáról. [https://net.jogtar.hu/getpdf?docid=A16U0018.NGM&targetdate=ffffff4&printTitle=18/2016.+%28X.+12.%29+NGM+utas%C3%ADt%C3%A1s&referer=http%3A//net.jogtar.hu/jr/gen/hjegy\\_doc.cgi%3Fdocid%3D00000001.TXT](https://net.jogtar.hu/getpdf?docid=A16U0018.NGM&targetdate=ffffff4&printTitle=18/2016.+%28X.+12.%29+NGM+utas%C3%ADt%C3%A1s&referer=http%3A//net.jogtar.hu/jr/gen/hjegy_doc.cgi%3Fdocid%3D00000001.TXT) (letöltve: 2021.10.08.)
9. 94/2018. (V.22.) Korm. rendelet a Kormány tagjainak feladat – és hatásköréről. <https://njt.hu/jogszabaly/2018-94-20-22> (letöltve: 2025.03.08.)
10. 182/2022. (V.24.) Korm. rendelet a Kormány tagjainak feladat – és hatásköréről. <https://njt.hu/jogszabaly/2022-182-20-22.0> (letöltve: 2025.03.08.)
11. A szakképzésről szóló 2019. évi LXXX. törvény (a továbbiakban: Szkt.) <https://net.jogtar.hu/jogszabaly?docid=a1900080.tv> (letöltve: 2021.10.09.)
12. A szakképzésről szóló törvény végrehajtásáról szóló 12/2020. (II.7.) Korm. rendelet (a továbbiakban: Szkr.) <https://net.jogtar.hu/jogszabaly?docid=a2000012.kor> (letöltve: 2021.10.09.)
13. 319/2020. (VII.1.) Korm. rendelet a szakképzésről szóló törvény végrehajtásáról szóló 12/2020. (II.7.) Korm. rendelet módosításáról. <https://njt.hu/jogszabaly/2020-319-20-22> (letöltve: 2021.10.09.)