

Theses of doctoral (Ph.D) dissertation

CAREER BUILDING AND MOBILITY DECISION

**Academic career, employment in the labour market and social
embedding of former Transcarpathian students of Balassi Institute in the
light of permanent settlement**

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Antecedents and objectives of the doctoral dissertation

The domestic and international literature highlights that the number of study mobilities has increased significantly in recent decades. One of the main reasons for this is the introduction of the Bologna system (Takács – Kincses, 2013). One of the goals of the Bologna process is the regular movement of students and lecturers (Hrubos, 2005). The so-called Bologna Declaration calls for the use of the European Credit Transfer and Accumulation System (ECTS), which aims to promote the mobility of students, teachers, researchers and administrative staff in Europe (Gürüz, 2008). An important segment of study mobility is to lay the foundations for future international labour market mobility by coordinating training systems. Many researchers view international student migration as a specific form of migration. However, the placement of student migration processes in the category of international student migration does not reflect the diversity of this phenomenon (Van Mol, 2014). In terms of a mobile student's human capital, studying abroad can be a worthwhile investment, as they are more competitive in the labor market of the sending country after returning home. (King – Findlay, 2012). The return of skilled labour will significantly improve the country's productivity and global competitiveness, as the direct transfer of knowledge and skills and the indirect benefits of returnees' professional and trade contacts abroad can have a positive impact on the growth and development of the domestic economy (Thorn – Holm-Nielsen, 2005). Students who return to their home country after completing their studies are most useful to the sending country (Gürüz, 2008). On the other side of the balance sheet, we can mention mobile students for whom there are no labour market conditions that would correspond to the level of knowledge and degree obtained abroad (Huzdik, 2014). However, this applies primarily to the law, engineering and medical disciplines. This realizes the phenomenon of brain waste (Csanády et al. 2008).

Study mobility within Europe differs from other forms of mobility in that it is organized at supranational level in the European Union. As the EU is a supranational political entity, the process of European integration blurs the distinction between international and domestic migration (King – Skeldon, 2010). The borders separating the countries of the Carpathian Basin close non-national identities, and the student mobility of Hungarians abroad differs from the European pattern. Immigrants must learn the language and culture of the destination country, and find a place in the social and economic structure of the country (Pusztai – Nagy, 2005). Due to their common historical past, ethnic identity and linguistic identity, the migration of the Hungarian across the border to the motherland

occupies an intermediate place between domestic and international migration (Gödri, 2005). In the migration process of the Hungarian abroad, the issue of ethnic identity appears as “relational, cultural and symbolic capital”. As a result, ethnicity can promote and influence the migration of the Hungarian across the border (Brubaker, 1998).

Due to the political and economic situation in Ukraine, more and more young people from Transcarpathia are choosing Hungary as the destination of their study mobility. The university preparatory training of the Balassi Institute (formerly known as the International Preparatory Institute) plays a key role in the further education of Transcarpathian students in Hungary. In the case of those crossing the border, this special target institution can be considered as a kind of breakthrough point for further education in higher education. The institution occupies a special place among Hungarian educational institutions. The institute is not entirely a higher education institution, yet it is seen as part of higher education. Its primary goal is to provide foreign students with an education that allows them to catch up with the Hungarian system of requirements, to stand up with their fellow students there, and to pass a successful entrance examination to the higher education institutions of their choice.

Currently, the institute is preparing for a successful advanced level graduation. In addition, special emphasis is placed on achieving educational goals. This educational institution deals with the catching-up of foreign students, so adaptation to environmental change and adaptation to the new social environment can be mentioned as important educational goals. Recently, the number of young people in Transcarpathia leaving their homeland has increased significantly. While after the change of regime in Transcarpathia mainly the local Hungarians took part in the preparatory training, today it can be said that the institution may have a significant number of Ukrainian-speaking students. The problem of the dissertation is the examination of Transcarpathian students in the preparatory training of the Balassi Institute from different aspects: study mobility, final establishment, study career, study effectiveness and contact capital as factors influencing final establishment, reasons for returning or staying out. In the dissertation, we undertake to give an idea of the role of these dimensions in the final settlement decision. The study of study mobility and subsequent final establishment raises the issue of social integration. As a result, we want to explore the factors that facilitated the integration of former Transcarpathian mobile students into Hungarian, native, or foreign society.

The problem of the dissertation is the examination of Transcarpathian students in the university preparatory training of the Balassi Institute from different aspects: study mobility, final settlement, study career, effectiveness, contact capital, social integration, and

commitment to the homeland as a factor influencing final settlement, reasons for returning home or staying. Overall, we try to explore the integration factors of students, which are also influenced by family, religious, and political communities.

The aim of the research is to explore the reasons and careers of the academic mobility of the students graduating from the university preparatory training of the Balassi Institute, their life path after the university years, their position in the labour market and their establishment. An important goal of the study is to assess the academic performance of students graduating from the Balassi Institute. We place particular emphasis on examining the proportion of students who have returned to their home country and the proportion they have stayed in their home country or possibly settled abroad. The main goal is also related to this: what integration and study factors played a role in the final settlement decision. This dissertation covers the educational policy steps that envisaged the further education of the Hungarian graduates of Transcarpathia in the motherland.

With the help of our research, we give an idea of how many Transcarpathian students studied at the preparatory institute from 1990 to the present and who these students are. In this context, we examine the question of why students decided on the preparatory training of the Balassi Institute, what factors played a role in this, and whether they passed an entrance examination after graduating, and which higher education institution they learn. Today, countless Transcarpathian student study in the mainland, so the survey is still relevant.

We examine the differences in academic performance between former students who have returned home to their homeland and those who have settled in Hungary or in another country. To examine this question, we assessed whether the graduates of the Balassi Institute studied at a higher education institution, which Hungarian or Transcarpathian, or possibly foreign higher education institution, why they chose that institution, whether the choice of institution and the possibility of further education matched their pre-set goals. In the case of further education, did they complete the given educational institution, and to what extent did the preparatory institute help them to obtain a higher education qualification? We map out how successful the former students of the Balassi Institute were in continuing their education: whether they completed the higher education institution of their choice and, if so, at what interval; whether they were involved in scientific, research work, participated in extracurricular activities, if so, what they were. Did academic success / inefficiency play a role in the (non) return to the homeland, in the social integration in the homeland and in Hungary? Performance reviews include labour market location. In the dissertation, we

examine where the former students were located after completing their studies, what were the factors that helped and possibly hindered the placement, either in Hungary or in Transcarpathia. We then compare the differences between former students who have returned to their homeland and those who have not returned in terms of employment and professional life.

One of the important issues of the doctoral dissertation is what differences and similarities can be discovered in social integration and Hungarian consciousness, as well as in the commitment to the homeland in the case of returning students and former students settling in Hungary / abroad. Examining this issue, we explore how students returning to their homeland managed to find a place and how well they were accepted in Transcarpathia. The legitimacy of the question is supported by the fact that in the stage of life that significantly determines the personality of the former students, they spent almost a decade elsewhere, socializing differently than their home peers. We examined how well they were able to re-build relationships, accept their youthful community, with other environmental and spiritual experiences they had acquired during their student years. How this process was helped or hindered by social, political and economic change, the situation that awaited them at home. In the case of those settling in Hungary or abroad, the area that has been little researched so far would be that although there were no linguistic and cultural barriers to their integration, how other social factors affected their careers, plans and self-realization. We are also looking for an answer to how their decision-making was influenced by the lack of contact capital left at home and contact capital in the mainland.

H1: Based on the research of Fercsik and Gödri with Hungarian students across the border, we assume (Fercsik, 2008; Gödri, 2005) that the mission of the support policy in the motherland has not been realized; the majority of qualified students do not use the knowledge acquired in Hungary in their home country.

H2: We assume that former students settling in Hungary or abroad have a wealthier family background, children of higher educated parents.

H3: Based on the work of King and Findlay, we assume that the stay of Transcarpathian students in the host country is mostly influenced by the pulling factors (King – Findlay, 2012).

H4: Students who stay in Hungary have a more successful study career than those who returned home to Transcarpathia.

H5: Based on Durkheim's theory of mechanical solidarity (1893; 1986; 2001), we hypothesize that for former students embedded in traditional Transcarpathian society, family and institutional communities functioned most as integration factors.

H6: Based on the research results of Gödri (2007), we hypothesized that students who stayed in the home country have a wider network of contacts than their returning fellow students (Gödri, 2007).

H7: Based on the MOZAIK2001 and MOZAIK2011 research, we assume that students returning to their homeland have a greater commitment to their homeland and a stronger Transcarpathian identity.

Our research is quantitative and qualitative. The qualitative study was conducted for exploratory purposes in the form of a focus group interview (Pallay, 2019). The focus group interview was conducted among both those settling in Hungary and those returning to Transcarpathia. The questions used here were aimed at exploring mobility decisions and institution choice motivations, and we mapped out what student life was like in the target institution. The results obtained during the focus group interviews served as a guideline for the development of quantitative research. The method of comprehensive research is a questionnaire survey belonging to the group of quantitative research. The questionnaire asks about the socio-economic background of the students to be examined, their study careers in secondary school, preparatory institutes and higher education, mobility for study purposes, academic performance and post-graduate careers, and commitment to the homeland.

The target group of our research is the former Transcarpathian students of the university preparatory training of the Balassi Institute. Due to the small number of students, we aimed for a complete query. The institute has been training Hungarian students living out of Hungary since 1990. In terms of student numbers, data have been provided to us from 1993 to the present. Between 1993 and 2019, a total of 669 students from Transcarpathia took part in the training.

As the issues of our research are given by the final settlement, study career and success of the Transcarpathian students participating in the university preparatory training of the Balassi Institute, we did not examine the students of the last five years (2015–2019). The vast majority of students in the last five years are still university students, they do not yet have a professional career, they do not know where their final place of establishment will be. If we subtract the students from the last five academic years, the base population is 588 people. The data collection took place between March and October 2019. During the research, a complex self-administered questionnaire had to be completed online. Apart from

statistical data, the Balassi Institute did not provide information on the availability of Transcarpathian students. The former students were searched using the snowball method. Despite many of our inquiries, we did not want to participate in the research. The number of items in the final database was 347. 59.01% of the target group was reached thanks to the snowball method. Although the sample cannot be considered representative, at the same time - as a significant part of the target population, about 60%, was achieved - the obtained results can be generalized to the larger part of the studied group.

The questionnaire was used as a tool for our research. The questionnaire is self-developed, but it also contains adapted questions. The questionnaire was developed based on the responses to focus group interviews. The interview was conducted in two groups: among students who remained in the mainland and among those who returned to their homeland, Transcarpathia. Using this method, we learned what the repulsive and pulling factors were that influenced the final settlement decision of former students. Based on the mapped dimensions, we compiled the statements of our question blocks.

The questionnaire, which contained 56 closed and open questions, consisted of seven major parts: social background and school life, study career at the Balassi Institute, higher education career, employment, mobility, commitment to the homeland and Hungarianness, socio-demographic background. Study careers, effectiveness, and institution choice motivation were measured with the first three question blocks. In the first group of questions, we asked about the social high school life path of former students, with the help of which we mapped the type of educational institution in which students graduated, the language of instruction, and what they did immediately after graduation. The second question was aimed at the examined target institution: how did you find out about the possibility of the institution, who influenced the choice of the examined institution, what specialty or pair did you apply for? In this block of questions, we asked about institutional and professional choice motivation. Institutional and professional choice motivational items were created based on responses to focus group interviews. We also examined the opinion of former students about the institution. The third issue focuses on higher education careers. In this group of questions, we asked whether former students had managed to enter higher education institutions; which university or college they were admitted to; whether they were entitled to any extra points at the time of admission; whether dropout occurred; whether they interrupted their studies, what language exams they have. We examined what the current main occupation of former students is. One of the central groups of questions examines mobility and permanent establishment. Using this block of questions, we examined where the members of the target

group we examined settled, where they were located, and whether they plan to return to their homeland after completing their studies. One of the important issues of our research - the items examining the factors influencing the final settlement decision - in the domestic and international literature (Hautzinger et al. 2014; Todaro – Maruszko, 1987; Erőss et al. 2011; Schild, 2016; Huzdik, 2014) and in focus group interviews based on the answers given. We examined what motivated respondents in their choice of final location. The social and economic problems present in Transcarpathia act as a repulsive factor. With the help of a block of 12 items, we assessed the extent to which the respondents consider the problems in Transcarpathia to be serious. In the question of examining the network approach, we mapped the social embedding of former students along where they settled. We examined social embedding with the following questions: what kind of organizations do you belong to, with whom do you have closer relations, and the degree of friendly relations. With regard to permanent establishment, identity is of paramount importance, and the sixth block of questions therefore contains questions measuring Hungarian awareness and commitment to the homeland. The last question asks about the socio-demographic background of the respondents, such as gender, age, financial situation, parents' education, marital status.

New scientific results of the dissertation

Our empirical results clearly show that the mission has not been realised. Our first hypothesis was confirmed since the vast majority of former Transcarpathian students involved in the training of the preparatory institute utilise their knowledge in Hungary. Our results reveal that the foreign Hungarian youngsters' further training in higher education institutions can be considered as a migration step, creating the conditions for permanent settlement in the country of destination. Our statement based on data is in contradiction with the objectives laid down in Hungarian aid policy. Only 16,8% of former students returned to their homeland, while 7,4% settled abroad permanently. In the latter case, the further education opportunity in the motherland served as a temporary migration stage.

Examining the dimension of sociodemographic status, we have concluded that former students returning to Transcarpathia have lower educated parents than their counterparts living in Hungary or abroad. Former students settling in Hungary and abroad have highly educated parents. Bordieu capital theory prevails, which points out that greater cultural capital leads to more ambitious plans. Presumably, highly educated parents' children have greater cultural capital and more profound background knowledge; therefore, they are more open to settling down in their motherland and abroad. Since we have not found any

significant differences in terms of the financial situation between former students returning to Transcarpathia and those living in Hungary or abroad, therefore it can be stated that our second hypothesis was only partially verified.

We applied Ravenstein's push-pull theory to explore the Transcarpathian students' migration causes. Our results revealed that former students mostly regarded low wages, corruption, migration and inadequate health care as pull factors. Among the pull factors, the higher standard of living, better wages, the well-prosperous job opportunity and higher-quality education entice former students. The push-pull factors were grouped by factor analysis. Former students settling down in Hungary considered the developed socio-economic environment of the motherland and better labour market opportunities the most important factors. Students living abroad were less affected by the latter, while the pull factors did not influence settlement decision-making of students returning to Transcarpathia. Our third hypothesis was confirmed: our regressive results show that pull and push factors played a part in Transcarpathian youngsters' permanent settlement decision, however, pull factors had a more significant impact on decision-making. Our result is confirmed by King-Findley's theory, according to which pull factors often play a more significant part in student mobility. Furthermore, Hautzinger's push-pull theory has been proven, which shows that a stable economy, favourable labour market conditions and more advanced social welfare systems are highly stimulating for emigration.

We examined the dimension of study career and effectiveness from several perspectives. We revealed the institution- and major-motivations in the preparatory and higher education institutions and then formed factors with combinations of variables. The most characteristic of those living in Hungary is that they intended to acquire marketable knowledge valid when deciding on study mobility and finding a job in the mainland labour market. Their plans have not changed after university graduation. Our results suggest that the choice of major significantly influences the decision on a permanent settlement. For a well-educated young person, employment with a degree obtained in Hungary may encounter various obstacles in Transcarpathia, such as a lack of Ukrainian language knowledge. It is particularly true for the prestige majors. In a big city, the former students are much more likely to find a position according to their qualifications. The majority of people living in Hungary found a job according to their profession. Among returnees, the proportion of graduates employing in their profession is lower, and 70% of foreigners do not work according to their qualifications, and the proportion of those living on casual jobs is also high. Our results are confirmed by Ogbu's cultural-ecological theory, according to which

voluntary minorities are also willing to take on less paid jobs. It is essential to highlight that former students opting for voluntary minority did not start as a voluntary minority. Concerning decision-making on permanent settlement, they accept the difficulties arising from the voluntary existence of a minority rather than the return to their homeland and the re-entry into a non-voluntary minority. Most of the former students decided to leave the non-voluntary minority and tried to make their way in the world on their own by merging into the majority society of the motherland. Our results suggest that leaving the minority situation positively affects the effectiveness. Our research has shown that students staying in Hungary have more productive careers than those who returned home to Transcarpathia or tried their luck in another foreign country. Our hypothesis was confirmed.

Our fifth hypothesis, based on Durkheim's theory of mechanical solidarity, assumed that in terms of former students embedded in traditional Transcarpathian society, family and institutional communities functioned mainly as integration factors. In the wake of Durkheim, we have shown that the density of religious and civil activity networks plays a definite role in the social embedding of the homeland. Based on our results, active contact with family members (communication density) does not necessarily promote social integration in Transcarpathia. Organisational membership is an indicator of social integration, so we also examined our dimension from this perspective. In terms of the latter perspective, graduates returning to Transcarpathia are the most active. Former students settling down in Hungary are less likely to join social, religious or cultural associations. Former students living abroad have almost no institutional background at all. Graduates returning to Transcarpathia mostly join various organisations and associations. Presumably, the follow-up of traditional values and the organisational mobilisation for the increased protection of minority interests play a role in it. Applying Durkheim's theory, it can be stated that the Transcarpathian society, which can be considered traditional, is characterised by solidarity between the collective consciousness and the members of the community. Overall, we can state that our hypothesis was only partially confirmed by our results, as family ties do not always have an integrative function. However, civic activity promotes social integration into the homeland environment.

The dimensions of social integration were examined by the existence of various strong and weakly bound relationships as for the permanent settlement. Former students choosing Hungary as their place of residence have the most connections, both weak and strong. Presumably, they began to acquire these connections during their further education. It supports Coleman's (1994) social capital theory, according to which school processes play a

decisive role in forming social relationships. The same language use and shared cultural values promote social integration, and the acquired contacts encouraged former students to settle down in Hungary. Former students returning to their homeland have a much smaller proportion of strong connections. After their return, they mainly formed professional relationships. However, they also maintain professional and certain personal relationships with colleagues in the mother country. This phenomenon suggests developing a so-called "floating lifestyle" in which graduates returning home maintain their mainland relations, ready to relocate to Hungary if necessary. Former students settling down abroad mainly cultivate strong and weak ties abroad, the previous networks of homeland and Hungary are less important for them.

The church plays a vital role in the development of the sense of identity. Although Myer's theory of environment- or place-specific religious capital has not been verified in terms of the permanent settlement, it is essential to emphasise that those who maintain a closer relationship with the religious community are most connected to the Hungarian language Hungarian culture, and the Hungarian state. Commitment to the Hungarian state and religion are traditionally mutually reinforcing concepts. A kind of regional consciousness can be seen discovered in the national identity of the former students returning to Transcarpathia, as they most often defined themselves as Transcarpathian Hungarians and mostly marked the Transcarpathian region as their homeland. This self-identity is already lost in the national identity of those living in Hungary, and they primarily defined themselves as Hungarians. European identity is beginning to build into former students living abroad. The strength of regional consciousness (they feel Transcarpathia as their homeland and consider themselves Transcarpathian Hungarians) reinforces their commitment to the Hungarian language, state and culture. Former students settling down in Hungary and abroad are less attached to their homeland. At the same time, their Hungarian awareness is fading, and in their case, the community consciousness (a characteristic of the Transcarpathian society) is weakening. For example, the fundamental pillars integral to the Hungarian awareness, such as the mother tongue, belonging to the Hungarian-language church, national symbols, and emotional, cultural and political attachment to the homeland, play a lesser role. Concerning former students living in Hungary and especially abroad, the previous norms and rules necessary for homeland adjustment become obsolete. These counteract social embedding by preventing the development of group solidarity for a common goal. Our results show that students returning to Transcarpathia have a greater commitment to their homeland and a stronger Transcarpathian identity. Therefore, our hypothesis was confirmed.

The most important conclusion of the dissertation is that the institution- and major-choice have the greatest influence on the permanent settlement decision. Choosing a major compatible with the labour market opportunities in Transcarpathia, following a pattern, and the effect of the connection to the homeland characterised their returning to the homeland. Settlement in Hungary is intensively affected by gender, marital status and the introduction of the advanced level school-leaving examination in Ukrainian language and literature in Ukraine. Regression results showed that the permanent settlement decision is most strongly influenced by the pull factors. The prestige of higher education, material factors and the orientation towards Hungary play a significant role. The influencing power of these pull factors will not disappear later on, and it will participate in the permanent settlement decision. The predominance of attractive factors strikes a balance in favour of settling down in Hungary.

Based on our results, we can state that the preparatory course of the Balassi Institute successfully carried out its mission of catching up with the Transcarpathian graduates to the standard of higher education in Hungary. It is mainly because the qualified teachers of the institution with a long history have the appropriate expertise and pedagogical competence. The majority of Transcarpathian students were able to begin vocational training without language preparation. Knowledge of the education language was a serious situational advantage compared to non-Hungarian-speaking international students. The effectiveness of the institute is demonstrated by the fact that after completing the course, 85.9% of the examined target group were able to start their higher education studies. Concerning support policy, the operation of the institution was far from successful. The expectations that the preparatory course contributes to the reproduction of the Transcarpathian elite have been met to a small extent. It is proved by the fact that only 16.8% of the former students returned to their homeland. In the light of the statistical results, it can be clearly stated that in the examined period, the institution promoted the individual career building of Transcarpathian students much more than the minority elite replacement. The institution became a part of the brain drain phenomenon. Our research proved that those who chose legal, medical and technical professions were employed in the Hungarian labour market, which has a negative effect on the supply of the Hungarian minority elite.

Based on our results, it would be worth considering how the efforts of the motherland support policy to replace the elite in the homeland could be made more effective. As the examined institution prepares for higher education studies in Hungary, returning home was not a realistic expectation for certain majors. Our research highlights that the support policy

could fulfil its national goal of elite intellectual education in the homeland if the Hungarian-language education supply in the homeland higher education system expanded. In Transcarpathia, Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education and Uzhhorod National University- Ukrainian-Hungarian Educational Institute provide training in humanities and sciences in the Hungarian language. As for Hungarian elite training in the homeland, the establishment of prestige majors in Hungarian or partly in Hungarian should be considered in Transcarpathia. However, this would face significant obstacles due to professional background and state licensing difficulties. A more workable solution would be to set up a preparatory institute in Transcarpathia, which would provide adequate Ukrainian language knowledge and professional training for local Hungarian graduates. As a result, we could increase the proportion of those who successfully meet the entry requirements for higher education in Ukraine, even concerning prestigious majors. A vocational college could be set up for students admitted to prestigious majors (medicine, law, engineering) in Ukrainian-language higher education institutions to learn the technical language. It could be supported by developing a homeland scholarship scheme. In our opinion, with expertise and proper knowledge of the Ukrainian language, more Hungarian graduates from Transcarpathia would take up a job in their homeland, as their qualifications would meet the expectations of the Ukrainian labour market. However, the practical feasibility of the idea is highly questionable due to the deteriorating economic indicators in Ukraine and the possibility of more attractive career building in Hungary.



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List of publications related to the dissertation

Hungarian book chapters (3)

1. **Pallay, K.:** Hazatérni vagy ottmaradni?: A kárpátaljai mobilis hallgatók letelepedésére ható tényezők vizsgálata.
In: Társadalomtudományi tanulmányok. Szerk.: Molnár D. Erzsébet, Molnár Ferenc, II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola, Beregszász-Ungvár, 255-274, 2021. ISBN: 9786177868643
2. **Pallay, K.:** Nemzeti kisebbségi közösségek.
In: Nevelésszociológia : Elméletek, közösségek, kontextusok. Szerk.: Pusztai Gabriella, Debreceni Egyetemi Kiadó, Debrecen, 159-176, 2020, (Pallas Debrecina, ISSN 1587-7191 ; 20) ISBN: 9789633188835
3. **Pallay, K.:** Kárpátalja magyar tannyelvű felsőoktatástörténete a szovjet érában.
In: Oktatás, gazdaság, társadalom. Szerk.: Juhász Erika, Endrődy Orsolya, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 721-732, 2019, (HERA évkönyvek, ISSN 2064-6755 ; 6.) ISBN: 9786155657030

Hungarian scientific articles in Hungarian journals (5)

4. **Pallay, K.:** Mérlegen a felzárkóztatás: A kárpátaljai mobilis hallgatók eredményességi mutatóinak nyomában.
Civ. szle. Kisz., 251-273, 2021. ISSN: 1786-3341.
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5. **Pallay, K.:** Az ukrán oktatáspolitikai hatása a kárpátaljai magyar tannyelvű felsőoktatásra.
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Kisebbségi Szemle. 2, 65-81, 2019. ISSN: 2498-8049.
7. **Pallay, K.:** Nemzeti kisebbségi hallgatók tanulmányi eredményessége.
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8. **Pallay, K.:** A Balassi Intézet egyetemi előkészítőjének története.
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9. **Pallay, K.:** Szülőföld iránti elköteleződés és magyarságtudat a kárpátaljai mobilis hallgatók körében.
PedActa. 9 (1), 69-86, 2019. EISSN: 2248-3527.
DOI: <http://dx.doi.org/10.24193/PedActa.9.1.8>

Foreign language scientific articles in Hungarian journals (1)

10. **Pallay, K.:** Social Integration of the Former Transcarpathian Students of the Balassi Institute.
Cent. Eur. J. Educat. Res. 2 (3), 82-89, 2020. ISSN: 2677-0326.

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11. **Pallay, K.:** Tanulmányi célú mobilitás perspektívái a kárpátaljai hallgatók körében.
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VII. Trefort Ágoston Tanárképzési Konferencia : Tanulmánykötet. Szerk.: Tóth Péter,
Hanczvikkel Adrienn, Duchon Jenő, Óbudai Egyetem : Trefort Ágoston Művelődéstudományi
Központ, Budapest, 220-233, 2017. ISBN: 9789634490739

List of other publications

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12. Orosz, I., **Pallay, K.:** A kárpátaljai oktatás helyzete a 2019-es külső független érettségi eredményeinek tükrében. II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola, Beregszász-Ungvár, 548 p., 2021. ISBN: 9786177868780
13. Kovács, K., Ceglédi, T., Csók, C., Demeter-Karászi, Z., Dusa, Á. R., Fényes, H., Hrabéczy, A., Kocsis, Z., Kovács, K. E., Markos, V., Szabó, B. É., Németh, D. K., **Pallay, K.**, Pusztai, G., Szigeti, F., Tóth, D. A., Váradi, J.: Lemorzsolódott hallgatók 2018. CHERD-H. 2019, Debrecen, 102 p., 2019. (Oktatókutatás könyvtára ; 6.) ISBN: 9786156012005

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