

Eötvös Loránd University

Faculty of Education and Psychology

Judit Verecke

**Examining the preparation and development process of heads of
institutions in the Hungarian public education system
theses for doctoral dissertation**

DOI-azonosító:10.15476/ELTE.2025.104

Doctoral School of Education

Head: Prof. Dr. Anikó Zsolnai

Andragogy Programme

Headed by Dr. Habil. Helga Dorner

Thesis Supervisor: Prof. Dr. András Benedek

BUDAPEST, 2025

Content

1. The relevance and topicality of the issue	3
2. The aim of the research.....	3
3. Theoretical and conceptual background	4
4. Research questions and hypotheses.....	6
5. The methodological framework for empirical research	6
6. Key results and findings of the research	8
7. Recommendations based on the research	12
8. Usefulness of the research results.....	16
9. Bibliography.....	17
10. List of publications.....	21
a) Publications related to the topic of this dissertation.....	21
b) Publications not related to the topic of this dissertation.....	22

1. Relevance and topicality of the subject

Leadership training and development - based on an integrated approach to the concept (Yukl, 2012; Bakacsi, 2019) - is a learning and development process that supports the acquisition of the knowledge, skills, abilities, and attitudes necessary to successfully fulfill a leadership role, while having a positive impact on the organization as a whole. In the case of public education institutions, this is primarily manifested in the personal development of the principal, increased institutional performance, improved student outcomes, and the stimulation of teachers' professional development (Kristóf, 2003; Baráth, 2006; Johnson et al., 2008; OECD, 2008; Robinson et al., 2008; Schratz et al., 2009). Some professional views have argued that leadership development is one of the most purpose-driven tools for developing educational institutions (Halász, 2011).

We must pay particular attention to the training and ongoing professional support of the people we entrust to run our education and training institutions. At the same time, the literature review also indicates that, although national educational research has focused on principals' role, effectiveness, and development over the past 10-15 years, the emphasis on this topic has declined compared to previous periods. It is particularly significant because this period has witnessed important changes in the roles and responsibilities of heads of public education institutions, primarily due to the 2011 Public Education Act.

The foregoing objectively confirms the high importance of training institution heads and the justification for and role of research in this area. At the same time, the topic of this doctoral research was strongly influenced by personal motivation: the heads of public education institutions have been primary professional partners in my work for decades, and I have been actively involved in their training for over a decade.

2. The aim of the research

The research aimed to explore the functioning of leadership training in public education, evaluate its effectiveness, and identify areas for improvement. It would like to know whether the training provides managers with applicable knowledge. It examined the adequacy of the training in terms of content and its methodological synchronicity with the needs of directors and the use of technology in the context of the current strong shift towards digitalization. In addition, the research also looked at how leadership training supports the whole arc of the leadership career - from preparation to continuous professional development - which is a

fundamental condition for effective leadership and ensuring long-term institutional effectiveness.

3. The theoretical and conceptual background of the topic

In order to examine the adequacy of management training in a meaningful way, I considered it necessary to explore in detail the specificities and areas of activity of the role of director. My analysis shows that domestic practice aligns with international trends on several points. The emphasis on the principal's role has gradually shifted from administrative functions to integrating managerial and leadership functions (Drucker, 1954; U.S. Department of Education, 2002). In the 1990s, during the period of decentralization, the autonomy of principals became more important, and the responsibilities that still define their work were formed (Halász, 1995; Halász-Lannert, 1998; Balázs, 1998; Vágó, 1998; Szabó, 2018). These activities can be grouped according to the following areas: pedagogical and professional management; organization of institutional operations; strategy development; ensuring legal compliance; human and material resources management; organizational development; and representation and relations.

The principals' powers have changed due to changes in education policy, particularly the 2011 legislation. The focus of their work has shifted to professional pedagogical management (Education, 2020), while the quality of management has become increasingly measurable. At the same time, the autonomy of directors in management functions has decreased, and content regulation has become more centralized (Szabó, 2018). The Hungarian model of educational governance is thus less in line with international trends that delegate detailed regulation to local competence, strengthening institutional autonomy. At the same time, only strategic guidelines are set at the central level. Nevertheless, modern approaches to management theory, such as shared and systemic management (Fullan, 2005; Spillane, 2006; Sági, 2018), have also been introduced in the domestic public education system: directors are given the opportunity for participatory, democratic decision-making, while the structure of state education governance supports systemic management.

The evolution of the role of the director, especially the expanding responsibilities in the 1990s, has justified targeted training for managers (Halász, 1994; Balázs, 1998). A regulated leadership training system was established in 1993 in Hungarian public education and became a prerequisite for appointing a head in 2013 (Benedek & Vereckei, 2022). Until today, for about three decades, training has been provided by higher education institutions in

the form of four semester-long professional development courses. Between 1993 and 2021, five different training programs for heads of institutions were launched, of which more than 90% of students opted for public education management training. The training courses had a common theme: general management theory, institutional organization and operation, educational administration and personnel, equal opportunities, and institutional effectiveness (Benedek, 2023).

The training topics were in line with the director's areas of activity and international trends. A similar emphasis was placed on preparing for educational leadership, strategy development, inclusive approaches, human resources management, shared leadership practices, conflict management, communication skills, and digital competencies. A parallel can also be observed in the increasing number of countries that have introduced mandatory formal training before appointing a director (OECD, 2019b; PEER, 2024).

However, international practice has also focused on supporting the continuous professional development of managers, which has been made mandatory in many countries, especially in the first term of a manager's mandate (OECD, 2019b; PEER, 2024). In contrast, in Hungary, there is no uniform mandatory system of continuing professional development for managers, although nearly 60% of directors have had this role for several consecutive terms. After mandatory pre-service training, no legislation requires either content, form, or participation for further professional development. Directors currently have discretionary access to further leadership development programs, which, although limited, are available both as accredited teacher training and as professional development.

Based on examples from abroad, the leadership training methodology has increasingly moved beyond the traditional lecture-like forms based on the transfer of information. Increasing emphasis has been placed on practice-based approaches and modern methods of individual development, such as mentoring and coaching. Digitalization, the spread of the internet, and the impact of the COVID-19 epidemic have fundamentally transformed how training is organized: online and blended learning is widespread. In addition, networking has increased, creating opportunities for managers to exchange experiences, share good practices, and learn from each other (OECD, 2019a; Fernandez et al., 2023). Although the organization of training in Hungary has followed international trends and training has been partly online, the modern tools for leadership training do not necessarily fit in with traditional forms of training - accredited and professional training.

4. Research questions and hypotheses

The research questions were formulated according to the definition of the research problem and the conclusions of the theoretical exploration. The results of a structured interview with 25 heads of public education institutions were used to develop the hypotheses related to the questions

Table 1. Research questions and hypotheses

Ssz.	Question (Q)	Hypothesis (H)
1.	Does the management training provide adequate preparation for leadership?	Leadership training is basically in sync with user needs.
2.	How can the effectiveness of leadership training be increased?	Although managers are generally satisfied with the training provided, improvements in both content and methodology could improve its effectiveness.
3.	What characterizes the training habits of directors?	Less than half of directors participate in further leadership training after completing the preparatory training.
4.	Do directors consider it necessary for the leadership training system to be multi-level and to support their professional development throughout their leadership career, even after the training?	The directors all agree on the need to ensure their continuous professional development.

Source: own editing

5. Methodological for empirical research

The empirical research was based on two main elements: structured interviews with 25 heads of public education institutions and a questionnaire survey to test the validity of the hypotheses. The questionnaire was completed by 558 heads of institutions and 263 students in management training.

The interviews and the questionnaire survey were targeted at principals and were limited to heads of public education institutions. The interview sample was selected from the directors of educational institutions in Komárom-Esztergom county. In determining the quotas, it considered the type of institution, the type of maintainer, and the number of institutions. Data on the population were obtained from the Public Education Information System (PIS) of the Education Office. The selected sample covered 11% of the population of heads of institutions in the county. The sample consisted of 12 kindergartens, eight primary schools, two art schools, two high schools, and one college, with distribution by type of provider of 36% state, 40% municipal, and 24% other - the proportions for both type of provider and type of institution are the same as the distribution in the Duchy.

The questionnaire was sent to all members of the target group of directors, i.e., the entire population so that the data collection could be considered simple random sampling. The population on which the sampling was based was also obtained from the KIR, with inquiries being made only to the institutions' headquarters. Based on the responses received, 9.83% of the population participated in the survey. The chi-square test (chi-square test for goodness of fit) and confidence interval calculation using Microsoft Excel also checked the sample's representativeness. The results confirmed the sample's representativeness regarding the type of institution, type of maintenance, and geographical location.

The methodology for sampling students was the same as that used for the Director's target group. The questionnaire was sent to all higher education institutions where, according to the public "Higher Education Statistics" database (FIR) of the Education Office, final-year management education students were enrolled in the academic year 2022/2023. The 263 responses account for 28.2% of the population. However, the random sampling method was mixed with convenience in this case as well because, as a lecturer at BME, it was able to have a greater impact on the actual completion of the questionnaire by the final-year students of the university. Representativeness was also confirmed in this case based on the methods described above. The questionnaire survey results are, therefore, generalizable at the national level.

I used qualitative and quantitative research techniques to analyze the data and followed a mixed methods approach. The principle of triangulation guided my choice of method, i.e., I aimed at a complex approach to the research problem from multiple perspectives (Greene, 2007; Creswell & Plano Clark, 2018; Csíkos, 2020). I built the two methods on each other along the logic of the exploratory research model: the results obtained during the qualitative phase were used as a basis for the second, quantitative - questionnaire-based - study (Király et al., 2014). Based on the opinions on the preparation and further training of principals, which I gathered from the interviews, I formulated hypotheses on the research questions. I tested their validity in the second quantitative phase, thus ensuring my hypotheses' quantifiable verification or refutation.

The methodological combination was also applied during the data analysis. Some interview questions were evaluated using quantitative (statistical) methods, while the textual answers to the open-ended questions of the questionnaire were processed using qualitative text analysis techniques. For the interviews, I prepared an interview template, which I designed in order to make the responses as comparable as possible and, where appropriate, to quantify the results. The questionnaires were of survey type. They consisted of 4 groups of

questions. Groups I and II collected information on the institution and the respondents. Unit III focused on preparatory training, and Unit IV on habits, needs, and demands for further management training. The questions in question groups I-III were identical in the two questionnaires or asked about the duplicate content from different perspectives. Question group IV was only included in the Director's questionnaire. The empirical research process using the above strategy is shown in Figure 1.

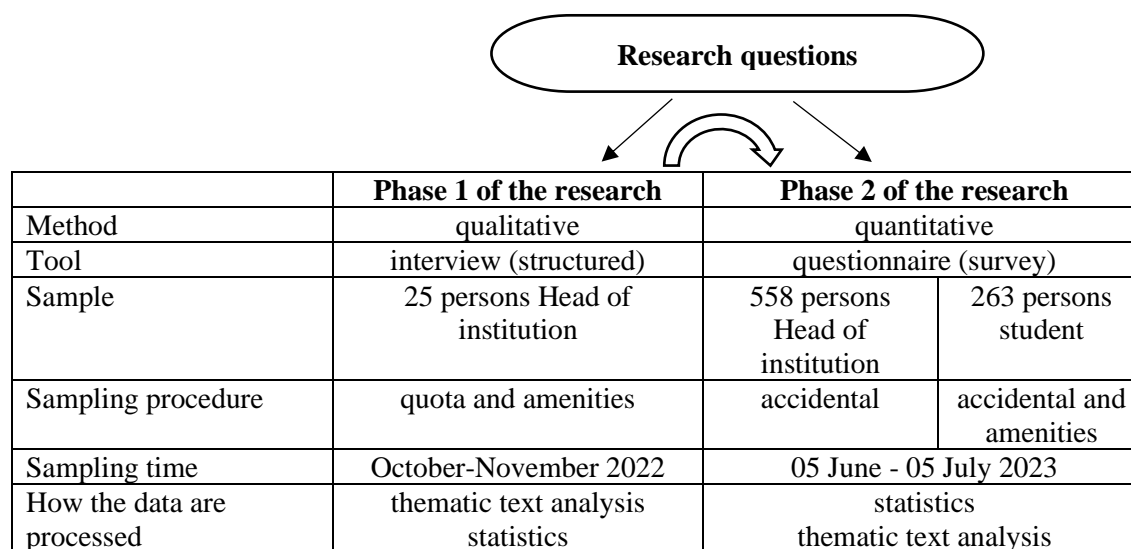


Figure 1. Summary of the research process

Source: own editing

6. Key findings and conclusions of the research

The answers to the first research question (Q1) confirmed the *hypothesis (H1)* that leadership training aligns with user needs. Most respondents (94%) agreed that pre-service training is essential for the manager's job and that the knowledge acquired was generally considered valid.

The practical applicability of the curriculum content was considered balanced. However, knowledge of the organization and functioning of the institution, as well as institutional management and management theory, were also highlighted. The relevance of the skills and competencies developed during the training was also highly valued, particularly the importance of developing communication, cooperation, and process management. After the training, respondents rated the performance of around 90% of the statutory managerial tasks as low or medium difficulty, particularly for administrative and lead-management tasks. The most supported areas of activity include ensuring the legal and legitimate functioning of the institution, administration in the field of education, representation and liaison, and

pedagogical and professional management. The latter is significant, as it is currently the focus of the Director's work.

However, there was mixed feedback on the formal delivery of the training. While directors prefer interactive, practice-oriented methods, lecture-type formats continue predominating in training. Participants perceived an imbalance between theoretical and practical elements and stressed the need to strengthen the practical components. However, the forms of delivery, in particular attendance and blended learning, meet their expectations, mainly because of the possibility of developing personal contacts and professional networks. The results confirm that the *second hypothesis (H2)* is that management training can be further developed in terms of content and methodology. Directors and students indicated a need for fine-tuning, particularly in preparation for managerial tasks (e.g., resource management and change management) and increasing the practicality of the training. Regarding content, those topics which, according to participant feedback, are less useful in management practice (equal opportunities, institutional efficiency, environment, administrative and management skills) need to be reconsidered. In contrast, in terms of skills and competencies, more attention should be paid to developing empathy, social sensitivity, conflict management, decision-making, innovation, and information management. Several respondents stressed the need to differentiate the training content, adapting it to each type of institution's specific needs and operational characteristics.

From a methodological point of view, participants call for greater use of training-based, cooperative, and experiential forms of learning and recommend more frequent integration of field exercises, institutional visits, and visits into the training process. Although the online format offers flexibility, students particularly value face-to-face sessions—therefore, training organized solely online is not considered optimal.

The survey disproved *the hypothesis (H3)* that less than half of directors would undertake further management training: 55% of respondents had completed such training, while 61% had chosen training in addition or exclusively on other subjects. Therefore, the commitment to self-development is a characteristic of directors' training habits. Participation was most often motivated by the need to acquire knowledge related to specific operational tasks. Their choice of subjects was primarily influenced by the need to learn about and apply the current legislative environment and to prepare for new tasks resulting from legislative changes. However, programs responding to current challenges in public education and providing knowledge on organizational and quality development and management were also popular. In addition, many people took part in methodological and professional training

courses related to their work as teachers. Skills training, particularly in digital competence, general leadership development, communication, and conflict management, is a less frequent area of learning preferred by respondents.

The research confirmed the *last hypothesis (H4)* that most directors (88%) consider it necessary to have a multi-level leadership training system and provide continuous professional support throughout the leadership career. This need is extreme in the middle stages of the leadership career in the second and third leadership cycles.

Regarding further training for managers, respondents did not suggest adding new content but rather organizing training in a practice-oriented and flexible way. Directors would prefer shorter, targeted training courses that are easily accessible in terms of time and geography based on practical experience and on-the-job learning. The community-building role of training was again emphasized by several participants, who also raised the idea of a directors' club or workshop. Although they did not rule out individual training, they prefer modern leadership development methods such as mentoring, coaching, consulting, and individual counseling rather than passive listening.

When it comes to the perception of the trainers, respondents mainly trust professionals with practical experience, especially those still active in the field and experts close to the system. Respondents are divided on whether training should be compulsory or voluntary. However, there is a general expectation that training should be financially accessible and that a sustainable funding system should be implemented.

Based on the results of my doctoral research on the analysis of the system of leadership training in public education, *my main findings are* as follows:

- In the Hungarian public education system, the primary aim of leadership training is to prepare students for the role of head teacher.
- Training for the director role is basically in sync with user needs, but its content needs some fine-tuning, and its effectiveness can be increased primarily through methodological improvements.

Regarding content, priority should be given to better preparation for the managerial role, particularly resource management and change management, equal opportunities, empathy, and social sensitivity. It is also appropriate to differentiate the training content, taking into account the type of institution and the specificities of the maintenance organization, and to increase the proportion of practical elements.

Methodologically, active learning approaches based on collaboration and exchange of experiences - such as training, professional debates, and institutional visits - should be

used instead of traditional, frontal forms of training. In addition, blended learning, which provides both flexibility and support for developing personal contacts and professional networks, should continue to be favored.

- The research identified as a shortcoming that there is currently no coherent system or framework for the continuous professional development of existing directors, although there is a need for this among stakeholders

Based on the thematic focus of the training needs of principals, six main groups can be identified: (1) legal, institutional functioning, (2) preparation for new leadership roles, (3) management and governance skills, (4) organizational and quality development, (5) current public education issues, and (6) skills and competence development.

From a formal point of view, short, targeted, flexible forms of training should be organized based on experience-sharing and collaborative learning methods (e.g., in the context of directors' clubs, and workshops). Modern, personalized individual learning opportunities, such as mentoring, coaching, or counseling, are also needed. Experienced heads of institutions should also be involved as trainers and mentors, and a predictable funding model should be developed to guarantee access to development opportunities.

- The age of managers, their specific responsibilities, and their commitment to—and conscious encouragement of—further training call for a specific training and development model and regulatory framework for managers, which supports their preparation in the same way but allows for targeted and continuous professional development and ensures transparency of the training offer and optional content in addition to mandatory modules.

7. Recommendations based on the research

Based on the research results, I have proposed a multi-level training system that provides the necessary development and support at all stages of a manager's career. The system is based on three pillars: preparatory training, management training, and management renewal training (Figure 2).

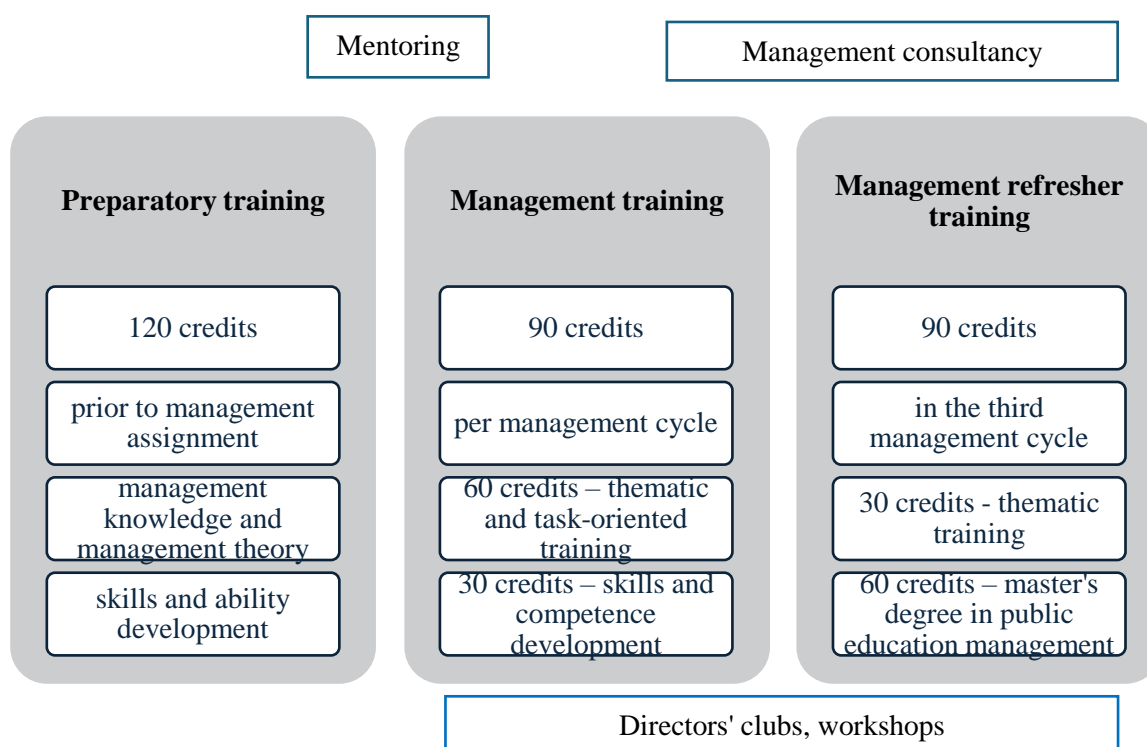


Figure 2. Proposed system for driver training
Source: own editing

The research confirmed that the *preparatory training element* is a well-functioning part of the public education management training system. However, respondents suggested some fine-tuning in some aspects and indicated the need for differentiation and an increase in the practical elements. Therefore, I suggested a more flexible modular training structure while maintaining the current training modules, with some re-grouping and complementing.

The modular system can be made up of the following units:

- management theory, leadership, and strategic management
- pedagogical, professional leadership
- farming and management
- administrative tasks
- efficiency, quality improvement, evaluation
- law, education administration

- the organisation, operation and internal and external relations of the institution
- equal opportunities
- skills and competencies training
- institutional practice

Under the proposed system, some units would be entirely compulsory, while others would be partially compulsory. In the latter case, optional elements allow participants to acquire knowledge adapted to institutional needs. Training-based learning would play an important role in developing leadership skills and competencies, and other changes in this area would only be justified if a clearly defined competency profile is built into the leadership selection process as a prerequisite for the position of leader. At the same time, I would strengthen the development of digital competencies, for example, through the DigCompEdu framework. The involvement of experienced directors in institutional placements would also be implemented - in the form of hosting opportunities and on-site learning opportunities. The modules would be delivered using active, collaborative, and experiential learning approaches rather than traditional frontal formats. The training would continue to be delivered in a blended format.

The research demonstrates the need for continuous professional development for *practicing managers*. Based on this, I have developed an extension of the management training system to include a new level of training specifically tailored to practicing managers. The proposed structure is aligned with the five-year director cycle and requires the completion of 90 credits of additional management training. Of these, 60 credits will be thematic training related to leadership tasks, and 30 credits will be capacity and skills development training. The thematic training must be completed by all directors each academic year in the form of 6-credit "mini-courses." These courses would prepare participants for the current challenges and changes in public education. The educational authorities would determine their content, timing, and organization, and they would be centrally organized, standardized programs differentiated by the type of institution. The remainder of the 60 credits (30 credits) could be completed flexibly by directors at any time during the five-year cycle.

Based on the results of the research, the topics of the training courses have been grouped into three thematic groups, with the content of each group being grouped into broader units: (1) training courses related to the performance of the statutory duties of directors, (2) topics related to current issues in public education, (3) training courses on institutional programs related to or based on the framework curriculum. In addition, managers may attend the skills and competencies training courses they require at any stage of the five-

year cycle, freely choosing from the range of training courses available. The only mandatory element would be completing a training course on digital competencies, which could be based on the DigCompEdu framework, as mentioned above. The programs would also be blended, and their methodology would be based on active, collaborative learning (e.g., case studies and training).

The research underlined the importance of exchanges between practicing managers. To this end, a system of directors' clubs and workshops is proposed to be established, which would function as informal professional communities under the regional competence and professional moderation of the Pedagogical Education Centres according to the type of institution.

There would also be an emphasis on self-directed learning and targeted support for managers at different stages of their careers. It would be in the form of mentoring for new managers, while more experienced managers would be supported by management coaching. Mentoring would work like the teacher-trainee system, except another director would be mentoring. Headteachers would act as coaches, providing one-to-one advice to experienced directors on issues such as conflict management, decision-making, strategy development, or strengthening managerial credibility.

The third tier of the multi-tiered management training system is designed to be *management renewal training* - for managers in their third management cycle. There is no need to develop a specific training theme, as the "Master of Public Education" training covers the knowledge and skills that may be relevant for a director who has been in a management position for more than ten years. The aim of the program is both to update knowledge and to deepen and develop leadership skills and competencies. Currently, the training is offered in six higher education institutions, mainly in the western and central regions of the country, so training locations are being expanded to the east of the country.

The model outlined above could become a truly coherent system if closely linked to the processes of manager selection and performance appraisal. One basis for this linkage is the competency profile for heads of institutions to be developed, as mentioned above, which, together with the statutory areas of activity for heads, could determine the direction and content of leadership preparation. The information and results collected during the preparation process could also be used in the selection procedure for the head of the institution, providing a basis for assessing the candidate's suitability. Benchmarking is closely linked to the next level of management training: management training. The areas for improvement identified in the evaluation will inform the training programs' content and provide an opportunity to

identify individual development paths. The effectiveness of the development process can be measured in the next performance appraisal, thus ensuring the manager's continuous development.

The relationship between the three elements - leadership selection, leadership training, and performance appraisal - can be understood as an interdependent process, with the initial stage being succession development. It creates the potential for a structured, institutionalized framework for identifying and targeting support for teachers with leadership ambitions (Figure 3).

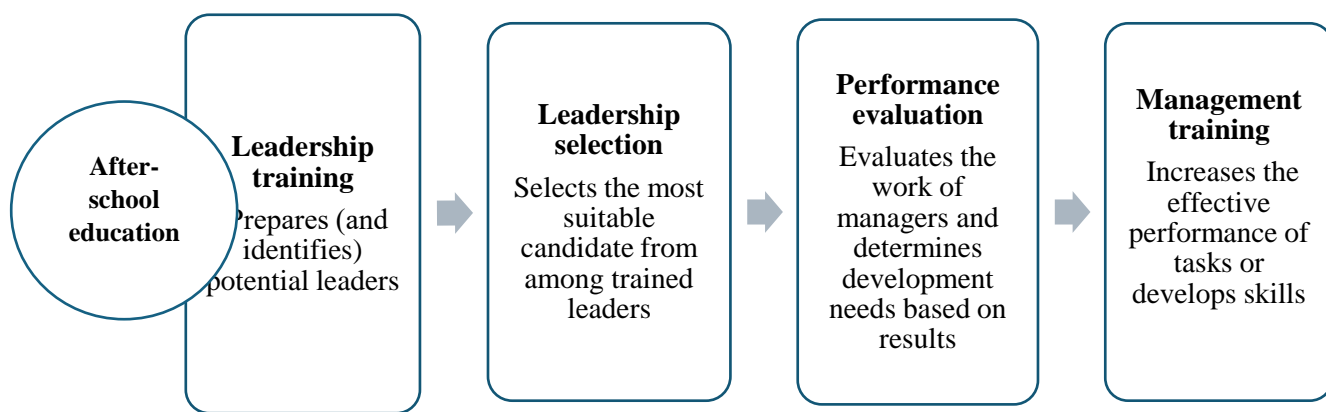


Figure 3. The relationship between driver selection, driver training and performance appraisal
Source: own editing

The *Complex Leadership Development Model* is an interlocking system of several training components, which aims to ensure that education and training institutions are led by well-prepared directors who can contribute effectively to organizational effectiveness and the achievement of public education goals. However, in addition to the proposed model, strengthening the policy framework is essential for the development of national leadership training. Principals' professional learning and development can only be achieved in the long term if education policy provides them with a consistently supportive environment (Boeskens et al., 2020).

8. Usefulness of the research results

One of the most important achievements of the thesis is that it systematically presented the practice of leadership training in public education based on the literature and legislation as well as empirical research - with a level of detail and analytical depth that has been missing in the academic discourse. The analysis aimed to increase the effectiveness of leadership preparation and development. From this perspective, the concrete output of the dissertation is the development of *a complex system of leadership development in public education* that provides up-to-date, applicable knowledge adapted to both leadership tasks and leaders' learning needs.

The doctoral work's results will contribute to a greater awareness among decision-makers and education policy-makers of the role, importance, and areas for improvement of leadership training. In this case, the research's conclusions and recommendations *can be immediately applied* to developing the training system. *In the longer term*, the findings of this dissertation also contribute to the development of public education institutions as leaders capable of effectively and efficiently managing an organization whose fundamental purpose is to educate and train the next generation.

Looking further afield, research can promote the development of a management career model in which training is fully aligned with selection and performance appraisal systems to deliver leadership and organizational effectiveness.

9. Bibliography

- Education Strategy 2021-2030 for the European Union (2020).
<https://20152019.kormany.hu/download/d/2e/d1000/K%C3%B6znevel%C3%A9si%20strat%C3%A9gia.pdf> (15/03/2021)
- Bakacsi, G. (2019). *Organizational Behaviour and Leadership* (4th edition).
- Balázs, É. (1998). School management and school leaders in Hungary. An old-new profession and its representatives in the 1990s. In Balázs, É. & Landauer, A. (Eds.), *School leaders in the 1990s* (pp. 11-63). Okker Publishers.
- Baráth, T. (2006). Characteristics of school leadership and the effectiveness and efficiency of the institution. *New Pedagogical Review*, 56(7-8), 56-72.
- Benedek, A., & Vereckei, J. (2022). Development of institutional leadership in the Hungarian education system. *Opus et Educatio*, 9(2), 167-177. <https://doi.org/10.3311/oep.515>
- Benedek, A. (2023). Professional teacher training at the Budapest University of Technology and Economics 1993-2023, three decades: new training form, concepts, results. In Benedek, A. (Eds.), *Three decades of teacher education at the BME Department of Technical Pedagogy* (pp. 6-53).
- Boeskens, L., Nusche, D., & Yurita, M. (2020). Policies to support teachers' continuing professional learning: a conceptual framework and mapping of OECD data. *OECD Education Working Papers*, 235. <https://doi.org/10.1787/247b7c4d-en>
- Creswell, J. W., & Plano Clark, V. L. (2018). *designing and conducting mixed methods research*. sage.
- Csíkós, Cs. (2020). *Foundations of research methodology in educational science*. ELTE Eötvös Publishers.
- Drucker, P. (1954) *The Practice of Management*. HarperCollins.

- Fernandez, C. S. P., Hays, C. N., Adatsi, G., Noble, C. C., Abel-Shoup, M., & Connolly, A. (2023). Comparing virtual vs in-person immersive leadership training for physicians. *Journal of Healthcare Leadership*, 15, 139-152. <https://doi.org/10.2147/JHL.S411091>
- Fullan, M. (2005) *Leadership and Sustainability: System Thinkers in Action*, Corwin Press.
- Greene, J. C. (2007). *mixed methods in social inquiry*. Jossey-Bass. <https://doi.org/10.1177/1558689807314013>
- Halász, G. (1994). School management and leadership training. *Educatio*, 1994(2), 269-281.
- Halász, G. (1995). Shared responsibility and local autonomy in educational administration in Hungary. In *Local Autonomy and Shared Responsibility: Conference Book* (European Forum for Educational Administration, 6-12 November 1995, Budapest) (pp. 47-58).
- Halász, G., & Lannert, J. (Eds.). (1998) *Report on Hungarian Public Education 1997*.
- Halász, G. (2011). school leadership and pupil learning outcomes. in Baráth, T. & Szabó, M. (Eds.), *Does leadership matter? Implications for leadership development and the school as a learning organisation* (pp. 19-32). HUNSEM, University of Szeged; National Textbook Publishing House.
- Johnson, L., Møller, J., & Jacobson, S. L. (2008). Cross-national comparisons in the International Successful School Principalship Project (ISSPP): the USA, Norway and China. *Scandinavian Journal of Educational Research*, 52(4), 407-422. <https://doi.org/10.1080/00313830802184582>
- Király, G., Dén-Nagy, I., Géring, Zs., & Nagy, B. (2014). Theoretical and methodological foundations. *Culture and Community*, 2014(II), 95-104.
- Kristóf, L. (2003). Evaluation of the work of heads of institutions. In Baráth, T. & Bálint, J. (Eds.), *On the way: quality improvement for learning development. Selected papers from the 5th and VI Szeged Quality Assurance Conference* (pp. 213-224). Qualitas.

- OECD. (2008) *Improving School Leadership: Policy and Practice*. org/10.1787/journal_dev-v9-2-en
- OECD. (2019a) *Recommendation of the Council on Public Service Leadership and Capability* (OECD Legal Instrument No. 0445) Paris: OECD Publishing. Retrieved from <https://www.oecd.org/gov/pem/recommendation-on-public-service-leadership-and-capability.htm>
- OECD. (2019b). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Office of Education. (n.d.). *Higher Education Information System*. Retrieved from <https://firgraf.oh.gov.hu/> (10/15/2024)
- Education Office. (n.d.) *Public Education Information System*. Retrieved from <https://dari.oktatas.hu/kirpub/index> (5 June 2023)
- PEER. (n.d.). *2024/25 Profiles Enhancing Education Reviews (PEER) on school leadership*. Retrieved from <https://education-profiles.org>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008) The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674. <https://doi.org/10.1177/0013161X08321509>
- Sági, M. (2018). Types of leadership approaches in schools. In Kállai, G. & Simon, M. (Eds.), *School leadership in Hungary*.
- Schratz, M., Sláviková, L., Křížková, E., Kecliková, E., Szabó, M., Révész, É., ... & Halász, G. (2009) *The Role of School Leadership in the Improvement of Learning: Country Reports and Case Studies of a Central-European Project*, Tempus Public Foundation.
- Spillane, J. P. (2006) *Distributed Leadership*, Jossey-Bass.

- Szabó, M. (2018). Changes in the emphasis in the management of public education institutions. In Kállai, G. & Simon, M. (Eds.), *School leadership in Hungary*.
- U.S. Department of Education. (2002). *No Child Left Behind Act of 2001* (Public Law 107-110). U.S. Government Printing Office.
- Vágó, I. (1998). Directors. In Nagy, M. (Eds.), *Teachers' careers and living conditions 1996/97* (pp. 79-92). OKKER Publishers.
- Yukl, G. (2012). *Leadership in Organizations* (8th ed.). Pearson Education.
<https://doi.org/10.69645/FLMZ5596>

10. List of publications

a) Publications related to the topic of the dissertation

- Vereckei, J. (2024). Opportunities and directions for the development of principals in the Hungarian public education system - research report. *System Protection Journal* (Online), 13(2), 88-95. <https://doi.org/10.53793/RV.2024.2.7>
- Vereckei, J. (2023). Bibliography for continuing professional development in public school leadership. In Benedek, A. (Eds.), *Three decades of teacher education in the BME Department of Pedagogy* (pp. 53-60). BME GTK Department of Pedagogy, Faculty of Technology, Budapest, 202020.
- Vereckei, J., & Benedek, A. (2022a). The system of preparing leaders in public education. *New Labour Review*, 3(4), 23-32. <https://doi.org/10.58269/UMSZ.2022.4.2>
- Vereckei, J., & Benedek, A. (2022b). Development of institutional leadership in the Hungarian education system. *Opus et Educatio: Work and Education*, 9(2), 167-177.
- Vereckei, J. (2022c). Dilemmas in the preparation and development of public education leaders. In Kajos, F. L., Bali, C., Preisz, Zs. & Szabó, R. (Eds.), *X. Jubilee Interdisciplinary Doctoral Conference 2021. Study booklet* (pp. 806-817). University of Pécs Doctoral Self-government.
- Vereckei, J. (2021a). Selecting and developing leaders in the public education system - research perspectives. *Vocational Education and Training - Pedagogical Scientific Bulletins*, 2021(2), 109-123.
- Vereckei, J. (2021b). The place of public school leadership training in the system of professional teacher education. In Karlovitz, J. T., (Eds.), *IX Conference on Educational Science and Methodology - Conference Proceedings* (pp. 119-130). International Research Institute.

- Vereckei, J. (2021c). Higher education without personal presence from the aspect of examination organisation in public education leadership training. *Opus et Educatio: Work and Education*, 8(2), 138-145. <https://doi.org/10.3311/ope.435>
- Vereckei, J. (2021d). Dynamics of change in our education system in the light of institutional leadership, leadership selection and leadership training. *Journal of Vocational Education and Pedagogical Sciences*, 2021(1), 155-166.
- Vereckei, J. (2020). Linking vocational education and training and leadership development in recent decades. In Tóth, P., Benedek, A., Mike, G. & Duchon, J. (Eds.), *Development and partnership in higher education without borders* (pp. 67-73).

b) Publications not related to the topic of the dissertation

- Vereckei, J. (2022d). Note on teaching administration [Manuscript, unpublished note]. BME GTK Department of Technical Pedagogy.