
ABSTRACTS IN ENGLISH

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TRUST – STUDIES

GERGELY KOVÁTS THE COLOURFUL TRUST

The aim of the study is to answer two questions. The first question is why in recent decades, the search for trust has become a current and popular topic in so many disciplines, and what dilemmas come from this diversity. This provides an opportunity to present some basic concepts and relationships such as the distinction between institutional and interpersonal trust, or the distinction between trust, trustworthiness and the behavioural consequences of trust. The other question is the nature of relationship between trust and risk, and trust, control and autonomy. Based on the model by *Mayer Davis & Schoorman (1995)*, the principal-agent and stewardship theories, how this can be applied to interpersonal and inter-organizational relationships?

Keywords: institutional trust, interpersonal trust, interorganizational trust, autonomy, control

MARIANNA KOPASZ – ZSOLT BODA EDUCATIONAL REFORM AND TRUST IN THE EDUCATION SYSTEM

The article focuses on trust in the education system in relation to the educational reform launched by the newly formed government after the 2010 parliamentary elections in Hungary. Trust in the education system will be examined throughout the policy process – from conception to implementation. We will focus on the factors that are supposed to have led to the erosion of trust in the education system which was manifest in the growing number of demonstrations with the advancement of the policy process. We argue that both the declining quality of education and the policy process itself (which failed to make the impression of competence and procedural fairness) have contributed to the erosion of trust in the education system.

Keywords: policy change, trust, education, implementation, fairness, competence

MÁRTON KATONA – MIKLÓS ROSTA
TRUST IN LOCAL GOVERNMENTS AND THE THEORY
OF COPRODUCTION

The relationship between public policy and trust is one of the most current issues both in academia and politics. In our study based on national and international literature we scrutinize the main explanatory factors of institutional trust, especially the trust in political institutions. We present the main elements of the coproduction theory and we examine how the theory can contribute to increasing confidence in local governments. It has been found that through strengthening citizen participation and improving the quality of public services the confidence in local governments could increase.

Keywords: coproduction, political trust, trust in local governments

KRISZTIÁN SZÉLL – ANIKÓ FEHÉRVÁRI – BORBÁLA PAKSI
TEACHERS, SCHOOLS, TRUST – CHANGES IN A BUSY DECADE

Based on three rounds of teacher survey (2004, 2009, 2014), our study aims to explore how organisational trust in schools as perceived by teachers changed between 2004 and 2014, whether the years of conducting the surveys (as time factors) explain teachers' levels of trust and that what factors influence significantly the individual perceptions of teachers regarding organisational trust. Our results based on linear regression models indicate that changes in the ten years under scrutiny cannot be described as a linear process: compared to 2004, there was an increase of trust in 2009 but following that, a significant decline of trust occurred in 2014. Furthermore, in 2014, instead of individual characteristics, it was formal (regional location, maintainer) and informal (school climate) factors that exerted a significant influence on teachers' perceptions regarding organisational trust.

Keywords: organizational trust, school climate, longitudinal study of teachers, linear regression model

JUDIT SASS – ÉVA BODNÁR
THE VERBAL MARKERS OF SCHOOL TRUST CLIMATE

The qualitative analysis of organizational trust climate was carried out using a Five-minute Speech Sample Method (Magaña et al. 1986) in intermediate level education institutions ($N = 112$). The corpus of the interviews were analyzed with Atlas.ti program with help of previously identified categories of trust-signals (emotional valence, coercion, intent, community), the results were compared with subscales of organizational climate questionnaire (Wiesenfeld et al. 1997). The identified linguistic markers differed according to cognitive and emotional bases of trust.

Signs of predictability were: a favorable emotional valence, acceptance of executive coercion, lack of external professional and student-related constraints. Markers of

emotional trust were the use of the first person plural, the lack of collegial and physical constraints, and the sense of autonomy with students and professional work.

Keywords: school trust climate, perceived control, Five Minute Speech Sample Procedure, verbal markers of trust

GABRIELLA PUSZTAI
WHEN TRUST IS LOST: STUDENT DISTRUST AND ACADEMIC FAILURE

Students' trust is not only one of the strong pillars of student well-being, but – as trust and trustworthiness are closely related – it predicts many dimensions of the social behavior of the future generation. In our study we research, 1) on the one hand, which are the lines along which the trust in today's student society is settled (social status, cultural affiliations, regional situation), 2) on the second hand we investigate the impact of trust and its effect on the performance of higher education students, and 3) thirdly we try to find out what role distrust plays in students dropouts. We use data from three databases were analyzed by Hungarian Youth 2016, Institutional Effect on Student Achievement (IESA 2015) and Depart 2018). During the analysis we found that according to the national student data, the level of trust in public institutions shows significant differences along the status determined by parental education. However, among the students of the institutions of Eastern Hungary there were no significant differences between the two inequality dimensions observed, as the proportion of the distrusts was very high in all groups. The low level of trust has a significant correlation with the abandonment of studies, the reluctance to reenter the institution, and with the uncertainty that predicts dropping out. The overwhelming majority of the dropouts explain the failure of their studies with the collapse of confidence.

Keywords: higher education, trust, student performance, dropout

GYÖRGY FÁBRI
TRUST IN HIGHER EDUCATION

Trust does not only affect higher education from a general organizational-community perspective. Students' motivation for higher education, organizational solutions promoted by maintainers and policy-makers and mechanisms have a direct impact on university performance, even at a 'material' level. Based on empirical research, this study analyzes that Hungarian higher education has high level of public confidence, but that the international outlook indicates that the political polarization of society may also affect the perception of universities, as happened in the USA. The analysis of higher education admission and application data demonstrates the stability of student demand, while the acceptance of higher education policy priorities is only partially affects applicants. The application of the principle of trust in higher education management leads to more effective solutions than bureaucratic and mistrust-based overregulation, which is also illustrated by an alternative model.

Keywords: trust, confidence, reputation, higher education, Hungary

JÓZSEF GOLOVICS
INSTITUTIONAL TRUST AND MIGRATION INTENTIONS

This paper investigates the individual level determinants of migration intentions. We argue that besides classical factors proposed by human capital theory, institutional trust is another influencing factor of migration. If people do not trust that institutions fulfill their role in decreasing uncertainty, they tend to formulate an intent to emigrate. This hypothesis is tested on individual Eurobarometer data by a logit model. Our results show that institutions and institutional trust play a substantial role in shaping migration processes.

Keywords: emigration, migration, institutions, institutional trust

RESEARCH ACTIVITIES

LILLA SZABÓ
RELATIONSHIP OF SCHOOL ATTACHMENT AND DROPOUT

The aim of present paper is to define the relationship between school attachment and dropout. In the first part of the study different interpretations of school attachment are elaborated. The second part analyses the association of school attachment with students' achievement, personality development, social relationships and behaviour, confirming the importance of school attachment in the intervention of school problems and dropout. The third part of the study enlightens the reader with the antecedents of school attachment on school-, classroom-, and individual levels.

Keywords: school attachment, dropout, learning environment

GABRIELLA JÓZSA
DROPOUT RISKS BEFORE ENROLLMENT IN HIGHER EDUCATION

With the changes of higher education the student society has also adopted. From the heterogeneity of students appeared the phenomenon of dropout. This not only relates to higher education and Hungary, but also to public education and nearly the whole world. A number of authors highlight the importance of the first year (*Horn 1998*), because this is the time when the individual adapts to the university atmosphere (*Pusztai 2011*). In my thesis I investigate what risk factors leading to early drop-out can be identified among students of going vocational school prior to higher education, and how these vary among grammar school students. I examined students from secondary education in the Great Plain Regions based on application database of 2017. The results show, that not all risk factors allow for the clear identification of institutional differences

Keywords: higher education, vocational school, dropout

BALÁZS HÖRICH MOBILITY INTENTIONS AND RESILIENCE

Mobility opportunities and needs, and the functions of the educational system are closely connected. An important question is whether given training-types serve the social needs of their clients. The Hungarian vocational training system has become increasingly divided: while students see advancement potential in trainings that provide a general certificate of education, trainings that do not provide one mean a dead-end for a homogenous social stratum. Furthermore, clients of secondary vocational schools are already those whose sole mobility opportunity is educational mobility. In such an environment the issues of early school leaving and dropout, educational resilience are crucial since these atypical student behaviours can undermine the legitimacy of at least certain training types. The present research examines the relationship between educational resilience and mobility intentions. Relying on the 10th grade student database of National Assessment of Basic Competencies (OKM) 2016, I detail three types of resilience calculations. I examine different degrees of resilience among those with status-preservation and with upward mobility intentions. The results show that resilience and mobility intentions correlate.

Keywords: social mobility, educational resilience, National Assessment of Basic Competencies

ESZTER KAROLINA KOVÁCS THE CHARACTERISTICS AND TERRITORIAL DISTRIBUTION OF STUDENT CLUSTERS IN THE LIGHT OF HEALTH-BEHAVIOUR

The aim of the study is to measure academic and non-academic achievement of high school students through creating student clusters alongside the different factors of health-behaviour and academic achievement. The sample contains 48 high schools from the seven regions of Hungary and from Budapest, involving students from each grades (from 9th to 12th) ($n = 2864$). Cluster analysis was made and four student clusters were created called deviant (poor health-behaviour and academic achievement), phlegm (higher health-awareness, but lower academic performance), stressful (good health-behaviour, but poor mental health and academic achievement) and balanced (higher health-awareness and good subjective academic performance) students. Regarding gender, grade and location, significant differences could be detected in the proportion of the cluster memberships.

Keywords: health-behaviour, academic achievement, student clusters, territorial differences