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# ABSTRACTS IN ENGLISH

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## SCIENTIFIC PERFORMANCE MEASUREMENT – STUDIES

ISTVÁN POLÓNYI

### UNDER THE SPELL OF NUMBERS. INTRODUCTION TO THE SCIENTIFIC PERFORMANCE MEASUREMENT ISSUE

The paper first reviews the development of science metrics and its impact. The paper points to the need for an academic performance measurement that goes beyond the vulgar metrics of science, which do not consider quality and disciplinary specificities. The paper then describes the development of the Hungarian science metrics and analyses Hungarian publication performance in international comparison, pointing out that performance in science metrics is fundamentally related to the size of the sources. In the case of qualitative indicators, it seems to be primarily the R&D expenditure per researcher that plays a role. Finally, the paper outlines some of the characteristics of performance measurement in domestic higher education institutions. The paper concludes by pointing out that the Hungarian science and higher education policies of the last ten years have tried to impose unrealistic performance standards and performance assessment, rather than trying to promote the development of higher education in Hungary through differentiated higher education policy and assessment.

**Keywords:** controversies in science metrics, higher education performance measurement

LÁSZLÓ CSABA

### “MEASURE YOURSELF WITH THE ALL”: CRITICAL REFLECTIONS ON ASSESSMENT OF ACADEMIC OUTPUT

There is an ever growing demand for measuring and evaluating scientific output on a global scale. This reflects appreciation of R and D, but also limited funding available for education and training, as well as it reflects the expansion of the number and diversity of public and private sources for funding research. In this ever globalizing system objective, or seemingly objective, indicators and rankings orientate students, parents and all those spending on research and higher education. Under this angle the spreading lack of professionalism becomes a source of serious distortions, in theory and policy alike.

**Keywords:** scientific performance measurement, rankings

## ATTILA ZSOLDOS WANDERING IN SCIENTOMETRIA

The essay presents how in the past one and a half decades scientometrics has penetrated the previously untouched world of humanities. Since 2016 journal ranking, which is based on the SCImago Journal Rank has dominated the terrain of scientometrics in Hungary, taking it over from the use Journal Impact Factor. While the latter was not applied to the humanities, journal ranking, however, has been expanded on them to evaluate academic achievement, thus affecting financial support. The decision was unfounded, incompetent and unfair, because journal ranking is just as incompatible with the traditional forms of publication in the field of the humanities as was the impact factor. Regarding the humanities, only a small segment of the actual achievement reaches the scope of inquiry during the performance evaluation procedure based on journal ranking, hence the outcome will undoubtedly be distorted. The use of journal ranking puts humanities at a disadvantage as compared to the other areas of science, and, in the long run, will have a harmful effect on their development.

**Keywords:** humanities, evaluation of academic achievement, scientometrics, journal ranking

## TAMÁS KOZMA DORA: DILEMMAS IN RESEARCH ASSESSMENT

We celebrate the tenth anniversary of DORA this year, the San Francisco Declaration of scientists on research assessment. The study presents this organisation's origin, activities, aspirations and results. DORA emphasises the importance of qualitative assessment instead of/in addition to the increasingly extreme quantitative research evaluation, presenting its possibilities and advantages. DORA's three-year project develops alternative assessment procedures, and its case studies describe various practices of universities in research assessment. DORA network brings together thousands of individuals and institutions seeking and urging the reform of research assessment and tender evaluations.

**Keywords:** research assessment, alternative assessment practices, social movement, non-government organisation

## IVÁN BAJOMI THE STRUGGLES IN FRANCE OVER THE EVALUATION OF HIGHER EDUCATION AND SCIENCE

After the Second World War, a system of evaluation of scientific activities was set up under the aegis of the French public research network, in which the teaching and research community in each discipline played a key role. In contrast to this practice, modelled on the institutional evaluation practices of US universities in the 1980s a separate evaluation organization was set up. Focused on SWOT analysis methodology, the main function of the evaluations carried out was to help improve the functioning of higher

education institutions. Two decades later, however, a new evaluation agency was set up, operating in all sectors of academia, which not only carried out evaluations based on the SWOT approach, but also undertook to rank research institutions on the basis of various indicators. As with other research policies in France at the time, the new agency's operation provoked strong protests from the academic world. Following a change of government in 2012, the agency's ranking function was dropped. Its use was rejected by researchers on the grounds that it could contribute to increasing inequalities between institutions in the allocation of research funding.

**Keywords:** alternative science policy of a protesters, developmental versus competitive evaluation, criticism of ranking lists of journals, rejection of ranking of research-institutions

**PÉTER TIBOR NAGY**

### SCIENCE METRICS AND SOCIOLOGY OF SCIENCE

The quantification of scientific data has always been present – but before the 20th century, the vast majority of scientific products were not created by professional scientists, but by „civilians”, so the quantitative indicator was not used as an „employability criterion” – because most of the people who created scientific products did not even think of employing them as scientists. The origins of the metrics of science are linked to the large-scale consolidation of what was originally civil science into an ‚official function’, and the emergence of sociology of science to the experience – particularly in Central Europe – of having to adapt to a remarkable number of ‚system changes’ in a single scientific career, which tempts people to seek explanations ‚outside’ the discipline, and competing explanations to be ‚validated’. In the second half of the essay, we provide a subjective history of a 2013 European research project (Interco-SSH) that led to the construction of a prosopographical sociological repository of science.

**Keywords:** scientometrics, sociology of science, history of science, Magyary Zoltán, Karl Mannheim, Interco-SSH

**ERZSÉBET DANI**

### EFFECTS AND COUNTEREFFECTS OF ‘OBJECTIVE’ SCIENTOMETRICS AS USED IN RESEARCH PERFORMANCE EVALUATION. A DISCIPLINARY APPROACH

In a previous study, we tried to interpret – in the context of the Glänzel myths – the beliefs, misconceptions, paths and misguided paths generated by the uniform application of the „objective metrics” of scientometrics to all disciplines, with no regard to disciplinary specificities. The recent model change in some Hungarian higher education institutions and the introduction of teacher performance evaluation foregrounded scientometrics, especially disciplinary anomalies, even more. In the present discussion we attempt to examine how the preference for Q-rated journals affects the performance of humanities teachers-researchers; and, as a consequence, how Hungarian journals rated by the departments of the Hungarian Academy of Sciences as scientific become backgrounded; how the research performance evaluation point system and the scientific pro-

motion criteria system contradict each other; what it means that Hungarian researchers work under a double pressure; and what long-term effects can predictably follow.

**Keywords:** bibliometrics, scientometrics, territorial specificities of the humanities, Q-rating, performance evaluation

### PÉTER KÁDÁR-CSOBOTH – GERGELY KOVÁTS IMPACT OF INSTITUTIONAL PERFORMANCE FUNDING ON INDIVIDUAL PERFORMANCE EVALUATION

In 2021, three important external factors simultaneously encouraged some Hungarian higher education institutions to develop or, if they existed before, to renew their performance management and incentive practices. On the one hand, a new funding system was introduced, which linked a significant part of the available state funding to the achievement of specific indicators and targets. On the other hand, universities were given significant additional resources, promised to be predictable until 2026, which could be used for incentives and rewards in addition to salary adjustments. Thirdly, the universities' ownership and governance structure has been restructured, with an emphasis on efficiency, quality and performance. In our study, we examine how these factors are likely to affect the development of institutional performance management systems including individual level performance assessment, and what fundamental dilemmas characterise implementation processes.

**Keywords:** higher education funding, performance management, performance assessment, performance contracts, model change

### PÉTER SASVÁRI – ANNA URBANOVICS THE FINNISH PERFORMANCE-BASED RESEARCH FUNDING SYSTEM

Since 2015, Finland has also published the Publication Forum journal evaluation system, which supports qualitative evaluation of research outputs in addition to quantitative reporting. The system is similar to the "Norwegian model" and plays a role as an element of the performance-based research funding in the country. The model differentiates between 4 categories and ranks each of them according to their scientific output. The paper aims to highlight how and to what extent the Finnish system orients its researchers towards scientific excellence. The analysis is built on descriptive statistics based on scientometric data, that focuses mainly on the distribution of journal publishers and their countries.

Our results demonstrate that the top level is dominated by the internationally leading traditional publishers (mainly the Big Five: Elsevier, Springer Nature, Taylor and Francis, Wiley and Sage), while, in contrast, regional journals and mega-journals underperform. We can also observe an appreciation of Western European – mainly British – publications. An interesting feature of the study is that the performance of Hungarian institutions (16 universities) is also examined according to the Finnish evaluation system.

**Keywords:** performance-based research funding, research excellence, research visibility

## RESEARCH ACTIVITIES

**GABRIELLA PUSZTAI – KATALIN PALLAY – CINTIA CSÓK  
FAMILY MILIEUS FROM THE PERSPECTIVE OF SCHOOL PROFESSIONALS**

In recent decades, family life has undergone fundamental changes, which also affect the basic patterns of education in the family and adult life. In the interview study, we explored the experiences of individuals working in the three most disadvantaged districts in Hungary, where the proportion of low-status students is highest ( $N = 53$ ). One of the most important findings of the study is that spontaneous family education in families is characterized by large socio-territorial differences, which is why preparation for several areas of adult life is a demanding school task that requires special preparation and additional work by teachers and school support staff.

**Keywords:** family life education, family milieu, teachers, school support staff

**ANITA HEGEDŰS  
CHARACTERISTICS OF CULTURAL AND ECONOMIC CAPITAL  
AMONG SERBIAN STUDENTS WITH DUAL HUNGARIAN CITIZENSHIP**

Hungarian students from across the border form a unique group in the Hungarian higher education sector: they continue their studies abroad compared to where they live, but they arrive in a similar cultural environment and study in their mother tongue. Among the students from across the border at the University of Szeged, the largest proportion of students come from Serbia due to the proximity of the border. In our study, we present a slice of the results of our research examining full-time students with dual Hungarian citizenship studying at the University of Szeged: in addition to their economic and cultural capital, we also examine their consumption of high culture. Our goal is to show what characteristics they have compared to previous studies, and whether they have a high(er) cultural and economic capital.

**Keywords:** high culture, cross-border students, higher education, cultural capital, economic capital

**AIDANA KUSMANGAZYNOVA – TÍMEA JUHÁSZ – CSILLA CZEGLÉDI  
ASPECTS OF KNOWLEDGE TRANSFER BETWEEN STUDENTS IN A  
BUSINESS HIGHER EDUCATION INSTITUTION**

The importance and consequently the study of knowledge transfer has become a research focus. Higher education institutions are the bastions of this process. In order to provide a theoretical basis for our empirical study, we carried out research in one of Hungary's largest economic institutions, after clarifying the established concepts. We focused on some elements of student knowledge transfer. In our analysis, we do not aim to identify the effects but to illustrate the intensity of knowledge transfer in a higher

education institution, not only in the instructor-student but also in the student-student dimension. The results show that there is a need to encourage students to actively share their knowledge with each other after class. In the current system, knowledge sharing among students is not an active part of the institution, but established incentive systems and tutors already have an impact on students' knowledge sharing inside and outside school.

**Keywords:** knowledge transfer, stimulation, motivation, after-hours learning together

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