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**SOCIO-HISTORICAL BACKGROUND OF THE
ESTABLISHMENT AND DEVELOPMENT OF JUVENILE
CORRECTIONAL INSTITUTIONS, THEIR PRESENT-DAY
SITUATION FROM THE CORRECTIONAL EDUCATORS’
PERSPECTIVE, WITH PARTICULAR REGARD TO THE
REFORMATORY OF BUDAPEST**

Theses of the Doctoral (PhD) Dissertation

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1. Presentation of the research topic and rationale

Education and society are closely intertwined, as it is a critical issue for every society that the future generations are able to learn the rules of coexistence and become norm-following, useful members of society.

Commencing with the modern era a specific response was given to the phenomenon of youth criminalization in the European societies and the juvenile correctional institution came into being. This functioned in different forms and with different content in various countries and historical periods. However, in developed European countries, including Hungary, this institution has been providing the solution to this particular social challenge for about a century and a half.

Relatively little is known about juvenile correctional institutions and juvenile offenders and even less is known about the educational work carried out by correctional educators working with juvenile offenders. Society does not have information about correctional educators working in juvenile correctional institutions. In my dissertation, in addition to presenting the development of the institutional network of correctional education, I specifically intended to create the profile of the so far under-researched community of juvenile correctional educators. Therefore, I investigated the circumstances of their career choice, their career satisfaction, as well as the way they think about their work, the juvenile offenders and themselves. My goal was to provide a picture of a world that is unknown to or stereotyped by many people. Examining the topic is also important because it can provide a more accurate picture of the correctional educator career, which may help young people with their career choices and increases the chances that the right people will get in the juvenile correctional educator jobs.

The fact that little is known about the world of juvenile correctional institutions attributed to closed nature of these institutions. There are few opportunities for outsiders to gain insight, and the closed nature of these institutions also makes research work difficult. In my case, it was the openness and supportive attitude of the Reformatory of Budapest that made it possible for me to conduct the interviews and to create this dissertation. The workplace of the juvenile correctional educators examined by me is one of the oldest juvenile correctional institutions in Hungary, which is in a special situation in several respects. On the one hand, it is the only state correctional institution founded by the church that is still operating today. On the other hand, it is the only juvenile detention center in Hungary that operates with a clean profile, accommodating only juveniles (boys) placed under arrest.

Many scientific works have been published on juvenile correctional institutions and juvenile delinquency, most of which approached the subject predominantly from the perspective of law, legal history, history of punishment and sociology. However, as Judit Hegedűs (2010a) also points out, it can be established, that despite the fact that the measures imposed on juvenile delinquents are of pedagogical nature, the subject of juvenile correctional educators has been under-researched from an educational perspective (Hegedűs J. , 2010a).

2. Relevance of the topic and background of the research

The relevance of my dissertation topic is primarily given by the fact that today's accelerated social changes result in a continuous expansion of those factors that can cause the criminalization of juveniles. The „new” phenomena emerging in present-day society, such as alienation, weakening of family ties, atomization of society, expansion of virtual reality, spread of drugs, and especially of synthetic drugs, acting together with contemporary global processes such as epidemics, technological changes, the growth of social distances and the internationalization of deviance spreading with fashion trends do not affect society symmetrically. The most vulnerable groups are juveniles and young adults.

These new and constantly changing challenges not only impose extra work on juvenile correctional institutions, but also make it necessary to ensure the reintegration of more and more juvenile offenders. The work carried out in juvenile correctional institutions is of general social importance and its most essential function is prevention. However, according to the results of the supplementary questionnaire survey, public knowledge about the juvenile correctional institutions is not satisfactory. This statement is true even in the case of the wider pedagogical community, and is also supported by the interviews. The consequence of this is that society does not see juvenile correctional institutions as a means of education and prevention, but simply as a place of isolation for difficult juveniles.

During the process leading to the concretization of the research subject, three complementary research studies were carried out. The result of the first research part is a historical overview, which provides insight into the social and economic processes that have shaped and influenced to this day the development of juvenile correctional institutions and the pedagogical work carried out in them. With this, my overall goal was to place present-day juvenile correctional education in context, the results of which are included in the third research study.

In the course of the research, I carried out a questionnaire survey, the purpose of which was to assess the way the members of society, whom I was able to reach, think about juvenile correctional institutions, their knowledge about the functions of these institutions, and the way they would relate to a young person released from a juvenile correctional institution. Although I could not aim for representativeness, I think that the results confirm my assumption that members of society do not have accurate knowledge about juvenile correctional institutions and the educational work carried out in them. In the absence of knowledge related to the work carried out in juvenile correctional institutions, its social value will not be obvious either, which results in a poor social perception of the profession and also reduces the popularity of the career. Many pedagogues leave their careers precisely because, in addition to being underpaid, they also experience that the wider society has respect and trust neither for the teacher's person, nor for the pedagogical work.

The third research study is a qualitative study of juvenile correctional educators, carried out in the Reformatory of Budapest. With the help of the semi-structured individual interviews conducted with juvenile correctional educators, I examined the circumstances of their occupational choices: the teaching career and the juvenile correctional education career, the factors that directed them towards the pedagogical career, also touching upon such important points as the interviewees' ideas regarding juvenile correctional education work, its social recognition, the pedagogical career model, their professional advancement and development. The first two research studies complement the juvenile correctional educators' qualitative examination and facilitate the understanding of the most important connections, since the topic of juvenile correctional education is unapproachable without the historical, social and legal environment.

3. Research questions

Since my research was basically conducted within a qualitative framework, I did not formulate hypotheses. Instead, I formulated research questions concerning the main areas to be investigated.

The research questions raised by the dissertation are grouped around three larger, interdependent and complementary topics: the socio-historical background of juvenile correctional institutions and juvenile correctional education, today's public perception of correctional education and present-day juvenile correctional educators. This allowed for expanding the research topic on three levels, where the macro level is society (social

dimension), as the external environment that accommodates the research area; the meso level is the juvenile detention center, as the field of the actual educational work (institutional dimension); and the micro level is represented by the juvenile correctional educator (individual dimension) (Figure 1). These three dimensions are hard to imagine without one another. The juvenile correctional educator is like a link between the institution and society; thus, the micro level connects the meso- and macro levels of the investigation. These levels appear in the dissertation in a modified order, as I have examined the meso-level from a historical perspective, while the micro- and macro-level research studies are in the present. Accordingly, the theoretical research chapter of the dissertation opens with the two historical chapters (*3. The circumstances of the establishment of juvenile correctional institutions in Hungary and the main stages of their development from the beginning to the present day* and *4. Overview of the history of the Reformatory of Budapest*), while the macro-level and micro-level examinations are presented in chapter 6 (*6. Results of empirical research*).

With regard to the three levels of the investigation, I formulated the following research questions:

A. Presentation of the socio-historical background of juvenile correctional institutions and correctional education

RQ1. What were the motivations behind the intention of the Hungarian state to establish juvenile correctional institutions?

RQ2. How have juvenile correctional institutions changed since their establishment?

RQ3. How did the institutions survive the socio-political changes?

B. Investigation into public perceptions of correctional education carried out in juvenile detention centers

RQ4. What do current public perceptions of correctional education carried out in juvenile detention centers look like?

C. The present-day juvenile correctional educator – exploration of juvenile correctional educators' individual views

RQ5. What motivational forces urge someone in Hungary today to choose a career as a juvenile correctional educator?

RQ6. How do juvenile correctional educators see the social perception of their work?

RQ7. How do juvenile correctional educators consider the prestige of their occupation?

RQ8. How are juvenile correctional educators' perceptions of juvenile correctional facilities, juvenile detainees and correctional educators reflected in metaphors?

RQ9. How do juvenile correctional educators perceive their own occupation?

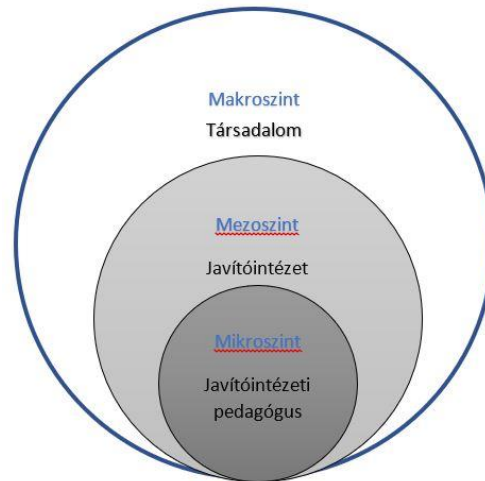


Figure 1: Examination dimensions of the doctoral dissertation

4. The structure of the dissertation

My dissertation contains a total of 11 chapters, of which seven chapters can be considered the substantive, analytical part of the dissertation. These are supplemented by the bibliography, the list of figures and tables and the chapters in the appendices.

The introductory chapter (1.) is limited to the presentation and relevance, as well as the scientific classification of the research topic. At the same time, the basic objectives were also placed here, and the research questions of the dissertation were also formulated here.

The theoretical foundation is carried out in the context of the literature review (2. *Conceptual framework of the dissertation: literature review*) and the historical (secondary) research (3. *The circumstances of the establishment of juvenile correctional institutions in Hungary and the main stages of their development from the beginning to the present day*). Accordingly, my dissertation begins with the clarification of the conceptual framework and the presentation of the relevant literature, which I relied on during the foundation of my empirical research. Since the dissertation would not be sufficiently grounded without the presentation of the historical background, I considered that using a broad approach was justified. The general historical presentation of the institution is supplemented in a separate chapter by the historical presentation of the institution that is in the focus of the investigation, the Reformatory of Budapest (4. *Overview of the history of the Reformatory of Budapest*).

Subsequently, the methodology of the secondary and primary research is presented (5. Presentation of the research methodology), as well as the discussion of the results of my own research (6. Results of the empirical research), the two subsections of which contain the analysis of the results of the questionnaire survey (6.1.) and the qualitative examination based on interviews (6.2).

The analytical part of the dissertation is closed by the summary chapter (7), which, in addition to the realization of the research objectives, the answers given to the research questions, the results, and the short summaries of the investigation parts, provides the opportunity for further research, as well as drawing the conclusions and the lessons learned from the dissertation.

In accordance with the above, my dissertation has a framed and gradually deepening structure: it starts with a history of education approach, then passing through the field of sociology, it moves to the field of pedagogy, and within that, the field of special pedagogy. This triple structure of institution - society - educator is practically inseparable from one another, thus it cannot be examined completely independently of one another.

Finally, using the results of the research, the necessary conclusions are drawn, then the results of the dissertation and their possible areas of application are also formulated, which is complemented by the presentation of some possible future research directions.

5. Presentation of the research methodology

Methodologically, in my dissertation I mainly relied on the methods of literature review, document analysis and legal analysis, as well as the analysis of my own empirical results. The methodology of the empirical research was based on semi-structured interviews and a structured questionnaire.

5.1. Presentation of the qualitative and quantitative research methods

5.1.1 Research study 1. – Presentation of the socio-historical background of juvenile correctional institutions and correctional education

In the chapter devoted to the presentation of the socio-historical background of juvenile correctional institutions and correctional education elements of qualitative and quantitative methodology are presented. However, I used quantitative elements only in a complementary manner. The study of specialized literature, document analysis, examination of various specialised materials and press materials were of particular importance during the entire research work. Depending on the nature of the given chapter, I tried to rely on domestic

literature, as well as on international literature. I used the qualitative historical descriptive analysis to present the formation and development of juvenile correctional institutions. Laws and regulations are also important tools for historical knowledge acquisition, which give an authentic picture of the development of juvenile correctional education and the situation of juvenile detainees. For those periods for which detailed data were available, I also performed statistical analysis. Since, according to Babbie, it is worth considering the existing statistics at least as a supplementary data source (Babbie, 2001.), my aim was to use the simple, descriptive statistical method to illustrate the temporal evolution of the number of juvenile offenders and those referred to juvenile correctional institutions. All these contributed to the completion of the historical background, which provides the context of the empirical research. The cartographic method was used to illustrate the territoriality of the juvenile correctional institution network.

5.1.2 Research study 2. – Examination of the public perception of juvenile correctional education: Structured questionnaire

The questionnaire study aimed to examine public perceptions of correctional education carried out in juvenile detention centers, as well as attitudes towards the juvenile delinquent released from the correctional institution. In addition to demographic questions, the questionnaire contains seven questions related to correctional education carried out in juvenile correctional institutions. Most of the questions are close ended and multiple-choice questions and a Likert scale multiple-choice question was also included. Sampling was carried out with the virtual snowball sampling method using Facebook, which allowed me to reach a large population in a reasonable time frame. This technique can be classified as a non-probability sampling method (Bacsá-Bán, 2019.). The online questionnaire was completed between 21st December 2018 and 12th January 2019. In the course of 23 days, it was visited by 492 people and completed by 354. Completion of the questionnaire was anonymous and voluntary. Due to the nature of the snowball sampling method, the sample of respondents cannot be representative, despite the large number of respondents. It also stems from the nature of the method, that certain asymmetries can be perceived within the group of respondents, the reason of which can be attributable to the group character of my direct acquaintance network and that of the secondary network (acquaintances of acquaintances), as well as the basic characteristics of response propensity. The first five questions of the questionnaire provide an opportunity to describe the asymmetry, which discuss the distribution of respondents by gender, age, education level, occupation and country of residence.

5.1.3 Research study 3. – Qualitative examination of juvenile correctional educators: Semi-structured interview

With the help of the semi-structured individual interviews conducted with juvenile correctional educators, I examined the circumstances of their occupational choices: the teaching career and the juvenile correctional education career, the life events, experiences or other factors that directed them towards the pedagogical career, also touching upon such important points as the interviewees ideas regarding juvenile correctional education work, it's social recognition, the pedagogical career model, their professional advancement and development. In compiling the interview questions, I relied upon the methodological recommendation of Antal et al. (n.d.). (Antal, Dohány, & Gáborné Nagy). I strove to eliminate subjectivity by not formulating complex or influencing questions in the interview outline that would suggest answers (King, 1994.; King, 2004.). With regard to the question groups, in addition to the main questions, I also asked supplementary questions. All questions were open-ended, in order to give respondents the opportunity to freely express their thoughts. The examined sample were juvenile correctional educators of the Reformatory of Budapest. Although expert sampling is less able to ensure representativeness, for practical reasons (closed institution, coronavirus pandemic) sampling was helped by the staff of the institution. The inclusion criteria were the status of juvenile correctional educator and voluntary participation. The interview schedule was prepared by the institutional staff. Interviewees' ages ranged from 27 to 63 years. A total of 15 people participated, of which 8 were women and 7 were men. Interviews were conducted individually. The interviews lasted between 60 minutes to two hours. The 15 interviews meant slightly more than 22 hours of interviewing. Due to the length of the interviews, it would not have been possible to reconstruct the entire conversation with the help of notes, therefore the interviews were recorded and then transcribed. Among the qualitative research methods that can be used via the Internet, I used the online interview method, which enabled remote data collection. Based on the mutual agreement with the host institution, I chose Skype as response interface, which allowed for image and video communication, as well as recording. During the interviews conducted with the correctional educators, as an additional research method, I also used the method of metaphor collection, based on analogy, using the target concepts of juvenile detention center, juvenile correctional educator and juvenile detainee. With this method, my aim was to explore juvenile correctional educator' most complex image of the correctional institution, the juvenile detainees and their own professional selves. I analysed the content of the interview transcripts using thematic analysis, one of the most common methods of qualitative data analysis. The method is used for different theme and

pattern identification and analysis in the transcripts of the interviews. Thematic analysis is rooted in the much older tradition of content analysis, and shares many of its principles and procedures. Many descriptions and guides have been published on different versions of thematic analysis (Aronson, 1995.; Boyatzis, 1998.; Joffe, 2011.). In my dissertation, I attempted to focus on the method outlined by Braun and Clarke, as it is one of the most widely used methods in qualitative research (Clarke & Braun, 2017.). This type of analysis is a recursive rather than a linear process, in the course of which, in the light of new data or newly emerging topics, the researcher can return to previous steps that are worthy of further investigation (Kiger & Varpio, 2020.). Due to the flexibility of the method, during the analysis I primarily relied on the methodology described by Braun and Clarke (2006), however, I did not strictly follow the steps described by them, as I also used the literature that I had reviewed both in formulating the questions and in analysing the obtained qualitative data, therefore the analysis was not done in a purely inductive manner.

6. Resources

In the course of the research both primary and secondary sources were used. As primary sources, I examined documents such as contemporary descriptions of the establishment and operation of juvenile correctional institutions, printed works, press materials and statistics. During the research and analysis of sources, I paid special attention to their content authenticity and accuracy. Their interpretation was aided by the subsequently arising secondary sources. The Professional Programme, the Organisational and Operational Regulations, the House Rules of the Reformatory of Budapest, reports, correctional educators' job descriptions, professional materials regarding juvenile correctional institutions, websites of juvenile correctional institutions, etc. were also part of the primary sources used. As another primary source, juvenile correctional educators were involved in the research, in the form of semi-structured interviews, and I also collected primary data with the questionnaire survey. I also regarded interviews related to juvenile correctional institutions available on the Internet as a primary source. These offered valuable and authentic information. Secondary sources included scientific works, studies and articles related to the topic.

7. Dissertation results

The research work covers three complementary research studies:

1. Historical overview: which provides an insight into the social and economic processes that have shaped and influenced to this day the development of juvenile correctional institutions and the pedagogical work carried out in them. With this, my overall goal was to place present-day juvenile correctional education in context, the results of which are included in the third research study.
2. Public perception: juvenile correctional institutions and the pedagogues working in them are surrounded by a mystical fog. Nowadays, it can be observed that juvenile correctional institutions are rarely mentioned in the media, and even then, mostly in connection with negative events. Based on the above considerations, I conducted a questionnaire survey, the purpose of which was to examine public perceptions of correctional education carried out in juvenile detention centers, as well as attitudes towards the juvenile delinquent released from the correctional institution.
3. Juvenile correctional educators: The third research study is a qualitative examination of juvenile correctional educators the Reformatory of Budapest. With the help of semi-structured individual interviews conducted with juvenile correctional educators, I examined the circumstances of their occupational choices: the teaching career and the juvenile correctional education career, the life events, experiences or other factors that directed them towards the pedagogical career, also touching upon such important points as the interviewees ideas regarding juvenile correctional education work, it's social recognition, the pedagogical career model, their professional advancement and development. Such type of research had not been conducted with the pedagogues the Reformatory of Budapest in the past decades.

As a result of the three research studies, I can formulate the following answers to the research questions posed in the introductory chapter:

A. Presentation of the socio-historical background of juvenile correctional institutions and correctional education

RQ1. What were the motivations behind the intention of the Hungarian state to establish juvenile correctional institutions?

Basically, three factors can be highlighted, which are difficult to separate from one another: modernization, in this context social transformation, and historical events mainly based on external factors.

By the end of the 19th century, a hybrid child protection system had developed in Hungary under the modernization processes, in which all three pillars (state, church, civil) are to be found, the weight of the two large groups (state, non-state) being nearly similar. The state juvenile correctional institution network, which can be considered satisfactory considering the size of the country, was created on the threshold of the First World War. However, the network of background institutions (e.g. children's asylums) remains truncated in territorial terms, these state facilities were missing in significant regions (e.g. the western half of the Felvidék, Délvidék). The country-building movement following the Compromise proved to be effective not only in terms of institutional hardware creation, but also in terms of legislative environment, as well as the establishment of the specific Hungarian correctional institution model, which was an outstanding system in international comparison as well.

RQ2. How have juvenile correctional institutions changed since their establishment?

The basic changes can be briefly summarized as follows: increasing state involvement over time (nationalization of the system); concentration (spatial); changing challenges (20th-21st century social changes); the survival of the Hungarian model.

In the approximately 140 years of continuous existence of the juvenile correctional institutions in Hungary, a shift from the hybrid system to the state monopoly can be observed. In the beginning, there were mainly financial and historical reasons for this. The territorial losses hit the private network more, and then the economic difficulties were more and more difficult to overcome for the remaining private institutions. The political changes of the Second World War ushered in the age of state monopoly, although at that time the specifically Hungarian model, and the correctional education programme in general, lost impetus. The change of regime brought about the reconstruction of the national network of juvenile correctional institutions, still as a state monopoly, although the participation of the churches and the civil sphere in the work became possible to a certain extent. In terms of pedagogy, the institutions underwent a non-linear development in time. The modernization of the last century left its mark on this aspect, however, at the same time the survival of the Hungarian model is still noticeable.

RQ3. How did the institutions survive the socio-political changes?

Despite the changing historical and political environment of the 20th century, the Hungarian juvenile correctional institution network is characterized by vitality, stability, and consistency of state and even social involvement in certain periods.

Despite significant and unfavourable historical turns, the foundations of the system functioned almost without interruption, or were regenerated in a short time, even in periods when state operations and public administration almost completely stopped. This vitality was largely based on the fact that, even in these difficult periods, the society had functional subsystems (and key people) who activated themselves and revived the system when the state's involvement stopped. In my opinion, the current network in Hungary is suitable for fulfilling the public task it has undertaken.

B. Investigation into public perceptions of correctional education carried out in juvenile detention centers

RQ4. What do current public perceptions of correctional education carried out in juvenile detention centers look like?

According to the results of the questionnaire survey, the majority of respondents do not have accurate information about the educational work taking place in the juvenile correctional institutions, but, at the same time, they largely agree with the tasks of the juvenile correctional education activities listed in the questionnaire. The majority of respondents believe that correctional education can be successful under suitable conditions. They strongly support „child rescue” and encourage the guidance of children at risk of criminalization towards a conventional life path.

C. The present-day juvenile correctional educator – exploration of juvenile correctional educators' individual views

RQ5. What motivational forces urge someone in Hungary today to choose a career as a juvenile correctional educator?

Extrinsic motivations are present only in a small proportion in the juvenile correctional educators' career choices. Therefore, it can be concluded that the juvenile correctional educators participating in the study had mainly chosen their profession based on intrinsic motivations.

In accordance with the literature, among the intrinsic motivations of juvenile correctional educators, the joy of working with children can also be identified, as well as, much more prominently than average, the desire to help children achieve success. Factors related to motivations such as social usefulness and internal career value also appear in the answers. Experimenting with other careers also proved to be a positive motivation, as long as there was

a basic interest and attraction to the teaching career, since these detours can be considered a professional clarification period. Regarding extrinsic motivations, however, in the answers of my interviewees the teaching career does not appear as a valued and advantageous occupation, and even less the juvenile correctional education career.

RQ6. How do juvenile correctional educators see the social perception of their work?

Juvenile correctional educators see the public perception of their work as being mixed. However, there is a preponderance of respondents who believe that the public perception of the field is rather negative.

Motives such as underestimation, contempt, devaluation, underpayment and lack of respect, from both students and parents, appear prominently in their answers. According to the interviewees, the reason for the increasingly unfavourable public perception of the teaching profession is mainly to be found in social changes. However, it can also be explained by the ignorance of those, who do not know the profession, which is even more pronounced with respect to the field of juvenile correctional education. The results of the interviews lead us to the conclusion that, in addition to the desired financial prestige, greater social respect is also needed in order to increase the attractiveness of the juvenile correctional education career.

RQ7. How do juvenile correctional educators consider the prestige of their occupation?

Juvenile correctional educators consider their occupation to be of above average difficulty. Although they believe that their work is useful for society, they still feel that it is of low prestige, even within the wider community of pedagogues.

The results provide evidence for the problem that has existed for decades, i.e. the low social prestige and the low wages are the main reasons that fewer and fewer people choose the education and teaching career. This problem appears even more prominently in the case of juvenile correctional education, where educators carry out their educational work under much more demanding conditions. While in the past it was considered, that the status of correctional educator is a kind of escape route, usually chosen by those who wanted to „escape” from public education, nowadays the question is rather whether in the future it will be a springboard for the enthusiastic and committed young career starters.

RQ8. How are juvenile correctional educators’ perceptions of juvenile correctional facilities, juvenile detainees and correctional educators reflected in metaphors?

Correctional educators' perceptions of juvenile correctional facilities reflected in metaphors

Based on the results of the metaphor analysis, it can be concluded that for the educators, the juvenile detention center is a familiar, yet strongly regulated, isolated, separate world, with a strict system of requirements. Metaphors referring to home, the place that provides protection and security, as well as to prison, confinement and isolation appear in the greatest proportion in the educators' metaphors. These highlight the dual function of the correctional institution, which fulfils both child protection and correctional requirements, i.e. it educates, cares for, develops and protects juvenile offenders, and it also prevents them from committing another crime.

Correctional educators' perceptions of juvenile correctional educators

From the metaphors a complex image of a juvenile correctional pedagogue emerges, who no longer enjoys the esteem of the old days. Metaphors referring to care appeared in the largest proportion, but at the same time, metaphors referring to the characteristics of the closed institution also appeared („training officer”, „jailer sergeant”, „jailer mother hen”), which indicates that the main emphasis here is not on the role of imparting knowledge, but on that of the caregiver.

Correctional educators' perceptions of juvenile detainees

The image of the juvenile detainee emerging from the metaphors supports the descriptions known from the literature, according to which the majority of young people who commit crimes have a poor social background, where they did not have the opportunity to experience physical and emotional care, nor to acquire the social skills necessary for social integration, the frustration reduction methods, and these shortcomings cause tension and resistance to the adults' intention to influence them. Many metaphors testify to the belief in juvenile detainees' capacity of development, which can give impetus, energy and encouragement to educators' dedicated work.

RQ9. How do juvenile correctional educators perceive their own occupation?

The majority of the examined correctional educators perceive their occupation as a profession, they love children, they consider the juvenile correctional institution to be a matter of their heart and are attached to it. At the same time, there is reference to the fact that overload, fatigue and bad mood have a negative effect on their sense of professionalism. Overall, the dominant

position in the interviews was that, regardless of the circumstances playing a role in their career choice, choosing this path and the institution in question had been a good decision.

8. Further research possibilities

- Extending the research to all juvenile correctional institutions in Hungary in order to examine 21st century correctional educators
- Comparative analysis with respect to the institutions of the Eastern and Central European countries
- Institutional history direction – the fate of post-Trianon institutions in the successor states (Kosice, Cluj-Napoca)
- Comparison of juvenile correctional educators to pedagogues working in different types of institutions

I am confident that the results of my research will generate new ideas in other researchers, and may be the basis for a subsequent, extended, more complex research.

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10. List of main publications and conference presentations related to the research topic

A. Conference presentations

IZSÁK Hajnalka: Javítóintézeti nevelők metaforákban tükröződő intézményképe, 5. Partium-konferencia, Partiumi Keresztény Egyetem, Nagyvárad, 2022. május 19-20.

IZSÁK Hajnalka: A javítóintézet világának metaforái – egy javítóintézeti pedagógusokkal készített interjúk kutatás eredményei, III. Oktatás határhelyzetben konferencia, Partiumi Keresztény Egyetem, Nagyvárad, 2022. március 11–12.

IZSÁK Hajnalka: Javítóintézeti pedagógusok intézmény-, növendék- és pedagógusképe egy metaforakutatás tükrében, A társadalomtudományok 30 éve a Partiumban, Partiumi Keresztény Egyetem, Nagyvárad, 2021. március 26.

IZSÁK Hajnalka: A javítóintézet metaforái, avagy a reneszánsz ember, a kóbor kutya és a veszélyes játszótér – egy javítóintézeti nevelőkkel készített interjúk kutatás eredményei, X. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia, Óbudai Egyetem, 2020. november 20.

IZSÁK Hajnalka: A javítóintézet metaforái – Egy online interjúk kutatás eredményei, Pedagógiai kihívások a 21. században – Neveléstudományi Konferencia, Dunaújvárosi Egyetemen, 2020. november 9–10.

IZSÁK Hajnalka: A javítóintézet metaforái – intézmény-, növendék- és pedagóguskép, 13. Képzés és Gyakorlat Nemzetközi Neveléstudományi Konferencia, Kaposvár, 2020. október 1–3.

IZSÁK Hajnalka: A javítóintézeti nevelésről alkotott társadalmi kép kérdőíves vizsgálata, Társadalmi felzárkózás a Kárpát-medencében – „Bölcsőtől az egyetemig”, Partiumi Keresztény Egyetem, Nagyvárad, 2020. február 19-21.

IZSÁK Hajnalka: An empirical study on the public perception of correctional education carried out in juvenile detention centers and public attitudes towards former juvenile detainees, I. Szakképzés és Oktatás: Ma – Holnap konferencia. Fejlődés és partnerség, BME, Budapest, 2019. november 20-21.

IZSÁK Hajnalka: A javítóintézeti nevelésről alkotott társadalmi kép empirikus vizsgálata, 4. Partium-konferencia, Partiumi Keresztény Egyetem, Nagyvárad, 2019. november 8.

IZSÁK Hajnalka: Public perception of and attitude towards education carried out in juvenile correctional facilities, IV. Kárpát-medencei oktatási konferencia, Partiumi Keresztény Egyetem, Nagyvárad, 2019. június 19-20.

IZSÁK Hajnalka: Public Awareness of Correctional Education Carried Out in Juvenile Detention Centers, 12. Képzés és Gyakorlat Nemzetközi Neveléstudományi Konferencia „Nemzetközi neveléstudományi irányvonalak és dimenziók határok nélkül”, Soproni Egyetem, 2019. április 25.

IZSÁK Hajnalka: Special education aiming at the social integration/reintegration of juvenile offenders and the new challenges faced by prisons and detention centers, VIII. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia, Óbudai Egyetem, 2018. november 21-22.

IZSÁK Hajnalka: Special education programmes in Romanian and Hungarian penitentiaries and juvenile detention centers, 16th International JTEFS/BCC Conference on Sustainable Development, Culture, Education, Antalya, Törökország, 2018. november 1-4.

B. Journal Articles

IZSÁK Hajnalka: Javítóintézeti nevelők metaforákban tükröződő intézményképe. Képzés és gyakorlat: Training and practice. 2022/1–2. sz. (accepted to be published).

IZSÁK Hajnalka: Public awareness of correctional education carried out in juvenile correctional facilities. Képzés és gyakorlat: Training and practice. 2021/3-4. sz. pp.15-27, ISSN 2064-4027.

IZSÁK Hajnalka: A javítóintézetek funkcióinak társadalmi megítélése, Dunakavics, Dunaújvárosi Egyetem, 2020, VIII évfolyam VII., pp. 25-34, ISSN 2064-5007.

IZSÁK Hajnalka: A javítóintézeti nevelésről alkotott társadalmi kép empirikus vizsgálata, Dunakavics, Dunaújvárosi Egyetem, 2020, VIII. évfolyam II., pp. 37-48, ISSN 2064-5007.

IZSÁK Hajnalka: Gyermeklét és iskolakép Ion Creangă Gyermekkorom emlékei című művében, Dunakavics, Dunaújvárosi Egyetem, Dunakavics, Dunaújvárosi Egyetem, 2018, VI. évfolyam VI., pp. 23-30, ISSN 2064-5007.

SZILÁGYI Ferenc – IZSÁK Hajnalka: Jelenkori változások a Bihar megyei középiskolai hálózatban, In: Tóth, Péter; Simonics, István; Manojlovic, Heléna; Duchon, Jenő (szerk.) Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban, Óbudai Egyetem Trefort Ágoston Mérnökpedagógiai Központ, 2018, pp. 617-636, ISBN 978-963-449-148-4.

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Book review

Hajnalka Izsák – Ferenc Szilágyi: Basics of Romology (Book review), Deturope – The Central European Journal Of Regional Development And Tourism, Vol. 9 Issue 3, 2017, ISSN 1821-2506