

Abstracts

Teacher's Views on Parental Involvement in the Context of Early Dropout

Nóra Imre

Abstract

The international and national literature shows that the professional discourse on parental involvement has been dominated by a narrative that focuses on ensuring equity, improving student achievement and student well-being. However, the intensity and type of parental involvement, and thus the family-school relationship, varies widely not only across the member states in international studies, but also across countries' educational institutions (Borgonovi and Montt, 2012; 2014; OECD, 2023). The present research aimed to explore the views and attitudes of teachers working in the sampled primary schools on parental involvement and the difficulties of parent-teacher collaboration. The administered questionnaire survey was conducted in 68 primary schools in the 2018/19 school year, analysing 641 teachers' responses, with a particular focus on the institutions' involvement in early school leaving. The primary research question was how teachers would shape parental engagement in their schools. One of the hypotheses, that the appropriate functioning of the parent-school relationship is more challenging for teachers in primary schools with higher ESL indices, was confirmed. In addition, it was hypothesized that teachers in primary schools with higher ESL index would prefer to increase parental involvement in school life. Results show that teachers in primary schools more at risk of early school leaving (ESL above 25%) perceive school-parent relationships as a bigger problem and find it more difficult to work with the local community and to build partnerships. Nevertheless, they would prefer to increase the involvement of parents in their school, as they believe that increasing parents' experience of school would create opportunities for cooperation, which could indirectly influence pupils' behaviour at school, motivation to learn and academic achievement.

Keywords: parental involvement, early dropout, teacher views

A Fireman, Soldier, Herder of Sheep, You'll Be All Three, ... Or!?

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Abstract

The Hungarian Armed Forces is primarily a national army, and from a historical perspective, commitment, mission and professional competencies have proved to be significant for its members. Szabó Kun's (2018) retrospective analysis claims that the organizational culture of the military, determined by its history, size, and technology, enhances the development of a strong sense of belonging among the members of the army, which has also ensured their national status for a long time. On the other hand, the Hungarian youth have been magnetized by these identity-shaping drives for centuries, so these drives can be assumed to exert their motivational power in the field of career choice among the students in contemporary formal education as well. In the present study, we have tried to sift the validity of this statement within the framework of the military professional training operating in our country, i.e. in the three distinct forms of the current cadet training. A questionnaire survey was completed to gather information about which subjects the students studying in the given form of training consider to be the most useful for their later career, which the most important motives for choosing the Honvéd Cadet Program are, how participants assess the quality of the training, and in their opinion, to what extent the training encourages them to follow a military career in their future. In the present paper, students' reasons for selecting the Honvéd Cadet Program provided by the schools were mapped, as well as the effect the program has on their further education aspirations. It is also discussed how the Program influences students' intention to continue their education on completion of their studies on the courses of the distinct types of the Honvéd Cadet Program.

Keywords: patriotism, national defence education, military training, career guidance

Measuring and Developing Intercultural Competence in Hungarian Schools

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Abstract

The paper provides an overview of the theories and principles of intercultural competence, emphasizing its distinction from cultural competence, and deriving its essence from the latter. On the other hand, it discusses the issue of the measurability and development of intercultural competence. Additionally, it deals with the investigation the authors carried out in two schools in Veszprém County within the framework of a project supported by the Thematic Excellence Program at the University of Pannonia. Based on the results of this study, the authors also make a proposal for the development of intercultural competence in schools and universities, emphasizing the importance and possibilities of (digital) literature education in this process.

Keywords: cultural competence, intercultural competence, German language and culture, teaching literature

From Recruitment Crisis to Systemic Prevention. Mental Health Turnover in the Us Army

Andrea Szabó F.

Abstract

The study interprets the US training reform announced in 2025, which aims to recalibrate US military culture by partially reinstating the disciplinary tools of the „old school.” The central argument is that the tension lies not so much between the minister’s vision of combat readiness and current practice, but between tougher disciplinary pedagogy and modern, legally and ethically entrenched educational norms. The study connects two historical axes: (1) an overview of training and preparation processes after 1990, and (2) the „mental health turn” that unfolded in the 2000s, which expanded fitness from mere physical parameters to behavioural, psychological, and community dimensions. The study analyses, within a cultural and media studies framework, how the news media frames the military in terms of hero/victim tropes and how these narratives affect issues of legitimacy, recruitment, and retention. The longer-term goal of the research is to explore and compare the best practices of NATO allies, with a particular focus on the social embeddedness of patriotic education and the transferability of training models.

Keywords: army; fitness; United States; mental health; patriotic education

Looking at the Contact between Family and High School in Light of Constructive Learning Concepts

Tamás Szöllősi

Abstract

In the high school environment, the impact of parent-teacher communication is less explored compared to the preschool or elementary school settings. However, attitudes towards school that emerge within the family are significant for the 15-18 age group, as a student’s positive school attitude contributes to academic success and reduces dropout (Green et al., 2012), thereby preventing some social issues (Rumberger & Rotermund, 2012). Accordingly, it may be worthwhile to examine the processes contributing to the school attachment of students over the age of 16, which includes the cooperation between schools and families. In Hungary, compulsory education ends in the school year when the student turns 16, making it pertinent to address the factors that can support young students’ further education. Students at risk of dropping out require complex, systemic pedagogical measures (2011. évi CXCV. törvény a nemzeti köznevelésről). This paper explores the communication and interaction between high school teachers and parents, aligning with the principles of constructive learning theory.

This paper also addresses prior knowledge, the family as an important element of prior knowledge, cultural and linguistic differences, socioeconomic status, learning environment, adaptive pedagogy, and the organization of the learning-teaching process. Ultimately, it is explored what steps teachers in high schools should take to ensure that cooperation with parents can develop into a well-functioning partnership, and how this cooperation can create a unified, consistent learning environment for students, contributing to academic success.

Keywords: secondary school, parental attitude, constructive pedagogy, socioeconomic status, learning environment

The Issues of Moderate and Radical Constructivism in Education Theory

Noémi Doktorcsik

Abstract

This paper analyses and compares the characteristics of objectivist and non-objectivist theories of learning, and it is the first time in Hungarian to explicitly summarise the different features of the learning theories of moderate and radical constructivism. The objective of the theoretical synthesis was twofold: on the one hand, to map the literature on moderate constructivism, to define the theoretical framework of the concept, and to summarise its features in educational theory, and on the other hand, to provide theoretical justification for the hypothesis that moderate constructivism shares principles with radical constructivism in educational theory, but is closer to objectivist approaches to learning in epistemology. The theoretical literature on moderated constructivism shows a very diverse picture, as the concept can be found in legal (Jackson and Storey, 2015) and political science texts (Cederman and Daase, 2006; Grainca, 2008; Torun, 2016) as well as in social science texts (Roth et al., 2023). In educational studies, it is most often mentioned in the context of e-learning (Kelz, 2009; Alonso et al., 2011) and instructional design (Merril, 1991), and is used in theoretical studies as well as in the study of pedagogical practice (Beerenwinkel and von Arx, 2017; Dulamă and Ilovan, 2008; Keller et al., 2019; Leuchter et al., 2020; Uzuntiryaki et al., 2009). The theoretical works and empirical research analysed in this paper, and the summary table at the end of the last chapter, demonstrate that moderate constructivism clearly has more in common with objectivist learning theories than with radical constructivism.

Keywords: moderate constructivism, radical constructivism, objectivism, learning theories

How We Do It: Mentoring, or Support for Those Participating in Teaching Practice and For Novice Teachers in the Field of Music – a systematic literature review

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Abstract

Mentoring to support overcoming the challenges of starting a career in the field of music is a relatively under-researched area, especially in Hungary. Our study aims to present domestic literature and the work of mentors. The primary goal of this research is to explore international literature, for which we conducted a systematic literature review. Our search in the JSTOR database, following PRISMA guidelines, yielded 30 studies, of which nine were selected for content analysis after two rounds of filtering, forming the research part of this paper. The studies we reviewed emphasize collaboration and the development of a collaborative attitude within the mentoring process. Collaboration can be implemented across multiple areas, which can serve as best practices to be adapted into Hungarian music education. In these studies, mentoring plays a crucial role in reducing career dropout rates, alleviating impostor syndrome, and fostering lifelong learning and a collaborative mindset. The findings of the reviewed studies support the work of educational institutions, particularly mentor teachers supervising practical training, and provide best practices and support for teacher candidates and novice teachers in their professional and personal development.

Keywords: mentoring, good practices, pre-service music teachers

What Lies Behind Abusive Teacher Behaviour? First results of an exploratory research study

Zoltán Balogh

Abstract

The aim of the research is to examine the characteristics of teacher abuse from the perspective of the offending educators. While school bullying has been widely studied, abuse perpetrated by teachers has received less attention in both international and national research, despite its potentially serious psychological and educational consequences for students. The study involved a systematic review of the literature from both international and domestic educational discourses, following the PRISMA methodology. Based on the analysis of 11 relevant sources, several key factors have been identified, including low self-control, burnout, low self-efficacy, stress, insecure attachment, and an accepting attitude toward violent disciplinary methods. The research also discusses the main relationships between these factors, along with several ethical and methodological considerations in studying this topic.

Keywords: school bullying, abusive teacher, systematic literature review, school violence