

# Abstracts

## **Are initial and post-initial teachers at risk? Possible symptoms predicting career drop-out depending on the number of years in the profession**

Tímea Ceglédi– Bianka Lólé

### **Abstract**

Identifying and remedying teacher shortages and the factors that lead to them is a curricular challenge of both international and Hungarian public education (e.g. Balázs and Vadász, 2019; Chrappán, 2013; Fessler and Rice, 2010; Lannert, 2021; NPK, 2018; Stéger, 2023; Varga, 2022a). The aim of our study is to present a close-up view of the symptoms that predict career dropout at different stages of the teacher career path, with a special focus on teachers who have been teaching for up to 5 and 10 years. Our research question is at which stage of the career path the following possible symptoms predictive of leaving the teaching profession become more acute: 1) feelings of lack of motivation, 2) uncertainty of self-worth in relation to other teachers, and 3) negative perceptions of the challenges of the teaching profession. The analysis was based on the Research on the Stagnating Status and Future of Teachers 2020 database. The online self-completion questionnaire for teachers in public education was completed by 254 teachers in January 2020. Our data were analysed using descriptive statistics, principal component analysis, cross tabulation analysis and analysis of variance. Our results show that 1) feelings of lack of motivation appeared not only in initial teachers, but also in post-initial teachers; 2) in the case of relative professional self-evaluation, finality appeared at the beginning of the career, and a drastic under-evaluation appeared in the case of teachers who have been teaching for 5-10 years. 3) With the exception of digitisation, all the divisive challenges were rated as most difficult by the two generations at the beginning of their careers (teaching for 5 and 10 years or less). The most important result of our research is that not only those who have been teaching for 5 years or less are more likely to experience the symptoms we have analysed, but also those who have been in the profession for 5-10 years, and for some indicators they appear to be the most vulnerable group.

**Keywords:** initial and post-initial teachers, professional self-evaluation, teacher shortages

## **Academic resilience of secondary school students. Results from a study of five different types of secondary schools in Hungary**

Balázs Fajt– Adél Vékási – Eszter Csányi– Mátyás Bánhegyi

### **Abstract**

Successfully coping with life's unknown situations and various difficulties requires resilience, the ability to overcome and cope with challenging situations. Academic resilience is the ability of a student to innovate and adapt in order to overcome difficulties that may adversely affect their academic performance. In the present research, based on the investigated student sample, we sought to find out whether there is correlation between academic resilience and the type of secondary school attended. In order to explore this relationship, we used a questionnaire to measure academic resilience among a total of 1019 students from five different types of secondary schools. Following Cassidy (2016), we examined students' perseverance, negative affect and emotional response, as well as reflecting and adaptive help-seeking in relation to academic resilience. Our results show that statistically significant differences between students from different schools can be identified for perseverance as well as for negative affect and emotional response. These results can serve as a point of orientation for teachers in different types of secondary schools and for higher education institutions admitting secondary school students.

**Keywords:** academic resilience, public education, resilience, secondary education, secondary school types

## The role of artificial intelligence in online examination

Nikoletta Tolner – Monika Pogátsnik – Judit Módné Takács

### Abstract

Artificial intelligence (AI) is now present in many areas of life and is playing an increasingly important role. Education 4.0 has brought new opportunities for the use of AI. Online learning opportunities, such as Massive Open Online Courses (MOOCs), are increasingly using artificial intelligence (AI) and machine learning to improve the efficiency of knowledge transfer and educational processes. AI can help to design course materials and assessments and to evaluate student performance effectively. However, the use of AI also poses challenges, such as changes in the role of the instructor, as well as privacy and cyber security concerns. Taken as a whole, it offers promising opportunities for learners and educators and is expected to play an increasing role in education in the future, as the continuous development of AI can help to further improve the efficiency and effectiveness of education. This qualitative research investigated the knowledge of the faculty members (N=12) of the Alba Regia Technical Faculty of Óbuda University about the use of AI through focus group discussion. We aimed to map the lecturers' knowledge, attitudes and opinions about AI methods and gain insights into their views and experiences on the topic. Our research used a combined methodological approach to explore AI tools' potential benefits and challenges in the examination process. Our results show that AI tools can improve the examination process in higher education, however, their use requires careful consideration and monitoring.

**Keywords:** artificial intelligence, education 4.0, online examination, innovation

## Resilience in the Hungarian educational science discourse. Research history in a statistical approach

Tünde Szirtes-Tankó

### Abstract

Resilience in educational science is a relatively new topic on the international level. Research in Hungary has an even shorter history. The first publication goes back to 2012, and the first and so far only research review was written in 2016. The aim of our recent statistical analysis is to collect all records published in education sciences between 2012 and 2022 from publicly available Hungarian databases and library catalogues. And furthermore, to create an overall picture of the main trends – by whom, when, in what form they were written, where they were published, with what method and who they examined. We managed to identify a total of 109 relevant publications in Hungarian. We focused on formal and some basic content features by examining the keywords of the titles and the abstracts. A more detailed content analysis is planned in the near future. Based on our results, a typical Hungarian publication dealing with resilience was most likely published in the second half of the last decade, written by a novice researcher, rather shorth (article or book chapter), and concentrated on the higher education sector, primarily on disadvantaged university students. We recommend our study to those who are also interested in further statistical details concerning the formal characteristics. Based on the content analysis, further empirical studies would be particularly useful among teachers, elementary school students and school organizations in the context of resilience.

**Keywords:** resilience, educational science, research history, 2012-2022, statistical analyses

## **A comparison of Turkish and Hungarian folk music education until the end of the 20<sup>th</sup> Century**

Tímea Janurik

### **Abstract**

This study presents the role of folk music in Turkey and Hungary in the context of music lessons in schools nowadays. As a background, the study examines the discovery of the importance of folk music, the time of its discovery, and the goals of increasing the role of folk music. It also compares the beginnings of folk song collection in the two countries studied, the incorporation of folk music into education and music curricula, and suggests ways of increasing its popularity. It shows parallels between the two nations' folk music education and the antecedents described above, from the 17<sup>th</sup> century to the end of the 20<sup>th</sup> century, and also mentions Hungarian figures in the Turkish folk music education. It also looks at current trends in music education in schools in other European countries, with a special focus on folk music, thus putting forward the theory that folk music plays a similarly important role in music lessons in the countries under study as it does in singing lessons in Turkey and Hungary. In conclusion, it can be seen that folk songs (anonymous songs by the Turkish definition) form a significant part of singing lessons, together with folk songs of other peoples, called transfer songs, and folk-based school songs sung in the mother tongue, the latter two terms also referring to folk music and folk-based songs. The national goals set at the outset for folk music are still dominant in both countries, although research shows that pupils are less interested in it. To aid this problem, good practices have been developed and are presented in this study. In this study the use of music in different settings over the centuries in Hungarian, Turkish and English literature were examined, with a particular focus on the use of folk music.

**Keywords:** folk music; folk music collection; curriculum; music lesson; Turkish



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