

OVERVIEW OF COUNTRY RESULTS IN TALIS¹: HUNGARY

Teachers' perceptions of their own effectiveness (self efficacy) and job satisfaction

- In **Hungary**, teacher self-efficacy and job satisfaction are low compared to other participating countries [Figure 4.15].

Quality of the classroom environment

- On average classroom disciplinary climate is viewed rather positively by teachers in **Hungary** compared to other 23 countries and the percentage of lesson time lost to disruptive student behaviour or administrative issues is amongst the lowest [Figures 4.9 and 4.11]. *Relation between both phenomenon is strong, coefficient correlation is amongst the highest [Table 4.2].*

Professional development of teachers

- Almost 87% of teachers participate in professional development activities in the survey period (18 months) (TALIS average= 89%) [Table 3.1].
- Average number of days of development taken was 14.5 days, just below the TALIS average of 15.3 days [Table 3.1].
- Almost 72% of teachers in **Hungary** paid nothing for the development they received (TALIS average= 65%) and a relatively low percentage - 44% - received scheduled time allocation for undertaking the development (TALIS average= 63%) [Table 3.5].
- Unsatisfied demand for more development is below the average for **Hungary**: 40% teachers wanted more development than they received (TALIS average= 55%) [Table 3.3].
- The areas of greatest development need for teachers in **Hungary** as in almost all countries are teaching students with special learning needs (42% of teachers report this; TALIS average=31%), Student discipline and behaviour problems (31% of teachers report this; TALIS average=21%), and ICT teaching skills (23% compared with TALIS average of 25%). Other areas of need for teachers in **Hungary** are instructional practices and teaching in a multicultural setting and student counselling [Table 3.4].

Teaching beliefs, practices and attitudes

- As in almost all countries teachers in **Hungary** predominantly see their role as a facilitator of active learning by students who seek out solutions for themselves (constructivist beliefs) as opposed to a role in transmitting knowledge and providing correct solutions about teaching (direct transmission beliefs), though the strength of preference in **Hungary** is not as great as in the majority of countries [Figure 4.2].
- In terms of practices, teachers in **Hungary** as in all countries reported using practices aimed at ensuring learning is well structured ("structuring practices") more often than they used student-oriented practices, such as adapting teaching to individual needs. Both of these teaching practices are used more often than activities such as project work ("enhanced activities"). Teachers' use of

¹ Based on reports from teachers of lower secondary education and the principals of their schools.

structuring practices is relatively more pronounced in **Hungary** than in all other countries [Figure 4.4].

- In **Hungary**, as is the case for all countries, co-operation by teachers takes the form of exchanging and co-ordinating ideas and information more often than direct professional collaboration such as team teaching. The relative use of professional collaboration in **Hungary** is relatively high compared to teachers in other countries [Figure 4.7].

Teacher appraisal, feedback and school evaluation

- 6% of teachers in **Hungary** had not received feedback or appraisal in their school (6th lowest of the 23 countries) [Table 5.3] and only 1.2% of teachers are in schools that had no evaluation (external or self-evaluation) in the last 5 years (2nd lowest of the 23 countries) [Table 5.1].
- Of those teachers receiving appraisal/feedback, 45% reported that it resulted in a development plan to improve their teaching. This percentage is high compared with the TALIS average (37%) [Table 5.8].
- In terms of the general impact of appraisal and feedback in their school, around 45% of teachers in **Hungary** report that they will receive some reward (monetary or non-monetary) for improving the quality of their work or being innovative in their teaching, among the highest percentages of the 23 countries [Table 5.9].
- 34% of teachers believe that a teacher will be dismissed for sustained poor performance in their school (TALIS average= 28%) [Table 5.9].

School leadership

- As in the majority of countries (13 versus 10), instructional leadership is more frequently practiced in **Hungary**. School principals in **Hungary** tend towards a high administrative style of school leadership and an even greater indice of instructional style of leadership. Principal involvement in decision making is higher than average [Table 6.3].
- When a principal uses a more pronounced instructional leadership style in the example of **Hungary**, teacher appraisals tend to be based on retention and pass rates of the students, on the teacher's use of professional development and on innovative teaching practices [Table 6.9].
- In **Hungary**, teachers who work with a principal with a more pronounced instructional style of leadership are more likely to show a stronger belief in a direct transmission approach to teaching [Table 6.4], a greater likeliness to exchange and co-ordinate in their teaching activities and to co-operate and work together in groups or teams for job-related purposes such as administrative tasks, the actual teaching of students or professional development [Table 6.6].
- In **Hungary**, teachers tend to be more satisfied with their jobs if they work with a principal who adopts a more pronounced instructional style of leadership [Table 6.8]. Those teachers are more likely to report better relations with students and to use more frequently student oriented practices (involving students working in groups, grouping students by ability and differentiating the tasks they are set and the involvement of students in planning classroom activities) [Table 6.7].

Job experience for teachers

- Length of experience of teachers in **Hungary** is above the average: the percentage of teachers working for 20 years or more= 47%; TALIS average =36% [Table 2.3].

Teacher behaviours hindering instruction

- Teacher absenteeism is a relatively serious problem in **Hungary**: 26% of teachers are in schools where the principal reports this hindering instruction a lot or to some extent ; TALIS average 26% [Table 2.8].