

Book Review



Hungarian Educational Research
Journal

**Szell, K. (Ed.). (2018). Iskolai legkor es
eredmenyesség [School atmosphere and
efficiency. Focus on resilience and
endangered schools]. Szeged, Belvedere**

2019, Vol. 9(3) 574–576

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<https://akademiai.com/loi/063>

Akadémiai Kiadó

DOI:10.1556/063.9.2019.3.48

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Krisztian Szell argues that educational systems can be very successful, where effective and efficient education extends to everyone, where family status does not affect the differences between students. In addition to acquiring basic competencies, the school's primary goal is to reduce differences in the background characteristics of students (e.g., social status and innate abilities). The subject of the research is those schools with low social status, where students are learning with a socioeconomic disadvantage higher than average. In the first part of the author's well-structured work, he seeks to create a theoretical, interpretative framework that focuses primarily on the issue of quality in education and quality education, and then takes the decisive components of school performance and school factors in the development of resilience. Later, he focuses on the methodology of the widely conducted research, the formulation of research questions, and hypotheses, which is followed by a detailed presentation of the results of the research by drawing conclusions. The volume highlights the correlation between educational effectiveness and equity, getting to know the most disadvantaged and disadvantaged schools, learning about internal processes and atmospheric factors.

The starting point of the research reflects an educational ecological approach, which focuses on the study of the interaction between the narrower and broader environment of the student. The present work analyzes the effects of school, the effects of the various

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dimensions of the school atmosphere on effectiveness, and also examines school-level processes that influence the effectiveness of schools; most notably, the atmospheric factors can be classified in the groups of atmospheric surveys (school effects studies and performance research). The author draws attention to the fact that there are institutions (resilient schools) that, despite the difficulties and disadvantages, still achieve success. Therefore, from the research point of view, it is a central question of how schools can achieve effective and equitable education for their students, and which factors can help schools to develop and strengthen their resilience. The volume highlights that resilience does not only depend on the individual, personal characteristics of the pupils, but the school and the teachers working there have a significant role in the success of the process. The aim of the research is therefore to explore the factors that determine the quality of teaching and educational work and the effectiveness and disadvantage of the schools. Hypothesis of research is the effectiveness of low-school schools can be clearly attributed to the quality of the school-learning environment, the quality of the atmosphere and the attitudes and attitudes of the school's teachers regarding teaching, education, segregation, and disadvantage compensation. The modernity of the research is that it is opposed to two school groups whose analysis reveals the different contextual characteristics of schools with outstanding socioeconomic status. During the analysis, the author discusses the basic characteristics of the schools examined (location, pedagogical shortage, and student composition), as well as the goal, norm, and value system, the pedagogical practice used, the teacher's competencies, views, attitudes, relationships and cooperation, as well as well-being. The study scans to identify schools and school types, but also focuses on the individualistic (learner-level) approach. From the side of the research methodology, the novelty of the work is that the methodology developed by the author, the calculation of school pedagogical value, and the formation of school groups are at the service of the research. The study of the school context is carried out through diversity tests, binomial logistic regression, and contextual analysis. Research is a quantitative (questionnaire survey and competence measurement) and qualitative element (interviews with directors, teachers, and classroom observations). By linking three databases [NCM (OKM), KIRSTAT, and Teacher Data Collection], it is possible to capture the links between the atmosphere and the effectiveness of schools, and that the relationships between the socioeconomic disadvantageous schools and school groups can be demonstrated. All these are complemented by qualitative test results and fieldwork experience. The examined interval is between 2012 and 2015. A total of 1,697 primary schools were included in the sample. In addition, the author examines the context of four schools (two residencies and two at risk) by analyzing the responses of directors and teachers. The results of the research show significant differences based on the regional location; in the regions of Northern Hungary and Northern Great Plain, the number of resilient and vulnerable schools is overrepresented. While the number of high-risk schools in the Northern Hungary region is high, the number of schools at risk in the Southern Great Plain is

significantly low. Schools with more than 2,000 school children in towns and cities with a population of over 3,000 are more likely to be in the resilient school group. Here, a high proportion of non-state/municipal-run schools can be found among resilient schools. Resilient schools are smaller in size than endangered schools. The author is committed to exploring the characteristics of vulnerable and resilient school types. The characteristics of endangered schools are lack of specialized provision, high teacher turnover, lack of performance orientation, a high number of unjustified hours, poor further education indicators for secondary schools leading to higher education. In contrast, students in resilient schools are more motivated, disciplined, and have less problematic behaviors among them. The author also focuses on the factors that determine the entry into a vulnerable group: larger settlement size; shortage of teachers; lack of high parental expectations; lack of integrated, ability-building programs; increasing discipline; in-service training with less-skilled staff; and early school-based preschool education. The results of contextual analysis try to answer how the environmental characteristics of the school influence the pupils' performance, their willingness to progress, and the parent-school relationship when the students are in multiple disadvantages. In this respect, the author examines in detail the effectiveness of the students; pupils have ideas about family and vision; the question of norm and value system; and the role of social relationships; opportunities, efficiency, and socialization issues with parents. As the closing of the volume, the results of the differences between the established school groups are summarized and conclusions are drawn. Today's education policy needs scientifically grounded research that deepens the knowledge of a particular educational problem. Krisztian Szell's research results contribute to the broadening of this knowledge. This book highlights a new aspect of getting to know the situation of schools for the most disadvantaged students. Exploring the interrelations of internal processes and understanding the atmospheric factors can lead to the successful operation of these schools, which can contribute to the reduction of differences in learning outcomes.